Influence Of Boarding School Climate and Family Support on The Subjective Well-Being of Adolescents in Boarding Schools

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Abstract

The study aimed to find out the influence of boarding school climate and family support on the subjective well-being of adolescents in boarding schools. Data collection is self-report using questionnaires. Respondents to the study numbered 158 adolescents who were determined using simple random sampling techniques. The data processing techniques used are descriptive statistics and multiple linear regression analysis. Based on research, it shows results that: 1) Three out of five adolescents felt subjective well-being and boarding school climate were in the moderate category, and 58.9% of teens felt family support was in the high category; 2) Boarding school climate and family support had a positive influence of 41.2% on adolescent subjective well-being. It can be concluded that in improving the subjective well-being of adolescents, boarding schools can maximize the satisfaction and quality of life of adolescents by creating a positive boarding school climate and synergizing with families through co-parenting programs in providing social support and meeting needs for adolescents.

Keywords: subjective well-being, boarding school climate, family support, boarding school, youth

INTRODUCTION

Adolescents learn to rely on a wider and more diverse social milieu, notably the school environment, as they enter adolescence. The school environment provides a social environment that has an impact on adolescent development in addition to academic instruction. Humans have a variety of social and psychological demands that must be satisfied at every stage of development. School is one of the specialized contexts that is crucial in supporting the well-being and development of adolescents, according to Tian, Wang, and Huebner (2014).

With the passage of time, several educational institutions have emerged, each with its own set of goals and accomplishments. There are a growing number of parents who are interested in boarding schools or boarding-based Islamic schools that give not only a formal education but also a more in-depth religious instruction. In order to achieve the goals set forth during the boarding school education process, boarding schools place a greater emphasis on the cultivation of spiritual values, the formation of morals or character, the development of moral values, and the enforcement of discipline (Shafe'i, 2017; Nopianti, 2018). Efforts to achieve these objectives are aided by a variety of programs and legislation aimed towards adolescents (Azizah and Hidayati, 2015).

Teenagers are expected to live in dorms and participate in all extracurricular activities and regulations while in school. It is not commonplace to make teenagers feel burdened to the point where they avoid and disregard learning by napping, playing, disobeying regulations, and so on (Juniati 2017). Adolescents' subjective well-being can be impacted by spending the majority of their time in the same place and being forced to meet all demands in the learning process as well as follow all appropriate regulations in order to reach the objective.

According to Ross et al. (2020), adolescence is one of the most important stages in adolescent development, and many elements from this time contribute to lifetime happiness. The Sustainable Development Goals (SDGs) number three, "ensuring healthy living and fostering well-being for everyone at all ages," includes a discussion on adolescent well-being. Subjective well-being,

according to Pontin et al. (2013), can be defined as a form of life satisfaction, social function, and features of quality of life, as well as how these things are distinguished from objective or external criteria such as material and financial resources.

Maslihah (2017) splits elements that affect subjective well-being into two categories: internal factors that originate within teenagers and external ones that originate both physically and non-physically in the surrounding environment. Demographic characteristics such as age, education, gender, and socioeconomic status, according to Erylmaz (2012), can be used to assess subjective well-being in teenagers. Other research have found that the school climate and interpersonal relationships among students, classmates, instructors, and educators can increase teenage subjective well-being (Varela, et al., 2019). According to Lampropoulou (2018), adolescents who have positive relationships in their school community have a positive learning climate, which can help them improve their mental health, self-adjustment, and subjective well-being. As a result, creating a favorable school climate and a nice living environment is necessary to make teenagers feel comfortable and wealthy, as well as to get teens closer to the fundamental purpose of boarding school education.

According to Varela, et al. (2019), the school climate is a significant notion of the school that depicts an environment that provides emotional support for pupils. The school climate, according to Wang and Degol (2016), encompasses nearly every aspect of the school experience, from the quality of teaching and learning to inter-community interactions in schools, school organizations, and the institutional nature of the school environment.

According to Martin, et al., (2015), there are four factors that contribute to the climate of boarding schools. To begin, social engagement is established among other dormitory occupants, who share activities with one another. Second, santri regulations and culture are enacted in schools and dormitories. Third, the Foundation's regulations will help to create a more stable climate. Fourth, there will be more opportunity to develop positive relationships with the Foundation.

It is possible to improve adolescents' subjective well-being by meeting their needs (Lampropoulou, 2018). Creating a suitable learning environment, offering psychological assistance and counseling, and providing social support from parents, teachers, and educators in the school setting can all help to meet needs. According to Pinkerton and Dolan (2007), teenagers require immediate social assistance, particularly from their families, as a kind of support for their right to meet their needs. Family support is described as a method of assisting family members who are experiencing difficulties as a result of these changes (Pinkerton, et al., 2018).

Teenagers who attend boarding schools will be separated from their families. That isn't to say that teenagers can't meet and connect with their families. Generally, boarding school regulations will allow students to communicate with their families over the phone or in person on the days of visits or holidays. On this occasion, the family can contribute in a variety of ways to satisfy the requirements and preserve the welfare of teenagers in boarding schools while they encounter numerous hurdles in achieving their goals.

According to studies conducted by Siedlecki et al. (2013), family attachment and family support have a good impact on individuals. According to Brannan et al. (2013), family support influences all elements of subjective well-being, including boosting life satisfaction, improving good moods, and reducing negative moods. This statement is backed up by the findings of Matsuda et al (2014) It's study, which found that family support is linked to subjective well-being in terms of lowering negative impacts and improving life satisfaction. That is, through giving good effects, lowering negative influences, and boosting individual life satisfaction, family support can increase subjective well-being. Other research have found that having sufficient material resources affects a person's life satisfaction, while intangible resources such as social support from parents and relatives determine a person's level of pleasure (Schnettle, et al., 2014). As a result, the presence of family support for the individual is critical since it can have a positive impact on the individual's subjective well-being. The study's goal, according to the description, is to determine the impact of boarding school climate and family support on the subjective well-being of teenagers in boarding schools.

METHOD

This study employs quantitative research techniques. Quantitative research is a research strategy that involves examining a specific population or sample, collecting data using research instruments, and analyzing the data quantitatively or statistically with the goal of testing hypotheses that have been proposed (Sugiyono 2013). In this study, questionnaires were sent to respondents as a data collection method. The research took place between April and July of 2021. The study respondents were chosen from one of boarding school in Bekasi, West

Java, using a simple random sample technique. The total number of people who took part in this study was 158.

Spiritual care; behavioral problems; academic and civic learning; discipline, safety, and rules; resource support; physical environment; leadership; and relationships were used to compile school climate variables based on the Boarding School Climate Scale instrument by Mehmood, Iqbal, and Khalily (2021) using eight dimensions, namely: spiritual assistance; problematic behavior; academic learning and citizenship; discipline, security, and regulations; resource support; physical environment; leadership; and relationships between school members. The climate instrument at the school consists of 67 statement items. The Likert scale is used to provide four answer alternatives for the assessment or score.

The family support variable is based on the Chang & Guo (2021) Family Support Scale instrument, which has six dimensions: Economic and material assistance, emotional assistance, information assistance, network connection-based assistance, daily activity-based assistance, and assistance in building self-efficacy are all available. There are 22 statement items in the family support instrument. The Likert scale is used to provide four answer alternatives for the assessment or score.

The BBC's instrument Subjective Well Being by Pontin, Schwant touer, Tai, and Kinderman (2013) uses three dimensions to structure subjective well-being variables: physically health, psychological well-being, and relationships. There are 23 statement items in the subjective well-being measure. The Likert scale is used to provide four answer alternatives for the assessment or score.

The findings of the validity assessment of the school climate questionnaire, family support, and subjective well-being yielded a computed r value on each item of the statement > r table (0.159), indicating that each item of the statement on the instrument is valid. The three instruments were certified reliable with extremely strong performance by Cronbach's alpha reliability coefficients in boarding school climates (0.914), family support (0.886), and subjective well-being (0.951) >.800.

The data analysis employed in this study was a double linear regression analysis of two predictors to prove whether or not there is an effect between two free variables and one bound variable (Kadir 2010), as well as to generate predictions based on the weaknesses of those influences (Kadir 2010). (Sugiyono 2013). The IBM SPSS Statistics application is used to process the information.

RESULTS AND DISCUSSIONS

Characteristics of Youth and Family

A total of 158 boarding school students took part in the study. Adolescents are split into two categories in this study: early adolescence and late adolescence (Santrock, 2015). Early teenage respondents aged 14-17 years and late adolescent respondents aged 18-19 years have different characteristics. Primary education (elementary), secondary education (junior and high school), higher education (Diploma and Bachelor), and not identifiable are the four educational qualities of father and mother. In the study, the number of family members was divided into three categories: small families with 1 to 4 members, moderate families with 5 to 6 members, and large families with more than 7 people. The family with the fewest number of members is three, while the family with the biggest number of members is twelve.

Table 1: Respondent Characteristics Descriptive Statistics

Characteristic	Frequency	Percentage %)
Age	150	66.5
Early adolescence	53	33.5
Late Adolescents		
Education of the Father		
Primary Education	7	4.4
Secondary Education	109	69
Higher Education	35	22.2
Unidentified	7	4.4
Education of Mother		
Primary Education	13	8.2
Secondary Education	110	69.6
Higher Education	31	19.6
Unidentified	4	2.4
Number of Family Members		

Characteristic	Frequency	Percentage %)
Small Family	72	45.6
Medium Family	78	49.5
Big Family	8	5.1

Dormitory School Climate

The school climate refers to the quality and character of life of students and other school members, which encompasses physical and social-emotional safety, teaching and learning, relationships, and environmental structural factors (NSCC, 2014). The climate of boarding schools refers to the entire school environment, including not only one of the physical and social circumstances,

but also all aspects of school activities. The climate factors of boarding schools are classified into three groups based on the findings of the study: low boarding school climate (1.3 percent), moderate boarding school climate (59.5 percent), and high boarding school climate (100 percent) (39.2 percent). As a result, it may be inferred that the adolescent's perception of a rhythmic school climate is moderate.
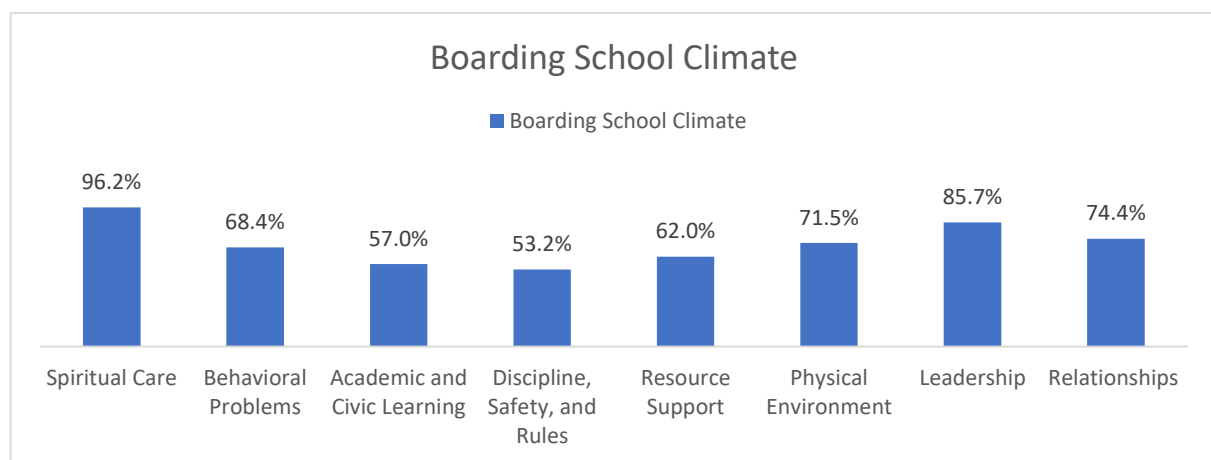

Figure 1 Distribution of Respondents Based on Variable Dimensions of Boarding School Climate

Family Support

When youth confront issues throughout a transition, family support is defined as a technique to provide assistance to family members (Pinkerton, et al., 2018). The family can provide support in the form of material, emotional, or information that other family members require. The study's findings

divide family support factors into three categories: low family support (0.6 percent), moderate family support (40.5 percent), and strong family support (50 percent) (58.9 percent). As a result, it may be argued that family support for adolescents is of a high quality.
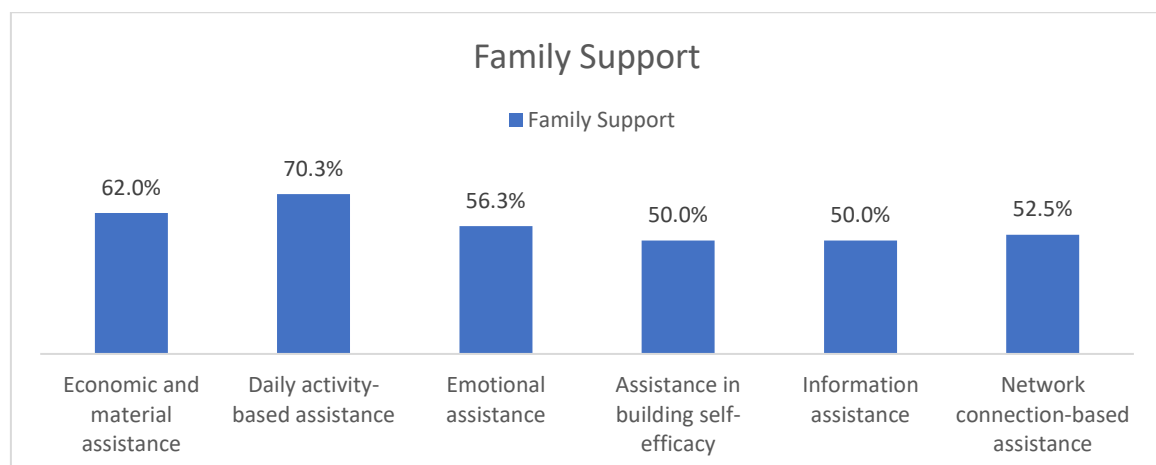

Figure 2 Distribution of Respondents Based on Variable Dimensions of Family Support

Subjective Well-Being

Subjective well-being refers to how a person feels about life satisfaction, social function, and features of quality of life, as opposed to objective factors like material and financial well-being (Pontin, et al., 2013). Subjective well-being refers to things that may be subjectively examined or evaluated, such as when teenagers are able to communicate what they are feeling and experiencing during their adolescent years. Subjective well-being characteristics are divided into three categories based on the study's findings: low subjective well-being (2.5 percent), moderate subjective well-being (67.7%), and high subjective well-being (100 percent) (29.7 percent). As a result, it may be argued that adolescents' subjective well-being falls into the moderate range.
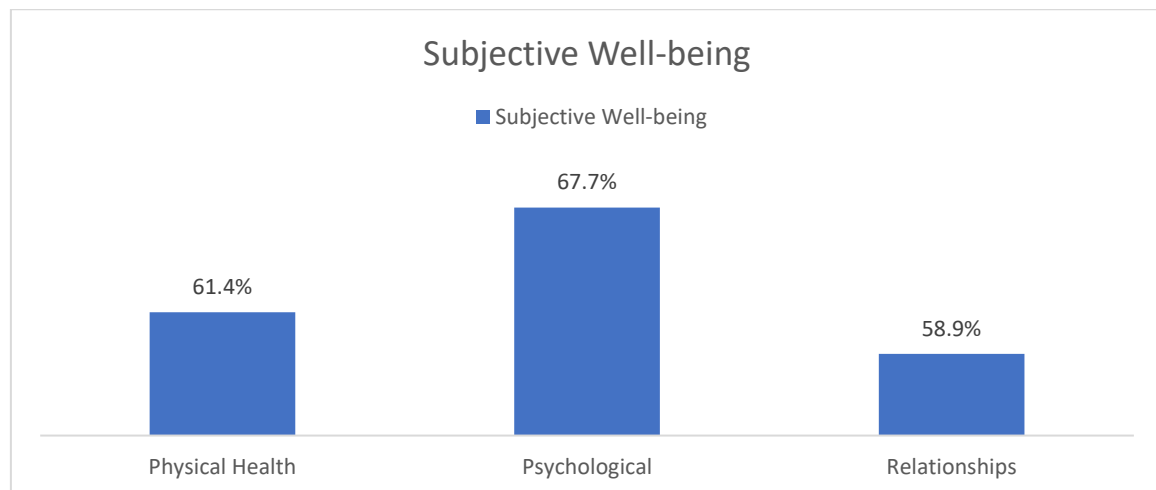

Figure 3 Distribution of Respondents Based on The Variable Dimensions of Subjective Well-being

The Effect of School Climate and Family Support on Subjective Well-Being

The results revealed that the lowest score was 152 and the highest score was 262, with an average score of 212.79 for the school climate factors. The Spiritual Assistance dimension has the highest average proportion of dimensions (96.2%), while the Discipline, Security, and Regulation dimensions have the lowest (53.2 percent).

The results revealed that the lowest score was 51 and the highest score was 88 on the family support variables, with an average score of 73.39. The Daily Activity-Based Support dimension has the largest average proportion of dimensions (70.3%), while the Self-Efficacy Support and Information Support dimensions have the lowest (50 percent).

The results revealed that the lowest score was 50 and the highest score was 90 on subjective well-being measures, with an average score of 70.72. The Psychological Well-Being dimension (67.7%) has the greatest average percentage of aspects, while the Relationships with Others dimension has the lowest (58.9 percent).

Based on the significance test of the coefficient of the double regression equation, a grade t computed school climate variable of 6,219 and family support variable of 3,531 was obtained If t calculates school climate variables (6,219) and family support (3,531)> t tables (1,975), it may be stated that school climate variables and family support affect subjective well-being variables in a partial way. Furthermore, the results of the significance test of the multiple regression equation yielded a F value of 54,406. If the value F calculates = 54,406 > F table = 3.05, it can be stated that the variables of school climate and family support affect subjective well-being variables concurrently or in combination.

The sig value. F changed by 0.000 and the correlation coefficient (R) value of 0.642, according to the results of the multiple correlation coefficients test. It can be argued that school atmosphere factors and family support are simultaneously linked with subjective well-being variables if sig value. F Change = 0,000 0.05. The value R Square = 0.412 in the determination coefficient test indicates that school climate characteristics and family support account for 41.2 percent of the variability in subjective well-being variables.

Discussion

According to the findings, the boarding school climate and family support have both partial and simultaneous effects on adolescents' subjective well-being. According to Prasetyo (2018)'s research, the school climate has a positive relationship with adolescents' subjective well-being. The school climate in question includes not only physical and material factors in the school environment, such as facilities, building size, and building condition, but also social relationships that occur in the school environment.

The boarding school climate has a positive influence, according to the distribution of dimensions, with the highest proportion in the dimension of spiritual help supplied by dormitory guards and teachers. Based on observations of the school and dormitory environment, teachers and dormitory guardians provide assistance in the form of attention, care, alertness, and interest in adolescent participation in youth coaching in order to foster positive relationships between teachers, dormitory guardians, and adolescent participation in youth coaching. These findings are reinforced by Gholami's (2011) research, which shows that in order to develop learning capacity and sustain learners' character, educators must have knowledge and abilities in caring for them.

Another area with a high percentage is leadership, which is measured through interactions between teenagers and principals. According to Pina, et al., (2015), a positive relationship between the principal and the students can help to improve the school's quality, teacher performance, and student learning outcomes. This can indirectly contribute to a pleasant school climate. In their study, Aldridge, et al. (2016) found that building a healthy school atmosphere improves adolescent well-being, one of which is measured by the relationships formed between students, classmates, and educators in the school setting. Furthermore, boarding schools have been able to create a pleasant school climate for teenagers, thereby improving their subjective well-being.

The social support offered by families is another component that may influence subjective well-being in the study. According to the distribution of dimensions, the influence of family support is in the high category, with the highest percentage in the dimension of daily activity-based support, which is indicated by family members' care in understanding basic needs and knowledge in living daily life, understanding and supporting all of the responsibilities that must be lived by adolescents,

and providing medical care when adolescents require it both directly and indirectly. Such assistance may appear insignificant, but it can have a significant impact on a teenager's life. Wijayanti et al. (2020) claim that social support offered by parents in the form of attention, direction, and understanding requirements will make teenagers feel happier and content.

Another factor with a high percentage is economic and material support, which is defined as providing financial or material aid to teenagers in the form of money, commodities, or services. Adolescents believe that their families, particularly their parents, are capable of providing adequate material support in meeting their requirements, according to their statements. Overall, families and parents have been able to address the requirements of teenagers through various forms of support. According to Gülaçti (2010), family social support has a considerable impact on subjective levels of happiness. A positive relationship between parent and child improves the emotional, social, and cognitive components of the child's life, making it more positive and rewarding for the youngster.

According to the findings of the study, boarding school climate and family support have a positive impact on teenagers' subjective well-being, meaning that the better the boarding school climate and the stronger the family support, the higher the adolescents' subjective well-being. Physical well-being, psychological well-being, and interpersonal relationships are all evaluated as part of subjective well-being. Because psychological well-being has the highest percentage, adolescents can be regarded to have a positive psychological well-being. Psychological well-being, according to Pontin et al. (2013), includes psychological aspects that people experience, such as feeling happy when you can be yourself and do things you want, feelings of optimism about the future and accomplishments, and feelings of distress or anxiety about their own lives. Teenagers are content and enjoy the life that they desire. According to the findings of the observations, the majority of teenagers admitted that they chose to continue their education in boarding school, despite the fact that this requires them to be away from their families and parents. Teenagers recognize that this option is the best for them, so they do not feel guilty about their decisions.

When thinking about the future, teenagers admit to feeling anxious at times. Furthermore, as teenagers reassure one another, their confidence in the future begins to re-form, thanks to the support of family and teachers. Teenagers also claim that imagining dreams and hopes restores their faith in

their ability to reach the future. Teenagers are content and content with their current adolescence. Teenagers believe that their appearance and achievements are sufficient. Teenagers also believe that they have the ability to improve as persons every day. This is often referred to as hedonistic well-being, in which people are content with their lives (Steptoe, et al., 2015). According to the findings of the observations, teens stated that they occasionally feel unsatisfied with what they have done, but that when such sentiments come, they neutralize them by expressing thanks to the present teenager in order to avoid feeling inferior. Physical well-being and interpersonal relationships, in addition to psychological well-being, play an important influence in a teenager's overall subjective well-being.

Because adolescent well-being contributes to lifelong well-being, adolescents' subjective well-being is just as important as that of any other age group, but adolescents require a lot of help from more mature people to achieve that aim (Ross, et al., 2020). This shows that the surrounding environment, such as the family and school environments, play a role in teenage well-being. This study demonstrates that teenage well-being is influenced by both family and school. Despite the fact that adolescents live far away from their families and have few possibilities for engagement, families continue to assist them. Furthermore, one of the efforts in enhancing the welfare of teenagers is to create a quality school and dormitory climate, particularly in establishing a sense of security and comfort during the educational process. Adolescents' subjective well-being is influenced by both their families and their schools.

CONCLUSIONS AND SUGGESTIONS

The application of a positive boarding school climate in Pondok Pesantren X is assessed both physically and the quality and character of the school in providing education, as well as providing support by families to adolescents, is categorized as very high despite limitations in interacting while in the boarding school environment, according to the findings of the research. Both concurrently and partially, the boarding school climate and family support have a favorable impact on teenage subjective well-being. The effect was 41.2 percent, with the remaining 58.8% influenced by factors not investigated in the study.

The school climate may be classified well in this study based on the physical and social environment; this needs to be maintained and changed to the needs of teenagers in order to boost

their sense of security and comfort. The level of family support is really high. Although the ability for adolescents to communicate with their families is restricted, boarding schools can use this to collaborate with families through co-parenting programs in order to help adolescents deal with challenges that they confront and promote adolescent well-being.

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