

The Effect of Curriculum Peculiarities on Psychological Well-Being Possessed by Students and Alumni of SMART Ekselensia Indonesia School

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Abstract: Adolescents are actually the next generation and future human resources who play an important role in the times. Psychological Well-Being is a condition of an individual who has a positive attitude towards himself in managing his behavior, can create an environment that is compatible with his needs, has a purpose in life and makes an adolescent's life more meaningful, and tries to explore and develop himself. Psychological Well-Being tests were conducted to describe the psychological health of individuals, in this study the adolescents who were still status as SMART Ekselensia Indonesia students and adolescents who were already alumni, based on fulfilling the positive psychology function criteria. Psychological Well-Being has several variables, including the variable self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy. SMART Ekselensia Indonesia as one of the Dompét Dhuafa programs in the field of education, dares to answer the challenge of forming adolescents who are independent and ready to face their roles as the next generation as well as resources that will play an important role in civilization through its specific programs and curriculum. Obtained results of the level of Psychological Well-Being held by alumni tend to be higher than students. This shows that the programs and curriculum characteristics that are owned by SMART Ekselensia Indonesia are able to be well received by students during their schooling and are able to increase the level of Psychological Well-Being until students become alumni.

Keywords: *adolescents, peculiarity curriculums, psychological well-being, SMART Ekselensia Indonesia, Dompét Dhuafa*

INTRODUCTION

Adolescence is a period of transition from childhood to adulthood. Teenage is a critical period where each is facing a variety of changes in them from the biological and psychological aspects. The variety of changes experienced by adolescents, especially at high school age, is certainly experienced during the process of searching for oneself and in facing challenges to start solving life problems independently. According to WHO (Ferry and Makhfudli, 2009) what is meant by the category of adolescents are children with an age range between 12-24 years. So according to the age of the target, this study is targeting SMART Ekselensia Indonesia students and also alumni who are under 24 years old.

As the next generation, adolescents tend to be a hope for many people, especially parents. This can be understood because besides being the next generation, adolescents are also human resources that will play an important role in the future. One of these roles can be developed through learning on the education bench. Teenagers are taught to develop all the potential and ways of living with others. Besides, adolescents also learn to deal with and solve problems independently.

Poverty is often the reason for adolescents not to continue their education. Apart from being limited by costs, these adolescents are often expected to be able to help earn a living for their families, and more assume that it is better to work than make money rather than go to the school

that does not make money. In addition to poverty, there are also several reasons for a teenager choosing to stop attending school. For example, the lack of support from the family for children's education, the low interest or motivation of teenagers to study in school, and can also be caused by a school environment that is less comfortable for the learning process.

Teenagers who have failure experience in school tend to be vulnerable to stress. They are unable to understand the things they have to do later so that some of those who drop out of school will move in the wrong direction. However, some of them choose to help parents by getting work to get money for their families. This situation makes teenagers tend to be surrender and can cause their Psychological Well-Being levels to decrease. According to Ryff, Psychological Well-Being is a condition of individuals who have a positive attitude towards themselves in regulating behavior, can regulate and create an environment that is compatible with their needs, have a purpose in life and make teen life more meaningful, and try to explore and develop themselves. Several factors are influence the Psychological Well-Being of an individual, including social-economic status, social support, and level of education (Ryff, 1989).

SMART Ekselensia Indonesia as one of Dompot Dhuafa programs in the field of education, is an accelerating, boarding and free of charge secondary school, daring to answer the challenge of forming adolescents who are independent and ready to face their role as the next generation as well as resources that will play an important role in civilization. Through several of its flagship and peculiarity programs and curricula, SMART Ekselensia Indonesia strives to continue to produce the best graduates that can be accepted to the wider community and can continue to be a developing individual.

In this study, the researchers tried to compare the levels of Psychological Well-Being held by adolescents who are still status as SMART Ekselensia Indonesia students with the level of Psychological Well-Being held by adolescents who are already alumni. The level of Psychological Well-Being possessed by students and alumni is certainly the result of the formation of Dompot Dhuafa through a peculiarity curriculum possessed by SMART Ekselensia Indonesia. The researcher measures the level of Psychological Well-Being that students have as prefix data before the program runs and implemented to students. Then the researchers also measured the level of Psychological Well-Being held by alumni as a post record after students received and implemented all the curricula given while they were students at SMART Ekselensia Indonesia.

SMART Ekselensia Indonesia

Dompot Dhuafa as one of the Amil Zakat Institutions in Indonesia is an institution that has programs that focus on the world of education. One of them is Dompot Dhuafa establish an accelerated, boarding and free secondary school for marginalized children who do not have the opportunity to obtain quality education due to economic factors under the name SMART Ekselensia Indonesia. SMART Ekselensia Indonesia organizes Junior High Schools (SMP) and Senior High Schools (SMA) which have been taken for five years. Three years for junior high school and two years for high school with selected students from all over Indonesia. SMART Ekselensia Indonesia stands as a form of concern and concrete steps to contribute to alleviating ignorance and in the end, it can break the chain of poverty.

The mission of SMART Ekselensia Indonesia is to create a superior human beings who are noble, independent, and achievers and have a social spirit. This character will be formed for each student. Therefore, character education is one of the important factors in the implementation of the entire SMART Ekselensia Indonesia program. In a character-building, a

model of teaching is needed through an emphasis on universal values. There are five values promoted by SMART Ekselensia Indonesia as a foundation for character building, namely honest, disciplined, caring, polite, and sincere. These values are planted and grown through exemplary, creativity, and consistency repeatedly from all parties, both leaders, teachers, and employees. Character building is carried out in an integrated manner as the spirit that underlies the implementation of all programs, both at school and in the dormitory.

The curriculum applied at SMART Ekselensia Indonesia is a curriculum of distinctiveness or peculiarity that combines the school education system and boarding education system and also supported by good student management. The boarding education system is a system that guides and fosters students to have a noble, responsible, and independent personality. This system then poured into a program called a dormitory program which includes:

1. Vocational skill program
2. Public speaking program
3. Worship practice program
4. Program of leadership fundamentals

The learning system that carried out at SMART Ekselensia Indonesia is applying the Moving Class system by dividing the room according to the type of subject. Moving Class is intended to provide a refreshing atmosphere when students move from one subject to another subject, and to foster the spirit of independence and responsibility of students in studying.

SMART Ekselensia Indonesia facilitates students to practice leadership management in the form of a forum to oversee students, called OASE (SMART Ekselensia Academia Organization). Through OASE students can channel and hone their leadership. In addition to OASE, SMART Ekselensia Indonesia also held a counselor team as a form of support in handling problems both academically or non-academically and the formation of expected characters. The counseling officer was educated by a teacher with a psychology education background. The curriculum delivered concerns the tasks of development and counseling for students. The counselor team provides services in the form of Information Services, orientation, placement, distribution, individual and group counseling, and mediation. The counselor team also provides guidance such as personal, social, career, and study guidance. This whole series is done to prepare alumni who have a high level of Psychological Well-Being so that they can develop well in society (Profile of SMART Ekselensia Indonesia, 2010).

Student Management

The success of the combination of the school education curriculum and the boarding education system depends on the student management process by the teacher and boarder. Where student management not only focuses on an effective and efficient learning process but also focuses on services that focus on setting up, supervising, and servicing students in the classroom, outside the classroom, and in the dormitory, such as introduction, individual services, development of all abilities, interests, and needs until students mature at school. Student management or in many terms called management of discipleship or management of students is a scope of education management that is closely related to the arrangement and regulation of student activities, starting from the entrance until students exit or graduate from school (Hakim, 2008).

Student management itself means that the direction and effort given by students related to all activities needed (services) of students themselves starting from accepted students to entering the school (input), following the educational process in school like school curriculums and

extracurricular lessons at school until students have to graduated (Kurniawati & Roesminingsih, 2014). While the management function of students is like a vehicle for students to develop themselves as optimal as possible, both concerning aspects of individuality, social aspects, aspirations, needs, and aspects of the potential of other students (Mustari, 2014: 109).

Student management seeks to fill students' good service needs. According to the Ministry of National Education, the purpose of student development includes: 1) developing the potential of students in an optimal and integrated manner that includes talent, interest, and creativity. 2) strengthen the personality of students to realize the resilience of the school as an educational environment to avoid the negative influence of business and contrary to the purpose of education. 3) actualizing the potential of students in leading achievement by their talents and interests. 4) preparing students to become citizens who are noble, democratic, respect human rights in the context of creating a civil society (Ministry of National Education, No. 39 of 2008).

To achieve this goal, SMART Ekselensia Indonesia conducted several student management activities starting from the process of admitting new students in the form of national selection to recruit prospective students from selected children throughout Indonesia. Then proceed with student coaching starting from the orientation of new students, counseling, academic, non-academic, and student discipline which are carried out continuously until students graduate from school.

Psychological Well-Being

Psychological Well-Being or commonly called as PWB is one type of well being that emphasizes eudaimonic happiness rather than hedonic happiness (Wood, 2008). This PWB has been investigated by several researchers, among others, by Ryan and Deci 2001, Waterman 1993, and Ryff 1989 (Keyes, 2002). Psychological Well-Being has several variables, including the variable self-acceptance, positive relations with others, personal growth, purpose in life, environmental mastery, and autonomy (Ryff, 1989). In addition to the above distribution, Psychological Well-Being can also be categorized into hedonic and eudaimonic elements. Hedonic elements include 2 PWB elements, namely: Self-acceptance and Environmental Mastery. While the Eudaimonic element in PWB also includes 2 elements, namely: Purpose in Life and Personal Growth, while the elements of autonomy and positive relations still have the same power to be categorized in hedonic and eudaimonic PWB (Sole, 2007). The PWB structure that has been developed by Ryff is the closest and most widely used PWB form in various countries and has been translated into several languages such as Spanish, Chinese, Dutch, and English (Sole, 2007). From each of these translations, the validity and reliability tests have been carried out again as in the research (Sole, 2007).

From the explanation above, it can be concluded that psychological well-being is a condition where individuals can psychologically function positively continuously in their life cycle, can maximize their potential fully, have the maturity, and have positive mental health. Individuals who have good psychological well-being can be seen from the six dimensions mentioned above, with the following explanation (Ryff, 1989).

a. Self-acceptance

The most frequently repeated criteria as proof of well-being are the individual's feeling of acceptance. This is defined as the main characteristic of mental health and also as a characteristic of self-actualization, optimal functioning, and maturity. Development theory also emphasizes the acceptance of one's self and past life. Therefore, being positive about yourself is the main characteristic of positive psychological functioning.

b. Positive relation with other

Many previous theories emphasize the importance of warmth and relationships that trust each other. The ability to love is seen as a central component of mental health. Individuals who actualize themselves are described as having strong feelings for empathy and giving affection to all human beings and able to build deep friendships with others. Warm relationships with others are also considered as one criterion for maturity. Therefore, the importance of positive relationships with others is repeatedly emphasized in the concept of psychological well-being.

c. Autonomy

There is an emphasis in earlier literature on several qualities, such as self-determination, independence, and self-regulation of behavior. Individuals who actualize themselves show autonomic function and resistance to enculturation. Individuals who can function fully (fully functioning) are also described as having an assessment based on an internal locus, where a person does not see other people get approval but evaluates himself based on his personal standards. Individuals are also able to escape from fear, belief, or collective law (free from social pressure).

d. Environmental mastery

An individual's ability to choose or create an environment that is in accordance with his physical condition is defined as one of the characteristics of mental health. In the development of life, it also requires the ability to manipulate and control complex environmental conditions. This theory emphasizes a person's ability to master the environment and change it creatively through mental and physical activity. This is also emphasized through the extent to which individuals take advantage of the opportunities and benefits that exist from the environment. This combined perspective shows that active participation and environmental mastery are important compositions of a positive psychological functioning integrated framework.

e. Purpose in life

The definition of mental health includes a person's belief that his life has a purpose and meaning. The definition of maturity also emphasizes a clear understanding of one's life goals and has a life direction. Development theory refers to various changes in life goals, such as being productive, creative, or achieving emotional integration later on. Therefore, someone who functions positively has goals, intentions, and direction, all of which contribute to the feeling that life is meaningful.

f. Personal growth

Optimal psychological functions require not only someone to achieve previous characteristics, but also continue to develop their potential to grow and develop as individuals. The need for self-actualization and realizing the potential that exists within a person is central to the clinical perspective of personal growth. Open to experience, for example, is a key characteristic of a fully functioning person. Development theory also places a clear emphasis on continuing to grow and face new challenges or tasks in different periods of life.

Some ways to increase the Psychological Well Being are by doing positive activities, such as giving thanks and doing a good deed, singing, optimistic and full of affection (Sin, 2006). Furthermore Layous, 2013 explained how positive activities can improve well being is to pay attention to dosage, variation, sustainability, motivation, and support from the social. The relationship between the factors that influence well being and PWB is, with sufficient

psychological needs (PWB) can improve well being, such as autonomy, association, competence/self-efficacy (Layous, 2013).

Measuring instruments to measure Psychological well being that have been developed include 18 questionnaire items for psychological well being (Ryff, 1989), then developed into Ryff 42 Psychological Well-Being Scale items (Ryff, 1995). From various validity tests, all types of PWB questionnaires have high numbers of validity and reliability (Sole, 2007).

METHODS

Research Methods

The research method taken in this study is a quantitative descriptive research method with the type of research in the form of a survey.

Research Setting

The study was conducted at SMART Ekselensia Indonesia that owned by Dompot Dhuafa located on Bumi Pembangunan Insani, Jl. Raya Parung Bogor KM 42, Jampang Village, Kemang District, Bogor Regency, West Java. The study was taken in June 2019. The subjects of this study were a sample of the population with 10 new students of senior high school aged about 14-15 years old and 10 alumni of class 2019 aged about 17-18 years old.

Data Collection Technique

The technique used in data collection is a questionnaire with a scale of psychological well-being.

Research Instrument

The research instrument used psychological well-being instruments made based on six indicators or dimensions according to the theory of Ryff, 1989. The number of items in this research instrument was 42 items. The results of the instrument trials show that the Psychological Well-Being scale has a reliability coefficient of 0.893 (Sari, 2015).

Data Analysis Method

Data analysis using descriptive analysis. Descriptive analysis generally can be in the form of frequency, percentage, tabulation, as well as graphs or charts on categorical data as well as statistics (Saifudin, 2015). The presentation of percentages gives an overview of the distribution according to the categories of variable values that exist. The categorization of each variable value was carried out to see the level of psychological well-being in SMART Ekselensia Indonesia students and alumni.

RESULTS AND DISCUSSION

The main problem to be answered from this research is whether the peculiarities curriculum of SMART Ekselensia Indonesia can influence the psychological well being of students who are still in the category of teenagers. Judging from the comparison of the psychological well-being test results obtained between students and alumni of SMART Ekselensia Indonesian. Other results will also show the dimensions of the psychological well being which more affected by the SMART Ekselensia Indonesia curriculum. Based on data analysis, in general, it was found

that the level of psychological well-being possessed by students was 75% while alumni were 81%.

Table 1. The percentage of student and alumni of SMART Ekselensia Indonesia who had a high and low psychological well-being level

	Student	Alumni
High	33%	69%
Low	67%	31%

From the results of table 1, we can know that there were about 33% of students have a high level of psychological well-being and 67% of the students have a low level of psychological well-being. The results of the tests that conducted by alumni showed that 69% of alumni had the highest level of psychological well-being, two times higher than students, and 31% of alumni had a low level of psychological well being.

Psychological Well-Being test results for students

Psychological Well-Being tests have been carried out to teenagers who are still new high school students of SMART Ekselensia Indonesia. This test is categorized as the pra-test with the condition that students have not fully received the Indonesian SMART Ekselensia curriculum through existing student management. When we saw the result based on the dimensions possessed by psychological well-being, the following results are obtained:

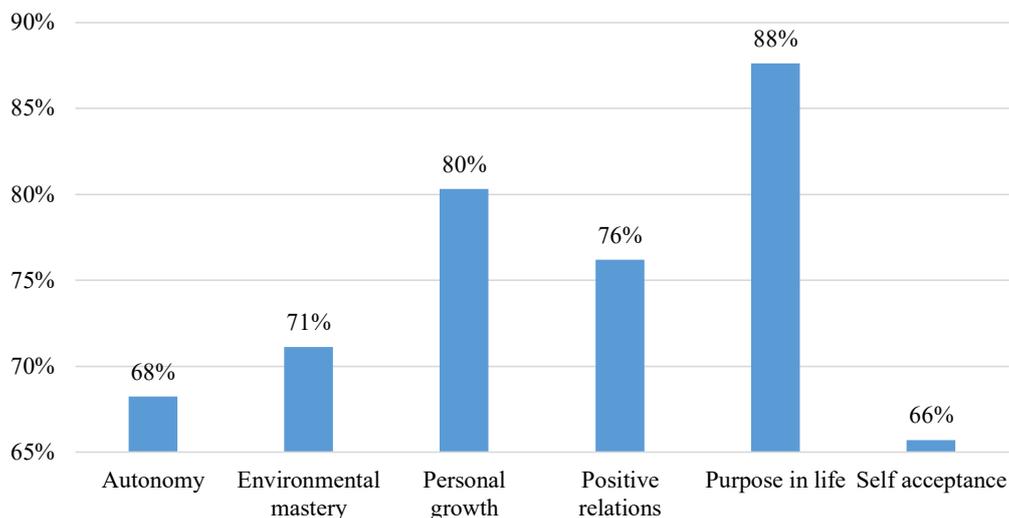


Figure 1. Psychological Well-Being Chart in SMART Ekselensia Indonesia Students

Based on Figure 1, we know that the largest psychological well-being dimension possessed by students is the Purpose in Life dimension with a percentage of about 88%. As it is known that the dimension of purpose in life is a dimension that refers to the purpose of life. Indonesian SMART Ekselensia students come from different family backgrounds who have poor financial conditions. This is what encourages students to tend to have a race and quite strong life goals. Besides, the age factor is also the cause of high and low results obtained. Students who were being respondents in this study were aged 14-15 years old (high school level). This age can be categorized as a sufficient age for someone to have a life goal or generally interpreted as an ideal. While the lowest dimension is the Self Acceptance dimension with a percentage of 66%. This is due to the low self-actualization of the new students of SMART Ekselensia Indonesia.

Socio-economic status is one of factors that influence low self-actualization. One of them is the behavior of comparing themselves with other people who have a higher economic status (Ryan and Deci, 2001).

Psychological Well-Being test results for Alumni

The psychological well-being test is also carried out for adolescents who are already being alumni aged 17-18 years. This test is can be categorized as the posttest of the implementation peculiarities curriculum that they get while being students, about five years. When viewed based on the dimensions possessed by psychological well-being, the results obtained as follows:

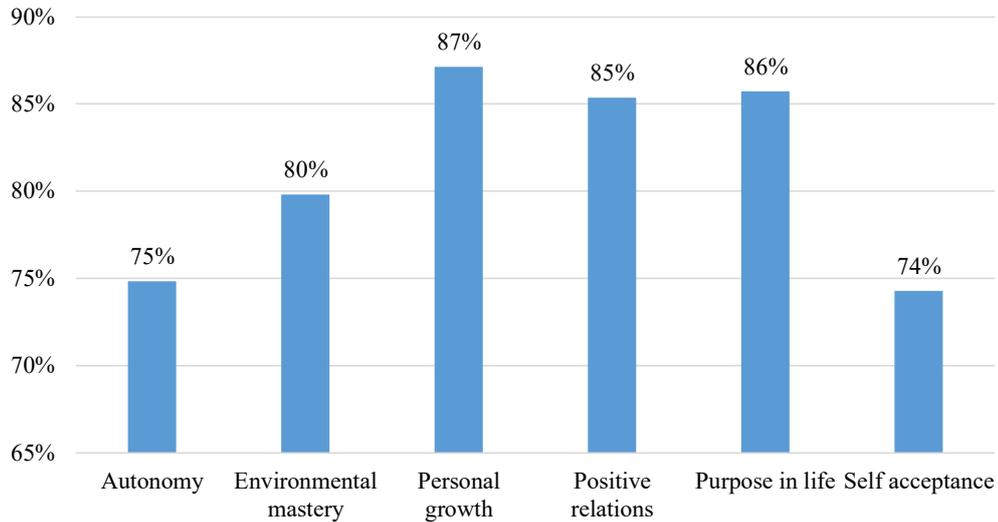


Figure 2. Graph of Psychological Well-Being for SMART Ekselensia Indonesia Alumni

Based on Figure 2, it can be generally seen that the results of the psychological well-being level generally increase. Five of six dimensions have an increase and only one dimension has a decreasing result, namely the dimensions of purpose in life. This decrease is due to the age of respondent for this research is approaching the peak of adolescence phase, which is 17-20 years. In this phase, people tend to be more difficult in determining what they want to take. Because this phase is a phase that people usually have a burden and their personal problems in life are come over slowly. These are can be a distraction for an adolescent in determining their life goals. This condition is different when they were still in the transition phase from children to adolescents or around the age of about 14-15 years. In this age, people tend to be easier to determine the purpose of life or the ideals they want (Ryan and Deci, 2001). There are no destruction things begin to appearing their life.

The increasing of the dimension of psychological being is due to the application of the peculiarity curriculum in SMART Ekselensia Indonesia through the student management system. Which is this curriculum brings the student to be a superior human according to the vision of the school. Especially in the dormitory programs, students learn about diversity and try to accept one another. And in this program as a curriculum of boarding, there was a boarding supervisor who monitors the entire development of students through the dormitory programs.

In general, it can be concluded that the peculiarity curriculum of SMART Ekselensia Indonesia, namely in the form of a merger between the school curriculum and the boarding curriculum, has succeeded in increasing the psychological well-being of students.

CONCLUSION

Based on the data analysis previously explained, it can be concluded that there was an increase in the level of psychological well-being caused by the application of the peculiarity curriculum conducted by SMART Ekselensia Indonesia. The increasing number is about 36%. Where there are only 33% of students who have a high category of psychological well-being. Then this number increases continuously until students become alumni, about 69%. Based on the dimensions possessed by psychological well-being, it's known that five from six dimensions show increasing results. This shows that the peculiarity curriculum that applied by SMART Ekselensia Indonesia to their students through student management can increase the level of student's psychological well-being and that's will bring a good and positive change to the adolescent.

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