



Relationship Between School Well-Being and Academic Flow in Vocational School Students

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Abstract. This study aims to determine and provide an explanation of the relationship between school well-being and academic flow in students of SMK 10 November. This research method is quantitative correlation with the subjects of SMK 10 November students totaling 1,316 students. Determination of the research sample using proportionate stratified random sampling technique. The sample in this study amounted to 279 students based on the Isaac & Michael table with an error rate of 5%. The variables in this study are school well-being and academic flow. Data collection in this study used two Likert model psychological preparation scales for school well-being and academic flow variables. The hypothesis in this study is that there is a positive relationship between school well-being and academic flow for students of SMK 10 November. Data analysis in this study used product moment correlation statistical test with the help of SPSS 18 for Windows. The results of this study indicate that there is a positive relationship between school well-being and academic flow in students of SMK 10 November with a value of $r = 0.499$ with a significance value of 0.000 ($P < 0.05$). This means that there is a positive relationship between school well-being and academic flow in students of SMK 10 November. So, the results of the initial hypothesis that researchers propose can be accepted.

Keywords: School Well-Being, Academic Flow, High School Student

1 Introduction

Education is one of the means used to develop the abilities possessed by students so that it is hoped that these abilities can develop optimally, which later students can feel a state of *flow* when they carry out their academic activities at school. These student activities such as following all stages of learning and learning in class and doing assignments that are their responsibility, one of which can be done by fulfilling the basic needs of students at school. Vocational High School (SMK) is a school that has a use as a place to seek knowledge, a place for student self-development, a time to form morals, shape character, develop students' interests and talents. [1].

A vocational high school that prioritizes the successful achievement of quality educational goals by paying attention to the learning process that students go through when carrying out academic activities. Through this vocational high school, it is hoped that students will be able to make changes to themselves, both changes in behavior, ways of thinking, skills and even personalities which are the result of training and experience, where these changes can later affect the mindset of individuals to act. [2]. Students who experience *flow* will be more actively involved in learning activities, achieve quality improvement in the academic field, are more enthusiastic when given difficult tasks, and tend to be better and focused in terms of attention, *mood* and motivation in learning than other students who do not experience *flow* [2]. [2].

Good academic achievement can be achieved if students have academic *flow*. So academic *flow* is one that plays a big role in achieving good academic goals. The definition of *flow* is a state when each student, where the student has the skills to devote his abilities when carrying out learning and completing all academic tasks, can be characterized that these students are able to focus when doing activities (absorption), there is a feeling of comfort and pleasure when the student carries out his activities (*enjoyment*), then from the personal self has a motive when carrying out his activities even without an award from another party (*intrinsic work motivation*). [3]

The state of *flow* when students do activities related to the academic field, such as following the stages of learning and learning in the classroom and doing all the assignments, is referred to as academic *flow*. [4]. Students when in a situation of academic flow, while undergoing learning will be able to engage themselves and have a full state of focus and while learning will show their enthusiasm well. *Flow* is known to have a positive effect on student learning performance.

The reality in the field shows that there are still students who have low academic *flow*. Research on "Religiosity with Academic *Flow* in Students" shows that students' academic *flow* is in the low category with a percentage of 42.8%. [5]. Then research on "Academic *Flow* in Army Technology College Students" showed that 50.8% of STTAD students were in the low academic *flow* category [6]. [6]. Research conducted by Purwati & Akmalayah with the title "The Relationship Between *Self-Esteem* and Academic *Flow* in Smart Special Students" shows that academic *flow* is in the low category [7]. [7]. The results of research conducted by Paryontri, Affandi & Suprapti "The Role of *School Well-Being* on Academic *Flow* of Junior High School Students" show that many students have low academic *flow* due to the lack of *school well-being* obtained by these students. [8].

It can be concluded that many students whose academic *flow* is in the low category. The impact of students who have low academic *flow* will show low enthusiasm when following the learning stages and the stages of completing their academic field tasks. [6]. The need for awareness of the impact caused by low enthusiasm in following the learning process and completing academic tasks by students while participating in learning activities and other academic activities at school so that this can encourage educators, student guardians/parents and students themselves in overcoming and preventing if in the future a similar incident will arise.

Based on the results of interviews conducted by researchers at SMK 10 November, it is known that there is a phenomenon of academic *flow* owned by students, students do not

concentrate and focus during learning, do not engage in full academic activities and many do not do homework. This phenomenon is not only done by male students, but there are also female students who do the same thing. The survey results that have been conducted also obtained the results of 15.0% of student academic *flow* in the high category, 44.8% of student academic *flow* in the medium category, 40.2% of student academic *flow* in the low category.

The impact when students have low academic flow is to have an attitude that is less enthusiastic and serious in following the stages of learning and completing academic assignments given to them, so students feel unable to enjoy every activity with a feeling of pleasure, do not focus on what they do, have a feeling of discomfort in doing so, lack of good motivation that comes from themselves (Prihandrijani, 2016). This can result in not optimizing the development of abilities that exist in students, so that it can hinder achievement in learning and learning goals cannot be achieved with maximum results if students cannot follow the learning process properly. [9]. Therefore, there must be an effort to improve the academic *flow* of students of SMK 10 November. This effort can be done by knowing what things affect the high and low academic *flow* of students.

According to Csikszentmihalyi, the things that can influence students' academic *flow* are the level of *school well-being*. *School well-being* is a state that allows individuals to fulfill their basic needs. [10].

Students' views on school can determine the level of *school well-being*. Students' subjective assessment of the physical condition of the school environment is a condition, which provides the possibility for the individual to fulfill his basic needs while carrying out learning activities at school. The basic needs of these students consist of the first aspect, namely the aspect of *having*, the second aspect of *loving*, then the third aspect of *being*, and the fourth is the aspect of *health* [10]. [10]. In order for the academic goals to be maximally achieved and there is a good and comfortable school environment, *school well-being* can function in helping to achieve these academic goals. [10].

Schools can make these aspects of *school well-being* in order to understand the factors that can make students have feelings of comfort, pleasure, happiness and students have the ability and skills to be able to focus fully when carrying out learning activities and completing their academic tasks, especially when in class. Where in carrying out these activities students do it because it is based on the willingness and desire of the student's personal self and also not because the student wants to get awards from other parties so that the activities carried out feel longer or faster. That way the school is able to provide the basic needs needed by students while they are in the school environment so that students can have *school well-being*.

School well-being is needed because it can encourage students to improve the quality of academic *flow*. Academic *flow* itself is important for students to have because it can encourage students' ability to achieve something they want to achieve. Students who have a positive view and good assessment of their school environment, make students able to have high *school well-being* and students will have high academic *flow*.

This description motivates researchers to be interested in conducting this research, namely to find out how much impact *school well-being* has on academic *flow* in students of SMK 10 November.

2 Research Methods

This study uses correlational quantitative research methods, aiming to determine the relationship between variables and other variables. [13]. The population in this study were students of SMK 10 November, totaling 1,316 students. The research sample amounted to 279 students based on the Isaac & Michael table with an error rate of 5%. *Proportionate stratified random sampling*. *Proportionate stratified random sampling* is sampling from random and proportionally stratified population members. [14]. *School well-being* is measured based on

aspects put forward by Nurcahyaning Sari, namely *having, loving, being and health*. [12]. Academic *flow* is measured based on aspects described by Larasati, namely *absorption, enjoyment, and intrinsic work* motivation. [13].

The data collection technique used is a *school well-being scale* and an academic *flow scale* with a *Likert scale* model. The results of the validity of the *school well-being scale* carried out are 0.373 - 0.719 with a reliability value of 0.917. The results of the validity of the academic *flow scale* carried out are 0.256 - 0.517 with a reliability of 0.719. Data analysis using *Spearman Rho's product moment* correlation technique with the help of SPSS 22.0 for windows.

3 Results And Discussion

3.1. Research Results

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test			
		School Well Being	Academic Flow
N		279	279
Normal Parameters ^{a,b}	Mean	84,36	78,78
	Std. Deviation	9,900	5,915
Most Extreme Differences	Absolute	,099	,094
	Positive	,057	,052
	Negative	-,099	-,094
Test Statistic		,099	,094
Asymp. Sig. (2-tailed)		,000 ^c	,000 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on the *Kolmogorof-smirnov* table data above, it can be seen that the significance value of academic *flow* is 0.000, which means that the value is less than 0.05 ($0.000 > 0.05$) and it can be said that the data distribution is not normal. While in the *school well-being* data, it is known that the significance value is 0.000, which means that the data is less than 0.05 ($0.000 > 0.05$) and it can be said that the data has an abnormal distribution. Based on these two statements, it can be concluded that the two variables have an abnormal distribution.

Table 2. Linearity Test

ANOVA Table					
			Mean		
	Sum of Squares	df	Square	F	Sig.
(Combined)	3962,204	37	107,087	4,477	,000

Academic Flow * School Well Being	Between Groups	Linearity	2775,273	1	2775,273	116,037	,000
		Deviation from Linearity	1186,931	36	32,970	1,379	,084
	Within Groups		5764,018	241	23,917		
	Total		9726,222	278			

In the table above, it is known that the significance value of *linearity of school well-being* and *academic flow* is 0.000 which means that the *linearity* value is smaller than 0.05 ($0.000 < 0.05$) and the significance value of *deviation from linearity* is 0.084 which means that the *deviation from linearity* value is greater than 0.05 ($0.084 > 0.05$). So it can be concluded that both data are linear.

Table 3. Hypothesis Test

<i>Correlations</i>				
Spearman's rho	School Well-Being	Correlation Coefficient	School Well-Being	Academic Flow
		Sig. (2-tailed)		.000
		N	279	279
	Academic Flow	Correlation Coefficient	,499**	1,000
		Sig. (2-tailed)	,000	
		N	279	279

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the analysis based on the table above show that the correlation coefficient value $r_{xy} = 0.499$ with a significance value of 0.000. So it can be interpreted that there is a positive relationship between *school well-being* and *academic flow*. So the higher the *school well-being*, the higher the *academic flow* owned by students, conversely the lower the *school well-being*, the lower the *academic flow* owned by students.

Table 4. Effective Contribution

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,534 ^a	,285	,283	5,009

a. Predictors: (Constant), Religiosity

Based on the table above, it is known that the results of the 'amount of influence' of variable X, namely *school well-being* on variable Y, namely *academic flow* are classified as high, where the *R Square* value is 0.285. So $R\ Square = 0.285 \times 100\% = 28.5\%$. *School well-being* can explain 28.5% of the variance in *academic flow*. That this means the effect of *school well-being* on *academic flow* is 28.5%. Meanwhile, 71, 5%, *academic flow* is influenced by other factors.

Table 5. Subject Score Categories

Category	Subject Score			
	School Well-Being		Academic Flow	
	Σ Students	%	Σ Students	%
Very low	23	8%	31	11%
Low	59	21%	53	19%
Medium	98	36%	110	39%
High	85	30%	83	30%
Very high	14	5%	2	1%
Total	279	100%	279	100%

Based on the subject score categorization table above, it shows that *school well-being* and *academic flow* are in the moderate category in students of SMK 10 November. Of the 279 research subjects, 98 subjects have *school well-being* in the moderate category with a percentage of 36%. While the categorization of *academic flow* subject scores is that out of 279 subjects, 110 subjects have *academic flow* in the moderate category with a percentage of 39%

4 Discussion

The data analysis technique above researchers used the help of SPSS with *product moment* correlation techniques. The correlation test shows that the hypothesis proposed by the researcher is accepted with a correlation coefficient of 0.499 with a smaller significance value of $0.000 < 0.05$. These results indicate a positive relationship between *school well-being* and *academic flow* in students of SMK 10 November Sidoarjo. The higher the *school well-being*, the higher the *academic flow* owned by students, on the contrary, the lower the *school well-being*, the lower the *academic flow* owned by students.

This is in line with the research Widiyati & Supriatna who also proved that the higher the *school well-being*, the higher the *academic flow* owned by vocational students ($r = 0.484$, $p = 0.000$). [14]. Another study conducted by Purnomo also showed that students who have high *school well-being* will be able to increase the deep desire of the student's personal self to always have self-motivation in participating in school learning ($r = 0.326$, $p = 0.000$). [15]. Research conducted by Dariyo also proves that *school well-being* is a factor that can affect students' *academic flow* at school. [16].

There are several aspects to determine whether a student has high *school well-being* or low *school well-being*. These aspects include *having*, *loving*, *being* and *health*. Students who feel satisfaction, well-being and happiness with the conditions of their school environment will feel their basic needs are met at school which include school conditions (*having*), social relationships (*loving*), self-fulfillment (*being*) and health (*health*). [13].

The first aspect of *school well-being*, namely *having*. *Having* is how students have a feeling of comfort, consider the school environment pleasant with positive learning environment conditions that support their learning, students are able to enjoy and feel pleasure (*enjoyment*) in the academic activities they are doing. [12]. Students will have a high *absorption* ability in learning and students can concentrate fully, so that students are able to take part in learning and complete their academic assignments seriously so that the learning objectives they want are

achieved with good and optimal results. [17]. Students will have high internal motivation to carry out their academic activities (*intrinsic work motivation*) even though there is no appreciation from other parties. [6].

The second aspect, namely social relations (*loving*), is the feeling of a student when establishing a relationship with others, so that students can feel a sense of being cared for and loved by their school environment. [12]. Students have positive feelings when establishing social interactions, students feel that they get affection from people in the school environment so that students can take part in the learning process and can achieve learning goals properly and optimally will bring up feelings of pleasure, high *enjoyment*, so that students will have high internal motivation to carry out their academic activities (*intrinsic work motivation*) even though there is no appreciation from other parties. Students will have a high *absorption* ability in learning and students can concentrate fully. [18].

The third aspect is *being*, when students in fulfilling their needs at school feel fulfilled, where students have the opportunity to complete their academic activities according to their abilities, so that students can take part in learning and can achieve their learning goals properly and optimally. [12]. The impact given when students feel their basic needs are met at school in completing tasks according to their abilities, namely it will make students have a high feeling of pleasure, *enjoyment*, so that students will have high internal motivation to carry out their academic activities (*intrinsic work motivation*) even though there is no appreciation from other parties. Students will have high *absorption* and concentration in learning. [19].

The last aspect is *health status (health)*. Where the student's health includes aspects of physical and mental health [12]. Students who consider having a school physical environment that does not have diseases experienced by students due to school activities, so that it will make students have a high feeling of *enjoyment*. Students will have high internal motivation to carry out their academic activities (*intrinsic work motivation*) even though there is no appreciation from other parties. Students will have high *absorption* and concentration in learning. [6].

The effect of *school well-being* with academic *flow* on students of SMK 10 November Sidoarjo is 28.5% while 71.5% is influenced by other factors. In addition to *school well-being*, there are other factors that influence academic *flow*, namely social relationships (parents, family, *significant others*), friends and leisure, individual volunteerism, social roles, personality characteristics, aspirations and goals [20]. [20]. Research conducted by Arif states that achievement motivation also affects students' academic *flow* ($r = 0.416$, $p = 0.000$). [21]. Another study conducted by Prihandrijani also states that achievement motivation and social support significantly affect students' academic *flow* ($r^2 = 0.285$). [6].

5 Conclusion

Based on the results of the research and discussion that has been carried out, it can be concluded that there is a positive and significant relationship between *school well-being* and academic *flow* in students of SMK 10 November Sidoarjo seen from the results of the correlation coefficient of 0.499 with a significance of 0.000 less than 0.05. This shows that the research hypothesis is accepted, which means that the higher the *school well-being*, the higher the academic *flow* that occurs. Conversely, the lower the *school well-being*, the lower the academic *flow* that occurs. The *school well-being* variable affects academic *flow* by 28.5% and the remaining 71.5% is influenced by other variables. The existing categorization at SMK 10 November Sidoarjo can be concluded from the discussion above that students in grades X, XI and XII at SMK 10 November Sidoarjo have moderate *school well-being* leading to high and have moderate academic *flow* leading to high as well. This can be seen in the categorization table where the largest percentage and the largest number of students are in the moderate and high categories.

The limitation in this study is in using the scale distribution technique which uses the help of *google form*. This research also only uses one X variable to see academic *flow* and only uses quantitative methods. Researchers only use SMK subjects, where there are still levels of education at the elementary, junior high, high school and college levels.

Suggestions for future researchers who are interested in the same topic related to *school well-being* with academic *flow* are advised to expand the scope of further research so that the quality of research can be improved. For example, by expanding the population or adding variables that are not included in this study such as achievement motivation, self-regulation and peer social support.

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