

ABSTRACT

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Well Being School Relations with Academic Achievement of “X” High School Students Inclusion. (Rahmah Hastuti, M.Psi). S-1 Program of Psychology, University Tarumanagara (i-xiii, 63 pages, R1-R5, Appendix 1- Appendix 51).

The presence of students with special needs members implications for other students in the school inclusion. The curriculum used in the inclusive school is no different than regular school in general, but just the way giving the material a little different given the characteristics and level of intelligence of each child. The aimed of this study was to explore the relationship between the school well being and academic achievement in inclusive high school students. However, students who were the subjects of this research was not a student with special needs. The construct at this research that school well being understood or internalized by the subjects of the study when looking at school. School well being is a subjective assessment of the state of the school students that includes having, being, loving, and health. Design of this research is quantitative korelational, non-experimental. Measuring instruments are developed based on theory the of school well being by Konu and Rimpela which was later modified from Ekananda and Wijaya version with the addition of grain adapted to the context of the study, consisting of 54 items. The research subjects consisted of 340 persons (41.2% boys and 58.8% girls), and the sampling was used non probability sampling and convenience technique. Retrieval of data held in Jakarta in January and February 2016. The results yield a value of $r = .012$ $p = .825$ so there is no correlation between the variables of school well being and academic achievement. This study therefore does not obtain empirical results consistent with the hypothesis, as well as additional data analysis results between the dimensions of well-being with the school's academic achievement.

Keywords: school well being, academic achievement, high school students, school inclusion