

## ABSTRACT

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**The Relationship between Self-Adjustment and School Well Being in Middle School students of Boarding School X in Bogor; Agoes Dariyo, M, Si., Psi & Dr. Heriyanti Satyadi, M.Psi. Tarumanagara University S-1 Psychology Study Program (i-xiv, 58 pages, P1-P3, L1-L76)**

Schneiders (1964) said that self-adjustment is a process of mental response and individual behavior to overcome problems of need, tension, conflict and frustration experienced in him. Schneiders divides into seven categories of adjustments, namely controlling emotionality, being able to overcome self-defense mechanisms, being able to think rationally, learning abilities, utilizing the past and having a realistic and objective attitude. Allardt (in Konu and Rimpela, 2002) explains that school well being is a school life that aims to prosper the students. The purpose of this study was to determine the relationship between adjustment to school well being in middle school students of Boarding School X in Bogor. Participants in this study were junior high school students aged 11-16 years (males numbered 129 students & girls totaling 91 students). Data collection uses purposive sampling, using questionnaires namely self-adjustment and school well being questionnaire. The data analysis technique uses parametric techniques, namely the Pearson correlation. The results showed that there was a positive and significant relationship between adjustment and school well being ( $r = 0.501$  and  $p = 0.000 < 0.01$ ).

**Keywords;** Self Adjustment, School Well Being, Middle School Students, Boarding School.