

ABSTRAK

Mumtazah, Saraswati. 2025. Hubungan kedekatan dan konflik guru-siswa dengan kesejahteraan psikologis siswa sekolah menengah pertama. *Skripsi*. Yogyakarta: Psikologi, Fakultas Psikologi, Universitas Sanata Dharma.

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara kedekatan guru-siswa dengan kesejahteraan psikologis pada siswa SMP serta antara konflik guru-siswa dengan kesejahteraan psikologis siswa SMP. Hipotesis penelitian ini adalah terdapat hubungan positif antara kedekatan guru-siswa dengan kesejahteraan psikologis siswa SMP serta terdapat hubungan negatif antara konflik guru-siswa dengan kesejahteraan psikologis siswa SMP. Subjek penelitian ini adalah 248 siswa SMP yang berusia 13-15 tahun yang diperoleh dengan teknik *non-probability sampling* yaitu teknik *convenience sampling*. Penelitian ini merupakan penelitian kuantitatif korelasional dengan *Ryff psychological well-being scale* (PWBS) dan *student perception of affective relationship with teacher scale* (SPARTS) versi Bahasa Indonesia. Uji coba skala menghasilkan reliabilitas yang cukup baik dengan nilai *alpha cronbach* sebesar 0,727 pada variabel kedekatan guru-siswa, 0,792 pada variabel konflik guru-siswa, dan 0,911 pada variabel kesejahteraan psikologis. Analisis data dilakukan dengan uji korelasi non-parametrik dengan teknik *spearman's rho*. Hasil analisis menunjukkan bahwa terdapat hubungan negatif signifikan antara kedekatan guru-siswa dengan kesejahteraan psikologis siswa SMP ($r = -0,417$; $p = 0,000$) serta antara konflik guru-siswa dengan kesejahteraan psikologis siswa SMP ($r = -0,362$; $p = 0,000$).

Kata kunci : kedekatan, konflik, kesejahteraan psikologis, guru, siswa SMP.

ABSTRACT

Mumtazah, Saraswati. 2025. Correlation between teachers-student's closeness and conflict with psychological well-being of junior high school students. Thesis. Yogyakarta: Psychology, Psychology Faculty, Sanata Dharma University.

This study aims to examine the relationship between teacher-student closeness and psychological well-being among junior high school students, as well as the relationship between teacher-student conflict and students' psychological well-being. The research hypotheses proposed that teacher-student closeness would be positively correlated with psychological well-being, while teacher-student conflict would be negatively correlated with psychological well-being. The participants in this study were 248 junior high school students aged 13–15 years, selected using a non-probability sampling method, specifically convenience sampling. This research employed a quantitative correlational design using the Ryff Psychological Well-Being Scale (PWBS) and the Student Perception of Affective Relationship with Teacher Scale (SPARTS) in the Indonesian version. The scale trial showed acceptable reliability with Cronbach's alpha coefficients of 0.727 for teacher-student closeness, 0.792 for teacher-student conflict, and 0.911 for psychological well-being. Data were analyzed using a non-parametric correlation test, specifically Spearman's rho technique. The analysis results showed, i there is a significant negative relationship between teacher-student closeness with psychological well-being of junior high school student ($r = -0,417$; $p = 0,000$) and significant negative relationship between teacher-student conflict with the psychological well-being of junior high school students ($r = -0,362$; $p = 0,000$).

Keywords : closeness, conflict, psychological well-being, teachers, secondary students.