

ABSTRACT

**A Model of Learning Happiness Among Students of SMA Stella Duce I
Yogyakarta:
The Role of Teacher Competence, Academic Achievement, School Climate,
Student Attitude, Character Values, and Family Support**

This study aims to analyze the effects of teacher competence, academic achievement, school climate, student attitude, character values, and family support on learning happiness (*student well-being*) at SMA Stella Duce I Yogyakarta, and to develop a comprehensive and contextually grounded empirical model of learning happiness within a Catholic all-girls secondary school setting.

This study employed a quantitative explanatory approach. The population comprised 824 students, from which 660 respondents were selected through *proportionate stratified random sampling*. Data were collected using a five-point Likert scale questionnaire consisting of 35 items across seven constructs. Data analysis was conducted using *Partial Least Squares – Structural Equation Modeling* (PLS-SEM) via SmartPLS 4.0 with 5,000-subsample bootstrapping.

The findings indicate that five of six hypotheses were supported. Teacher competence ($\beta = 0.083$; $p = 0.007$), academic achievement ($\beta = 0.122$; $p = 0.000$), school climate ($\beta = 0.177$; $p = 0.000$), and family support ($\beta = 0.137$; $p = 0.000$) positively and significantly affected students' learning happiness. Student attitude emerged as the most dominant predictor ($\beta = 0.470$; $p = 0.000$; $f^2 = 0.262$). Character values showed no significant direct effect ($\beta = 0.007$; $p = 0.398$), interpreted as evidence of successful and uniform internalization of Tarakanita character values across all students, not as a construct failure. The empirical model achieved $R^2 = 0.755$ (substantial), indicating that the six variables jointly explain 75.5% of the variance in students' learning happiness.

This study confirms that students' learning happiness is a multidimensional construct shaped by the dynamic interaction of internal factors (student attitude, character values, academic achievement) and external factors (teacher competence, school climate, family support), consistent with Seligman's (2011) PERMA model and Hascher's (2010) theory of *student well-being*. These findings contribute to the academic discourse on student well-being in Indonesia, particularly in Catholic all-girls school contexts, and offer practical recommendations for schools, teachers, families, and the Tarakanita Foundation in designing a humanistic and holistically oriented educational ecosystem.

Keywords: *student well-being*, teacher competence, student attitude, school climate, PLS-SEM

ABSTRAK

Model Kebahagiaan Belajar Siswi SMA Stella Duce I Yogyakarta: Determinan Kompetensi Guru, Prestasi Akademik, Iklim Sekolah, Sikap Siswi, Nilai-Karakter, dan Dukungan Keluarga

Penelitian ini bertujuan untuk menganalisis pengaruh kompetensi guru, prestasi akademik, iklim sekolah, sikap siswa, karakter, dan dukungan keluarga terhadap kebahagiaan belajar (*student well-being*) siswi di SMA Stella Duce I Yogyakarta, serta mengembangkan model empiris kebahagiaan belajar yang komprehensif dan kontekstual dalam proses Pendidikan Katolik khusus perempuan.

Penelitian kali ini menggunakan pendekatan kuantitatif dengan populasi 824 siswi dan sampel 660 siswi yang dipilih menggunakan Teknik *proportionate stratified random sampling*. Data dikumpulkan melalui kuisioner dengan skala Likert lima tingkat yang terdiri dari 35 butir pertanyaan dan analisis data dengan metode *Partial Least Squares – Structural Equation Modeling* (PLS-SEM) dengan perangkat lunak SmartPLS 4.0 dan *bootstrapping* sebanyak 5.000 subsampel.

Hasil penelitian menunjukkan bahwa lima dari enam hipotesis diterima. Kompetensi guru ($\beta = 0,083$; $p = 0,007$), prestasi akademik ($\beta = 0,122$; $p = 0,000$), iklim sekolah ($\beta = 0,177$; $p = 0,000$), dan dukungan keluarga ($\beta = 0,137$; $p = 0,000$) berpengaruh positif dan signifikan terhadap kebahagiaan belajar. Sikap siswi merupakan prediktor paling dominan ($\beta = 0,470$; $p = 0,000$; $f^2 = 0,262$). Nilai-karakter tidak berpengaruh signifikan secara langsung ($\beta = 0,007$; $p = 0,398$), yang diinterpretasikan sebagai keberhasilan internalisasi nilai Ketarakanitaan secara merata pada seluruh siswi. Model empiris memiliki $R^2 = 0,755$ (kategori kuat), yang berarti keenam variabel bersama-sama menjelaskan 75,5% variasi kebahagiaan belajar siswi.

Penelitian ini mengonfirmasi bahwa kebahagiaan belajar siswi merupakan konstruk multidimensional yang merupakan hasil interaksi dinamis antara faktor internal (sikap siswi, nilai karakter, prestasi akademik) dan faktor eksternal (kompetensi guru, iklim sekolah, dukungan keluarga), sebagaimana dijelaskan oleh model PERMA Seligman (2011) dan teori *student well-being* Hascher (2010). Temuan ini memberikan kontribusi ilmiah bagi pengembangan kajian kesejahteraan belajar siswi di Indonesia, khususnya dalam konteks sekolah Katolik khusus perempuan, sekaligus memberikan rekomendasi praktis bagi sekolah guru, keluarga, dan Yayasan Tarakanita dalam merancang ekosistem Pendidikan yang humanistik dan berorientasi pada kesejahteraan holistik siswi.

Kata kunci: *student well-being*, kompetensi guru, sikap siswi, iklim sekolah, PLS-SEM