The Measurement of Quality of School Life in Low Economic Students

Rismawati[1]*, Rena Latifa[2]
[1,2] Faculty of Psychology UIN Syarif Hidayatullah Jakarta
*Corresponding Author: Rismawati. Email: <u>rismawati__22@mhs.uinjkt.ac.id</u>

Abstract
Inequality still occurs in education in Indonesia, especially in Lebak Banten, which is geographically quite close to the state capital region. The quality of education includes teachers, facilities, services, and interest in school participation; per capita income still needs to develop. Quality of school life is one of the important constructs that can show how the continuity of education is running. Quality of school life is not only seen from the school's point of view, but we need to pay attention to the student's point of view. This study examines the measurement of the quality of school life in Indonesian versions. Participants come from low economic status (indicated by monthly income under regional minimum wages). We measured the quality of school life with seven domains: positive and negative affect and five specific domains: status, identity, teacher-student relations, opportunity, and achievement. The data was analyzed using Confirmatory Factor Analysis (CFA) (N=467). All items theorized to measure the quality of school life were valid. These results indicate that this scale contributes positively and validly to low economic students' quality of school life.
Keywords: Quality of school life; Low Economic Students; Validity; Item Factor Analysis

1. Introduction

Human development is a process of expanding development options for the population. This expansion can be done by improving human capacity and utilizing existing resources for their survival. The indicator for measuring the success of development is using the Human Development Index (HDI). HDI was introduced by the United Nations Development Programme (UNDP) in 1990, where all development at the global level refers to the Sustainable Development Goals (SDGs) (Badan Pusat Statistik, 2018). The SDGs were promoted by the United Nations in 2015 as a form of call to the whole world to end poverty and hunger and protect the earth so that by 2030, all humans can enjoy peace and prosperity (United Nations Development Programme, 2023).

In this case, the SDGs have 17 goals that must be achieved, three of which are dimensions of the HDI: knowledge, a long and healthy life, and a decent standard of living. HDI is an important indicator for measuring success in building the quality of human life (society/population). HDI explains how the population can access development results, including income, health, education, and so on (Badan Pusat Statistik, 2022a).

With the HDI indicators of average and expected years of schooling, a more relevant picture of education and the changes can be obtained. According to kompas.com, inequality still occurs in education

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

714

in Indonesia, especially in the westernmost province of Java Island, namely Banten, which is geographically quite close to the state capital region, DKI Jakarta (Nugraheni, 2022). Per capita income is still very low in terms of the quality of education, including teachers, facilities, services, and interest in school participation. In Badan Pusat Statistik Banten (2021), data states that the 2021 school enrollment rate (APS) in Lebak in the age group 7-12 years is at 98.11%, meaning that there are still 1.89% of children aged 7-12 years who are not in school, in the age group 13-15 years is at 93.07%, meaning that there are 6.93% children aged 13-15 years who are not in school, while in the age group 16-18 years there is 51.59%, meaning that there are 48.41% children aged 16-18 years who are not in school. In this case, the increase in APS sometimes translates into an increase in equitable opportunities for people to receive education. In addition to the school enrollment rate, educational facilities, infrastructure, and school access are still minimal. The condition of many classrooms is still damaged and inappropriate. The number of less supportive educators (Nugraheni, 2022).

Lebak is the region with the lowest HDI achievement in Banten. Even at the national level, Lebak is in the 464th position with an HDI of 64.71 and is in the lower ranks of the HDI of districts and cities in Indonesia. Regarding education, the average length of schooling in Lebak is 6.41 years, or the equivalent of completing six years of primary school. This figure is 2.52 years lower than the average length of schooling in Banten Province based on BPS data in 2021 (Nugraheni, 2022). The average length of schooling in Lebak, Banten, in 2022 increased to 6.59 years or the equivalent of formal school education up to grade VII. The highest HDI level is achieved by DKI Jakarta, which is 81.65, while to compare cities in the Banten region, South Tangerang City still occupies the highest position, which is 81.95 (Badan Pusat Statistik, 2022b).

This data shows that Lebak is quite behind other cities, especially in its own province, Banten. This is supported by economic data from Badan Pusat Statistik Banten (2023), namely that Lebak's per capita income is Rp. 24.810.66, besides the average occupation of the community is entrepreneurship and as a laborer/employee of the Lebak Regency (Badan Pusat Statistik Kabupaten Lebak, 2020). In addition to the human development index, which is still low, there is still much that needs to be done by the local government and the community to increase the HDI. If we want to measure the extent of the success of a country or region, we can see the extent to which the indicators on the HDI are achieved. There are three aspects of HDI: education, health, and the economy. The focus of this research is the education aspect.

Education in Indonesia is inseparable from the education system in schools, and schools are one of the educational institutions formed to carry out the teaching and learning process where there are teachers who supervise and teach and students who are directed in the learning process. This is so that the creation of students who progress will increase the quality of society. In every learning and teaching process, students experience many things, both their understanding that is growing, their relationships that are expanding with anyone, teachers and friends, and their life experiences that increase at school.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
    "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"   715
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

A very important aspect of school education, according to Ainley et al. (1991), is the quality of school life because school life transfers knowledge and skills in learning and many non-cognitive aspects that students learn. We can see how students have a general feeling of well-being regarding school (positive effect), general negative feelings (negative affect), plus feelings related to five specific school domains. The five domains are achievement (a sense of confidence in one's ability to succeed at school work), opportunity (belief in the relevance of school), status (the relative level of prestige given to the individual by important people within the school), identity (a sense of learning about others and gaining something with them), and teacher (feelings about the adequacy of interactions between teachers and students) (Ainley et al., 1991).

In a study conducted by Ainley et al. (1991), students who had a favorable perception of the quality of their school life tended to have more positive feelings toward their school experience. They often reported a greater sense of achievement, belief in the relevance of school, a sense of prestige or status within the school, a sense of identity and belonging, and positive feelings about their interactions with teachers. In addition, students who perceive a high quality of school life are more likely to have intentions to continue their education beyond the compulsory school year, suggesting that positive perceptions of school life can significantly impact students' educational aspirations and outcomes. However, these feelings can vary greatly among students based on their experiences and circumstances.

Quality of school life is not only seen from the school's point of view, but we need to pay attention from the student's point of view. In this case, it emphasizes students' perspective in determining the strengths or weaknesses obtained from the school education system, namely the affective and cognitive components of the quality of school life. The cognitive component is the satisfaction of students, and the affective component is the support given to school services (Roberts & Clifton, 1992b, 1992a). Ainley and Bourke (1992) said in their research that the quality of school life or school life deserves to be studied more deeply because this is a significant part of student life, and students spend more than a thousand hours at school.

In high school students, the results of a study conducted on 732 high school students in Denizli/Turkey showed that high school students had a moderate level of quality of school life. First graders had higher quality of school life, and students attending vocational high schools had lower quality of life than students from other types of high schools. Surprisingly, students in more crowded classes had higher perceptions of school life quality. Related literature also has similar findings on students' perceptions of the quality of their school life. During the latter part of their high school education, students negatively perceive the quality of their school life. This may be due to the anxiety of facing the national college entrance examination (Çöğmen & Özelçi, 2021)

The researcher saw an interesting phenomenon related to the quality of school life in Lebak, Banten. The researcher saw a significant difference between Lebak and South Tangerang, where South Tangerang had an average length of schooling of 11.84 years or the equivalent of attending school until

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
 "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

716

grade 12, while Lebak had an average length of schooling of 6.59 years or the equivalent of attending school until grade 6 or 1 junior high school. There are also many differences in learning facilities, access to schools, teaching staff, and student achievements. In the literature obtained in Kemendikbud (2024), researchers found that the number of schools is small and uneven between sub-districts in Lebak, Banten. There is one high school in one sub-district, and at most, there are 12 high schools in one sub-district. As well, students who are in high school have only around 20 people per class. One school has around 105 students, and the few students who still want to continue their education can be caused by difficult access and distance to schools that are far away and inadequate school facilities, so many students prefer to be unemployed. This is why the researcher chose senior high school students as the subject of this study. Therefore, we need to examine the students' views on the quality of school life more deeply. This is one of the problems that has just been solved because if this education problem can be solved, it will boost the HDI and the city's progress.

2. Literature Review

Quality of school life was first developed by Epstein and Mcpartland (1976) in the United States and was defined as a measure influenced by both informal and formal aspects of school, social and task-related experiences, and relationships with authority figures and peers. Quality of School Life (QSL) is defined by three dimensions of student reactions: (1) satisfaction with school in general, (2) commitment to school work, and (3) attitudes toward teachers (Epstein & Mcpartland, 1976). Meanwhile, Williams and Batten (1981) defined quality of school life as an overall sense of happiness, well-being, or satisfaction regarding their present circumstances.

In this case, the development of quality of life in a school setting, namely the quality of school life first developed in Australia, can be seen from the perspective of both teachers and students, defined as the general well-being and satisfaction of students and from the point of view of their positive and negative experiences, especially in typical school activities (Çöğmen & Özelçi, 2021). According to Williams & Batten (1981), the typical activities and functions of school life defined by individuals on the one hand and society on the other are as follows: (1) to facilitate and validate achievements and competencies valued in society; (2) to encourage and enhance the personal development of individuals; (3) to support individual socialization, social relations, and social integration; (4) to nurture and guide the social responsibility of individuals for their actions and towards the group.

Williams and Batten (1981) divided the three domains of the student experience into terms of the quality of school life: social expectations, school structure, and student experience. Social expectations can be met and school structures successfully only if individuals agree and are interested in the learning outcomes and processes that represent them. From the student's point of view, acquiring competencies is attractive if the certification process looks promising for the future and new opportunities in personal development, functioning, and success in society. From an individual growth perspective, the student experience should include adventurous experiences in learning, i.e., enjoyable experiences that make

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
  "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes" | 717
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

learning intrinsically motivating. The main motivational elements of social integration are identity formation and the development of self-awareness within the school classroom and in the larger society. The presence of social responsibility depends on the status and prestige of the student in the group.

This is the basis of the quality of school life theory first proposed by Williams and Batten (1981), which was then further developed by Ainley et al. (1991), that quality of school life is students who have general feelings of well-being regarding school (positive effects), general negative feelings (negative effects), plus feelings related to five specific school domains namely achievement (confidence in one's ability to succeed at school work), opportunity (belief in the relevance of school), status (the relative level of prestige given to individuals by important people in the school), identity (a sense of learning about others and getting things together with them), and teacher (feelings about the adequacy of interactions between teachers and students).

Quality of school life is an important part of students' overall quality of life and arises from the interaction of students, families, and schools. Many studies have shown that the quality of school life affects student engagement, positive perceptions of the classroom atmosphere, the improvement of the education system, student self-confidence, enthusiasm for learning, and optimism for the future. In addition, students who hope to develop in the future have a positive perception of their school compared to students who have low expectations.

From this statement, the author argues that students with a positive perception of their school life are more accessible to develop and have enthusiasm for learning. Thus, the quality of school life is an important component of education that should be considered to achieve educational goals.

3. Methods

3.1 Participants

The population in this study were male and female high school students in the Lebak area, Banten, with an age range of 15 - 18 years or high school grades 10 - 12 (N=467). Students from three schools with 135 students each with school accreditation A, 130 students with school accreditation B, and 202 students with school accreditation C. A demographic questionnaire was also administered, with questions about gender, age, parents' education, and parents' occupation.

3.2 Measurement

The quality of school life scale used in this study is sourced from the dimensions of quality of school life proposed by Ainley et al. (1991) and then developed by Flynn (1993) in Mok and Flynn (1997). It consists of 40 items from 7 dimensions: positive affect, negative affect, status, identity, teacher-student relations, opportunity, and achievement.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes" | 718
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

Table 1 Subdomain an Indicator of Quality of School Life

No	Subdomain	Indicator
1	Positive affect	This general dimension of quality of school life explores students' overall positive feelings about school.
2	Negative affect	This general dimension of school life examines students' overall negative experiences of school.
3	Status	Students' sense of self-worth and importance at school.
4	Identity	Students' awareness of themselves and their ability to relate to others at school.
5	Teacher-student relations	The relationships between teachers and students at school.
6	Opportunity	the extent to which students consider school work to be relevant to their future lives and create career opportunities for them.
7	Achievement	Achievement in relation to their school work.

3.3   Data Analysis

This study employed Confirmatory Factor Analysis (CFA) to measure construct dimensionality and identify the characteristics and indicators that correspond to the latent variable.

The fit index must be examined to choose a model that fits the data. The CFA approach provides several fit indices to determine if the model fits the theory. This study used four fit model indices to avoid relying solely on one measure for model testing. The following are the four fit indices:

Hooper et al.2008) mentioned several fit indices and cut of values to test whether a model can be accepted or rejected, among others:

i.   X² - Chi-Square statistic, where the model is considered excellent or satisfactory if the Chi-Square value is low. The smaller the Chi-Square value, the better the model, and it is accepted based on probability with a cutoff value of p>0.05.

ii.   RMSEA (The Root Mean Square Error of Approximation) indicates the goodness of fit expected when the model is estimated in the population. An RMSEA value smaller or equal to 0.08 is an index for model acceptability that indicates a close fit of the model based on degrees of freedom.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

719

iii. CMIN/DF is The Minimum Sample Discrepancy Function divided by the Degree of Freedom. CMIN/DF is a Chi-Square statistic, X^2 divided by DF, called relative X^2. If the relative X^2 value is less than 2.0 or 3.0, it indicates an acceptable fit between the model and the data.

iv. CFI (Comparative Fit Index), where close to 1, indicates the highest level of fit. The recommended value is CFI ≥0.95.

v. TLI (Tucker-Lewis Index), where close to 1, indicates the highest level of fit. The recommended value is CFI ≥0.95.

4. Result and Discussion

The construct validity of the variable's quality of school life was analyzed using Confirmatory Factor Analysis (CFA). The unidimensional model and item significance are analyzed using the CFA method, which results in a path diagram and item significance table that characterize the model fit. We use MPlus 7 Muthén and Muthén (2017) software to analyze the CFA.

4.1 Construct Validity Test of Positive Affect.

The CFA results of the one-factor model on five items constructing the positive affect dimension showed the Chi-square= 12.887, df= 5, P-Value = 0.0245, RMSEA = 0.058, CFI= 0.974, and TLI=0.947. Based on the result, the one-factor model (unidimensional) fits the data. The path diagram of CFA results above is as follows:
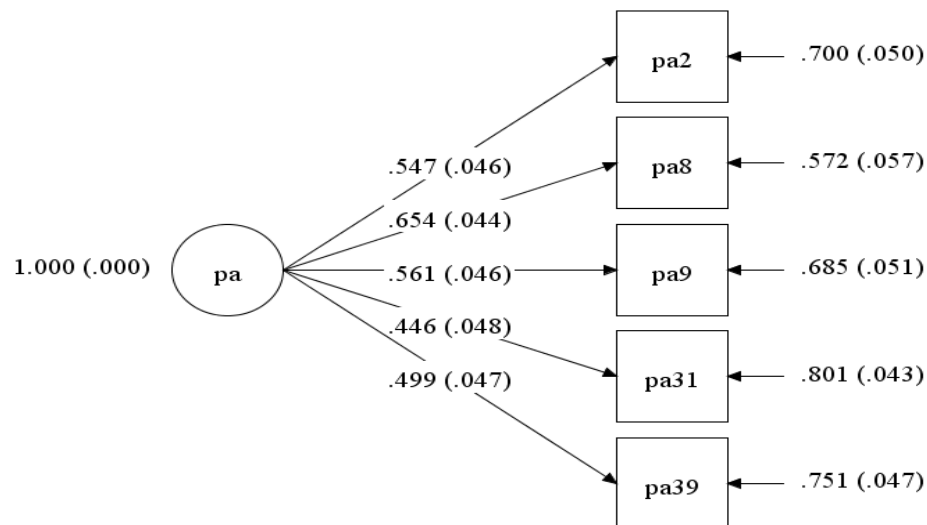

Figure 1. Path Diagram of Positive Affect

The next step is to report the validity test of each positive affect item. The results are in Table 2 below:

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

720

Table 2 Item Validity Test Results Positive Affect

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.547	0.046	11.899	Valid
Item 2	0.654	0.044	15.014	Valid
Item 3	0.561	0.046	12.313	Valid
Item 4	0.446	0.048	9.211	Valid
Item 5	0.499	0.047	10.591	Valid

Note: Valid = T-Value > 1.96

Based on the information in the table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All five items truly measure what is being theorized, namely the positive affect construct.

4.2 Construct Validity Test of Negative affect.

The CFA results of the one-factor model on five items constructing negative affect dimension showed the values of Chi-square= 60.631, df= 5, P-Value = 0.0000, RMSEA = 0.154, CFI= 0.925, and TLI=0.851. Based on the result, the one-factor model (unidimensional) does not fit the data. Therefore, modifications that allow item correlation are necessary. Modification result shows values of Chi-square= 15.795, df= 4, P-Value = 0.0033, RMSEA = 0.079, CFI=0.984 and TLI=0.960. The path diagram of CFA results above is as follows:
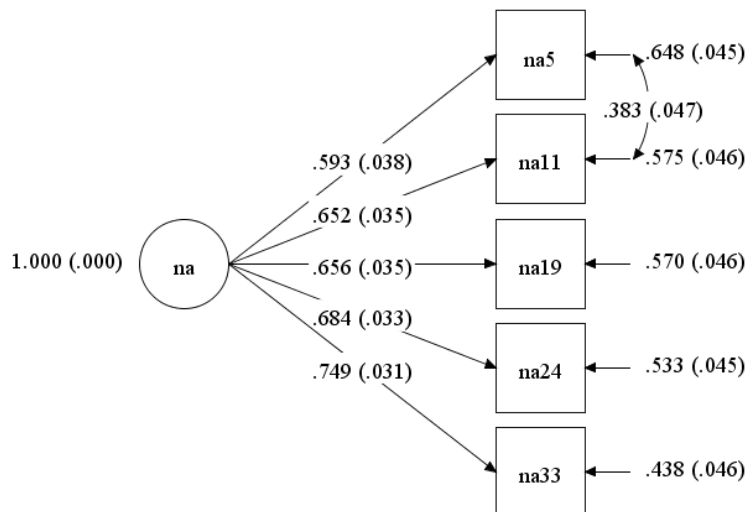

Figure 2. Path Diagram of Negative Affect

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

721

The next step is to report the validity test of each negative affect item. The results are in Table 3 below:

Table 3 Item Validity Test Results Negative Affect

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.593	0.038	15.574	Valid
Item 2	0.652	0.035	18.470	Valid
Item 3	0.656	0.035	18.849	Valid
Item 4	0.684	0.033	20.665	Valid
Item 5	0.749	0.031	24.524	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All five items truly measure what is being theorized, namely the negative affect construct.

4.3   Construct Validity Test of Status

The CFA results of the one-factor model on six items constructing status dimension showed the values of Chi-square= 33.242, df= 9, P-Value = 0.0001, RMSEA = 0.076, CFI= 0.930, and TLI=0.883. Based on the result, the one-factor model (unidimensional) does not fit the data. Therefore, modifications that allow item correlation are necessary. Modification result shows values of Chi-square= 9.593, df= 8, P-Value = 0.2947, RMSEA = 0.021, CFI=0.995 and TLI=0.991. The path diagram of CFA results above is as follows:
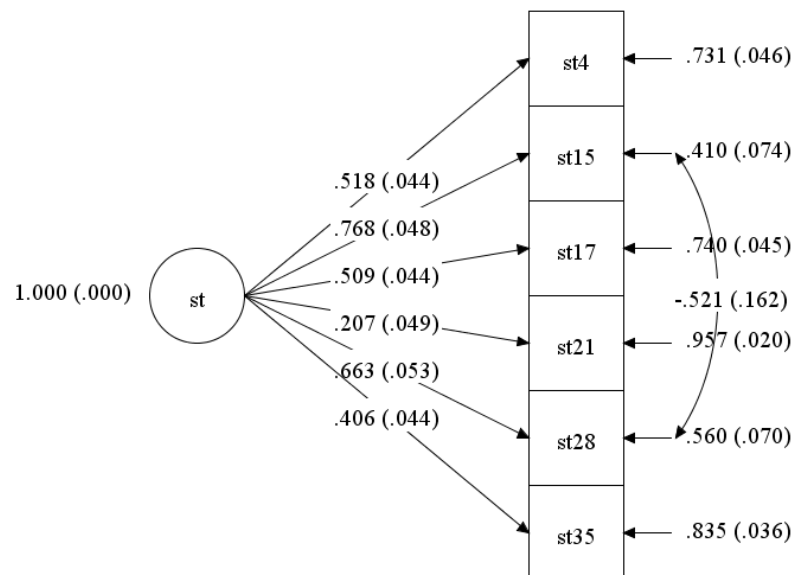

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
    "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"   722
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

Figure 3. Path Diagram of Status

The next step is to report the validity test of each status item. The results are in Table 4 below:

Table 4 Item Validity Test Results Status

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.518	0.044	11.763	Valid
Item 2	0.768	0.048	15.958	Valid
Item 3	0.509	0.044	11.642	Valid
Item 4	0.207	0.049	4.223	Valid
Item 5	0.663	0.053	12.541	Valid
Item **6**	0.406	0.044	9.245	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All six items truly measure what is being theorized, namely the status construct.

4.4 Construct Validity Test of Identity

The CFA results of the one-factor model on six items constructing status dimension showed the values of Chi-square=46.984, df= 9, P-Value = 0.0000, RMSEA = 0.095, CFI= 0.890, and TLI=0.817. Based on the result, the one-factor model (unidimensional) does not fit the data. Therefore, modifications that allow item correlation are necessary. Modification result shows values of Chi-square= 12.900, df= 7, P-Value = 0.0746, RMSEA = 0.042, CFI=0.983 and TLI=0.964. The path diagram of CFA results above is as follows:
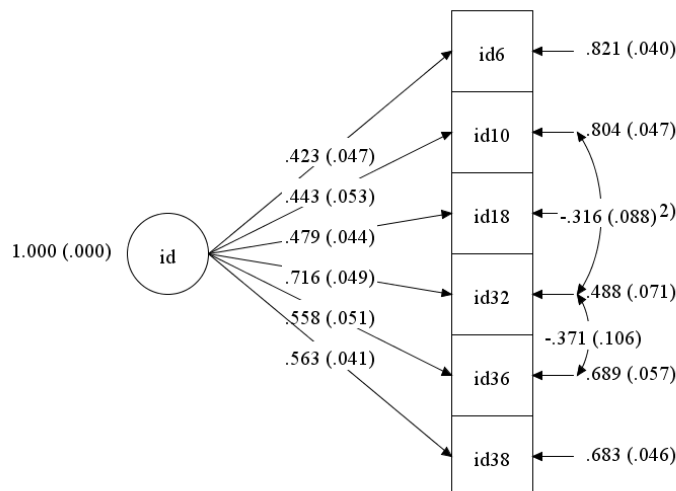

Figure 4. Path Diagram of Identity

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

723

The next step is to report the validity test of each identity item. The results are in table 5 below:

Table 5 Item Validity Test Results Identity

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.423	0.047	8.934	Valid
Item 2	0.443	0.053	8.416	Valid
Item 3	0.479	0.044	10.865	Valid
Item 4	0.716	0.049	14.475	Valid
Item 5	0.558	0.051	10.985	Valid
Item **6**	0.563	0.041	13.655	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All six items truly measure what is being theorized, namely identity construct.

4.5   Construct Validity Test of Teacher-student relations.

The CFA results of the one-factor model on five items constructing the teacher-student relations dimension showed the Chi-square= 22.705, df= 9, P-Value = 0.0069, RMSEA = 0.058, CFI= 0.961, and TLI=0.935. Based on the result, the one-factor model (unidimensional) fits the data. The path diagram of CFA results above is as follows:
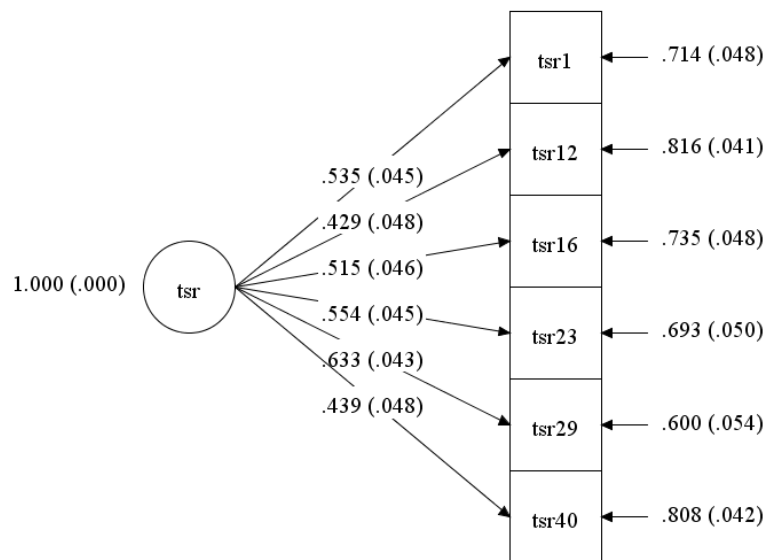

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
  "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

724

Figure 5. Path Diagram of teacher-student relations

The next step is to report the validity test of each teacher-student relations item. The results are in Table 6 below:

Table 6 Item Validity Test Results in Teacher-Student Relations

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.535	0.045	11.990	Valid
Item 2	0.429	0.048	8.925	Valid
Item 3	0.515	0.046	11.106	Valid
Item 4	0.554	0.045	12.387	Valid
Item 5	0.633	0.043	14.795	Valid
Item **6**	0.439	0.048	9.068	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). This means that all six items truly measure what is being theorized. Namely, the teacher-student relations construct.

4.6 Construct Validity Test of Opportunity

The CFA results of the one-factor model on six items constructing opportunity dimension showed the values of Chi-square=96.101, df= 9, P-Value = 0.0000, RMSEA = 0.144, CFI= 0.844, and TLI=0.740. Based on the result, the one-factor model (unidimensional) does not fit the data. Therefore, modifications that allow item correlation are necessary. Modification result shows values of Chi-square= 10.982, df= 6, P-Value = 0.0889, RMSEA = 0.042, CFI=0.991 and TLI=0.978. The path diagram of CFA results above is as follows:
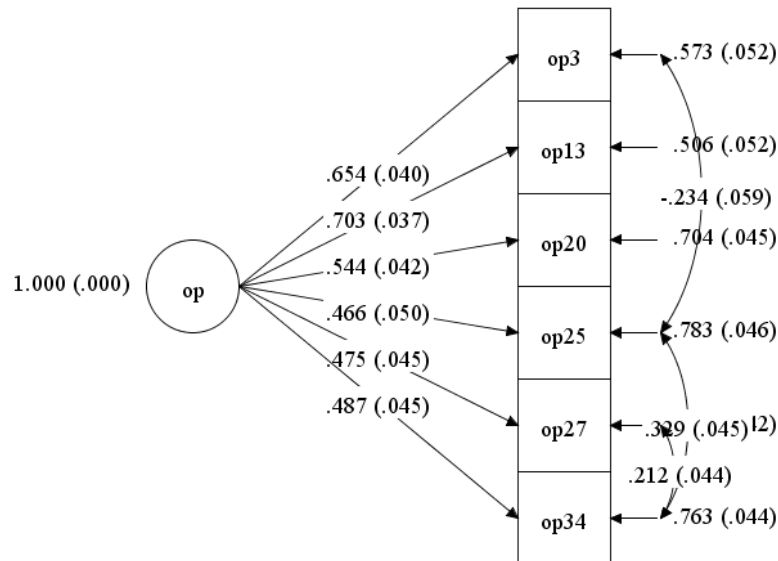
Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
   "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"   725
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

Figure 6. Path Diagram of opportunity

The next step is to report the validity test of each opportunity item. The results are in Table 7 below:

Table 7 Item Validity Test Results Opportunity

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.654	0.040	16.437	Valid
Item 2	0.703	0.037	18.885	Valid
Item 3	0.544	0.042	13.060	Valid
Item 4	0.466	0.050	9.368	Valid
Item 5	0.475	0.045	10.660	Valid
Item 6	0.487	0.045	10.862	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All six items truly measure what is being theorized, namely, opportunity construct.

4.7   Construct Validity Test of Achievement

The CFA results of the one-factor model on six items constructing achievement dimension showed the values of Chi-square=42.489, df= 9, P-Value = 0.0000, RMSEA = 0.890, CFI= 0.890, and TLI=0.817. Based on the result, the one-factor model (unidimensional) does not fit the data. Therefore, modifications that allow item correlation are necessary. Modification result shows values of Chi-square= 12.275, df= 8, P-Value = 0.1394, RMSEA = 0.034, CFI=0.986 and TLI=0.974. The path diagram of CFA results above is as follows:
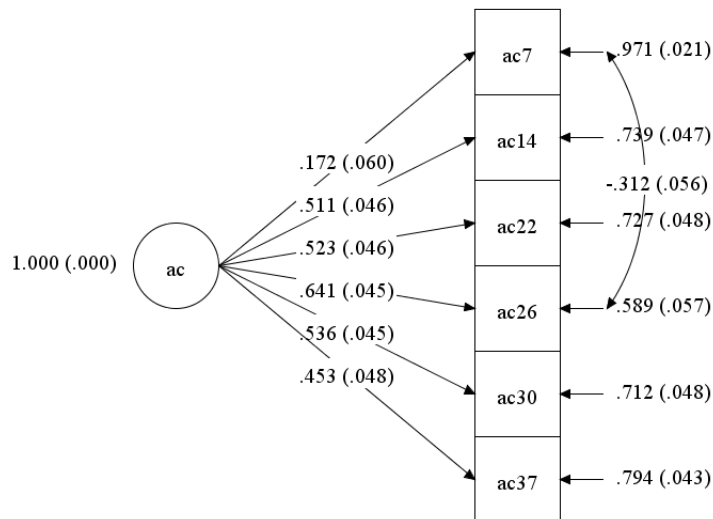
Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
   "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

726

Figure 7. Path Diagram of Achievement

The next step is to report the validity test of each opportunity item. The results are in Table 8 below:

Table 8 Item Validity Test Results Opportunity

Item	Estimate	Std. Error	T-Value	Notes
Item 1	0.172	0.060	2.870	Valid
Item 2	0.511	0.046	10.999	Valid
Item 3	0.523	0.046	11.298	Valid
Item 4	0.641	0.045	14.359	Valid
Item 5	0.536	0.045	11.874	Valid
Item 6	0.453	0.048	9.503	Valid

Note: Valid = T-Value > 1.96

Based on the information in the Table above, all items show positive factor loading and z-value > 1.96, indicating that all items are statistically significant (p <.05). All six items truly measure what is being theorized, namely, opportunity construct.

4.8   Discussion

This study aimed to find a valid instrument to measure the quality of school life consisting of seven dimensions, namely positive and negative affect, and five specific domains: status, identity, teacher-student relations, opportunity, and achievement using Confirmatory Factor Analysis (CFA). The CFA results show all one-factor (unidimensional) models fit with the data after administering modifications by allowing item correlation. All items theorized to measure the quality of school life fit the one-factor (unidimensional) model. The CFA result in this study shows only a few modifications, indicating that the

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
    "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

727

model fits with slight biases. The model fit was obtained after modification according to the output tested according to the instructions from the Mplus application because the initial results did not fit according to the criteria of Goodness of fit.

Overall, the quality of school life instrument modified into Indonesian can be used to measure and see the quality of school life in students with middle to lower economic status. Many things need to be improved regarding the quality of school life to provide students with a good view of the quality of school life. In a study conducted by (Ainley et al., 1991), students who have a good perception of the quality of their school life tend to have more positive feelings about their school experience. This impacts the increasing quality of human development in cities with low HDI.

From the conclusions and discussions that the researcher has presented, the researcher wants to advise researchers who want to test the validity of the quality of school life (Ainley et al., 1991) that is;

i.   The research subjects need to be expanded by taking respondents from various sub-districts in the Lebak area, Banten. If future researchers want to examine the lower middle economic class, it should be done in almost all areas so that the distribution of respondents is evenly distributed. This will allow them to compare existing data with the research data.

ii.   The respondent's education level can be varied. Research can be carried out at the junior high school level, but it should be conducted by conducting a readability test so that respondents better understand the research questions to avoid bias.

5. Acknowledge, Funding & Ethics Policies

5.1 Acknowledge

5.2 Funding

5.3 Ethics Policies

Ethical approval was obtained from the Faculty of Health Sciences Health Research Ethics Committee, UIN Syarif Hidayatullah Jakarta, Indonesia (Un.01/F.10/KP.01.1/KE.SP/02.08.027/2024). Participants consented to participate in the study and consented to published results according to the ethical approval.

Reference

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"   728
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

Ainley, J., & Bourke, S. (1992). Student views of primary schooling. *Research Papers in Education*, *7*(2), 107–128.

Ainley, J., Foreman, J., & Sheret, M. (1991). High school factors that influence students to remain in school. In *Source: The Journal of Educational Research* (Vol. 85, Issue 2).

Badan Pusat Statistik. (2018). *Indeks Pembangunan Manusia 2018*.

Badan Pusat Statistik. (2022a). *Indeks Pembangunan Manusia (IPM) Tahun 2022*. file:///C:/Users/user/Downloads/BRSbrsInd-20221115155051.pdf

Badan Pusat Statistik. (2022b). *[Metode Baru] Rata-rata Lama Sekolah (Tahun), 2021-2022*.

Badan Pusat Statistik Banten. (2021). *Angka Partisipasi Sekolah (APS) Menurut Kabupaten/Kota dan Kelompok Umur di Provinsi Banten 2019-2021*.

Badan Pusat Statistik Banten. (2023). *PDRB Perkapita Atas Dasar Harga Berlaku Menurut Kabupaten/Kota di Provinsi Banten (Ribu Rupiah), 2021-2023*.

Badan Pusat Statistik Kabupaten Lebak. (2020). *Persentase Penduduk 15 Tahun ke Atas Yang Bekerja Menurut Status Pekerjaan Utama di Kabupaten Lebak 2020*.

Çöğmen, S., & Özelçi, Y. (2021). Perception of high school students about quality of school life. In *Journal of Anatolian Education Research* (Vol. 5, Issue 2). https://dergipark.org.tr/tr/pub/

Epstein, J. L., & Mcpartland, J. M. (1976). The concept and measurement of the quality of school life. *American Educational Research Journal*, *13*(1), 15–30. https://doi.org/10.3102/00028312013001015

Hooper, D., Coughlan, J., & Mullen, M. (2008). *Structural Equation Modelling: Guidelines for Determining Model Fit*. www.ejbrm.com

Kementerian Pendidikan, K. R. dan T. (2024). *Data sekolah kab. lebak - Dapodikdasmen*. https://dapo.kemdikbud.go.id/sp/2/280200

Mok, M., & Flynn, M. (1997). Quality of school life and students' achievement in the HSC: A multilevel analysis. In *Australianjoumal of Edueation* (Vol. 41, Issue 2).

Muthén, L. K., & Muthén, B. O. (2017). *Mplus Statistical Analysis With Latent Variables User's Guide*. www.StatModel.com

Nugraheni, A. (2022, September 28). *Analisis Litbang "Kompas" : Menyoal Ketimpangan Pendidikan di Banten*. https://www.kompas.id/baca/riset/2022/09/27/analisis-litbang-kompas-menyoal-ketimpangan-pendidikan-di-banten?status=sukses_login&status_login=login

Roberts, L. W., & Clifton, R. A. (1992a). Measuring the affective quality of life of university students: The validation of an instrument. *Social Indicators Research*, *27*(2), 113–137.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

729

Roberts, L. W., & Clifton, R. A. (1992b). Measuring the cognitive domain of the quality of student life: An instrument for faculties of education. *Canadian Journal of Education*, *17*(2), 176–191.

United Nations Development Programme. (2023). *What are the Sustainable Development Goals?* https://www.undp.org/sustainable-development-goals?gclid=Cj0KCQjw0IGnBhDUARIsAMwFDLnkIqaFFfs-XsiGMiiWlpEFMRJeHdyC1Cn0K0o1QV75w0BfVrK8rcwaAgqHEALw_wcB

Williams, T., & Batten, M. (1981). *The quality of school life.* Australian Council for Educational Research.

Appendix Indonesian Translation Items

Each Item begins with a standard stem: 'My school Is a place where:'

Subdomain	Indicator	English Language	Indonesian Language
Positive affect	This general dimension of quality of school life explores students' overall positive feelings about school.	• I feel proud to be a student • I like learning • I get enjoyment from being there • I really like to go each day • I find that learning Is a lot of fun	• saya merasa bangga menjadi siswa. • saya suka belajar • saya menikmati berada di sana. • saya benar-benar suka pergi setiap hari. • saya memahami bahwa belajar sangat menyenangkan
Negative affect	This general dimension of school life examines students' overall negative experiences of school.	• I feel depressed • I feel restless • I feel lonely • I get upset • I feel worried	• saya merasa depresi • saya merasa tertekan • saya merasa kesepian. • saya merasa gugup • saya merasa khawatir
Status	Students' sense of self-worth and importance at school.	• People look up to me • Other people care about what I think • I am treated with respect by other people • I know people think a lot of me • I feel important • I feel proud of myself	• orang-orang memperhatikan saya. • orang lain peduli tentang apa yang saya pikirkan • saya dihargai orang lain • saya orang yang dipertimbangkan • saya merasa penting.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
  "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

730

			• saya bangga dengan diri sendiri.
Identity	Students' awareness of themselves and their ability to relate to others at school.	• I find it easy to get to know other people • Other students are very friendly • Mixing with other people helps me to understand myself • I learn to get along with other people • Other students accept me as I am • I get on well with the other students in my class	• saya merasa mudah untuk mengenal orang lain. • siswa lain sangat ramah. • bergaul membantu dalam memahami diri saya • saya belajar bergaul dengan orang lain. • siswa lain menerima saya apa adanya • saya bergaul dengan baik dengan siswa lain di kelas
Teacher-student relations	The relationships between teachers and students at school.	• Teachers treat me fairly in class • Teachers give me the marks I deserve • Teachers take a personal interest In helping me with my school work • Teachers help me to do my best • Teachers are fair and just • Teachers listen to what I say	• guru memperlakukan saya dengan adil di kelas. • guru memberi nilai yang pantas saya terima. • guru menggali potensi saya dalam membantu mengerjakan tugas sekolah. • guru membantu saya untuk melakukan yang terbaik. • guru adalah orang yang adil dan jujur • guru mendengarkan pendapat saya
Opportunity	the extent to which students consider school work to be relevant to their future lives and creates careers opportunities for them.	• The things I learn are important to me • I have acquired skills that will be of use to me when I leave school • The things I learn will help me in adult life • Iam given the chance to do work that really interests me • The things I am taught are worthwhile learning	• saya mempelajari hal-hal yang sangat penting • saya memperoleh keterampilan yang akan berguna ketika lulus • saya mempelajari hal-hal yang akan membantu saya dalam kehidupan dewasa. • saya diberi kesempatan untuk melakukan tugas-tugas yang menarik minat • saya diajarkan hal-hal yang layak untuk dipelajari.

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
"Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024

731

		• The work I do is a good preparation for my future	• tugas yang saya kerjakan baik untuk masa depan.
Achievement	Achievement in relation to their school work.	• I really get involved in my school work • I always achieve a satisfactory standard in my work • I know how to cope with the work • I know I can do well enough to be successful • I am a success as a student • I have learnt to work hard	• saya benar-benar terlibat dalam tugas sekolah • saya selalu mencapai standar yang memuaskan dalam tugas • saya tahu bagaimana menyelesaikan tugas • saya bisa melakukan pekerjaan dengan cukup baik untuk menjadi sukses. • saya sukses menjadi siswa • saya belajar bekerja keras

Dipresentasikan dalam *Call for Paper The Inter-Islamic University Conference Psychology 11*
   "Building and Maintaining Humanity in the Midst of Human Tragedies and Global Changes"   732
Fakultas Psikologi Universitas Islam Sultan Agung, 22 Juni 2024