



SUBJECTIVE WELL BEING DITINJAU DARI SISWA YANG MENGIKUTI PROGRAM AKSELERASI DAN REGULER

INTISARI

Penelitian ini bertujuan untuk mengetahui perbedaan *subjective well being* pada siswa yang mengikuti program akselerasi dan reguler. Variabel dependen pada penelitian ini adalah *subjective well being*, sedangkan variabel independen dalam penelitian ini adalah program pendidikan. Hipotesis penelitian mengatakan ada perbedaan *subjective well being* antara siswa akselerasi dan reguler. Sampel penelitian ini adalah siswa SMA N 1 Pati yang mengikuti program akselerasi berjumlah 31 siswa dan siswa yang mengikuti program reguler yang berjumlah 29 siswa. *Subjective well being* diukur menggunakan Skala *Satisfaction With Life Scale* (SWLS) yang dikembangkan oleh Diener, Emmons, Larsen, & Griffin (1985) dan Skala *Positive And Negative Affect Schedule* (PANAS) milik Watson, Clark, & Tellegen (1988). Data dianalisis menggunakan uji *independent sample t-test*. Hasil analisis dengan *independent sample t-test* diperoleh nilai $t = 0,044$ dengan $p = 0,965$ ($p > 0,05$). Hal ini menunjukkan bahwa tidak ada perbedaan *subjective well being* antara siswa akselerasi dan reguler, maka hipotesis pada penelitian ini ditolak.

Kata Kunci: *Subjective well being*, program pendidikan, siswa akselerasi, siswa reguler.



SUBJECTIVE WELL BEING IN TERMS OF THE STUDENT IN THE ACCELERATED AND REGULAR PROGRAM

ABSTRACT

The purpose of this study was to determine the subjective well being between the student who join accelerated and regular program. The dependent variable in this study were subjective well being, while the independent variable were education program. Hypothesis stated that there was differences of subjective well being between the students who join accelerated and regular program. Sample of this study were students of SMA N 1 Pati, including 31 students from accelerated program and 29 student from regular program. Subjective well being was measured by The Satisfaction With Life Scale (SWLS) that developed by Diener, Emmons, Larsen, & Griffin (1985) and Positive and Negative Affect Schedule (PANAS) by Watson, Clark, & Tellegen (1988). Analysis in this study was using independent sample t-test, with the value of $t = 0.044$ and $p = 0.965$ ($p > 0.05$). The result said no difference of subjective well being between student who join accelerated and regular program, therefore the hypothesis in this study was denied.

Keywords: *Subjective well being, education program, acceleration students, regular students.*