

# Hubungan antara Intellectual Humility dengan Subjective Well-Being in School pada Remaja Awal di Indonesia = The Relationship between Intellectual Humility and Subjective Well-Being in School for Early Adolescent in Indonesia

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## Abstrak

Subjective Well-Being (SWB) remaja relatif menurun selama pandemi dan salah satu faktor yang dapat menjadi buffer adalah strength dan virtue dalam diri seseorang. Salah satu virtue tersebut adalah Intellectual Humility (IH) yang relatif memiliki hubungan positif dengan SWB secara umum. Penelitian ini meneliti hubungan IH dengan SWB sekolah (SWBS) yang merupakan salah satu domain khusus dari SWB pada remaja. Partisipan penelitian berjumlah 166 remaja awal umur 12-15 tahun yang merupakan siswa/i SMP Negeri. Alat ukur yang digunakan adalah CIHS (Krumrei-Mancuso & Rouse, 2016) dan BASWBSS (Tian et al., 2014) untuk mengukur kedua variabel. Hasil penelitian menunjukkan tidak ada hubungan yang signifikan antara variabel IH dengan SWBS, tetapi ada hubungan antara beberapa dimensi dalam IH (Openness to Revise One's Viewpoint dan Lack of Intellectual Overconfidenc) dengan SWBS beserta komponen kognitif di dalamnya. Saran untuk penelitian selanjutnya adalah perbaikan dalam metodologi dan prosedur pengambilan data, serta saran praktis bagaimana menanamkan IH pada siswa/i di sekolah sebagai upaya dalam meningkatkan kesejahteraan mereka yang telah melalui pembelajaran akademik di era pandemi.

.....Subjective Well-Being (SWB) of adolescence has relatively decreased during the pandemic and one of the factors that can be a buffer towards it is the strength and virtues possessed by individuals. One of these virtues is Intellectual Humility (IH) which relatively has a positive relationship with SWB in general. This study examines the relationship between IH and SWB in school (SWBS) which is a special domain for adolescents' well-being. The participants of this study were 166 teenagers aged 12-15 years old who were students of a Public Junior High School. The CIHS (Krumrei-Mancuso & Rouse, 2016) and BASWBSS (Tian et al., 2014) were used as measuring tools in this study. The result of this study showed that there was no significant relationship between IH and SWBS, but there was a relationship between several dimensions in IH (Openness to Revise One's Viewpoint and Lack of Intellectual Overconfidence) with SWBS and its cognitive component. Suggestions for future research are improvements in methodology and data collection procedures, as well as practical suggestions on how to instill IH in students at school as an effort to improve the welfare of students who had gone through academic learning in the pandemic era.