



The Role of Academic Achievement and Parental Involvement in Improving Student Subjective Well-Being

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Abstract. This study analyzes the influence of academic achievement and parental involvement on student subjective well-being (SSWB) among high school students in Bandar Lampung City. SSWB encompasses students' perceptions of the quality of life at school, including school connectedness, academic success, enjoyment of learning, and educational goals. This study used a quantitative approach, with 200 students from two private high schools as a sample selected through quota sampling. The instruments used included the SSWQ scale, a parental involvement scale, and report card data as an indicator of academic achievement. The results showed that academic achievement and parental involvement significantly influenced SSWB, both partially and simultaneously, with parental involvement having a greater influence ($\beta = 0.464$; effective contribution = 22.41%) than academic achievement ($\beta = 0.296$; effective contribution = 9.65%), with an R Square of 0.320. These findings confirm the importance of parents' roles and academic achievement in supporting students' subjective well-being at school.

Keywords: *academic achievement; parental involvement; subjective well-being; students*

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Introduction

School is a major activity during childhood and adolescence. Given the significant amount of time children and adolescents spend at school, it is perhaps not surprising that the quality of their school experience appears to be related to student subjective well-being (Huebner *et al.*, [2014](#)). Therefore, it is important to understand factors in the school environment that can influence students' subjective well-being, such as academic achievement and parental involvement. Adolescence is a crucial period in a person's life, during which individuals experience significant changes in various aspects, including physical, cognitive, emotional, social, and spiritual. An interesting group of adolescents to study further is high school students. The development of high school students is multidimensional and influenced by several factors, including genetics and the environment. They experience significant changes in various aspects of life, accompanied by challenges such as academic pressure, interpersonal conflict, and mental health issues (Hikmah, [2019](#)).

Early adolescence generally occurs between 13 and 16 or 17 years, while late adolescence begins at the age of 16 or 17 to 18 years, which is adulthood according to the law; thus, late adolescence can be said to be a fairly short period (Hurlock, [1980](#)). The adolescent development period is divided into three main stages: early adolescence (10-13 years), middle adolescence (14-17 years), and late adolescence (18-24 years). Each stage is marked by physical, psychological, and social changes, as well as important tasks such as identity formation, independence, social relationships, and preparation for adulthood. This process occurs gradually and requires adult guidance to ensure a healthy, harmonious, and balanced transition (BKKBN, [2023](#)). School experiences play a significant role in students' lives, as evidenced by the relationship between their satisfaction with school and their overall well-being. "Student" is an English term meaning "pupil" or "student", referring to someone who, as a student at school, is guided to develop their potential, thus becoming a superior individual, capable of competing and collaborating in a happy and prosperous life (Irawan, [2023](#)).

A UNICEF report from the Multiple Indicator Cluster Survey (MICS6) shows that parental involvement plays a crucial role in improving children's academic achievement and well-being, especially following the disruption caused by the COVID-19 pandemic. The data reveals significant geographical variation in parental involvement levels, with countries with established school governing bodies showing higher participation, while children from low-income families tend to have limited access to schools with such facilities (Mishra *et al.*, [2020](#)). In line with this, international research conducted by Steinmayr *et al.*, ([2018](#)) A study of 767 students in Germany revealed that a positive school climate characterized by social support, self-efficacy, and low academic anxiety significantly predicted both SSWB and student academic achievement after

controlling for other variables. These findings underscore the importance of examining the relationship between academic achievement and parental involvement in a global context to strengthen SSWB.

SSWB is a crucial aspect in understanding students' experiences in educational settings, encompassing self-perceptions of the quality of school life, including a healthy, successful, and meaningful life. This concept involves cognitive assessments, such as life satisfaction, as well as affective feelings, such as positive affect and low negative affect. According to Renshaw et al., (2015) SSWB can be measured through four main scales, namely school connectedness, academic success, enjoyment of learning, and educational goals, in line with the view of Diener et al., (2018) that subjective well-being includes a comprehensive evaluation of one's emotional experiences.

Research conducted by Istiqomah & Alwi (2022) shows that 60.7% of students have low SSWB due to various factors that affect their subjective well-being. Based on analysis and interviews, some of the main reasons for low SSWB include lack of self-esteem, minimal environmental support, lack of gratitude, low self-control, social and environmental conditions, and unclear meaning of life. According to Wijayanti et al., (2019) students who feel satisfied with their life at school are an indicator of high SSWB in the school environment. Research on SSWB is very important because it has a positive impact on academic achievement, increases creativity, and reduces absenteeism. Therefore, developing programs to improve SSWB is very necessary.

Various international studies have shown that parental involvement and a positive school climate significantly contribute to Student Subjective Well-Being (SSWB) and academic achievement, as found by Steinmayr et al., (2018) in students in Germany, as well as a UNICEF report through the Multiple Indicator Cluster Survey (MICS6) which highlighted the crucial role of parental involvement after the COVID-19 pandemic (Mishra *et al.*, 2020). In Indonesia, research by Ahkam et al., (2020) identified various factors that influence SSWB, but has not simultaneously tested the role of academic achievement and parental involvement as predictors of SSWB.

Indonesia's collectivist culture, which emphasizes family reputation and in-group cohesion, reinforces the role of parental involvement in students' academic achievement and subjective well-being. Research in Asia, including Indonesia, shows that parental involvement through emotional support and direct participation can enhance students' self-efficacy, although cultural expectations sometimes limit individual autonomy (Damas & Kurniawati, 2025). Furthermore, the pattern of living with parents into adulthood, a common pattern in collectivist cultures, reinforces interdependence within families (Kuntoro *et al.*, 2017). However, research examining the relationship between these two factors in the local context, particularly among high school students in Bandar Lampung City, is still lacking. This gap is crucial to understanding the

relative and combined contributions of these two variables in improving students' subjective well-being, thus providing the basis for more effective interventions at school and within the family.

Based on several factors that influence SSWB, one of them is academic performance. The main indicator of student academic performance is achievement. Academic achievement is an important part of the teaching and learning process in schools. Academic achievement refers to the results or accomplishments obtained by students through learning activities at school, which are usually measured in the form of numbers or certain symbols (Arina, [2019](#)). Academic achievement, or learning achievement, is a process in which students experience changes in knowledge, understanding, application, analytical skills, synthesis, and evaluation, which are influenced by internal and external factors (Retnowati dkk., [2016](#)).

According to Steinmayr et al., ([2014](#)) in modern society, academic achievement plays a crucial role in every individual's life. Academic achievement, measured by the Grade Point Average (GPA) or standardized assessment systems such as the SAT (Scholastic Assessment Test), determines whether a student will have the opportunity to continue their education, for example, to enter university. Research conducted by Hamdana & Alhamdu ([2016](#)) shows a very strong relationship between SSWB and student achievement, with a contribution of 76.9%. This means SSWB plays a significant role in determining their success in learning.

In addition to internal factors, namely academic achievement, other external factors also play a role in SSWB, such as parental involvement. Parental involvement is a form of parental participation in a child's education and life. This involvement is crucial for supporting children's development, as parents are their primary educators (Adriana & Zirmansyah, [2021](#)). Research conducted by Germani ([2022](#)) found that parental involvement has a positive effect on motivation and SSWB, particularly when students perceive more intense discussions about school activities.

Furthermore, forms of academic social engagement, such as communicating expectations, offering appreciation, and planning for the future, have been shown to have a stronger impact than other forms of engagement, such as helping with homework or meeting with teachers (Germani, [2022](#)). Findings by Huebner et al., ([2014](#)) indicate that the quality of interactions with teachers and peers, parental involvement in school, effective instructional practices, perceived student safety, academic performance, and opportunities for extracurricular activities are important factors influencing SSWB.

Student Subjective Well-Being (SSWB) is an important indicator for assessing the quality of students' experiences in the school environment. Internal factors such as academic achievement and external factors such as parental involvement are key variables influencing SSWB (Renshaw *et al.*, [2015](#)). Several studies have found that students with high academic achievement and consistent parental support tend to be happier and more satisfied with their

school life (Huebner *et al.*, 2014; Germani, 2022). This study aims to evaluate the contribution of these two factors to SSWB.

Based on the above explanation, it can be concluded that SSWB has become an important focus in educational psychology research, considering that SSWB can be influenced not only by internal but also external factors. One of the main indicators associated with SSWB is academic achievement. Good academic achievement, as an internal factor, is often associated with satisfaction and high learning motivation. However, parental involvement is also considered a significant external factor influencing SSWB.

The research topic regarding the influence of academic achievement and parental involvement on SSWB is crucial because it provides insight into the dynamics that influence students' perceptions of well-being. Understanding the interaction between academic achievement and parental involvement with SSWB can help formulate more effective educational policies, encourage parental involvement, and create strong bonds between parents, students, and educators.

This research is unique in that it simultaneously examines two factors: the internal factor of academic achievement and the external factor of parental involvement on student subjective well-being (SSWB). To date, no research in Indonesia has simultaneously examined these two variables in a high school student population, despite the distinct characteristics of the social and educational context in Indonesia compared to other countries. This approach is expected to provide a more comprehensive understanding of the contribution of these two factors and their implications for improving students' learning experiences and subjective well-being.

This study aims to analyze the influence of academic achievement and parental involvement on SSWB at the high school level. It is hoped that this research will provide a deeper understanding of the role of academic achievement and parental involvement in supporting students' SSWB. The proposed hypothesis is that academic achievement and parental involvement simultaneously have a positive and significant influence on high school students' SSWB.

Methods

This study used a quantitative approach with a correlational design. The objective was to determine the relationship and influence between two independent variables, academic achievement and parental involvement, on one dependent variable, student subjective well-being (SSWB). The academic achievement variable represents quantitative data in the form of average student report card grades. The parental involvement variable is measured using a psychological

scale based on students' perceptions of parental involvement in their education. Meanwhile, the SSWB variable reflects students' perceptions of subjective well-being in the school environment.

The study population was high school students in Bandar Lampung aged 16-18 from 71 public and private schools across 20 districts. A sample of 200 respondents was selected using quota sampling based on certain characteristics: students from public and private high schools with A accreditation, implementing the Merdeka Curriculum, and having accessible report card grades. Report card data was obtained with permission from the schools, maintaining confidentiality in accordance with research ethics. Data collection was conducted offline at two high schools: Taman Siswa High School, Teluk Betung (April 15, 2025) and Gajah Mada High School, Bandar Lampung (April 17, 2025). The research instrument consisted of 47 statement items that were distributed directly after obtaining permission and informed consent from students.

The Student Subjective Well-Being (SSWQ) scale, adapted from Renshaw et al. (2015a), consists of 16 items measuring school connectedness, academic success, enjoyment of learning, and educational goals. After validation, the 16 items were declared valid and were used in this study without any reductions. The scale uses a 4-point Likert format (1: Almost never, 2: Rarely, 3: Often, and 4: Almost always). An example statement is: "I feel like I belong at this school." This scale has undergone validity and reliability testing, with a Cronbach's Alpha value of 0.838, indicating high reliability, and a validity index value for each item ranging from 0.322 to 0.651. The level of SSWB is measured by the total score of all items. The higher the score, the higher the level of subjective well-being experienced by students in the school environment.

Parental Involvement Scale: Based on Epstein's (2007) theory and adapted from Yulianti et al.'s scale (2018), it consists of 31 items covering six aspects: parenting, communication, volunteerism, home learning, decision-making, and collaboration. After a validation process, all 31 items were declared valid and were used in this study without any reductions. This scale uses a 5-point Likert format (1: Almost never, 2: Rarely, 3: Sometimes, 4: Often, and 5: Almost always). An example statement is "My parents met with my teacher at school on report card day." This scale has undergone validity and reliability testing, with a Cronbach's Alpha value of 0.942 and a validity index for each item ranging from 0.346 to 0.744. The level of SSWB is measured by the total score of all items. The higher the score, the higher the level of subjective well-being perceived by students in the school environment.

Academic achievement is measured using the average grade on students' report cards from the last semester of the current academic year. This data was obtained by submitting an official request to the school administration (TU), while adhering to ethical principles and the confidentiality of student data. Report card grades are expressed as numbers on a scale of 0 to

100. These grades were used as quantitative data for statistical analysis and categorized into four achievement categories: excellent, good, sufficient, and poor, based on the Minimum Completion Criteria (KKM) established by each school. Academic achievement data was then used as a numerical variable in the regression analysis.

Data analysis was conducted using multiple linear regression to determine the simultaneous and partial effects of academic achievement and parental involvement on SSWB. The regression technique was chosen because it can quantitatively explain the relationship between two or more independent variables and one dependent variable (Sugiyono, 2017). The analysis was conducted using SPSS version 26 software, with a significance level of 0.05. Prior to the analysis, regression assumption tests, such as normality, multicollinearity, and heteroscedasticity, were conducted, indicating that the results met the criteria.

Results

The data analysis in this study aimed to identify the characteristics of the research subjects, namely high school students in Bandar Lampung City. The presentation of descriptive statistics aims to provide an initial understanding of the respondents' backgrounds and ensure that the data obtained proportionally represents the predetermined population and meets the research criteria.

Table 1.
Respondent Demographic Data

Demographic Data	F	%
School Name		
Gajah Mada High School	104	52%
Taman Siswa High School	96	48%
Total	200	100%
Age		
16	77	38,5%
17	113	56,5%
18	10	5%
Total	200	100%
Gender		
Male	61	30,5%
Female	139	69,5%
Total	200	100%
Residence Status		
Grandparents	5	2,5%
Parents	178	89%
Siblings	12	6%
Myself	5	2,5%
Total	200	100%

The demographic data for respondents in Table 1 of this study comes from two schools: Gajah Mada High School and Taman Siswa High School. Fifty-two percent of respondents were

students at Gajah Mada High School, while 48% were from Taman Siswa High School, indicating a fairly even distribution of respondents from both schools. Respondents' ages ranged from 16 to 18, with the majority aged 17 (56.5%), followed by 16-year-olds (38.5%). Meanwhile, only a small proportion were 18 years old (5%). Based on gender, the majority of respondents were female (69.5%), while males accounted for 30.5%. In terms of residential status, the majority of respondents lived with their parents (89%), indicating that most were still under the care of their nuclear families. A small number also lived with siblings (6%), grandparents (2.5%), and alone (2.5%).

The assessment standards for Taman Siswa High School and Gajah Mada High School were adjusted to the Minimum Completion Criteria (KKM) for each school. Taman Siswa High School uses a Minimum Competency Criteria (KKM) of 72, while Gajah Mada High School uses a Minimum Competency Criteria (KKM) of 75. This affects the grade intervals in each category. With a lower KKM, Taman Siswa High School sets a minimum score of 72 as the threshold for a C (Sufficient) grade, while Gajah Mada High School raises the threshold to 75. Consequently, to obtain the same grade, students at Gajah Mada High School must achieve higher scores than students at Taman Siswa High School. This difference indicates that standards of completion and assessment of academic achievement can vary between schools depending on the policies and levels of achievement set.

Table 2.
SSWB Categorization

Categorization	Frequency	Percentage
High	165	82,5 %
Medium	35	17,5 %
Low	0	0 %
Total	200	100 %

Based on the SSWB level categorization results in Table 2, it is known that of the 200 students who participated in the study, none were in the low category (0%), 35 students (17.5%) were in the medium category, and the majority, 165 students (82.5%), were in the high category. These results indicate that, in general, the students involved in this study had a good level of SSWB.

Table 3.
Categorization of SSWB Aspects

SSWB Aspects	Mean
School Connectedness	3.1738
Academic Success	3.3425
Joy of Learning	3.5363
Educational Goals	3.3413

Based on the mean calculation results for the four SSWB aspects measured using a Likert scale of 1–4, Table 3 shows that the aspect with the highest mean score is joy of learning with a mean score of 3.5363, followed by academic success with a mean score of 3.3425 and educational goals with a mean score of 3.3413, and school connectedness with the lowest mean score of 3.1738. These findings indicate that students tend to experience positive emotions and have supportive thoughts when engaging in learning activities or academic assignments.

Table 4.
Academic Achievement Categorization

Categorization	Frequency	Percentage
Very good	3	1,5 %
Good	126	63 %
Fair	69	34,5 %
Poor	2	1 %
Total	200	100 %

Based on the academic achievement categorization results in Table 4, the majority of the 200 respondents, 126 students (63%), were in the good category. Furthermore, 69 students (34.5%) were in the fair category, while only 3 students (1.5%) were in the very good category, and only 2 students (1%) were in the poor category.

Tabel 5.
Parental involvement Categorization

Categorization	Frequency	Percentage
High	27	13,5 %
Medium	103	51,5 %
Low	70	35 %
Total	200	100 %

Based on Table 5, the parental involvement categorization shows that 103 respondents (51.5%) were in the moderate category, followed by 70 respondents (35%), and only a small proportion (27%) were in the high category. These findings indicate that most individuals are in the moderate level of parental involvement measured, while relatively few individuals are in the high level. This should be a concern for relevant parties to increase efforts to encourage advancement to higher categories.

Table 6.
Categorization of Parental Involvement Aspects

Parental Involvement Aspect	Mean
Parenting	2.87
Communication	2.56
Volunteering	1.86
Home Learning	2.29
Decision-Making	2.06
Collaboration	1.88

Based on the mean calculation results in Table 6, the categorization of parental involvement aspects, measured using a Likert scale of 1-4, with the highest score being parenting with a mean of 2.87, followed by communication with a mean of 2.56, home learning with a mean of 2.29, decision-making with a mean of 2.06, collaboration with a mean of 1.88, and volunteerism with the lowest score, with a mean of 1.86. These findings indicate that parents are more involved in understanding their children's development and improving their parenting skills to support them at home in creating a positive learning environment.

Researchers conducted assumption tests and data normality tests as prerequisites before regression analysis. There are two types of regression: simple linear regression and multiple linear regression. Prerequisite analysis tests were conducted to ensure the data's suitability before proceeding to the hypothesis testing stage, thus determining whether the data analysis could be applied appropriately (Hafni, 2022).

Table 7.
Kolmogorov-Smirnov Test

	Unstandardized Residual
N	200
Asymp. Sig. (2-tailed) ^c	.200 ^d

Source: Processed with SPSS v.26. 2025

Based on Table 7, the results of the normality test using the One-Sample Kolmogorov-Smirnov Test, the Unstandardized Residual value obtained a significance value of 0.200. Because this significance value is greater than 0.05, it can be concluded that the data are normally distributed and meet the assumptions of normality. Furthermore, to ensure normal distribution, analysis was also performed on the residuals using the residual normality test, which is presented in the following explanation.

Table 8.
Residual Normality Test

	Minimum	Maximum	Mean	Std. Deviation	N
Predicted Value	41.48	62.33	53.59	3.339	200
Residual	-11.927	20.518	.000	4.862	200
Std. Predicted Value	-3.625	2.620	.000	1.000	200
Std. Residual	-2.441	4.199	.000	.995	200

Source: Processed with SPSS v.26. 2025

Based on the residuals statistics output in Table 8, the mean residual value is 0.000. This indicates that, on average, the difference between predicted and actual values in the regression model is around zero, which is an indicator that the regression model meets the assumption of residual normality.

Table 9.
Multicollinearity Test

		Collinearity Statistics	
Model		Tolerance	VIF
1	Academic Achievement	.996	1.004
	Parental Involvement	.996	1.004

Source: Processed with SPSS v.26. 2025

The results of the multicollinearity test in Table 9 show that the tolerance value for the academic achievement and parental involvement variables is 0.996, while the VIF value is 1.004 for each. Because the tolerance value is close to 1 and the VIF value is well below 10, it can be concluded that there are no symptoms of multicollinearity among the independent variables in this regression model. Therefore, it can be concluded that this model is free from multicollinearity problems, and these variables can be used reliably in regression analysis.

Table 10.
Glejser Heteroscedasticity Test

Variable	Sig.	Conclusion
X1	.212	No Heteroscedasticity
X2	.591	No Heteroscedasticity

Source: Processed with SPSS v.26. 2025

Based on Table 10 above, the significance values (Sig.) for each variable are: Variable X1 has a significance value of 0.212, while variable X2 has a significance value of 0.591. Because both significance values are greater than the 0.05 level, it can be concluded that heteroscedasticity does not occur in either variable. Thus, the regression model used meets the assumption of homoscedasticity, and the results of the regression analysis can be considered valid and reliable in terms of equality of residual variances.

Table 11.
Simultaneous Test (F Test)

Model	F	Sig.
Regression	46.440	.000 ^b
Residual		

Source: Processed with SPSS v.26. 2025

Based on the F test results in Table 11, the F value is 46.440 with a significance value of 0.000. Because the significance value is less than 0.05, it can be concluded that academic achievement and parental involvement simultaneously have a significant effect on SSWB.

Table 12.
Coefficient of Determination

Model	R	R-Square	Adjusted R Square	Std. Error of the Estimate
1	.566 ^a	.320	.314	4.887

Source: Processed with SPSS v.26. 2025

Based on the regression model output in Table 12, the R value was 0.566, indicating a fairly strong relationship between academic achievement and parental involvement with SSWB. The R-Square value of 0.320 indicates that 32% of the SSWB variable can be explained by the independent variables, namely academic achievement and parental involvement. The remaining 68% is explained by variables outside this research model.

Table 13.
Partial Test (t-Test)

Model (Content)	Standardized Coefficients		
	Beta	t	Sig.
Academic Achievement	.296	5.029	.000
Parental Involvement	.464	7.883	.000

Source: Processed with SPSS v.26. 2025

Based on the t-test results in Table 13, the independent variables of academic achievement and parental involvement have a positive and significant influence on the dependent variable, SSWB. This is indicated by the significance values of both variables being below 0.05, at 0.000. The academic achievement variable has a beta coefficient of 0.296 with a t-value of 5.029, with a significance level of 0.000. Meanwhile, the parental involvement variable has a greater influence, with a beta coefficient of 0.464 and a t-value of 7.883 with a significance of 0.000. Since the significance value of both variables is less than 0.05, it can be concluded that academic achievement and parental involvement have a partial and significant influence on the dependent variable, namely SSWB, in this regression model.

Table 14.
Effective Contribution

Variable	Regression Coefficient (Beta)	Correlation Coefficient (Rxy)	R Square	Effective Contribution
Academic Achievement	.296	0.326**	.320	9,65%
Parental Involvement	.464	0.483**		22,41%

Source: Processed with SPSS v.26. 2025

Based on the effective contribution of Table 14, the academic achievement variable provides an effective contribution of 9.65%, and the parental involvement variable provides an effective contribution of 22.41%. Based on these results, it can be concluded that parental involvement has a greater contribution than academic achievement in influencing students' subjective well-being.

Discussion

The findings of this study underscore the importance of parental involvement in shaping students' psychological well-being. Parents who actively accompany, discuss, and support their children's education strengthen emotional bonds and create a sense of security for students.

Conversely, although academic achievement is important, its contribution to student well-being is less significant without parental emotional support.

Academic achievement has a positive effect on SSWB, meaning students with high academic achievement tend to have higher levels of subjective well-being (Maechel *et al.*, 2023). This finding is supported by Hamdana & Alhamdu (2016), who found that SSWB contributed 76.9% to academic achievement, indicating a bidirectional relationship between academic achievement and student well-being.

In addition, report card grades have been shown to have a greater influence on SSWB than standardized test results because report card grades provide more regular and meaningful feedback to students (Maechel *et al.*, 2023). Report cards reflect ongoing achievements that shape students' perceptions of their abilities in school and indirectly increase positive emotions towards academic experiences (Steinmayr *et al.*, 2016).

The results of this study confirm that parental involvement plays an important role in supporting students' subjective well-being. Liu *et al.* (2024) state that parental involvement increases a sense of security and autonomous motivation, ultimately improving children's well-being. This sense of security is the foundation for building positive emotions and interest in the learning process. Furthermore, socio-academic involvement, such as discussions about hopes and plans for the future, has a greater impact than helping with homework (Germani, 2022).

According to Fredricks *et al.* (2004), Positive emotions in learning can strengthen students' affective engagement and increase academic participation. This confirms that students perceive learning activities in class as not only obligatory but also enjoyable. Other research also shows that positive emotions promote higher engagement, a sense of belonging, and satisfaction with learning in school (Huebner *et al.*, 2014). This condition reflects strong affective engagement in the learning process, which is an important indicator of students' subjective well-being in the educational environment.

Conversely, the school connectedness aspect scored lowest, indicating feelings of social isolation among some students (Joyce & Epstein, 2007). This is reflected in low scores on several items in the school connectedness scale, so it can be concluded that students do not feel emotionally and socially connected to their school environment, which ultimately can impact their overall subjective well-being. Raharja (2011) states that a family environment that provides emotional and intellectual support can increase students' readiness and motivation to learn, which ultimately impacts their academic achievement.

According to Fane & Sugito (2019), this low level of involvement is due to parents' busy work schedules and limited time to be directly involved in their children's education. The highest scores were found in the parenting and communication aspects, which indicate parents'

emotional attention and discipline at home (Yulianti *et al.*, 2018). This indicates that despite relatively low levels of parental academic involvement in schools, they still play a crucial role in building emotional support and a family environment conducive to children's development. This emotional support is crucial because it can increase children's motivation, psychological well-being, and self-confidence in the learning process.

These findings align with research by Vural *et al.* (2020), which showed that students whose parents have a high interest in their education tend to have a greater sense of belonging to school and subjective well-being at school. According to Yulianti *et al.* (2018), parental involvement is highest in the household context, as parents can more easily control and adjust support without needing to be directly involved with the school. Especially among parents with secondary and higher education, involvement more often takes the form of helping with children's homework, reading together, and providing learning resources at home. In other words, domestic involvement is easier than participating in formal activities at school or in the community.

This finding aligns with Yulianti *et al.* (2018), which states that the level of parental involvement is strongly influenced by educational background and certain obstacles. Parents with low education tend to have limited time and resources, and low self-confidence to get involved, while even highly educated parents can experience obstacles such as feeling they have no position in the education system and are reluctant to take an active role in school. In line with this, Hornby, G., & Lafaele (2011) emphasized that barriers to parental involvement are influenced not only by educational factors, but also by family circumstances, child characteristics, the relationship between parents and teachers, and socioeconomic and cultural factors in the community.

Conversely, the lowest scores were found in the volunteerism and collaboration aspects, indicating minimal direct parental participation in school activities (Hill & Tyson, 2009). Joyce & Epstein (2007) explain that participation in the form of volunteerism and school-community collaboration is crucial in building an education system that supports student well-being. School policies should focus on optimizing parental involvement in school management to support the effective implementation of multicultural education (Raharja, 2011).

Collaboration between schools and parents needs to be enhanced not only to create an inclusive learning environment but also to empower students to develop their academic potential and subjective well-being. Practical implications of these findings can be realized through school programs that actively involve parents, such as regular communication forums, parenting workshops, and home learning support. Furthermore, future research could explore other factors that may play a role, such as peer influence, teacher support, or local cultural aspects, to provide a more comprehensive picture of the determinants of student subjective well-being in Indonesia.

The results of this study indicate that parental involvement plays a greater role in predicting SSWB (22.41%) than academic achievement (9.65%), in contrast to Steinmayr et al. (2018), which emphasizes school climate and teacher support. This can be explained by Indonesia's collectivist culture, which emphasizes close family relationships and intense parental involvement. Furthermore, this study reinforces Germani's findings (2022) that emotional support and communication at home are important aspects of parental involvement. In contrast to Hamdana & Alhamdu (2016), academic achievement alone is not enough to improve SSWB without family support, so parental involvement remains a key factor in student well-being.

Conclusion

This study shows that academic achievement and parental involvement have a significant influence on high school students' subjective well-being, both partially and simultaneously. The main findings of this study reveal that parental involvement has a greater contribution than academic achievement in shaping students' positive perceptions of their lives at school. This means that external factors such as emotional support and active parental participation in students' education play a stronger role in improving students' social connections, learning motivation, and educational goals compared to academic achievement alone. The synthesis of the results of the data analysis and discussion emphasizes the importance of a holistic approach in supporting students' subjective well-being, where strengthening family-school relationships is a strategic intervention that directly impacts adolescents' emotional and cognitive aspects. The main contribution of this study lies in confirming that healthy social interactions and effective communication between students, parents, and the school environment are essential foundations in creating a positive and psychologically balanced learning experience. These findings enhance the understanding in the field of educational psychology regarding how the balance between achievement and family relationships can be key to improving students' subjective well-being in the context of secondary education.

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