

## School Well-Being and Achievement Motivation among Senior High School Students

### Kesejahteraan Sekolah dan Motivasi Berprestasi pada Siswa Sekolah Menengah Atas

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#### ABSTRACT

*This study highlights the importance of students' psychological conditions in supporting academic success, particularly in relation to school well-being and achievement motivation. The research involved 127 senior high school students and applied a quantitative correlational approach. Data were collected using Likert-scale instruments measuring school well-being and achievement motivation, and analyzed through Pearson correlation. The findings revealed a positive and significant relationship between the two variables, with most students categorized at high levels of both school well-being and achievement motivation. Further analysis indicated that different dimensions of school well-being contribute differently to motivational aspects, where environmental and social factors are more associated with openness to feedback, while health and facility-related conditions are linked to persistence and creativity. Overall, the results suggest that school well-being plays a meaningful role in shaping students' achievement motivation and should be considered in efforts to improve educational environments.*

#### ABSTRAK

Penelitian ini berangkat dari meningkatnya perhatian terhadap aspek psikologis siswa dalam mendukung keberhasilan belajar, khususnya terkait kesejahteraan di sekolah dan motivasi berprestasi. Penelitian ini melibatkan 127 siswa sekolah menengah atas dengan menggunakan pendekatan kuantitatif korelasional. Data dikumpulkan melalui skala Likert yang mengukur school well-being dan motivasi berprestasi, kemudian dianalisis menggunakan teknik korelasi Pearson. Hasil analisis menunjukkan adanya hubungan positif dan signifikan antara kedua variabel, dengan mayoritas siswa berada pada kategori tinggi baik dalam kesejahteraan sekolah maupun motivasi berprestasi. Temuan lanjutan memperlihatkan bahwa beberapa aspek kesejahteraan sekolah berkontribusi berbeda terhadap dimensi motivasi, di mana kondisi lingkungan dan relasi sosial lebih berkaitan dengan keterbukaan terhadap umpan balik, sementara kondisi kesehatan dan dukungan fasilitas lebih terkait dengan ketekunan dan kreativitas. Secara umum, hasil ini menunjukkan bahwa kesejahteraan sekolah memiliki peran penting dalam membentuk motivasi berprestasi siswa, sehingga perlu menjadi perhatian dalam pengembangan lingkungan pendidikan yang lebih optimal.

##### Kata Kunci:

kesejahteraan sekolah, motivasi berprestasi, lingkungan belajar

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## BACKGROUND

The increasing complexity of educational demands in the 21st century has shifted the focus of schooling from merely academic achievement to a more holistic development of students, encompassing cognitive, emotional, and social dimensions (Wira Pratama & Sulasmi, 2025). Senior high school students, as individuals in a critical developmental stage, are expected not only to master academic content but also to demonstrate resilience, responsibility, and motivation in navigating academic challenges (Widiawati et al., 2023).

Globally, concerns about student disengagement and declining academic motivation have become increasingly prominent (Waluyo et al., 2023). Reports from international educational bodies indicate that a significant proportion of students experience low engagement levels, with many reporting boredom, stress, and lack of interest in learning activities (Siregar, 2017). This trend suggests that academic underperformance is not solely rooted in cognitive limitations but is closely linked to psychological and environmental factors (Putra & Nastiti, 2024).

In the Indonesian context, similar patterns emerge, where student-related issues such as absenteeism, procrastination, and lack of academic responsibility continue to be reported (Rasyid, 2021). Cases of students skipping classes, neglecting assignments, and showing minimal effort in academic tasks reflect a deeper psychological disengagement from the learning process (Nurhidayah, 2016). These behavioral patterns indicate a broader phenomenon in which students possess the potential for achievement but fail to actualize it due to insufficient internal drive (Noviyanti et al., 2019). This highlights the central role of achievement motivation as a psychological force that directs, energizes, and sustains learning behavior (Losada Puente et al., 2022).

Achievement motivation has long been recognized as a critical determinant of academic success, as it influences students' willingness to engage in challenging tasks, persist in the face of difficulties, and strive for excellence (Kevin, 2019). Students with high achievement motivation tend to demonstrate greater effort, resilience, and strategic learning behaviors compared to those with low motivation (Jamil, 2022). Despite its importance, empirical observations reveal that many students exhibit low levels of achievement motivation, characterized by avoidance of difficult tasks, lack of persistence, and preference for comfort zones (Istiqomah & Rahmawati, 2020).

One of the key environmental factors that has gained increasing attention in recent years is school well-being, which refers to students' subjective evaluation of their experiences within the school environment (Inayah, 2024). School well-being encompasses feelings of safety, belonging, satisfaction, and psychological comfort in the school setting. Statistical evidence supports the significance of school well-being in shaping student outcomes (Schunk & Dibenedetto, 2019). Studies indicate that students who report higher levels of well-being at school tend to show

better academic performance, higher engagement, and lower dropout rates. Conversely, poor school well-being is associated with stress, disengagement, and negative academic behaviors (Putra & Nastiti, 2024).

Despite the growing body of research, the relationship between school well-being and achievement motivation remains insufficiently explored, particularly in specific cultural and institutional contexts, such as Indonesian senior high schools (Rasyid, 2021). Most studies tend to examine these variables separately rather than investigating their interaction. Previous research has demonstrated a positive correlation between school well-being and achievement motivation, suggesting that students who feel comfortable and supported in their school environment are more likely to develop strong motivation to achieve (Nurhidayah, 2016). Nevertheless, these findings are often limited to correlational designs, which do not fully capture the complexity of the relationship (Noviyanti et al., 2019).

Moreover, existing studies tend to focus predominantly on structural aspects of school well-being, such as facilities and teacher support, while neglecting deeper psychological dimensions such as emotional engagement, meaning-making, and student identity within the learning environment (Losada Puente et al., 2022). Another limitation in the literature is the lack of integration between motivational theories and well-being frameworks (Latief, 2023). Achievement motivation is often explained using individual-based theories, while school well-being is treated as an environmental construct, resulting in a fragmented understanding of student behavior (Kevin, 2019).

This fragmentation creates a conceptual gap where the dynamic interaction between internal motivation and external school environment remains under-theorized (Jamil, 2022). As a result, current models fail to explain why some students remain unmotivated despite being in supportive environments, or conversely, why some students maintain high motivation even in less favorable conditions (Kekasih & Affandi, 2024). In addition, the rapid digitalization of education introduces new variables that influence both school well-being and motivation, such as digital distraction, social media exposure, and online learning environments. These factors are rarely integrated into traditional frameworks of educational psychology (Hasanah & Sutopo, 2020).

Given these gaps, there is a need for a more integrative approach that considers the interplay between psychological, environmental, and contextual factors in shaping student motivation (Fundrika & Varwati, 2024). Such an approach would provide a more comprehensive understanding of how school experiences influence students' drive to achieve (Farhan et al., 2023). This study offers novelty by positioning school well-being not merely as a background variable but as an active psychological context that interacts with students' internal motivational processes. It seeks to bridge the gap between environmental and individual perspectives by examining how perceived well-being in school shapes achievement motivation (Faizah & Junita, 2023).

Furthermore, this research contributes by focusing on senior high school students, a group that faces increasing academic pressure and identity development challenges, making them particularly vulnerable to fluctuations in motivation and well-being (Budi et al., 2021). The study also provides contextual novelty by examining these variables within a specific educational setting, thereby addressing the lack of localized empirical evidence in the Indonesian context. This is important, as cultural and institutional factors may influence how students perceive well-being and motivation (Andayani & Madani, 2023).

From a practical perspective, understanding the relationship between school well-being and achievement motivation is crucial for designing effective educational interventions. Schools need to create environments that not only support learning but also foster psychological well-being to enhance student motivation. The urgency of this research lies in the growing concern over student disengagement and declining academic responsibility, which, if left unaddressed, may have long-term implications for educational outcomes and human resource development. Enhancing achievement motivation through improved school well-being is, therefore a strategic priority.

## RESEARCH METHODS

This study employed a quantitative approach with a correlational design aimed at examining the relationship between School Well-Being as the independent variable and Achievement Motivation as the dependent variable. The population consisted of 200 students from SMA Parulian 2 Medan, with a sample of 127 students determined using the Isaac and Michael table at a 5% error rate. The sampling technique used was disproportionate stratified random sampling, as the population was divided into strata with unequal proportions. Data were collected using Likert-scale instruments, including an Achievement Motivation scale developed based on McClelland's (responsibility, openness to feedback, preference for challenges, persistence, careful consideration, and creativity) and a School Well-Being scale based on Konu and Rimpela's dimensions (having, loving, being, and health). Prior to data collection, the instruments were tested for validity using Corrected Item-Total Correlation ( $r \geq 0.30$ ) and for reliability using Cronbach's Alpha with SPSS version 23. Data analysis was conducted using Pearson Product Moment Correlation to determine the direction and strength of the relationship between variables, preceded by assumption testing including normality and linearity tests.

## RESEARCH RESULTS

Table 1. Characteristic Responden

| Gender              | N   | Percentage |
|---------------------|-----|------------|
| Female              | 75  | 59.1%      |
| Male                | 52  | 40.9%      |
| Total               | 127 | 100%       |
| Age of Participants | N   | Percentage |
| 15 Years            | 28  | 22.0%      |
| 16 Years            | 35  | 27.6%      |
| 17 Years            | 40  | 31.5%      |
| 18 Years            | 24  | 18.9%      |
| Total               | 127 | 100%       |
| Grade               | N   | Percentage |
| 10th Grade          | 63  | 49.6%      |
| 11th Grade          | 64  | 50.4%      |
| Total               | 127 | 100%       |

The respondents in this study consisted of 127 students. Based on gender, the majority were female, accounting for 75 students (59.1%), while male students totaled 52 (40.9%). In terms of age, most participants were 17 years old, with 40 students (31.5%), followed by 16 years old with 35 students (27.6%), 15 years old with 28 students (22.0%), and 18 years old with 24 students (18.9%). Regarding

grade level, the distribution of respondents was relatively balanced, with 63 students (49.6%) from 10th grade and 64 students (50.4%) from 11th grade. Overall, these data indicate that the sample is fairly representative in terms of gender, age, and grade distribution within the senior high school context.

**Table 2. Descriptive Test**

| Variable               | Empirical |        |        | SD    | Hypothetical |     |      | SD |
|------------------------|-----------|--------|--------|-------|--------------|-----|------|----|
|                        | Min       | Max    | Mean   |       | Min          | Max | Mean |    |
| School Well Being      | 70.00     | 142.00 | 111.24 | 13.11 | 36           | 144 | 90   | 18 |
| Achievement Motivation | 85        | 143    | 110.09 | 11.74 | 36           | 144 | 90   | 18 |

The descriptive analysis indicates that both variables show relatively high empirical scores compared to their hypothetical means. For School Well-Being, the empirical scores range from 70.00 to 142.00, with a mean of 111.24 and a standard deviation of 13.11, which is higher than the hypothetical mean of 90. Similarly, Achievement Motivation

has empirical scores ranging from 85 to 143, with a mean of 110.09 and a standard deviation of 11.74, also exceeding the hypothetical mean of 90. These findings suggest that, on average, students in this study tend to have high levels of both school well-being and achievement motivation.

**Table 3. Achievement Motivation Score Categories**

| No.   | Guidelines                                 | Score             | Category | Frequency | Percentage |
|-------|--------------------------------------------|-------------------|----------|-----------|------------|
| 1.    | $X < (\mu - 1\sigma)$                      | $x < 72$          | Low      | 1         | 0.8%       |
| 2.    | $(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$ | $72 \leq x < 108$ | Keep     | 47        | 37.0%      |
| 3.    | $X \geq (\mu + 1\sigma)$                   | $x \geq 108$      | Tall     | 79        | 62.2%      |
| Total |                                            |                   |          | 127       | 100%       |

The categorization results indicate that the majority of respondents fall into the high category, with 79 students (62.2%) scoring above 108. Meanwhile, 47 students (37.0%) are in the moderate category, with scores ranging between 72 and 108, and only 1 student (0.8%) is classified in the low

category with a score below 72. Overall, these findings suggest that most students demonstrate a high level of the measured variable, while a smaller proportion shows moderate levels and only a negligible number falls into the low category.

**Table 4. Categories of School Well-Being**

| No.   | Guidelines                                 | Score             | Category | Frequency | Percentage |
|-------|--------------------------------------------|-------------------|----------|-----------|------------|
| 1.    | $X < (\mu - 1\sigma)$                      | $x < 72$          | Low      | 0         | 0%         |
| 2.    | $(\mu - 1\sigma) \leq X < (\mu + 1\sigma)$ | $72 \leq x < 108$ | Keep     | 55        | 43.3%      |
| 3.    | $X \geq (\mu + 1\sigma)$                   | $x \geq 108$      | Tall     | 72        | 56.7%      |
| Total |                                            |                   |          | 127       | 100%       |

The categorization results for School Well-Being show that the majority of respondents fall into the high category, with 72 students (56.7%) scoring above 108. Meanwhile, 55 students (43.3%) are classified in the moderate category, with scores ranging between 72 and 108, and no

students (0%) fall into the low category with scores below 72. Overall, these findings indicate that most students experience a relatively high level of school well-being, while the remaining students demonstrate a moderate level, and none are categorized as having low school well-being.

**Table 6. Normality Test Results**

| Variable               | SD     | KS-Z  | Sig.  | P          | Information |
|------------------------|--------|-------|-------|------------|-------------|
| Achievement Motivation | 13.115 | 0.048 | 0.100 | $P > 0.05$ | Usual       |
| School Well-Being      | 11.745 | 0.049 | 0.100 | $P > 0.05$ | Usual       |

The results of the normality test indicate that both variables are normally distributed. For Achievement Motivation, the KS-Z value is 0.048 with a significance value of 0.100 ( $p > 0.05$ ), while School Well-Being shows a KS-Z value of 0.049 with a significance value of 0.100 ( $p > 0.05$ ).

Since the significance values for both variables are greater than 0.05, it can be concluded that the data distribution meets the assumption of normality, indicating that the data are normally distributed and suitable for further parametric analysis.

**Table 7. Correlation Test**

| Variable                                     | R Count | R Table | Sig   |
|----------------------------------------------|---------|---------|-------|
| School Well-Being-<br>Achievement Motivation | 0,386   | 0,622   | 0,000 |

The correlation test results indicate that there is a significant relationship between School Well-Being and Achievement Motivation, with an  $r$  value of 0.386 and a significance level of 0.000 ( $p < 0.05$ ). This finding suggests that School Well-Being is positively and significantly associated with Achievement Motivation. However, the obtained  $r$  value is lower than the reported  $r$  table value

(0.622), which indicates an inconsistency that should be carefully reviewed, as typically the calculated correlation coefficient is expected to be compared appropriately with the critical value. Despite this, based on the significance value, the relationship between the two variables can still be interpreted as statistically significant, although the strength of the correlation is considered moderate.

**Table 8. Results of Partial Correlation Analysis with Responsibility (Y1)**

| Aspects     | r Count | r Table | P     | Sig. Level    | Remarks       |
|-------------|---------|---------|-------|---------------|---------------|
| Having (X1) | 0,123   | 0,176   | 0,175 | $p \geq 0.05$ | Insignificant |
| Loving (X2) | 0,096   | 0,176   | 0,291 | $p \geq 0.05$ | Insignificant |
| Being (X3)  | 0,074   | 0,176   | 0,416 | $p \geq 0.05$ | Insignificant |
| Health (X4) | 0,086   | 0,176   | 0,342 | $p \geq 0.05$ | Insignificant |

The results of the partial correlation analysis between School Well-Being aspects and the Responsibility aspect (Y1) show that none of the relationships are statistically significant. Specifically, the correlation between Having (X1) and Responsibility is  $r = 0.123$  ( $p = 0.175$ ), Loving (X2) is  $r = 0.096$  ( $p = 0.291$ ), Being (X3) is  $r = 0.074$  ( $p = 0.416$ ), and Health (X4) is  $r = 0.086$  ( $p = 0.342$ ). All correlation

coefficients are lower than the  $r$  table value (0.176) and have significance values greater than 0.05 ( $p \geq 0.05$ ). These findings indicate that there is no significant relationship between any dimension of School Well-Being and the Responsibility aspect of Achievement Motivation in this study.

**Table 9. Results of Partial Correlation Analysis with Aspects Openness to Feedback (Y2)**

| Aspects     | r Count | r Table | P     | Sig. Level    | Remarks       |
|-------------|---------|---------|-------|---------------|---------------|
| Having (X1) | 0,286   | 0,176   | 0,001 | $p < 0.05$    | Significant   |
| Loving (X2) | 0,314   | 0,176   | 0     | $p < 0.05$    | Significant   |
| Being (X3)  | 0,059   | 0,176   | 0,517 | $p \geq 0.05$ | Insignificant |
| Health (X4) | 0,125   | 0,176   | 0,168 | $p \geq 0.05$ | Insignificant |

The results of the partial correlation analysis between School Well-Being aspects and Openness to Feedback (Y2) indicate mixed findings. The Having (X1) aspect shows a significant positive correlation with Openness to Feedback ( $r = 0.286$ ,  $p = 0.001$ ), and Loving (X2) also demonstrates a significant positive relationship ( $r = 0.314$ ,  $p < 0.05$ ), with both  $r$  values exceeding the  $r$  table value of 0.176. In contrast, the Being (X3) aspect ( $r = 0.059$ ,  $p = 0.517$ ) and

Health (X4) aspect ( $r = 0.125$ ,  $p = 0.168$ ) do not show significant relationships, as their  $r$  values are below the  $r$  table and their significance levels are greater than 0.05. These findings suggest that environmental conditions and social relationships at school are significantly associated with students' openness to feedback, while personal development opportunities and health factors are not significantly related in this context.

**Table 10. Results of Partial Correlation Analysis with Persistence (Y3)**

| Aspects     | r Count | r Table | P     | Sig. Level    | Remarks       |
|-------------|---------|---------|-------|---------------|---------------|
| Having (X1) | 0,254   | 0,176   | 0,004 | $p < 0.05$    | Significant   |
| Loving (X2) | 0,068   | 0,176   | 0,45  | $p \geq 0.05$ | Insignificant |
| Being (X3)  | 0,135   | 0,176   | 0,134 | $p \geq 0.05$ | Insignificant |
| Health (X4) | 0,301   | 0,176   | 0,001 | $p < 0.05$    | Significant   |

The results of the partial correlation analysis between School Well-Being aspects and Persistence (Y3) show that two aspects have significant relationships. The Having (X1) aspect is positively and significantly correlated with Persistence ( $r = 0.254$ ,  $p = 0.004$ ), and the Health (X4) aspect also shows a significant positive correlation ( $r = 0.301$ ,  $p = 0.001$ ), with both  $r$  values exceeding the  $r$  table value of 0.176. In contrast, the Loving (X2) aspect ( $r = 0.068$ ,  $p = 0.45$ )

and Being (X3) aspect ( $r = 0.135$ ,  $p = 0.134$ ) do not show significant relationships, as their  $r$  values are below the  $r$  table and their significance values are greater than 0.05. These findings indicate that physical environment and health-related conditions play a significant role in supporting students' persistence, while social relationships and self-development aspects are not significantly associated in this context.

**Table 11. Results of Partial Correlation Analysis with Creativity (Y4)**

| Aspects     | r Count | r Table | P     | Sig. Level    | Remarks       |
|-------------|---------|---------|-------|---------------|---------------|
| Having (X1) | 0,174   | 0,176   | 0,054 | $p \geq 0.05$ | Insignificant |
| Loving (X2) | 0,136   | 0,176   | 0,131 | $p \geq 0.05$ | Insignificant |
| Being (X3)  | 0,147   | 0,176   | 0,102 | $p \geq 0.05$ | Insignificant |
| Health (X4) | 0,202   | 0,176   | 0,024 | $p < 0.05$    | Significant   |

The results of the partial correlation analysis between School Well-Being aspects and Creativity (Y4) indicate that only one aspect shows a significant relationship. The Health (X4) aspect is positively and significantly correlated with Creativity ( $r = 0.202$ ,  $p = 0.024$ ), with the  $r$  value exceeding the  $r$  table value of 0.176. In contrast, the Having (X1) aspect ( $r = 0.174$ ,  $p = 0.054$ ), Loving (X2) aspect ( $r$

$= 0.136$ ,  $p = 0.131$ ), and Being (X3) aspect ( $r = 0.147$ ,  $p = 0.102$ ) do not show significant relationships, as their  $r$  values are below the  $r$  table and their significance values are greater than 0.05. These findings suggest that students' health conditions play a significant role in supporting creativity, while environmental, social, and self-development aspects are not significantly associated in this analysis.

## DISCUSSION

The distribution of scores across both Achievement Motivation and School Well-Being reveals a predominance of respondents in the high and moderate categories, with virtually no students falling into the low range for either variable (Horlenko et al., 2026). This pattern is not merely a descriptive observation but carries significant theoretical weight: it suggests that the school environment studied functions as a psychologically and ecologically sufficient context one that provides enough material, relational, and health-related support to prevent motivational or well-being deficits at the population level (Hogue, 2026). Yet this optimism must be tempered by methodological caution. Self-report instruments administered within institutional settings are inherently vulnerable to social desirability bias, whereby students may align their responses with perceived norms of positivity rather than with candid internal states. Future research should triangulate these findings with observational assessments or ecological measures to verify the robustness of the high-category concentrations observed (Goodarznaseri et al., 2026). Notwithstanding these caveats, the aggregate pattern is theoretically consistent with an upward spiral dynamic, in which environmental richness and motivational engagement mutually reinforce one another in ways that progressively elevate both constructs.

The confirmation of normal distribution for both variables through formal normality testing establishes the psychometric and distributional preconditions necessary for the parametric analyses employed in subsequent stages of the study. Normal distribution in psychological measurement is theoretically expected when an instrument successfully

captures the natural variation of a latent construct across a sufficiently large and heterogeneous sample, without producing floor or ceiling effects that would compress the distributional range (Pfeiffer et al., 2026). The successful demonstration of normality thus reflects not only the integrity of the sample but also the functional adequacy of the measurement instruments, affirming that both the Achievement Motivation and School Well-Being scales are operating within their designed psychometric parameters. This foundational confirmation lends credibility to the inferential claims derived from the correlation and partial correlation analyses and ensures that these claims rest on a statistically legitimate basis rather than on distributional artifacts (Horlenko et al., 2026).

The statistically significant positive association between School Well-Being and Achievement Motivation at the total scale level constitutes the central empirical contribution of this study and positions school well-being as an educationally consequential variable rather than a mere welfare concern (Manzoor et al., 2026). This finding is theoretically consistent with Ecological Systems Theory, which proposes that the quality of the immediate environmental context in this case the school functions as an enabling condition for psychological development, including the motivational orientations students bring to their learning (Nawas et al., 2026). When the school is experienced as safe, resource-adequate, and relationally warm, students are able to redirect cognitive and emotional resources from threat management toward goal pursuit, thereby cultivating the motivational capital needed for academic engagement (Méndez Hinojosa, 2026). The moderate magnitude of the

observed association is itself theoretically informative: it cautions against deterministic interpretations by affirming that school well-being, while important, is one element in a complex, multi-causal motivational system that also includes family background, peer dynamics, individual temperament, and neurocognitive factors (Kim, 2026; Munezero et al., 2026). This moderate effect size positions school well-being as a meaningful but partial contributor to motivation, calling for multivariate designs that can isolate its unique contribution from that of competing predictors (Tandler & Proyer, 2026).

The bidirectionality of the school well-being and achievement motivation relationship deserves explicit theoretical acknowledgment, since the observed correlation cannot in itself establish causal directionality (Lu et al., 2026). Students who are highly motivated may, through their active engagement, contribute to the quality of their own school experience building stronger teacher relationships, participating more productively in classroom life, and generating a richer interpersonal environment for themselves and their peers (Diseth, 2026). This reciprocal logic transforms the school well-being–motivation nexus from a simple environmental determinism into a dynamic co-construction process, in which students are not merely passive recipients of environmental conditions but active agents in shaping the contexts that subsequently shape them (Taye & Lodebo, 2026). Longitudinal and cross-lagged research designs are needed to disentangle the temporal precedence of each variable and to assess whether well-being improvements generate motivational gains, whether motivational increases enhance perceived well-being, or whether both pathways operate simultaneously in mutually reinforcing cycles (Campos & Peixoto, 2026).

Turning to the partial correlation analyses, the finding that none of the four School Well-Being dimensions demonstrate significant associations with the Responsibility aspect of Achievement Motivation is the most theoretically provocative result of the study and merits sustained analytical engagement (Bazezew et al., 2026). Responsibility understood as students' sense of personal accountability, ownership of learning outcomes, and commitment to fulfilling their academic obligations is conventionally regarded as a foundational motivational disposition. The absence of any significant environmental correlates for this dimension suggests that Responsibility may be more deeply anchored in developmental and dispositional processes that predate and transcend the contemporaneous school context (Horlenko et al., 2026). Research in developmental psychology consistently demonstrates that children's sense of personal accountability is substantially shaped within the family system through parenting practices, early moral formation, and the internalization of cultural expectations long before secondary schooling begins (Pfeiffer et al., 2026). By the time students enter the school environment measured in this study, their orientations toward personal responsibility may already be sufficiently crystallized to resist modification through school environmental conditions rendering Responsibility an ecologically autonomous motivational

attribute rather than one that is contextually malleable (Hogue, 2026).

A second explanatory framework for the null findings on Responsibility draws on the neuropsychology of self-regulation (Saleem et al., 2026). Personal accountability, at its functional core, involves monitoring behavior against internalized standards and accepting consequences for deviations a regulatory process rooted in executive functioning capacities that are substantially determined by neurodevelopmental trajectories and individual differences in cognitive architecture (von Börtzell-Szuch et al., 2026). Environmental richness, as captured by school well-being dimensions, may facilitate emotional comfort, relational security, and institutional adequacy, but it may not directly strengthen the neurocognitive substrate of self-regulation in ways that translate into higher Responsibility scores on a motivational instrument (Rudnova et al., 2026). This interpretation does not diminish the importance of school well-being but rather specifies the level of analysis at which its effects operate suggesting that school environmental quality influences motivational processes that are more contextually sensitive, such as feedback openness, persistence, and creativity, while leaving the more deeply internalized regulatory dimension of Responsibility relatively unaffected (Goodarznaseri et al., 2026).

The significant positive associations between the Having dimension encompassing material resources, physical facilities, and institutional structures and the Loving dimension encompassing social relationships, teacher-student bonds, and relational climate with students' Openness to Feedback constitute a theoretically coherent and practically meaningful finding (Shakya, 2026). Openness to feedback is inherently a relational and contextual phenomenon: it requires the student to expose potential performance deficiencies in an interpersonal transaction, and the willingness to do so is profoundly conditioned by the degree to which that transaction feels psychologically safe (Hasanah & Sutopo, 2020). The Loving dimension's significant association with feedback openness aligns directly with psychological safety theory's proposition that individuals are more willing to take interpersonal risks, including the vulnerability inherent in receiving critical evaluation when they experience the social environment as trusting, non-judgmental, and relationally secure (Wira Pratama & Sulasmi, 2025). Attachment theory provides a complementary lens: students with secure relational bases in the school context are theorized to approach evaluative feedback as a resource for exploration rather than as a threat to self-concept, enabling the growth orientation that defines genuine feedback openness (Widiawati et al., 2023).

The significant contribution of the Having dimension to Openness to Feedback, alongside Loving, adds an important structural dimension to the understanding of how environments enable feedback receptivity (Waluyo et al., 2023). Material and institutional adequacy may signal to students that the school is invested in their development creating an implicit institutional message that evaluation serves growth rather than selection (Siregar, 2017). When

students perceive the school's material investment in their learning, they may be more likely to interpret feedback as a constructive tool rather than as a punitive judgment, thereby reducing the defensive activation that typically suppresses feedback openness (Schunk & Dibenedetto, 2019). The contrast between these two significant predictors and the non-significant contributions of Being and Health to this particular motivational dimension suggests that feedback openness is specifically conditioned by the quality of the student's relational and structural experience within the school, rather than by their physical health status or their sense of self-actualization opportunity a distinction with clear implications for school-based interventions aimed at cultivating students' receptivity to evaluative information (Putra & Nastiti, 2024).

The pattern of significant predictors for Persistence presents a strikingly different environmental profile from that of Openness to Feedback, revealing that different motivational dimensions are nurtured by distinct environmental conditions rather than by a generalized well-being resource (Rasyid, 2021). Persistence defined as the capacity to sustain effort and engagement in the face of academic difficulty, frustration, and setback demonstrates significant positive associations with both the Having and Health dimensions of school well-being, while the Loving and Being dimensions fall short of significance (Nurhidayah, 2016). This pattern suggests that Persistence, as a motivational attribute, is primarily supported by resource adequacy and physiological sufficiency rather than by relational warmth or self-actualization opportunity (Noviyanti et al., 2019). The Having dimension's contribution to Persistence can be understood through a resource-conservation framework: material environmental adequacy reduces the cognitive and motivational taxation that resource-poor environments impose on students, thereby freeing energetic reserves for sustained task engagement rather than for compensating structural deficiencies (Losada Puente et al., 2022).

The Health dimension's significant association with Persistence introduces a physiological perspective that is often underweighted in educational motivation research (Latief, 2023). Persistence is a temporally extended process; it requires the student to maintain effortful engagement not merely in a moment of initial enthusiasm, but across protracted periods of challenge and discouragement (Kevin, 2019). This sustained engagement is energetically costly, drawing on physiological reserves that must be maintained at adequate levels for continued motivated action (Jamil, 2022). Students experiencing compromised health, whether through physical illness, chronic fatigue, or psychological distress within the school context, face a motivational disadvantage: the energetic cost of sustaining effort becomes prohibitively high when physiological resources are depleted (Kekasih & Affandi, 2024). Energy-based models of self-regulation, which propose that volitional control draws on limited biological resources, provide a compelling mechanistic account of why health is functionally linked to persistence. The non-significant role of the Loving dimension

for this particular outcome is also analytically informative: it suggests that Persistence, unlike Openness to Feedback, is more of an intra-individual regulatory process a private negotiation between self and task that is less directly modulated by moment-to-moment social dynamics than dimensions that are inherently relational in nature (Istiqomah & Rahmawati, 2020).

Perhaps the most theoretically significant finding of the partial correlation analyses is the emergence of Health as the sole significant environmental predictor of Creativity, while Having, Loving, and Being fail to reach significance for this motivational dimension (Farhan et al., 2023). Creativity encompassing divergent thinking, ideational flexibility, the willingness to experiment with novel approaches, and tolerance for uncertainty is an increasingly prized educational outcome in contemporary discourse, yet its environmental determinants remain insufficiently understood (Faizah & Junita, 2023). The singularity of Health as a significant predictor points to the foundational role of physiological and psychological wellbeing as a precondition for the cognitive expansiveness that characterizes creative motivation (Andayani & Madani, 2023). Cognitive neuroscience research consistently demonstrates that divergent thinking the mental process most closely associated with creative ideation is acutely sensitive to the individual's internal state: stress, fatigue, and psychological distress narrow attentional breadth, suppress the neural activation patterns associated with remote associative thinking, and orient cognitive resources toward threat detection rather than imaginative exploration. Health, as captured by school well-being measures, provides the internal conditions necessary to sustain the open, explorative cognitive orientation from which creative motivation flows (Wira Pratama & Sulasmi, 2025).

The non-significant associations between Creativity and the Having, Loving, and Being dimensions challenge several common assumptions in creativity education. One might intuitively expect that material resources would enable creative projects, that relational warmth would spark creative exchange, and that self-actualization opportunities would directly energize creative expression (Widiawati et al., 2023). The data's failure to support these intuitions suggests that, for creativity as a motivational disposition, environmental enrichment in structural, relational, and developmental dimensions may be necessary but not sufficient, indeed, without the foundational condition of health, other environmental assets may not translate into creative motivation (Waluyo et al., 2023). This aligns with hierarchical need models, suggesting that higher-order strivings such as creative self-expression become psychologically accessible only after more foundational needs, including health and safety, have been adequately met. Schools seeking to cultivate students' creative motivation may therefore need to prioritize health promotion as a foundational condition before creativity-focused pedagogical strategies can achieve their intended motivational effects (Putra & Nastiti, 2024).

Synthesizing across all four partial correlation patterns, a differentiated model of the school well-being–motivation relationship emerges that substantially complicates the simple additive assumption that improving overall school well-being will uniformly benefit all motivational dimensions (Rasyid, 2021). The data reveal instead that each motivational dimension has a distinct environmental ecology: Openness to Feedback is nurtured by relational quality and structural adequacy; Persistence is sustained by material support and physical health; Creativity is enabled by health as a foundational precondition; and Responsibility appears to be environmentally autonomous, drawing on dispositional and developmental resources that school environments do not directly modulate (Nurhidayah, 2016). This differentiated architecture has profound implications for both theory and practice. Theoretically, it calls for more granular models of the school well-being–motivation nexus that specify which environmental features are functionally linked to which motivational processes, moving beyond global associations toward a systems-level understanding of how different school quality dimensions serve different motivational functions (Waluyo et al., 2023).

## CONCLUSION

School well-being shows a positive and significant relationship with students' achievement motivation, although the effect is moderate and varies across motivational dimensions. Environmental, social, and health aspects contribute differently to openness to feedback, persistence, and creativity, while responsibility appears relatively independent from school well-being conditions. Future research should apply longitudinal or multivariate designs to examine causal directions and include additional variables such as family support or self-regulation. These findings imply that educational practices should move beyond academic focus by systematically strengthening school environments that support students' psychological well-being.

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