

## THE EFFECT OF SUBJECTIVE WELL-BEING ON LEARNING INDEPENDENCE WITH LEARNING MOTIVATION AS A MEDIATOR

Tri Putri Handayani<sup>1a\*</sup>, Nefi Darmayanti<sup>2b</sup>, Yudistira Fauzi Indrawan<sup>3c</sup>

<sup>1,2,3</sup> Universitas Medan Area, Medan, Indonesia

<sup>a</sup> [triputrihandayani92@gmail.com](mailto:triputrihandayani92@gmail.com)

<sup>b</sup> [nefidarmayanti@uinsu.ac.id](mailto:nefidarmayanti@uinsu.ac.id)

<sup>c</sup> [yudistira@staff.uma.ac.id](mailto:yudistira@staff.uma.ac.id)

(\* Corresponding Author

[triputrihandayani92@gmail.com](mailto:triputrihandayani92@gmail.com)

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### ABSTRACT

Education is a process in which there are rules and procedures that every student must have. Improving the quality of education requires student learning independence in the learning process. Participants in this research were all students of the Dharma Patra Pangkalan Berandan Private High School in Sei Lengan sub-district, Langkat district, totaling 497 students. The quantitative method approach used in this research is an explanatory or explanatory quantitative approach. Based on the research results which show a CR value of 2,647 > 1.96 and a P value of < 0.05, it can be concluded that there is a significant influence between subjective well-being and learning motivation. In other words, students who have a higher level of subjective well-being tend to have stronger learning motivation. The relationship between subjective well-being and learning motivation is complex and influenced by various factors. However, the results of this study emphasize the importance of paying attention to students' emotional well-being and life satisfaction as an integral part of strategies to increase student motivation and learning outcomes.

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## INTRODUCTIONS

According to Law No. 20 of 2003, education is a conscious and planned effort to create a learning atmosphere and also a learning process so that students can actively develop their potential to have personality, noble character, self-control, intelligence, religious spiritual strength, and skills needed by themselves, society, nation and state. In improving the quality of education, it is necessary to learn independently of students in the learning process. (Tillah & Firman, 2025)

The implementation of the independent curriculum is the basis for the implementation of the Independent Curriculum in schools as part of the post-COVID-19 pandemic learning recovery strategy. Through this regulation, schools are given the option to implement the 2013 Curriculum or the Independent Curriculum flexibly, adjusting to the readiness of each school. The Independent Curriculum is designed to provide flexibility for schools in developing the curriculum according to the needs of students, with a focus on character and competency development through the

Pancasila Student Profile. The Pancasila Student Profile is a character development framework that is one of the main goals in the Independent Curriculum. (Zalsabila et al., 2025)

This profile contains the values that are expected to exist in every student in Indonesia, including six main characters: faith and fear of God Almighty and noble character, global diversity, mutual cooperation, independence, critical reasoning, and creativity. One of the important dimensions in the Pancasila Student Profile that is very relevant to learning independence is the independent character itself. Ideal learning independence occurs when individuals are able to integrate all these aspects in their learning process, so that they can learn effectively and efficiently, as well as continue to develop and adapt in different learning situations. Learning independence is the effort of students in achieving learning goals without depending on others. According to Hidayat, learning independence is a person's freedom to determine how to learn, teaching materials, time and utilize various other learning resources without expecting the help of others to achieve goals, find new knowledge, hone skills and achieve an achievement. (Syakira et al., 2025)

Learning independence is important to be researched because science and technology are now increasingly advanced and developed so that they can give birth to social problems and new demands in society. Based on the problems and demands that arise, education has the task of improving the quality and quantity of students with the aim of keeping pace with the progress of science and technology. These quality improvement efforts certainly cannot be separated from a process that must be carried out. Learning activities in the educational process at school are the most important activities. Slameto argues that a person's view of learning will influence his or her actions related to learning and that everyone has a different view of learning. Shah said that learning almost always has a wide place in various disciplines related to educational efforts. This shows that the success or failure of an achievement of educational goals will depend a lot on how the learning process is experienced by students. (Sulsani & Alwi, 2023)

According to Steinberg, aspects of learning independence include several important components that help students develop the ability to learn independently. Steinberg emphasizes the importance of the following key aspects of learning independence: behavioral independence, awareness of the self and the situations it encounters, and self-regulation. Indicators of learning independence according to Permana and Dewi state that learning independence can be seen from several indicators, namely: initiative, confidence, motivation, discipline and responsibility. Meanwhile, according to Sumarmo. Independence needs to be instilled in children from a young age so that children get used to living independently. Independence is an important element in every learning activity. Indicators of learning independence are independent of others, confident, disciplined, responsible, initiative, and self-control. (Nastasia & Candra, 2024)

The factors that affect learning independence are two factors, namely internal Internal factors are factors from within the students themselves, quoted from Djaali stating that: Self-concept. Students are used to learning if they understand the material obtained by the teacher, Motivation. Students will always develop a pre-existing interest, Attitude. Students reflect positive behavior when they are in the community. Then there are external factors, namely the surrounding environment, community factors. School factor, and Family factor. (Hasanah & Sutopo, 2021)

Learning independence refers to a person's ability to organize and motivate themselves in the learning process, without relying too much on external directions. Good emotional well-being can provide energy and motivation to actively engage in the learning process. When individuals feel happy, they are more likely to be independent in making learning-related decisions, such as choosing the most effective study method or time. In learning, self-management is important to support independence. Students who feel satisfied and happy with their lives are more likely to be able to manage their time, set study priorities, and tailor learning strategies to their personal needs without relying too much on outside guidance. Subjective well-being can help explain how a person's emotional state and life satisfaction affect their ability to learn independently. (Risnafitri et al., 2025)

Students will get more unhappy impressions and will get unpleasant emotions more often. In line with the results of the research of the Program for International Student Assessment or PISA which is one of the cooperation programs in several countries that are members of the OECD (Organization for Economic Co-operation and Development) to see a comparison of the academic abilities of 15-year-old students in various countries in the fields

of mathematics, science, reading and student happiness levels, and the results show that Indonesia is not fully happy because of bullying, parenting, school management, peers, and so on. (Maspuhah et al., 2021)

Happiness is important and a benchmark for the progress of education in Indonesia and the happiness felt and assessed by the students themselves is called subjective well-being. As Diener, Oishi, & Lucas say, subjective well-being is a scientific analysis of how an individual evaluates his or her life, including a number of long-gone memories. These evaluations involve an individual's emotional reaction to a number of life events, mood, as well as their assessment of life satisfaction, meaning, and satisfaction in specific domains of life such as marriage and work. Then, studies on subjective well-being have focused on what is called 'happiness' or 'satisfaction'. When students achieve satisfaction and happiness in their learning, then learning independence is also needed to increase their enthusiasm for learning. (Anggraini et al., 2022)

When students achieve their happiness, then the student is able to recognize his or her abilities, thus he understands his interests and talents and learning independence can be formed by itself, academic learning achievements can also be achieved in accordance with the student's field of ability. The relevant research is entitled The Influence of School Well-Being on Student Learning Motivation at Madrasah Aliyah Ma'arif 7 Sunan Drajat Lamongan conducted by Hasanah, M., & Sutopo (2020). In the study, an R square value or determination coefficient of 0.565 was obtained from the school well-being variable. The R-square value of 0.565 showed the influence of independent variables (school well-being) on dependent variables (learning motivation) of 56.5%, while the remaining 43.5% was influenced by other variables that were not studied. (Ariyanto, 2022)

The researcher is interested in researching learning independence because the researcher wants to explore students' learning abilities. Without learning independence, students will not be able to learn because there is no will from them. The importance of learning independence among students is because students remain enthusiastic so that they can do something like studying, and be more independent to achieve the goals of learning, both academic and non-academic.

However, in reality, the results of observations at the Sei Lapan sub-district high school, SMAS Dharma Patra Pangkalan Berandan. In these schools, there are many students who learn only because of obligations or demands from teachers and parents, not because of encouragement from within themselves. In addition, students also have difficulty in dividing their time between studying, extracurricular activities, and personal life. Students who are less skilled in metacognition also cause students to not know how to learn that best suits their style and needs. They may not know when and how to make adjustments in their learning methods, thus hindering learning independence. The application of the curriculum often requires students to take many subjects with diverse assignments and exams. This high academic load can cause stress and fatigue for students. Academic stress and pressure make students feel overwhelmed and find it difficult to manage the time or energy to study independently. Instead of learning effectively, students may experience burnout that reduces their ability to learn independently.

## METHOD

This study uses an explanatory quantitative approach that aims to test the relationship between variables through the hypothesis that has been formulated. The focus of the research is directed at the influence of *subjective well-being* on learning independence with learning motivation as a mediator variable. The independent variable in this study is *subjective well-being*, the mediator variable is learning motivation, and the bound variable is learning independence. The research was carried out at SMAS Dharma Patra Pangkalan Brandan, Sei Lapan District, Langkat Regency, with a population of 497 students, which was also used as a sample through a total sampling technique so that the entire population was involved in the research. (Ilhami et al., 2024; Lim, 2025)

Data collection was carried out using a psychological scale instrument based on the Likert scale which consisted of three main variables, namely *subjective well-being*, learning independence, and learning motivation. The instruments are compiled based on *blueprints* that refer to relevant theories, such as Diener's theory for *subjective well-being* and Chernis and Goleman's for learning motivation. Each variable is measured through a predetermined indicator, with a tiered scoring system according to the level of approval of the respondent to the statement submitted.

The process of preparing the instrument begins with the creation of a blueprint, the development of statement items, and tests to ensure the validity and reliability of the measuring instrument.

Data analysis was carried out using the *Structural Equation Modelling* (SEM) technique with the help of the AMOS application to test the structural relationships between variables. Model feasibility is tested through *goodness of fit* indicators such as Chi-Square, GFI, AGFI, RMSEA, CFI, and TLI. Hypothesis testing was carried out by looking at the *Critical Ratio* (CR) and probability (p-value) values, as well as *bootstrapping analysis* to test the influence of mediation. The research stages include planning, implementation of data collection through questionnaires, data processing, and interpretation of results to explain the level of influence between variables in the research model

## RESULT AND DISCUSSIONS

### Data Analysis and Research Results

The results of data processing will be used as a basis for analysis and answering the proposed research hypothesis. In this study, two data analyses were carried out, the first was descriptive analysis, the second was inferential data analyst. Descriptive data analysis was used to describe the conditions and characteristics of respondents' answers regarding the condition of each variable. The results of the respondents' answers were then used to describe the conditions and characteristics of the respondents' answers for each research variable. The statistical inversesque data analysis used in this study is *Structural Equation Modeling* (SEM), after obtaining an acceptable overall structural model (*full model*), then testing the research hypothesis is carried out. The structural model is acceptable if it meets the *criteria of the Goodness Of Fit Index* in SEM analysis. Based on the results of the research hypothesis test, analysis and discussion are then carried out so that the conclusion is reached.

### Inferential analysis using the Structural Equation Model (SEM)

The data analysis technique in this study uses the *Structural Equation Modeling* (SEM) model, which is a multifarian technique that combines aspects of factor analysis and multiple regression that allows the researcher to simultaneously test a series of interrelated dependency relationships between the variables and latent constructs measured and also between latent constructs. (Bilhaq & Oktaviana, 2024)

In this study, a two-stage approach or the *measurement model analysis* and the *structural equation model analysis* are used. To simplify and guarantee the results of the calculation, statistical software with moment of structural analysis (AMOS Version 23.0) is used. To analyze the measurement model in this study, a *one-congeneric* approach was used. *One-congeneric* is a type of measurement model that measures latent variables measured by observed variables. This approach is a data reduction tool to achieve a manageable number of composite variables so that it can be used in the analysis of future structural equation models. The one-congeneric approach is used in this study because after factor analysis on each indicator is carried out and then structural equation model analysis is carried out, the results are that goodness of fit is not good. This shows that the distribution value of the data used in this study is abnormal. To overcome these data abnormalities, it can be overcome by using a one-congeneric approach. (Qumairi et al., 2021)

According to (Ghozali, 2008), SEM input data is in the form of a variance/covariance matrix or correlation matrix for the overall estimation carried out. The covariance matrix is used because it has the advantage of presenting a valid comparison between different populations or samples, where it cannot be presented by a correlation matrix. The covariance matrix is generally more widely used in research on relationships. Standard error values reported from various studies generally show less accurate values when correlation matrices are used as inputs.

Sample size plays an important role in estimating and interpreting SEM results. When the sample size is too large then the method becomes very sensitive so it is difficult to get a good goodness-of-fit measure. The stages of SEM analysis in this study use two stages, namely:

Analysis of variable measurement models (Measurement Model) with Confirmatory Analysis Factor (CFA) techniques, and

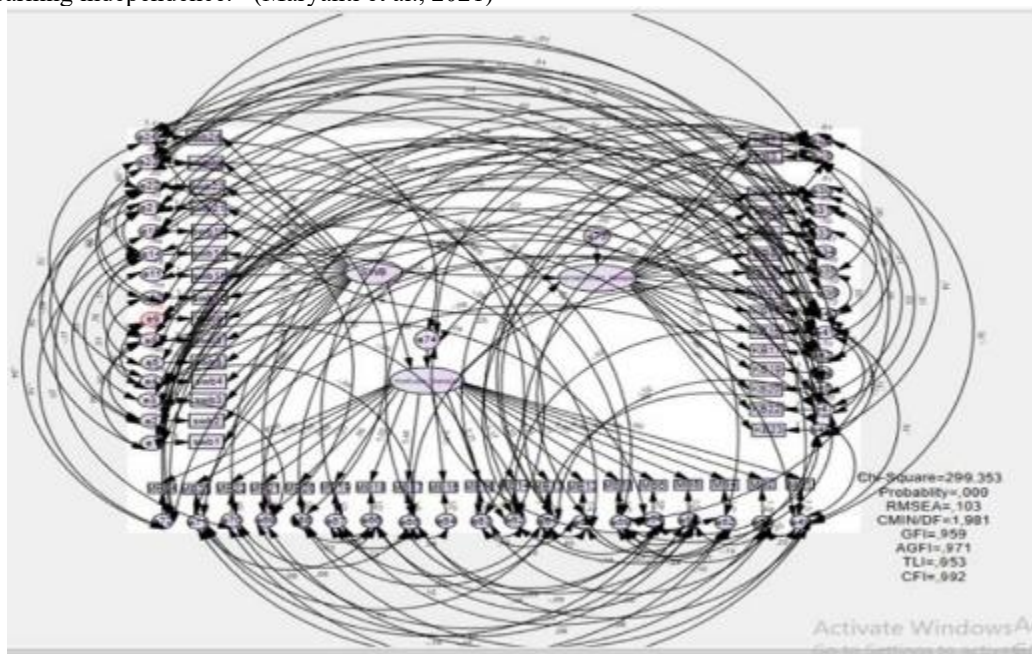
Structural model analysis (Structural Measurement) using the *Goodness of Fit Index* (GOFI) testing technique.

### Variable Measurement Model Analysis with Confirmatory Analysis Faltor (CFA) Technique

This study examines the relationship between subjective well-being, learning motivation, and learning independence through a quantitative approach with Structural Equation Modelling (SEM) analysis. The measurement model of each variable is tested using Confirmatory Factor Analysis (CFA) to ensure the validity of the construct, as shown in Figure 4.1, Figure 4.3, and Figure 4.5 which represent the diagram of each variable. The analysis process shows that several indicators with loading factor values below 0.5 are eliminated to make the model more valid and reliable. After the refinement process, all variables show the goodness of fit model that generally meets criteria such as GFI, AGFI, CFI, and TLI, although in some indicators the probability is not completely ideal. (Pertiwi et al., 2023)

The test was then carried out through a combined structural model that integrated all the research variables, as illustrated in Figure 4.7 and Figure 4.8. This model shows the causal relationship between subjective well-being and learning motivation and learning independence, as well as the role of learning motivation as a mediator. The results of the regression coefficient estimation showed that subjective well-being had a positive influence on learning motivation and learning independence, while learning motivation also contributed significantly to learning independence. The value of *squared multiple correlations* shows that the variables in the model are able to explain a fairly high proportion of variance, so that the model is considered to have strong predictive power in explaining the phenomenon being studied.

The results of the hypothesis test visualized in Figure 4.9 confirm that all research hypotheses are accepted. Subjective well-being has been shown to have a significant effect on learning motivation and learning independence, while learning motivation plays a mediator that strengthens these relationships. These findings show that the improvement of students' subjective well-being has a direct implication on increasing learning independence, either directly or indirectly through learning motivation as an intervening variable. The resulting research model is able to explain the structural relationship between variables comprehensively and is relevant in the context of developing student learning independence. (Maryanti et al., 2021)



**Figure 1. Full Diagram of Fit Combined Research Model (Standardized Estimate)  
The subjective relationship of well-being to learning motivation**

Based on the results of the study which showed a residual value (error of estimate) of 0.205 or 20.5 % significant with a CR value of 2,647 > 1.96 and a P value of 0.04 < 0.05, it can be concluded that there is a significant

influence between subjective well-being and learning motivation. In other words, students who have a higher level of subjective well-being tend to have a stronger motivation to learn. The relationship between subjective well-being and motivation to learn is complex and influenced by a variety of factors. However, the results of this study confirm the importance of paying attention to emotional well-being and life satisfaction as an integral part of strategies to improve student motivation and learning outcomes.

Maslow posited that individuals must first meet their basic needs, such as physiological needs and a sense of security, before they can achieve higher needs such as the need for reward and self-actualization. High subjective well-being indicates that the individual's basic and intermediate needs have been met, which allows them to focus on higher goals, including motivation to learn. Marwan, I. A. (2019).

Self-Determination Theory: This theory states that humans have three basic psychological needs: autonomy, competence, and relationships. High subjective well-being often indicates that these three needs are met, which in turn increases intrinsic motivation to learn. This study confirms that there is a significant influence between Subjective well-being and learning motivation. Students with higher levels of subjective well-being tend to have stronger motivation to learn. This shows that emotional well-being and life satisfaction are important aspects of the learning process. Therefore, creating an environment that supports students' subjective well-being can be an effective strategy to increase their motivation and academic success. In line with the study, the research stated that the R square value or determination coefficient was 0.565 from the school well-being variable. The R-square value of 0.565 shows the influence of independent variables (school well-being) on dependent variables (learning motivation) of 56.5%. Therefore, we can see that Subjective well-being fulfills the foundation with learning motivation, the higher the Subjective well-being, the higher the learning motivation. Nazwirman et al. (2019)

#### **The subjective relationship of well-being to learning independence**

Based on the results of the study with a CR value of 8.145 and a P value of 0.000, it can be concluded that there is a significant influence between subjective well-being and learning independence. Students who have a higher level of subjective well-being tend to have better ability to organize and manage their own learning process. This shows that emotional well-being and life satisfaction are important aspects of the development of learning independence, and should be a major concern for educators and students.

Theories that support the relationship between subjective well-being and learning independence are: Self-Determination Theory, This theory emphasizes the importance of basic psychological needs such as autonomy, competence, and social relationships. When these needs are met, individuals tend to have higher well-being and motivation to learn independently. According to positive psychology, positive emotions can expand a person's thoughts and actions, increasing personal resources such as resilience, creativity, and problem-solving abilities, all of which are important in independent learning. Overall, subjective well-being and learning independence influence each other in a positive cycle. Happy and satisfied individuals tend to be more successful at independent learning, and success in independent learning, in turn, can improve their subjective well-being. The relationship between subjective well-being and learning independence is complex and influenced by a variety of factors. However, the results of this study confirm the importance of paying attention to emotional well-being and life satisfaction as an integral part of strategies to improve students' independence and learning outcomes. In line with the study, it was stated that there was a meaningful relationship between psychological well-being and learning independence of FK UII students with a moderate correlation level (p value: 0.000; r: 0.352). This means that there is a positive relationship between psychological well-being and learning independence because high psychological well-being will create a belief in an individual's ability in an effort to develop so that they can optimize their learning independence. From this study, it is explained that subjective well-being is positively related to learning independence, the higher the subjective well-being, the more learning independence increases. Arung & Aditya (2021) Anggraini et al. (2022)

#### **The relationship between motivation and learning independence**

Based on the results of the study with a CR value of 2.326 and a P value of 0.000, it can be concluded that there is a significant influence between learning motivation and learning independence. Students who have a higher level of motivation to learn tend to have better abilities in organizing and managing their own learning process. This

shows that learning motivation is an important aspect in the development of learning independence, and should be a major concern for educators and students.

Theories that support the relationship between motivation and learning independence are: Self-Determination Theory, This theory emphasizes the importance of basic psychological needs such as autonomy, competence, and social relationships. Meeting these needs can increase intrinsic motivation and, in turn, support learning independence. Goal Theory, This theory states that the type of goals that individuals set can affect their motivation. Goals that focus on mastery or self-improvement tend to increase intrinsic motivation and support learning independence. Value-Expectation Theory. This theory states that learning motivation is influenced by an individual's expectations of success and the value they place on a learning task. If individuals believe that they can succeed and find the task valuable, they are more likely to engage in self-learning. Overall, learning motivation, especially intrinsic motivation, is an important factor in learning independence. Strong motivation helps individuals organize, monitor, and evaluate their learning effectively, while learning independence can strengthen motivation through personal achievement and satisfaction.

The relationship between learning motivation and learning independence is complex and influenced by a variety of factors. However, the results of this study confirm the importance of paying attention to learning motivation as an integral part of strategies to improve student independence and learning outcomes. In line with the research, it was stated that there was a significant relationship between learning independence and learning motivation of grade VII students of SMPN 6 Garut with a correlation value of 0.822 in the category of very strong positive relationships. This means that if learning motivation increases, students' learning independence will also increase. Hasanah & Sutopo (2021)

#### **The role of learning motivation mediation in the influence of subjective well-being on learning independence**

Based on the results of the study with a CR value of 2.326 and a P value of 0.000, it can be concluded that there is a mediating role of learning motivation in the influence of *subjective well-being* on learning independence. Students who have higher levels of subjective well-being tend to have stronger motivation to learn, which ultimately increases their learning independence. This shows that emotional well-being and life satisfaction are important aspects of the development of motivation and learning independence, and should be a major concern for educators and students. Thus, educators and students need to pay attention to and improve subjective well-being as part of strategies to increase motivation and learning independence. This can be done through various programs and activities that support students' emotional well-being and life satisfaction.

Theories that support the mediating role of learning motivation in the influence of subjective well-being on learning independence: Self-Determination Theory, This theory emphasizes that the fulfillment of basic psychological needs such as autonomy, competence, and social relationships can increase intrinsic motivation and subjective well-being. When individuals feel happy and motivated, they are more likely to engage in self-paced learning. Broaden-and-Build Theory, This theory states that positive emotions can expand a person's thoughts and actions, which can increase personal resources such as motivation and learning independence. Value-Expectation Theory, states that learning motivation is influenced by an individual's expectations for success and the value assigned to a task. High subjective well-being can increase the expectation of success and the value given to learning, which supports learning independence. Overall, learning motivation plays an important role as a mediator in the relationship between subjective well-being and learning independence. High subjective well-being increases motivation to learn, which in turn encourages individuals to take greater responsibility in their own learning process.

This study explains that intrinsic motivation (motivation derived from personal interests and satisfaction) is influenced by the basic needs of individuals such as autonomy, competence, and social relationships. High subjective well-being is related to the fulfillment of these basic needs, which increases students' intrinsic motivation to learn. When subjective well-being is high, students feel more competent and have more autonomy, which increases their motivation to learn. High motivation to learn, in turn, increases learning independence as students feel more motivated to manage their own learning process.

In line with the study, this study has a determination coefficient ( $R^2$ ) of 23%, which reflects how well the model can explain variations in learning motivation. Although the results are statistically significant with a

significance value of 0.0467, signs that the model is not fully able to explain the variation in learning motivation need attention. The study also explains that learning independence can directly affect learning motivation, learning style can directly affect learning motivation, learning outcomes are directly influenced by learning motivation, learning motivation cannot be a variable that mediates learning independence to learning outcomes, learning motivation cannot mediate learning style on learning outcomes. The research explains that self-esteem and academic achievement together cannot predict the subjective well-being of early adolescents. However, only self-esteem can predict early adolescent subjective well-being. Self-esteem has an effective contribution of 53.4% to subjective well-being. Risnafitri et al. (2025) Tillah & Firman (2025) Zalsabila et al. (2025)

From this study, it can be explained the role of learning motivation mediation in the influence of subjective well-being on learning independence. The results showed that learning motivation plays a significant mediating variable in the influence of subjective well-being (SWB) on learning independence. With high subjective well-being, students feel more motivated to learn, and with high learning motivation can increase their learning independence. This emphasizes the importance of emotional well-being (happiness) in education and underlines the need for strategies to support subjective well-being as part of efforts to increase students' motivation and learning independence.

## CONCLUSION

Based on the results of the research and discussions that have been conducted, it was found that subjective well-being has a significant influence on learning motivation, which is shown by a Critical Ratio (CR) value of 2.647 ( $>1.96$ ) and a significance value of 0.04 ( $<0.05$ ). A stronger influence was also seen in the relationship between subjective well-being and learning independence with a CR value of 8.145 ( $>1.96$ ) and a significance of 0.000 ( $<0.05$ ). Learning motivation also plays a role as a variable that has a significant effect on learning independence with a CR value of 2.326 ( $>1.96$ ) and a significance of 0.000 ( $<0.05$ ). The mediating role of learning motivation in the relationship between subjective well-being and learning independence was also shown to be significant with a CR value of 2.326 ( $>1.96$ ), which suggests that the influence of subjective well-being on learning independence is not only direct, but also indirect through increased learning motivation.

The substance of these findings confirms that students' positive psychological conditions, which are reflected in subjective well-being, are an important foundation in shaping internal motivation to learn. This motivation then transforms into a more independent, directed, and responsible learning behavior. A strong relationship between subjective well-being and learning independence suggests that students with good levels of psychological well-being tend to have higher self-control in the learning process. The mediating role of learning motivation demonstrates a psychopedagogical mechanism that explains how subjective well-being does not automatically generate independence, but works through internal drives that encourage active engagement in learning. These findings reinforce the importance of educational interventions that not only focus on cognitive aspects, but also on strengthening students' psychological well-being and motivation as a strategy to increase learning independence in a sustainable manner.

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