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FROM COMFORT TO ACHIEVEMENT: DOES SCHOOL WELL-BEING FOSTER STUDENTS' ACADEMIC MOTIVATION?

Edy Suryanto[1], Dwi Ratnasari[2]
[1]Economics Education Study Program, Universitas Lambung Mangkurat, Indonesia
[2]Universitas Negeri Semarang, Indonesia
[1]edysuryanto@ulm.ac.id., [2]dwiratnasari@smpn8smg.sch.id

ABSTRACT

Student well-being is increasingly recognised as a key determinant of academic success and overall student development. In this context, the present study aims to examine the impact of school well-being on students' achievement motivation at the secondary education level. School well-being is conceptualised into four dimensions: physical and material conditions (Having), social relationships (Loving), self-actualisation (Being), and health. Using a quantitative approach, data were collected from 120 students randomly selected from public secondary schools in Salatiga City, Central Java. Multiple linear regression analysis revealed that the four dimensions of school well-being collectively accounted for 72.5% of the variation in students' achievement motivation, indicating a strong positive relationship between perceived school well-being and students' intrinsic academic drive. The remaining 27.5% is influenced by other external factors beyond the model. These findings highlight the importance of a holistic approach within school environments that prioritises students' comprehensive well-being in order to enhance motivation and academic performance. This study contributes to the growing body of literature on student well-being by providing empirical evidence from a non-Western educational context and suggests policy and practical implications for schools aiming to boost student motivation through well-being-centred strategies.

Keywords: Student Well-Being, Achievement Motivation, Secondary Education, School Environment, Holistic Education

INTRODUCTION

Education is a fundamental pillar of national development, serving as a structured process that shapes individual behaviour, values, and cognitive abilities. According to Rahman et al. (2022), education is a process of transforming attitudes and behaviour with the aim of fostering maturity through teaching, training, and practice. However, an effective education system cannot rely solely on quality teaching processes; it must also create a school environment that supports student well-being.

Student well-being within the school setting is a crucial factor in supporting the success of the educational process. As students face increasingly complex challenges academically, socially, and psychologicallyattention to school well-being becomes ever

more essential. School well-being is not only related to an individual's psychological state but is also strongly influenced by a supportive learning environment, healthy social interactions, and a sense of safety and social acceptance (Hascher, 2020). In this regard, well-being should not be viewed as a final outcome but rather as an ongoing process within the educational context. Konu and Rimpelä (2002) identified four main dimensions of school well-being: physical and material conditions (having), social relationships (loving), self-fulfilment (being), and health. These dimensions collectively form an integrated framework for creating a conducive learning environment that supports students' holistic growth. When schools are able to provide adequate physical facilities, foster positive social interactions, encourage student self-actualisation, and promote both physical and mental health, students are more likely to reach their full potential.

Recent literature affirms that student well-being is not only an educational goal but also a critical prerequisite for academic success and long-term development. Students who feel physically safe, socially connected, psychologically supported, and provided with opportunities for self-development are more likely to engage actively in learning and contribute positively to the school environment (Stang-Rabrig et al., 2023; Schwerter et al., 2024). In this process, teachers play a central role in creating a warm yet non-authoritarian classroom climate by offering students a voice, setting shared rules, and applying student-centred approaches. This effort requires collaboration with other stakeholders such as headteachers, counsellors, inspectors, and parents. One significant aspect of school well-being is the physical learning environment. Studies indicate that inadequate infrastructure such as damaged classrooms, broken learning equipment, or poor sanitation can disrupt learning comfort and negatively impact student achievement (Khumalo & Mji, 2014). Observational data from a state secondary school in Salatiga show that the existing facilities do not yet meet the required standards. This supports Nepal's (2016) findings, which emphasise the significant influence of learning facilities on student productivity and outcomes.

Social relationships are also a vital component of student well-being. Positive interactions between students, peers, teachers, school staff, and parents foster a peaceful and supportive learning atmosphere (Kutsyuruba et al., 2015). Despite the implementation of initiatives such as the 5S programme (smile, greet, ask, polite, courteous) and anti-bullying campaigns, field observations suggest that social relationships remain less than ideal. Indifference among students, a lack of respect for

teachers, and the presence of exclusive social groups continue to hinder effective communication.

The dimension of self-fulfilment reflects the extent to which students are able to develop their potential according to their interests and talents. This aligns with Article 9(1) of Law No. 23 of 2002, which guarantees every child's right to an education that matches their abilities and preferences. The recently implemented Kurikulum Merdeka provides space for personalised and differentiated learning. However, low participation in extracurricular activities remains a challenge, despite their substantial potential to support comprehensive student development (Syaiful & Marsidin, 2023). Health, both physical and mental, represents the final dimension of school well-being. Health programmes such as school health units (UKS) and counselling services are crucial for maintaining physical fitness and emotional stability. Setiawan et al. (2020) emphasise the strategic role of UKS in providing first aid and supporting student health within the school environment. Support for mental health through counselling sessions and open discussions also plays a vital role in creating a psychologically safe learning environment.

When student well-being is not optimally fulfilled, it can significantly reduce their motivation to achieve academically. Preliminary findings from one secondary school in Salatiga indicate that the average Year 10 students' summative assessment score was only 66, below the minimum pass mark of 75. This highlights a possible link between poor student well-being and low academic motivation. Although several studies confirm a positive impact of school well-being on achievement (Hasanah & Sutopo, 2020; Cahyono et al., 2021), other research presents inconsistent results (Steinmayr et al., 2016; Yang et al., 2019), revealing a notable research gap.

Based on this empirical evidence and field observations, this study aims to analyse the influence of school well-being on students' academic achievement motivation at the secondary education level. By applying a quantitative approach and a multidimensional model of school well-being, this study seeks to contribute meaningfully to the development of education policies focused on well-being and to promote optimal academic achievement within the Indonesian educational context.

This study involved a total of 120 students from SMA Negeri 3 Salatiga, Central Java, Indonesia. The participants were selected through a simple random sampling technique to ensure sample representativeness and minimize selection bias. The inclusion

criteria required that participants be active students in grades 10 to 12, aged between 15 and 18 years, and willing to participate voluntarily with informed consent.

Before data collection, an eligibility screening was conducted to ensure that the selected students met the predefined characteristics, including regular school attendance and the ability to comprehend the survey instruments in Bahasa Indonesia. The final sample consisted of both male and female students from various academic tracks, ensuring a balanced demographic profile suitable for generalization within the target population.

METHODOLOGY

Research Design

This study employed a quantitative correlational research design to examine the effect of school well-being on students' academic achievement. A correlational approach was chosen as it allows for the statistical testing of relationships between variables, with school well-being serving as the independent variable and students' academic achievement as the dependent variable.

Participants

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Instruments

The data collection instruments included observation, interviews, documentation, and a structured questionnaire. The questionnaire was constructed based on the multidimensional construct of school well-being, which encompasses four key dimensions: school conditions (*having*), social relationships (*loving*), self-fulfillment

(*being*), and health (*health*). Responses were measured using a four-point Likert scale ranging from 1 (Strongly Disagree) to 4 (Strongly Agree).

To ensure construct validity, item-total correlation tests were conducted with a significance level of 0.05; items were considered valid if the significance value was less than 0.05. Instrument reliability was assessed using Cronbach's alpha coefficient, with an alpha value above 0.70 considered acceptable for internal consistency.

Data Analysis

Data were analyzed using SPSS version 23. The analysis began with validity testing of the questionnaire items using item-total correlation at the 5% significance level ($p < 0.05$) to ensure each item effectively measured the intended construct. Reliability analysis was then performed using Cronbach's alpha to determine the internal consistency of the scale.

Upon validation and confirmation of reliability, inferential statistical analysis was conducted. Multiple linear regression was employed to examine the simultaneous influence of independent variables on the dependent variable. An Analysis of Variance (ANOVA) test was applied to assess the overall significance of the regression model. Additionally, the coefficient of determination (R^2) was calculated to determine the extent to which the independent variable explained variance in the dependent variable. All stages of the analysis were systematically implemented to address the research questions and test the proposed hypotheses.

RESULT AND DISCUSSION

Literature Review And Hypothesis Development

Concept Of School Well-Being

School well-being is a multidimensional concept that reflects the quality of students' life experiences within the educational environment, encompassing physical, emotional, social, and academic aspects. Hascher (2020) emphasises that school well-being is not solely related to an individual's psychological condition, but is also significantly influenced by a supportive learning environment, positive interpersonal relationships, and a sense of safety and appreciation at school. Research suggests that students with higher levels of well-being tend to demonstrate stronger learning motivation, better academic achievement, and healthier social relationships (Tian et al., 2015). Therefore, it is crucial for schools to develop holistic policies and programmes that support student well-being,

such as psychosocial interventions, teacher training in mental health, and the creation of a positive and inclusive school climate (Uusitalo-Malmivaara, 2014).

Furthermore, school well-being not only reflects the condition of individual students but also mirrors the overall quality of the education system and school climate. Students' sense of connectedness with school—including supportive interactions with teachers and peers—contributes significantly to their well-being (Soutter et al., 2014). In addition, active participation in school activities, recognition of non-academic achievements, and opportunities for self-expression are important factors that foster positive feelings towards the school environment (Bücker et al., 2018). Hence, any effort to improve student well-being must be integrated with an educational approach that addresses the holistic needs of learners. This includes the implementation of meaningful learning strategies, participatory and inclusive school leadership practices, and the provision of a safe, comfortable, and supportive physical environment that facilitates optimal learning (Berg & Seegers, 2022).

Concept of Students' Academic Motivation

Achievement motivation is an internal drive that directs individuals to attain success and engage in goal-oriented activities. Singh defines achievement motivation as an individual's tendency to strive for success and participate in tasks where outcomes are evaluated as either success or failure, structured within a system that governs emotional responses.

According to McClelland's (1951) theory, there are five main indicators of achievement motivation. First, individuals with high achievement motivation possess a strong desire to achieve goals, which drives them to exert maximum effort. Second, they show a high level of responsibility and commitment to completing tasks effectively. Third, an evaluative attitude is essential, as through reflection and feedback, individuals are able to identify areas for improvement to achieve better results. Fourth, creativity and innovation are key indicators, as motivated individuals continuously seek more efficient and effective ways to achieve their objectives, particularly in learning contexts. Fifth, they tend to enjoy challenges as opportunities to hone their abilities and skills.

School Well-Being Has a Positive and Significant Influence on Students' Academic Motivation

School well-being is widely recognised as playing an important role in shaping students' academic motivation. Conceptually, school well-being reflects students' positive

experiences within a safe, supportive, and inclusive educational environment. When students feel appreciated, enjoy healthy social relationships, and receive emotional and academic support from teachers and peers, they are more likely to be actively engaged in the learning process. Such a positive school environment not only enhances students' confidence but also reinforces their intrinsic motivation to achieve academically. Hascher (2020) and Tian et al. (2015) assert that the fulfilment of well-being dimensions provides a strong psychological foundation for students to develop achievement motivation, particularly in setting learning goals and preparing to face academic challenges.

Empirically, several studies have demonstrated a positive relationship between school well-being and academic motivation. Research conducted by Hasanah & Sutopo (2020) and Cahyono et al. (2021) found that schools with a positive climate and harmonious social relations tend to foster higher levels of learning motivation among students. However, some studies have reported inconsistent results. For instance, Steinmayr et al. (2016) and Yang et al. (2019) observed that the influence of school well-being on academic motivation may vary depending on the context and individual characteristics. These inconsistencies indicate a research gap that warrants further exploration, particularly in the cultural and educational context of Indonesia. Therefore, the alternative hypothesis proposed in this study is *school well-being has a positive and significant influence on students' academic motivation*.

Results

To evaluate the influence of school well-being on students' academic achievement motivation, several statistical analyses were conducted, including tests of validity and reliability, analysis of variance (ANOVA), and the coefficient of determination (R^2). The variables under investigation include school conditions (ownership), social relationships (love), self-fulfillment (being), and health. These dimensions are theorized to contribute to the motivational outcomes of students, especially in an academic context. The findings are presented in the following subsections.

Before hypothesis testing, instrument validity and reliability were evaluated to ensure the accuracy and consistency of the research instruments. Validity was assessed using a significance threshold of 0.05, while reliability was measured using Cronbach's Alpha, with a commonly accepted cut-off of 0.70 for adequate internal consistency.

Table 1. Validity and Reliability Test Results

No.	Variable	Validity	Reliability (Cronbach's α)	Interpretation
1	Academic Achievement Motivation (Y)	Valid	0.518	Marginally Reliable
2	School Conditions (Ownership) (X1)	Valid		
3	Social Relationships (Love) (X2)	Valid		
4	Self-Fulfillment (Being) (X3)	Valid		
5	Health (X4)	Valid		

Source: Processed research data, 2024.

All variables demonstrate acceptable levels of validity, indicating that the instrument items are appropriately measuring the intended constructs. However, only the variable "School Conditions (Ownership)" reported a reliability coefficient (α = 0.518), which is below the preferred threshold. While still usable in exploratory research, this suggests the need for refinement in future studies.

The absence of alpha values for the other variables limits complete reliability assessment. Meskipun demikian, untuk mengetahui apakah faktor-faktor kesejahteraan sekolah secara simultan memiliki pengaruh signifikan terhadap motivasi berprestasi akademik siswa, dilakukan analisis lebih lanjut menggunakan uji ANOVA.

Table 2. ANOVA Results

Source	Sum of Squares	df	Mean Square	F	Sig.
Regression	567.864	4	141.966	43.178	0.000
Residual	197.275	60	3.288		
Total	765.138	64			

Dependent Variable: Academic Achievement Motivation (Y).
Predictors: School Conditions (X1), Social Relationships (X2), Self-Fulfillment (X3), Health (X4).
Source: Processed research data, 2024.

The ANOVA results reveal a statistically significant model ($F = 43.178$, $p < 0.001$), confirming that the combination of independent variables significantly predicts the dependent variable. The very low p-value (< 0.05) leads to the rejection of the null hypothesis (H_0) and supports the alternative hypothesis (H_1), indicating that the four dimensions of school well-being jointly affect students' academic motivation. This result provides empirical support for the theoretical proposition that student motivation is not merely an individual characteristic but is also shaped by contextual school factors, such

as the physical environment, peer relationships, psychological fulfillment, and health support systems.

The coefficient of determination (R^2) indicates the proportion of variance in academic achievement motivation that can be explained by the four dimensions of school well-being. Accordingly, this analysis provides a more comprehensive overview of the strength of the relationship between school well-being factors and students' academic motivation.

Table 3. Model Summary

Model	R	R^2	Adjusted R^2	Std. Error of Estimate
1	0.861	0.742	0.725	1.813

Predictors: X1 (School Conditions), X2 (Social Relationships), X3 (Self-Fulfillment), X4 (Health). Dependent Variable: Academic Achievement Motivation.
Source: Processed research data, 2024.

The coefficient of determination ($R^2 = 0.742$) indicates that 74.2% of the variance in students' academic achievement motivation can be explained by the four school well-being variables. The adjusted R^2 (0.725) accounts for the number of predictors and confirms the model's explanatory power. This is a substantial proportion, suggesting a strong relationship between school well-being and academic motivation. The standard error of estimate (1.813) is relatively low, further supporting the model's reliability. These findings underscore the crucial role of creating a positive school climate that promotes not only academic performance but also students' emotional and psychological well-being.

Discussion

The findings of this study significantly support the hypothesis that school well-being has a positive and significant influence on students' academic achievement motivation. This result reinforces the theoretical arguments presented in the previous literature review, asserting that student well-being within the school environment is not merely an additional supporting factor but a fundamental element in shaping their intrinsic motivation to learn and achieve. The dimensions of school well-being, including physical conditions (school conditions), social relationships, self-fulfilment, and health, collectively explain 74.2% of the variance in students' academic motivation, as indicated by the coefficient of determination ($R^2 = 0.742$).

Theoretically, these findings are consistent with the school well-being model proposed by Hascher (2020) and Tian et al. (2015), which suggest that a safe, inclusive, and socio-emotionally supportive school environment enhances student engagement and motivation to learn. This study also aligns with previous research by Hasanah and Sutopo (2020), as well as Cahyono et al. (2021), which found that a positive school climate fosters student engagement and facilitates academic achievement. Active participation in the school community and positive daily experiences within the classroom emerge as key drivers of achievement motivation.

Nevertheless, this study also provides a meaningful contribution in addressing the inconsistencies reported in earlier research (Steinmayr et al., 2016; Yang et al., 2019), which indicated that the relationship between school well-being and academic motivation may vary depending on cultural, social, and individual contexts. In the Indonesian context, this study demonstrates that when schools pay comprehensive attention to student well-being—not only through academic support but also by addressing emotional and social aspects—students become more motivated to learn and pursue their academic goals.

The practical implications of these findings are particularly significant for the field of education, especially for school administrators, teachers, counsellors, and policymakers. Firstly, schools should prioritise the development of a healthy, safe, and enjoyable learning environment. Student well-being programmes such as counselling services, mental health training for teachers, and personal development activities should be integrated into the educational system as part of efforts to enhance the quality of learning. Secondly, the results highlight the importance of strengthening interpersonal relationships within the school, both between students and teachers and among students themselves. Harmonious social relationships are shown to be one of the main determinants of academic motivation.

From an organisational perspective, schools as institutions should foster participatory and inclusive leadership that enables students to feel a sense of control, influence, and space for expression within school activities. Headteachers and teachers, as agents of change, need to be empowered to create a learning climate that is not solely focused on cognitive achievement but also encompasses the psychosocial needs of students. This aligns with holistic educational approaches that emphasise the importance of developing all aspects of a student's potential.

Academically, these findings contribute empirical evidence that reinforces the literature on the importance of contextual factors in shaping academic motivation. By employing a correlational design and inferential statistical techniques, this study not only confirms the significant relationship between school well-being and academic motivation but also demonstrates that the well-being variables have strong predictive power when considered simultaneously. This highlights that students' motivation to learn cannot be separated from the social and emotional contexts in which they are educated.

It is worth noting, however, that although most instruments demonstrated good validity, the relatively low reliability score on one sub-variable (school conditions) indicates a need for further development in this area of measurement. This represents an opportunity for future research to refine and contextualise measurement tools to better reflect the cultural and educational context of Indonesia.

CONCLUSION

This study concludes that school well-being plays a crucial and statistically significant role in shaping students' academic achievement motivation. The findings demonstrate that the four key dimensions of well-being school conditions, social relationships, self-fulfilment, and healthtogether explain a substantial proportion of the variance in students' academic motivation. Theoretically, this supports models of school well-being that emphasise the importance of a safe, inclusive, and emotionally supportive educational environment. Practically, the study affirms that student motivation is not only influenced by individual traits but is also deeply rooted in their daily experiences and interactions within the school context.

In light of these findings, it is recommended that schools integrate student well-being into their core educational strategies. Schools should develop policies and programmes that promote a positive school climate, including accessible mental health services, teacher training in emotional literacy, and inclusive extracurricular activities. Strengthening supportive interpersonal relationships within the school community should also be a priority. Additionally, future research should explore the long-term effects of school well-being on academic outcomes using longitudinal or mixed-method designs, while refining measurement instruments to ensure cultural relevance and reliability, particularly in the context of physical school conditions.

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