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THE INFLUENCE OF SCHOOL WELL BEING ON STUDENT ENGAGEMENT: DOES SELF-REGULATED LEARNING MEDIATE?

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Abstract. Student engagement in learning is important to improve so that students can achieve success in their studies. The purpose of the study was to examine the effect of school well being on student engagement, the effect of school well being on self-regulated learning, the effect of self-regulated learning on student engagement, and the effect of school well being on student engagement on self-regulated learning as a mediating variable. This research uses quantitative methods, data was collected from 219 samples. In this study, the sampling technique used was cluster random sampling. The results of this study indicate that there is an effect of school well being on student engagement, with a coefficient value of 0.161, t-statistic=2.868, and p-value=0.004. There is an effect of school well being on self-regulated learning with a coefficient of 0.183, t-statistic=2.198, and p-value = 0.028. There is an effect of self-regulated learning on student engagement with a coefficient of 0.423, t-statistic=7.295, and p-value=0.000. There is an effect of school well being on student engagement with self-regulated learning as mediation, with a mediation coefficient of 0.077 with a t-statistic of 1.961 and a p-value of 0.050 indicating that this mediation effect is significant at the 5% significance limit.

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INTRODUCTION

Schools are one of the environments that contribute to shaping students' characters. If schools are able to meet students' needs while they are at school, students will feel comfortable at school. According to Indonesian Law No. 20 of 2003 (Dini et al., 2025), education is a conscious and planned effort to create a learning environment and learning process so that students can actively develop their potential to have spiritual and religious strength, self-control, personality, intelligence, noble character, and the skills needed by themselves, society, the nation, and the state. In school learning activities, students participate in the learning process, listen to the material presented by teachers, and complete assignments both in class and at home, where students are directly involved in academic activities.

Vocational High Schools (SMK) are schools that focus on vocational education or specialised skills to prepare their graduates for employment. SMK aims to prepare students to enter the workforce immediately after graduation or to continue on to higher vocational education. SMK offers a variety of majors tailored to industry needs, such as engineering, culinary arts, animation, and others. The curriculum at SMK emphasises practical training and on-the-job training, as well as internships in the industry, which require high student engagement.

Student engagement is defined as student involvement in academic and non-academic (social and extracurricular) activities both in the classroom and in the school environment (Fredricks et al., 2019). Student engagement is an effort to bring about change in the learning environment, in terms of motivation, behaviour, emotions and cognition (Reeve & Tseng, 2011). High student engagement can have a positive impact on how students learn and their learning outcomes, and can guide students towards their desired goals (Trowler et al., 2022). According to Wang et al. (2010), students with low student engagement will perform less well than students with high student engagement. Students with high student engagement are enthusiastic about participating in classroom activities, enjoy learning, and are more challenged

to try new and more difficult things. The joy of learning will motivate students to continue to excel and strive to achieve their desired goals. The phenomenon of boredom among students has become a common occurrence in educational institutions (Furlong et al., 2014). Furlong et al., (2014) research findings indicate that 66% of students experience boredom in the school environment, with 17% of them feeling bored while in the classroom. One of the causes of boredom in school is low student engagement. The consequences of low student engagement include poor academic performance, increased feelings of boredom, and cases of dropping out of school (Fredricks et al., 2019). Students with low engagement can be identified by poor behaviour in class, lack of enthusiasm for learning activities, low motivation to learn, and lack of focus during the learning process (Appleton et al., 2008).

Thomas & Nair (2023) state that more than 25% of young people across Australia (and more than 40% in the state of Tasmania) do not complete high school education. The main factors influencing this are their performance in lessons, attendance rates, and levels of engagement in class and at school (Thomas & Nair, 2023). Marks (2000) notes a decline in student engagement from primary school through secondary school, with 40–60% of students not actively engaged in their schools. Several factors influence student engagement (Gibbs & Poskitt, 2010), including: social support, relational learning, disposition to be a learner, motivation and interest in learning, personal agency, self-efficacy, goal orientation, and academic self-regulated learning. Lanasa et al. (2009) also added factors influencing student engagement, including: 1) active and collaborative learning, 2) interaction between students and the institution, 3) enriching educational experiences, 4) academic challenges, and 5) a supportive institutional environment.

Another factor that can influence student engagement is school well-being. Hidayatishafia & Rositawati (2017) explain that school well-being plays an important role in increasing student engagement in learning. This is in line with the view expressed by Dini et al. (2025) who explain that school well-being has a significant influence on student engagement. Fany et al. (2024) state that school well-being influences student engagement. Yuniawati & Ismiradewi (2018) explain that school well-being has a significant impact on student engagement. Similarly, Ernawati et al. (2022) state that there is a positive relationship between school well-being and student engagement. School well-being is a concept that addresses students' comfort while at school. A healthy school environment helps foster positive behaviour in students (Konu & Rimpelä, 2002). A healthy school can evoke feelings of joy, which indirectly influences students when interacting with the school. School well-being is considered important to know because it can be used as an evaluation tool to determine the level of student satisfaction with school life.

There are four aspects of school well-being according to Konu & Rimpelä (2002), including: School conditions (having): refers to the external and internal environment of the school, characterised by the availability of safe, comfortable, quiet workspaces with proper ventilation and temperature, among other factors. Social relationships (loving): refers to the social learning environment, relationships between students and teachers, and school friends, group dynamics, cooperation between school and family, decision-making at school, and the overall atmosphere of the school organisation. Self-fulfilment (being): is an individual's perception that they are an important part of their environment (school), where the school provides facilities and involves them in every relevant decision-making process. Health status (health): refers to a state of health characterised by the absence of illness or other disorders, such as physical and mental health, flu, chronic diseases, and others.

The influence of school well-being on student engagement is not always direct. There is research showing that school well-being is mediated by self-esteem (Alwi et al., 2020). Although the variable of self-regulated learning mediates the influence of school well-being on student engagement, no research results have been found yet. Therefore, this study aims to test whether school well-being is mediated by self-regulated learning, as there is research stating that school well-being influences self-regulated learning, titled ‘The Relationship Between School Well-being and Self-Regulated Learning Among Students at SMPN 2 TAMAN’

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(Mahesanara & Nastiti, 2024). The relationship between school well-being and self-regulated learning among medical students at Diponegoro University (Ummah, 2019). There is also another study stating that self-regulated learning influences student engagement. The study titled 'The Influence of Self-Regulated Learning on Student Engagement Among Students at SMA St. Carolus Surabaya' (Hapsari & Sutedjo, 2024). The role of self-regulated learning in student engagement in academic activities (Salma & Alsa, 2023). Based on previous research conducted by earlier researchers, the researcher assumes that self-regulated learning acts as a mediator between school well-being and student engagement. The hypothesis of this study is to prove whether self-regulated learning mediates the relationship between school well-being and student engagement.

The purpose of this study is to determine the role of self-regulated learning as a mediator in the influence of school well-being on student engagement. The benefits of this study are divided into two parts, namely: a). Theoretical benefits: this study is expected to contribute to the body of knowledge in the field of educational psychology, which will serve as a basis for further studies on student engagement, school well-being, and self-regulated learning. b). Practical benefits: It is hoped that this research will provide insights into issues related to student engagement and serve as a reference for future researchers conducting further studies on student engagement, school well-being, and self-regulated learning.

RESEARCH METHODS

This study uses an explanatory quantitative approach. The independent variable in this study is school well-being, the dependent variable is student engagement, and the mediating variable is self-regulated learning. The participants in this study were students of SMKS Muhammadiyah 9 Medan, with a sample size of 219 students selected using cluster random sampling.

Data collection in this study used a questionnaire employing three instruments/measuring tools. First, a student engagement scale adapted directly from the scale developed based on Reeve & Tseng (2011), and adapted into Indonesian by Pratama & Guspa (2022) using four dimensions: agentic engagement, behaviour engagement, emotional engagement, cognitive engagement, with Cronbach's alpha reliability of 0.927 and validity scores based on calculations of 0.939. The scale consists of 22 statements. Second, the school well-being scale was directly adapted from the scale developed by Konu & Rimpelä (2002) and adapted into Indonesian by Basti (2022) using four dimensions: having, loving, being, health, with a Cronbach's alpha reliability of 0.995 and a validity score using concurrent validity testing, where the analysis result was 0.045 (p=0.027), which is significant and positive. The scale consists of 43 items. Third, the self-regulated learning scale was adapted directly from the scale developed from Zimmerman's (1990) theory and adapted into Indonesian by Faruq et al. (2021) using three dimensions: behaviour, motivation, and cognition, with Cronbach's alpha reliability of 0.893 and validity scores based on CVI calculations of ≥ 0.68 (sufficiently valid) and 1.00 (valid) with 68 statements.

The procedure in this study was that the subjects in this study read the informed consent and signed the consent form as research respondents before filling out the scale. The measuring instrument is prepared using a Likert scale with four answer choices. Data analysis in this study was designed using descriptive statistical analysis and inferential statistical analysis with SEM-PLS analysis. In testing the hypotheses in this study, the data analysis technique used was SEM or Structural Equation Modelling, operated using the AMOS 23.0 programme.

RESULTS AND DISCUSSION

The majority of the subjects in this study were aged 13–15 years old, male, predominantly Muslim, Javanese, with both parents having a high school education, the father being self-employed and the mother being a housewife, (see Table 1).

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Table. 1. Demographic Characteristics of Respondents

Characteristics	Category	Frequency	Percentage
Age	13–15 years old	148	67,6%
	16–17 years old	62	28,3%
	≥18 years old	9	4,1%
	Total	**219**	**100%**
Gender	Male	173	79,0%
	Female	46	21,0%
	Total	**219**	**100%**
Religion	Islam	213	97,3%
	Christianity/Catholicism	6	2,7%
	Total	**219**	**100%**
Ethnicity	Jawa	127	58,0%
	Batak	30	13,7%
	Melayu	27	12,3%
	Batak Karo	18	8,2%
	Lain-lain	17	7,8%
	Total	**219**	**100%**
Father's Education	Elementary School/Equivalent	13	5,9%
	Junior High School/Equivalent	21	9,6%
	Senior High School/Equivalent	153	69,9%
	D1/D3	2	0,9%
	S1/S2	7	3,2%
	Others	23	10,5%
	Total	**219**	**100%**
Mother's Education	Elementary School/Equivalent	12	5,5%
	Junior High School/Equivalent	27	12,3%
	Senior High School/Equivalent	147	67,1%
	D1/D3	2	0,9%
	S1/S2	8	3,7%
	Others	23	10,5%
	Total	**219**	**100%**
Father's occupation	Entrepreneur	143	65,3%
	Freelancer/Casual Worker	43	19,6%
	Civil Servant/Private Sector/Other	33	15,1%
	Professions	**219**	**100%**
	Total		
Mother's occupation	Housewife	162	74,0%
	Entrepreneur	29	13,2%
	Other	28	12,8%
	Total	**219**	**100%**

Source: Results of Descriptive Statistical Analysis SPSS-V29, (2025)

Variance Inflation Factor (VIF) analysis is performed to assess the potential for multicollinearity between constructs in the structural model. It helps identify how strong the linear relationship between independent variables in the model is, and a high VIF value indicates a problem with multicollinearity. The results of the data analysis test are as follows, (see Table 2).

Table 2. Analisis Collinearity Variance Inflation Factor

	VIF
School Well Being -> Student Engagement	1,035
School Well Being -> Self Reguated Learning	1,000
Self Regulated Learning -> Student Engagement	1,035

Source: SEM_PLS V-4.1 Analysis, (2025)

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This test evaluates the VIF values in the outer and inner model metrics to ensure that there is no high linear relationship between the predictor variables. A good VIF value is below 5, which indicates that multicollinearity is not a serious problem in the tested model.

The direct contribution to this study, namely School Well-Being on Student Engagement, has an F-Square value of 0.033 (10.82%), which falls into the category of small effects. This indicates that although a healthy school environment plays a role in supporting the learning process, its direct influence on student engagement is relatively limited. This indicates that school well-being is not the main determinant in increasing student engagement during the learning process. However, there are other factors or variables that are determinants in increasing student engagement at SMKS Muhamamadiyah 9 Medan.

F-Square analysis of the mediating effect. The results indicate that Self-Regulated Learning mediates the moderate effect between School Well-Being and Student Engagement. The indirect effect value of 0.077 contributes 32.35% to the total effect. This indicates that although there is a significant direct effect between School Well-Being and Student Engagement, the presence of Self-Regulated Learning as a mediator provides an additional meaningful contribution in explaining this relationship. In other words, School Well-Being does not directly increase Student Engagement, but becomes more effective when facilitating improvements in students' Self-Regulated Learning, (see Table 3).

Table 3. Contributions & Categories Direct Effects

Variable Relationships	F-Square Value	Percentage	Size Effect
School Well Being → Student Engagement	0,033	10,82 %	Small
School Well Being → Self Regulated Learning	0,035	11,48 %	Small
Self Regulated Learning → Student Engagement	0,225	77,70 %	Medium
Total f-square	0,293	100 %	—

Contribution & Category Mediation Effect

Mediation Channel	Indirect Effect	Total Effect	Contribution of Mediation (%)	Category
School Well Being → Self Regulated Learning → Student Engagement	0,077	0,238	32,35 %	Medium

Source: Results of Indirect Effect Analysis SmartPLS V-4.1, 2025

This significance test provides a strong empirical basis for concluding that the causal relationship established in the research model is supported by valid and relevant data. The following are the results obtained in the coefficient and significance test, (see Table 4).

Table 4. Coefficients and Significance of Direct Effects

Path Coefficient	O	M	Stdev	T-Sts	P-v
School Well Being -> Student Engagement	0,161	0,164	0,056	2,868	0,004
School Well Being -> Self Regulated Learning	0,183	0,184	0,083	2,198	0,028
Self Regulated Learning -> Student Engagement	0,423	0,430	0,058	7,295	0,000

Coefficients and Significance of Indirect Effects

Path Coefficient	O	M	Stdev	T-Sts	P-v
School Well Being ->Self Regulated Learning-> Student Engagement	0,077	0,080	0,039	1,961	0,050

Source: SEM_PLS V-4.1 Analysis, (2025)

The analysis of the formulated and statistically tested assumptions shows that School Well-Being has a positive and significant effect on Student Engagement among students at SMKS Muhammadiyah 9 Medan, with a coefficient of 0.161, a t-statistic of 2.868, and a p-value of 0.004. The magnitude of the influence and contribution from the F-Square test results indicates the influence of school well-being on student engagement. This suggests that students who feel overall well-being in the school environment tend to be more actively engaged, both behaviourally, cognitively, emotionally, and agentically. This influence highlights the importance of fostering an inclusive, supportive school climate that encourages healthy social

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interaction. Active student participation in the learning process is not the result of academic coercion but arises from the comfort and appreciation they feel as part of the school community. This finding aligns with research conducted by Ernawati et al. (2022) on the influence of school well-being on student engagement, which shows that school well-being has an impact on student engagement. Research conducted by Dini et al. (2025) shows that there is a significant relationship between school well-being and student engagement. The same thing was also stated by Fany et al. (2024) who conducted research entitled school well-being as a predictor of student engagement in Islamic boarding schools in Makassar.

School well-being has been proven to have a positive and significant influence on self-regulated learning among students at SMKS Muhammadiyah 9 Medan, with a coefficient value of 0.183, a t-statistic of 2.198, and a p-value of 0.028. Academically, this indicates that the dimensions of well-being experienced by students in the school environment can serve as an important foundation in fostering the development of self-regulation skills in learning. In this context, the aspects of having, being, health, and loving inherent in the construct of school well-being contribute to creating a learning environment that supports student autonomy. When students feel emotionally secure, have positive relationships, and receive environmental support, they will be better prepared to set strategies, monitor the learning process, and evaluate the results independently. This finding is consistent with research conducted by Mahesanara & Nastiti (2024) on the relationship between school well-being and self-regulated learning in junior high school students, which found a positive relationship between school well-being and self-regulated learning in junior high school students. In line with research conducted by Ummah (2019) on the relationship between school well-being and self-regulated learning, which shows that there is a significant positive relationship between school well-being and self-regulated learning. The higher the school well-being of students, the higher their self-regulated learning.

The results of the hypothesis test in the structural path model indicate that self-regulated learning has the strongest influence on student engagement among students at SMKS Muhammadiyah 9 Medan, with a coefficient value of 0.423, a t-statistic of 7.295, and a p-value of 0.000. This indicates that students' ability to independently regulate their learning process is the primary determinant in enhancing their engagement during the learning process. Students at SMKS Muhammadiyah 9 Medan with high levels of self-regulated learning exhibit characteristics such as initiative in learning, consistency in completing tasks, and the ability to manage time and emotions when facing academic challenges.

Their involvement is not limited to physical presence in class, but is also reflected in active participation, responsiveness to the material, and perseverance in the face of learning difficulties. In the context of this school, where the majority of students come from lower-middle-class backgrounds, self-regulation skills are a significant differentiating factor. Students who are able to manage their own learning demonstrate excellence not only in terms of academic achievement but also in their enthusiasm for learning, confidence in asking questions, and willingness to contribute to class discussions. This indicates that self-regulated learning is not merely a cognitive aspect but also involves the maturity of attitude and resilience of students.

This finding highlights the importance of the role of schools, meaning that schools not only provide teaching materials but also create a learning system that stimulates student autonomy and self-reflection. When learning strategies do not merely require memorisation but also provide space for students to organise and evaluate their learning processes, student engagement naturally increases. In other words, the higher a student's capacity for self-regulation, the greater the likelihood that they will be active, engaged, and enthusiastic in the learning process.

This finding is also supported by previous research conducted by Hapsari & Sutedjo, (2024) on Self-Regulated Learning and Student Engagement among high school students at St. Carolus Surabaya, which showed a positive relationship between self-regulated learning and student engagement. A study by Zakiah et al. (2024) on Self-Regulated Learning and Student

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Engagement among psychology faculty employees at Universitas Proklamasi 45 Yogyakarta found that self-regulated learning contributed 66.91% to student engagement. The study Putri & Aslamawati (2021) titled The Influence of Self-Regulated Learning on Student Engagement among Mathematics Program Students found that there is a significant influence of self-regulated learning on student engagement. This aligns with the study conducted by Putri & Aslamawati (2021), on the influence of self-regulated learning on student engagement among communication science students, with the research results showing a significant positive influence, explaining that self-regulated learning contributes a significant influence of 0.431 or 43.1% on student engagement among communication science students. This also emphasises the importance of self-regulated learning as a foundation for comprehensive student engagement.

In addition to discussing the influence of school well-being on student engagement, this study also discusses self-regulated learning as a variable that mediates the influence of school well-being on student engagement among students at SMKS Muhammadiyah 9 Medan. Based on the results of the indirect influence analysis, the hypothesis test on the structural mediation model shows that self-regulated learning acts as a partial and significant mediator. The mediation path coefficient value of 0.077, with a t-statistic of 1.961 and a p-value of 0.050, indicates that this latent variable construct serves as an important intermediary bridging the influence of school well-being on student engagement. Self-regulated learning (SRL) acts as a mediator between school well-being and student engagement. This means that school well-being can enhance student engagement through students' ability to self-regulate their learning. Thus, self-regulated learning acts as a bridge connecting school well-being and student engagement. Good school well-being creates conducive conditions for the development of self-regulated learning, which ultimately enhances student engagement in learning.

These results indicate that for students at SMKS Muhammadiyah 9 Medan, perceived school well-being, such as feeling valued, positive social relationships, and a conducive environment, does not necessarily lead to immediate engagement in learning. Engagement occurs optimally when students have the capacity to manage their own learning process. Well-being creates comfort and a sense of security, but high academic engagement only emerges when students have control over their learning goals, learning strategies, and the ability to overcome learning obstacles independently. The results of data categorization for each variable are as follows (Table 5).

Table 5. Data categorization for each variable

Student School Well-Being Score Categories				
Formula	**Score Range**	**Category**	**Frequency**	**Percentage**
X < M - 1SD	X < 81	Low	46	21.0%
M – 1SD ≤ X < M + 1SD	81 ≤ X < 119	Moderate	110	50.2%
X ≥ M + 1SD	X ≥ 119	High	63	28.8%
Total			219	100%
Student Self-Regulated Learning Score Categories				
Formula	**Score Range**	**Category**	**Frequency**	**Percentage**
X < M - 1SD	X < 78	Low	85	38.8%
M – 1SD ≤ X < M + 1SD	78 ≤ X < 106	Moderate	119	54.3%
X ≥ M + 1SD	X ≥ 106	High	15	6.8%
Total			219	100%
Student Engagement Score Categories				
Formula	**Score Range**	**Category**	**Frequency**	**Percentage**
X < M - 1SD	X < 52	Low	18	8.2%
M – 1SD ≤ X < M + 1SD	52 ≤ X < 72	Moderate	161	73.5%
X ≥ M + 1SD	X ≥ 72	High	40	18.3%
Total			219	100%

Source: Results of Descriptive Statistical Analysis, SPSS V-29.1 (2025)

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The data above (Table 5) shows that most of the data is in the high category, and none is of low value. This shows that school well being, self regulated learning and student engagement are in the good category.

This study has limitations in terms of context and instruments. First, the population studied was limited to one school with specific local characteristics, so the results cannot be generalised to the national vocational education context. Second, the study only used subjects from one vocational school, so it does not represent the population of vocational and senior high school students in Medan or Indonesia. Third, the use of self-report scales, which rely on respondents' perceptions and may contain social desirability bias—the tendency of respondents to provide answers that are socially acceptable and positive rather than revealing their actual behaviour or attitudes.

CONCLUSIONS AND SUGGESTIONS

This study shows that school well-being has a direct effect on student engagement. There is an effect of school well-being on student engagement with self-regulated learning as a mediator. This means that school well-being not only has a direct effect on student engagement but also an indirect effect through the improvement of students' self-regulation skills in learning. Thus, self-regulated learning functions as a mediating pathway that strengthens the relationship between student well-being at school and their active engagement in learning. In this study, the mediator role has an influence between the independent variables and the dependent variables, as the indirect effect is greater than the direct effect. For future researchers, it is recommended to further explore aspects related to student engagement with various assessment variables that have not been analysed in this study, so that the resulting impact will be maximised.

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