

# **Pathways Between Parent Attachment and Student Well-being in Mataram: The Mediating Role of Teacher-Student Relationship and Peer Attachment**

**A Thesis**

**Submitted to the Master's Study Program of Education at the Faculty of Education in partial fulfillment of the requirements for the degree of**

**Master of Arts (M.A.)**



by:

**Eka Hermansyah**

**04212210009**

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

2024

# **Pathways Between Parent Attachment and Student Well-being in Mataram: The Mediating Role of Teacher-Student Relationship and Peer Attachment**

**A Thesis**

**Submitted to the Master's Study Program of Education at the Faculty of Education in partial fulfillment of the requirements for the degree of**

**Master of Arts (M.A.)**



by:

**Eka Hermansyah**

**04212210009**

UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

2024

## ABSTRACT

Eka Hermansyah  
04212210009  
eka.hermansyah@uiii.ac.id  
MA in Education  
Universitas Islam Internasional Indonesia

The study investigates the pathways between parent attachment and student well-being in Mataram, focusing on the mediating roles of teacher-student relationships and peer attachment. Well-being is an urgent topic to raise because of its ability to prevent mental health issues. Understanding well-being well will be an advocacy for policy makers to prevent mental health problems in the educational context. Most research has looked at the influence of social and attachment on well-being, but analysis of the conceptualization of attachment models experienced by adolescents at school is still very rarely carried out. Using the school well-being model by Konu & Rimpela (2002), a quantitative approach with a non-experimental design was employed, using multi-cluster sampling to select 481 high school students from seven schools in Mataram as participants. The data were analyzed using descriptive statistics and linear regression with PROCESS mediation tools. The analysis revealed significant relationships between parent attachment and both mediators (peer attachment and teacher-student relationship), which in turn correlate to students' well-being directly or indirectly. In this research, teacher-student relationship mediation has a higher coefficient value than peer attachment on the relationship between parent attachment and students' well-being. The study concludes that attachment formed with parents, teachers, and peers substantially impacts the well-being of students, highlighting the importance of these relationships in educational settings. Future research is suggested to explore these dynamics further, particularly through longitudinal studies and in different cultural contexts.

*Keywords: parent attachment, teacher-student relationship, peers attachment, students well-being.*

## ACKNOWLEDGEMENT

This thesis was created as a final project and a requirement for obtaining a master's degree. To say that this was entirely my own effort would be incredibly naive. In this section I would like to express my deepest gratitude to all parties who have contributed directly or indirectly to the preparation of this academic manuscript.

I would like to express my thanks to the presence of Allah SWT, for Whom everything has been arranged and thanks to His Grace, this thesis can be completed well. Don't forget to give prayers and greetings to His Majesty the Prophet Muhammad SAW who has given hope and brought humanity to an era full of knowledge and truth.

First and foremost, I would like to extend my heartfelt thanks to my academic advisor as well as my primary thesis supervisor Assoc. Prof. Charyna Ayu Rizkyanti., Ph.D who has guided me since I first stepped into this university until I completed my studies. As a student, I feel that the master's struggle is a challenging transformation journey and Mrs. Chary not only helps with academics, but also provides emotional support. Her role is not only as academic advisor, thesis supervisor, beyond that she has been a friend and mother figure who supports, guides, and helps me on navigating academic and personal challenges.

The support from her expertise and social skills is a perfect combination that I need for my academic journey. She helped me on my concern on educational psychology since the beginning of lectures. Human development and students' well-being were subjects that I have worked on practically and those subjects complete my knowledge theoretically. Her contribution means a lot in this thesis writing. Empathy as his expertise has merged into one with him, making him empathy itself. I can understand how people admire Morrie through Mrs. Chary as my advisor.

This research would also not be possible without feedback and guidance from my second supervisor Dr. Destina Wahyu Winarti. Through the methodological and statistical knowledge that I got from her, I could be able to finish this thesis without any major issues. Her insightful comments and constructive criticism were invaluable in refining my research. I deeply appreciate her willingness to share her expertise and dedication to ensuring my work's quality.

Honorable mention for Prof. Nina Nurmila., Ph.D., Tati Lathipatud Durriyah., Ph.D., and all the lecturers who have guided and shared their knowledge. All the knowledge I gained during my master's degree journey is part of a chain that is connected to each other to form educational disciplines. All the lessons here directly or indirectly have an influence on personal growth and the completion of this final assignment. in the broader view to the university which has provided scholarships for me, opened networks, and supported the learning process with the facilities provided such as libraries, study rooms, and dormitories.

Acknowledgment for my family, for their love. Their strong emotional support gave me the encouragement to finish this project. Lastly, my partner Alda, who helped me brainstorm and provided emotional support during my master's degree journey, and my classmates, Kak Yolla and Mas Andi, who gave me many new perspectives and experiences.

## TABLE OF CONTENTS

STATEMENT OF AUTHENTICITY .....	ii
ANTI-PLAGIARISM STATEMENT .....	iii
THESIS ATTESTATION .....	iv
THESIS DEFENSE APPROVAL .....	v
ABSTRACT.....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENTS .....	viii
LIST OF TABLES.....	x
LIST OF FIGURES.....	xi
LIST OF APPENDIX.....	xii
CHAPTER I	
INTRODUCTION .....	1
1.1 Background.....	1
1.2 Research Objectives.....	9
1.3 Research Question .....	9
1.4 Significant of Study .....	10
1.4.1 Theoretically .....	10
1.4.2 Practically.....	10
CHAPTER II	
THEORETICAL FOUNDATIONS .....	12
2.1 Literature Review.....	12
2.1.1 Well-being in Educational Context .....	12
2.1.2 Reciprocal Relations of Well-Being.....	15
2.2 Theoretical Framework.....	18
2.2.1 Attachment .....	18
2.2.1.1 Types of Attachment .....	18
2.2.1.2 Attachment Outcome on Adolescent.....	21
2.2.1.3 School Attachment - Ecological Perspectives.....	22
2.2.2 Well-being .....	26
2.2.2.1 Well-Being Models .....	27

2.2.2.2 School Well-Being .....	29
2.2.2.3 School Well-being in Indonesia .....	31
2.3 Conceptual Framework.....	33
2.4 Hypohotesis.....	35
CHAPTER III	
RESEARCH METHODOLOGY .....	38
3.1 Research Paradigm.....	38
3.2 Research Design.....	38
3.3 Research Participant & Data Collection Method.....	39
3.4 Research Instrument.....	42
3.5 Pilot Testing .....	44
3.6 Ethical Considerations .....	50
3.7 Data Analysis .....	51
CHAPTER IV	
FINDINGS & DISCUSSION .....	54
4.1 Demographic of Research Participant .....	55
4.2 Descriptive Statistics of Variables .....	57
4.3 Relationship parent attachment on peers and teacher attachment .....	59
4.4 Relationship between attachment variables and students well-being.....	61
4.5 Mediating effect of peers attachment and teacher-student relationship on relationship between parent attachment and students well-being.....	66
CHAPTER V.....	72
CONCLUSION.....	72
5.1 Conclusion .....	72
5.2 Limitation & Future Direction.....	73
5.3 Implication .....	74
BIBLIOGRAPHY .....	76
APPENDICES .....	103

## LIST OF TABLES

3.1	Participants demographic data .....	42
3.2	Research instrument .....	44
3.3	Parent attachment (IPPA) instrument pilot test result .....	46
3.4	Peers attachment (IPPA) instrument pilot test result .....	47
3.5	Teacher-student relationship (IT-SR) instrument pilot test result .....	48
3.6	School well-being instrument pilot test result.....	49
3.7	Parent attachment (IPPA) instrument validity result.....	50
3.8	Peers attachment (IPPA) instrument validity result .....	50
3.9	Teacher-student relationship (IT-RS) instrument validity result.....	51
3.10	School well-being instrument validity result .....	51
4.1	Participants distribution based on age.....	56
4.2	Participants distribution based on gender .....	56
4.3	Participants distribution based on grade .....	57
4.4	Participants distribution based on schools.....	58
4.5	Descriptive statistics.....	59
4.6	Correlation result between variables .....	61

## LIST OF FIGURES

2.1 Conceptual Framework Attachment on Students Well-being .....	35
3.1 Path of data analysis.....	54
4.1 Direct Effect of Model .....	66
4.2 Mediation effect of peers attachment on correlation between parent attachment and students well-being .....	67
4.3 Mediation effect of teacher-student relationship on correlation between parent attachment and students well-being.....	68
4.4 Total effect of the model .....	69

## LIST OF APPENDIX

Appendix 1 :Time and Place of the Research .....	76
Appendix 2 : Research Questionnaire.....	77
Appendix 3 : Faculty Research Permit.....	84
Appendix 4 : Research Permit from Provincial Government Research Agency.....	85
Appendix 5 : Parent attachment assumption observation based on histogram for normality and boxplot for significant outliers .....	86
Appendix 6 : Peers attachment assumption observation based on histogram for normality and boxplot for significant outliers.....	87
Appendix 7 : Teacher-student relationship assumption observation based on histogram for normality and boxplot for significant outliers....	88
Appendix 8 : Students well-being assumption observation based on histogram for normality and boxplot for significant outliers.....	89

# **CHAPTER I**

## **INTRODUCTION**

Beyond academic necessity, this study was held because of the significant topic to discuss. Well-being has emerged as a critical concern due to the rapid changes in contemporary society, which have increased vulnerability to mental health issues. This issue transcends the educational sphere, representing a multisectoral concern that warrants thorough examination. The urgency I perceive in this matter forms the foundational basis for my exploration of this topic.

This chapter discusses the background of the research from both an educational perspective and a broader context to demonstrate the urgency of the study. Additionally, it outlines the objectives and research questions, which are the primary focus within the extensive discourse on well-being. Finally, the chapter addresses the expected theoretical and practical implications and benefits of this research.

### **1.1 Background**

“It takes a village to raise a child.” That this timeless African proverb illustrates that a child who is the successor to the nation is the communal responsibility of all levels of society (Reupert et al., 2022). Parenting is not only the responsibility of parents, education is not only the responsibility of educational institutions, character formation is not only the responsibility of society. Social space has a significance influence on children condition (Zaatari & Maalouf, 2022). Giving children a sense of comfort and shaping their personality (Han & Kim, 2018). Paying attention to the involvement of each component is a crucial aspect in

developing ideal individuals (Yogman et al., 2018). Because currently the threat of child growth are very varied and one of them is the issue of mental health.

Adolescents, individuals aged between 12 to 18, are vulnerable to experiencing mental health issues in the upcoming period (Miller, 2016). The increasing prevalence of mental health issues among adolescent has generated worldwide concern, leading experts across the globe to pay attention. This issue is becoming increasingly serious due to the projected two-fold increase in the prevalence of inadequate mental well-being among young adults during a portion of their day. A comparison of mental health issues between the late 19th and 20th centuries shows an expected increase between 2018-2020 compared to 1993-1999 (Udupa et al., 2023). Individuals belonging to Generation Z exhibit higher levels of mental illnesses and self-harm (Udupa et al., 2023).

The adolescents continue to grapple with challenges and well-being is needed as they transition into adulthood (Lestari, 2023). Based on data provided by the World Health Organization (WHO), it is projected that over 300 million individuals globally will experience the effects of depression (Quinlan & Hone, 2020). There are 300 million people who are at risk of experiencing disability due to the mental problems they experienced as teenagers. Hence, it is expected that the majority of modern learners will encounter burnout before completing their education (Quinlan & Hone, 2020). Focusing on the issue of "morbidity" among youth, there is a growing concern about the well-being of students in the context of education, particularly in modern countries (Hoferichter et al., 2021).

Addressing this issue is a shared responsibility and concern to the students' environment is important. Through the ecological perspective proposed by

Bronfenbrenner, it clearly describes the social space that influences children. On the micro-scale, pupils generally connect with their caregivers primarily inside of the home, while they engage with their friends and teachers both in and out of school. At the meso level, parents, teachers, and their peers engage in relationships (Łukasik, 2021; Zaatari & Maalouf, 2022). Understanding children's environment helps us to instill well-being in them.

Well-being concept is integral to the goals of positive psychology, forming an intrinsic connection between the favorable growth subjectively and psychologically of young individuals (Shoshani & Slone, 2017). In a global context, diverse interpretations have emerged in the psychology discipline regarding the concept of well-being, leading to a range of definitions, dimensions, and instruments (Aulia et al., 2020). Broadly, well-being encompasses two fundamental viewpoints: the hedonistic (subjective) and eudaimonic (psychology) perspectives (Losada-Puente et al., 2022). When analyzed through the hedonistic lens, wellbeing is conceptualized as the subjective experience of positive emotions (Donat et al., 2016; Tian et al., 2016). On the other hand, viewing through the lens of eudaimonic, well-being is defined as an outcome of psychological development such as autonomy, life goals, self-growth, self-acceptance, and control over the environment (Kurniastuti & Azwar, 2014).

In educational context, well-being is a component of the puzzle that has an impact on realizing quality education. Prioritizing students' well-being in schools and making it an initiative within the educational setting can have an impact on both student academic achievement and mental health throughout their schooling (NCCA, 2017; OECD, 2012; Rasyid, 2020). Promoting the well-being of young

generations involves the concurrent consideration of both health and educational aspects within the realm of education (Pulimeno et al., 2020). Quality education extends beyond academic knowledge, encompassing the well-being of students, as it plays a pivotal role in achieving successful learning outcomes (Govorova et al., 2020; Xiaobo, 1997). Therefore, concern for well-being will contribute to the sustainable improvement of education that is in the aspect of student development (Govorova et al., 2020; Norozi, 2023; Pulimeno et al., 2020).

International attention has been directed towards well-being, as evidenced by its recognition as a global concern through initiatives like the United Nations (2015) in the pursuit of Sustainable Development Goals (SDGs), particular emphasis is placed on SDG3, which strives to advance "good health and well-being," and SDG4, "ensuring inclusive and equitable quality education and promoting lifelong learning opportunities for all." Furthermore, the Indonesia Ministry of National Development Planning (2021) underscores the commitment to student wellbeing within the SDGs framework by emphasizing on point "build and upgrade education facilities that are child, disability, and gender-sensitive" and "providing safe, non-violent, inclusive, and effective learning environments for all."

In realizing this well-being, it is necessary to understand a safe social environment for children. The social components within the student environment are interdependent factors that influence the fulfillment of well-being (Lee et al., 2023; Losada-Puente et al., 2022). Social components such as supportive relationships, including emotional support, trust, and a sense of belonging, are factors that impact students' feelings of comfort and happiness in school. These factors also have implications for the psychological well-being of students and can

affect their academic achievement (Losada-Puente et al., 2022; McLean et al., 2023; Umberson & Karas Montez, 2010). An inclusive social environment will create a sense of safety and foster well-being in schools (Horton & Forsberg, 2020).

The impact of environment on student well-being can be varied by the emotional bond among individual and their surrounding, the term for this bond known as attachment, is commonly linked initially to parental figures (Armstrong & Ross, 2023; Bowlby, 2018). These social abilities are formed, in part, through emotional attachment, which begins with the first interactions with parents. Attachment has a connection with an individual's social interactions, influencing behavior, mental health, and the social skills of students (Moretti & Peled, 2004). The bond between adolescents and their parents, known as the attachment factor, represents a critical social-emotional component linked to the well-being of adolescents (Lestari, 2023). The connection established among parents and their kids begins in toddlers and shapes the individual's personality on which social interaction is carried out in the community (Mónaco et al., 2019). In childhood, a bond between adults, be it both parents or one of them, and the attachment with the child is established. While the mother typically takes on a prominent role in this attachment, the father also plays an integral and meaningful part in the attachment process (Kuo & Braungart-Rieker, 2022; Song et al., 2023).

The attachment bond that an individual develops in childhood is going to have a long-lasting influence on later stages of human development, regardless of potential variations within the attachment styles of infants and adolescents (Hoenicka et al., 2022). Good relationships with parents may promote the development of individual character that is linked to overall well-being (Stafford et

al., 2016). Multiple studies indicate a strong correlation between parental attachment and the psychological well-being of children and adolescents (Wahyuningsih et al., 2021). Multiple adjustments are encountered in the parent-child attachment as children develop from childhood to adolescence. Significantly, while infants actively pursue intimacy and physical bond with their caregivers as a method of seeking comfort during periods of discomfort, teens have less need for such intimacy. However, teenagers find comfort when their parents provide assistance regardless of whether they are physically apart (Moretti & Peled, 2004).

During adolescence, there is a shifting in the distribution of hours interact between parents and friends. The change indicated of declining in the duration of adolescents' ties with parents, along with a rise in the duration spent engaging with friends. As adolescence grows, there is an ongoing change in the position of attachment figures, with friends becoming more important and parents or caregivers becoming less attached (Prinstein & Giletta, 2016; Umemura et al., 2021). During adolescence, the connection between parents and the kids changes as the teens seek independence, and parents have a responsibility of finding new technique to assist teen in their time of changing interactions form. However, it is important to recognize that parents have an important influence on adolescents' growth and maturation (Moretti & Peled, 2004). In context of well-being, the current body of research on friend support has mainly concentrated on investigating the impact of this assistance on pupils' behavior, emotional, social, and physical well-being.

The well-being investigation of support from friends has predominantly been a central focus in educational research (Rathmann et al., 2018). The diverse dimensions of well-being have led to multiple studies utilizing separate definitions,

but one of the established general assumption that support from friends has role on promoting the holistic well-being of pupils (Hoferichter et al., 2021). The interpersonal connections established among students in the classroom setting significantly influence their subjective experiences, feelings of inclusion, contentment with school, and general psychological and physical welfare. Nevertheless, the particular effect of friendships on students' self-esteem, mental well-being, and physical well-being within the school environment hasn't been completely investigated in an empirical way (Hoferichter et al., 2021).

There is still a need of studies investigating the link within the attachment of teachers, parents, and friends in the educational environment that involving the believe of the holistic well-being. The connection between attachment and well-being was demonstrated in the existing studies related to school well-being (Tennant et al., 2015). Students allocate a big number of hours in school with supervision and emotional connection with educators make it reasonable to suggest that educators who establish attachment. They have the ability to offer education model according to areas of proficiency, cultivate pupils' individual and intellectual achievements, and handle them fairly and respectfully. Teachers are an important part of social aspect that influences students and it is reasonable to believe that the attachment they create with pupils affects how they feel and see themselves (Hoferichter et al., 2021). Exploring the particular bond between teacher-student relationship, beside parental and peer attachment, might provide important perspectives into the complex processes of attachment and their influence on student well-being.

The well-being of adolescents is important because to its specific characterized by major changes after childhood. Adolescence is a stage of life characterized by numerous changes, which make it need adaptability. Interactions with family, classmates, and society are acknowledged as key elements for growth that have the potential to foster well-being (Viejo et al., 2018). Psychological well-being in adolescents has the capacity to foster pleasant feelings, enhance life satisfaction, alleviate stress, and minimize harmful behaviors (Prabowo, 2016). As individuals progress into adulthood, sustaining a good state of psychological well-being serves as a layer of protection for mental health, whereas lower rates cause vulnerability to getting mental disorders (Calvo et al., 2022). This holistic perspective emphasizes the importance of fostering psychological well-being throughout the developmental stages.

Several studies indicate diverse results in the correlation between attachment and well-being. Some research shows a moderate to high level of association, while other studies reveal a low level of correlation (Chen et al., 2021). This suggests that the attachment variable and well-being may be mediated or moderated by certain variables. The research conducted by Wahyuningsih et al., (2021) show that there is indicator for mediator in the relationship between attachment and well-being in children and adolescents. The need of obtaining an in-depth knowledge of the relationship between attachment variables and well-being in students is considerable significance. More over, there is a need for more in-depth academic research that explores the connection between the well-being of youth in the educational context and their broader social surroundings,

encompassing caregivers, friends, and teachers (Holfve-Sabel, 2014; Miller et al., 2013).

## **1.2 Research Objectives**

The purpose of this research is to accomplish the following objectives:

1. To gain a description of the parent attachment, peers attachment, teacher-student relationship and well-being conditions of students in the city of Mataram.
2. To examine the direct relationship between parents' attachment on peers' attachment, and teacher-student relationships in parallel and .
3. To examine the direct relationship between parents' attachment, peers' attachment, and teacher-student relationships in parallel on students' well-being.
4. To investigate whether teachers-student relationship and peers' attachment mediates the correlation between parents' attachment and student well-being.

## **1.3 Research Question**

Research question of this research as follows:

1. What is the level of students' parent attachment, peers attachment, teacher-student relationship and well-being in Mataram?
2. Is there a direct significant relationship between parents' attachment on peers' attachment, and teacher-student relationships in parallel?

3. Is there a direct significant relationship between parents' attachment, peers' attachment, and teacher-student relationships in parallel on students' well-being?
4. Is there a significant relationship between parents' attachment and students' well-being mediated by peers' attachment and teacher-student relationship?

## **1.4 Significant of Study**

### **1.4.1 Theoretically**

Theoretically, this research orientation is to have a significant implication to the understanding of well-being conditions in the context of Indonesia. Through a theoretical approach, the research aims to explore a profound understanding of the factors influencing well-being in the Indonesian context. Thus, it is anticipated that the research findings give new knowledge of the factors that can strengthen or hinder individual well-being within Indonesian context. A better understanding of well-being conditions can aid in designing policies and interventions that are more targeted to enhance the overall welfare of the community.

### **1.4.2 Practically**

Practically, the implications of this study for policy-making to enhance inclusivity. Since well-being is one of the indicators of a adolescents' comfort and performance in school, the supportive conditions around the individual, be it from teachers, parents, or friends, play a crucial role. Understanding the relationship between attachment and well-being indicates that education should become holistic. It involves not only teachers in the teaching and learning process but also parents and peer interactions, which should be a concern from early childhood education.

This research can serve as a consideration for interventions in senior high school education policies to promote well-being as a preventive effort against mental issues that have become a phenomenon.

Furthermore, this research can be considered in aligning with the concept of the whole-school approach in addressing mental health and promoting well-being in schools. The whole-school approach involves the integration of well-being into all aspects of the school and engages all school components (Treisman, 2016). If the relationship between student-teacher, parents', and peers' attachment is associated with students' well-being, then educational aspects such as curriculum, support services, environment, staff development, parental involvement, student engagement, as well as management control of well-being, need to be established in all these aspects. The underlying principle behind adopting a whole-school approach is to bring about a cultural shift from both grassroots and leadership levels, aiming for a more extensive influence compared to focusing solely on particular 'challenging' students (Treisman, 2016). This approach requires schools to strive for a secure foundation, leading to positive effects for teachers, parents, and the community, while integrating numerous ideas that have been deliberated upon.

## **CHAPTER II**

### **THEORETICAL FOUNDATIONS**

This chapter serves as a foundational point for the researcher in this study. The primary focus of this section is the literature review and the theoretical framework. The literature review examines how research related to well-being is conducted both internationally and in Indonesia, with the primary objective of identifying gaps and novel aspects within the well-being topic. Furthermore, the broad definitions and potential explorations within this single topic are addressed in the theoretical framework section. This part outlines the definitions used in the research and the conceptual framework guiding this study.

Overall, this research adheres to the definition of well-being proposed by Konu & Rimpela (2002), which encompasses comprehensive dimensions and considers Bronfenbrenner's ecological perspective. Social support is interpreted as attachment, which is connected to well-being. These dynamics are conceptualized within the conceptual framework and hypotheses presented at the end of this chapter.

#### **2.1 Literature Review**

##### **2.1.1 Well-being in Educational Context**

Research on adolescents generally takes a perspective on well-being through both subjective and psychological well-being, although there are still many differences in the theories underlying well-being research involving adolescents. Theories that involve psychological and subjective well-being are commonly used, and in some studies, the focus is solely on subjective well-being (Long et al., 2012;

McLellan & Steward, 2015). The issue of attachment and well-being in adolescence has been the subject of considerable research recently, aligning with the increasing concern over mental health issues in adolescent (Quinlan & Hone, 2020). Some studies that involve variables like parent attachment or emotional bonds examine their impact on adolescents, with fewer focusing on the effects on the individual's well-being as a student as the main topic of discussion (Lestari, 2023; Mónaco et al., 2019).

In the broader context of school well-being research, well-being is often defined through dynamic-static approaches. The dynamic concept, which is growth-oriented with the ultimate goal of fulfilling potential and self-realization, is referred to as eudaimonic (McLellan & Steward, 2015; Steinmayr et al., 2018). On the other hand, the static concept, which focuses on the stability of well-being through the fulfillment of certain conditions or the avoidance of negative conditions, is referred to as hedonistic (Evans et al., 2018). Many studies using the term school well-being refer to child well-being in their activities within the school environment (Losada-Puente et al., 2022). Childhood is more frequently studied using a hedonic approach through self-reports based on their experiences in school (Blaskova & McLellan, 2018; Tian et al., 2014, 2016). This subjective well-being is based on their perceptions derived from experiences that lead to expectations of individual development while at school, which is an aspect of psychological well-being (Svane et al., 2019). Through this research pattern, the concept of well-being in schools is understood as a combination of emotional stability that leads to individual development.

Theoretically, the main models in school well-being are rooted in theories proposed by Diener (1984) known as general subjective well-being, which have been utilized by Tian et al. (2014, 2016), Alfaro et al. (2016) and Chen et al. (2020); and psychological well-being by Ryff (1989) used by Burke & Minton, (2019) and McLellan & Steward (2015). Currently, the school well-being models in use have evolved to harmonize these foundational theories with the well-known school well-being model by Konu & Rimpela (2002) that used by Faizah et al., (2020) and Hasanah & Sutopo (2020); the PERMA model proposed by Seligman (2011) as used by Kern et al., (2015) and Burke & Minton (2019). Both concepts by Konu & Rimpela (2002) and Seligman (2011) have dimensions that are interrelated.

Research on school well-being is predominantly conducted empirically with two main objectives: the measurement of well-being, either through instrument development (Alfaro et al., 2016; Goldberg et al., 2019; Gregory et al., 2019) or longitudinal studies (Gregory et al., 2021; Liu et al., 2016; Stasulane, 2017) and cross-sectional studies (Blaskova & McLellan, 2018; Satıcı, 2020; Tian et al., 2013) aimed at comprehending the association of well-being and other variables. Elementary and secondary school students are the main targets in many longitudinal studies and instrument development (McLellan & Steward, 2015; Pietarinen et al., 2014; Stasulane, 2017). In contrast, well-being research using broader methods and designs often examines the relationships and impacts on variables such as student achievement, motivation, and behavior (Chen et al., 2020; Pietarinen et al., 2014; Su et al., 2021). These studies employ both quantitative and qualitative approaches to obtain more in-depth insights. Cross-sectional studies on well-being involve a

diverse range of participants, including students, family members, school principals, and teachers (Briggs et al., 2010; Thomas et al., 2016; Zhang, 2016).

### **2.1.2 Reciprocal Relations of Well-Being**

Research related to the influence of attachment or emotional bonding on well-being has been extensively conducted. This is based on the impact of attachment that affects individuals socio-emotional from infancy into adulthood (Berry et al., 2023). The relationship between attachment and well-being, as conducted by Patty & Braungart-Rieker (2022), simply assesses 20-month-old infants longitudinally, examining how toddlers feel comfortable when playing and how it is linked to the type of attachment the child experiences. Although the common studies on well-being is conducted at higher ages, such as adolescence and adulthood, some studies, like those Marrero-Quevedo et al. (2019) and Sagone et al. (2023) suggest that attachment plays a role in well-being in adulthood, particularly above the age of 20. The understanding of well-being is generally based on eudaimonic aspects or is related to psychological well-being.

Studies are conducted by attempting to examine intrinsic variables that influence the state of students' well-being in school, such as mindfulness, personal beliefs, emotional and cognitive engagement, and self-esteem, student achievement, behavior (Donat et al., 2016; Holfve-Sabel, 2014; Pietarinen et al., 2014). The role of mindfulness is utilized by Calvo et al., (2022) and Lestari, (2023) in mediating well-being in adolescents. Social well-being also becomes a consideration for scholars to examine the impact of the ecological environment of students on their well-being. However, ecological factors are often viewed narrowly, often only considering student-to-student and teacher-student

relationships (Aulia, 2018; Holfve-Sabel, 2014). Parental involvement, as suggested by Hoferichter et al. (2021) allows for a more comprehensive ecological concept by examining the roles of parents, teachers, and peers in parallel. This approach overlooks the complexity of social interaction relationships influenced and shaped by attachment through parents as the initial attachment, decreasing during adolescence, and changing patterns with peers and teachers in the school context (Berry et al., 2023; Riley, 2010).

The availability of literature in Indonesia related to school well-being often uses the model developed by Konu & Rimpela (2002) which considers the influence of the surroundings on the welfare framework built by Allardt's (Hasanah & Sutopo, 2020; Wahidah & Royanto, 2019). Moreover, the concept of happiness is also widely used and is known as subjective well-being (Tian et al., 2014). Various Indonesian studies on school well-being utilize assessments that depend on measures drawn using the Konu and Rampela (2002) model (Faizah et al., 2020; Muhid & Ferdiyanto, 2020). The Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS) is another tool used to measure the well-being of students in schools.

Most research on school well-being has concentrated on the secondary school level, whether at the Senior or Junior secondary level (Faizah et al., 2020; Hasanah & Sutopo, 2020; Wahidah & Royanto, 2019). This indicates that most studies are conducted with adolescent participants in the school context. Unfortunately, in Indonesia, most research is conducted on the island of Java (Faizah et al., 2020; Lathifah et al., 2021). Therefore, perspectives from regions in

Indonesia outside of Java, such as Nusa Tenggara, Sumatra, Borneo, Sulawesi, and Papua, need to be considered to complement the well-being literature in Indonesia.

The involvement of parents in the relationship between individuals and the social environment is something that influences the well-being of students (Asher & Weeks, 2012). Research through a more complex social-ecological interaction perspective acknowledges the limited exploration of the differing positions of parent, teacher, and peer emotional bonds in association of attachment and student well-being. It is essential to recognize that the position of parent attachment is established since infancy but undergoes a shift as the child matures. The role of parents as creators of security is replaced by teachers and peers. The initial bonds with parents influence the relationship between individuals and their peers and teachers, serving as variables that affect students' well-being in school. Therefore, this study aims to fill the gap related to the concept of attachment viewed from a social-ecological standpoint in schools, examining the roles held by parent, peer, and teacher attachments.

Based on the literature, it has been found that attachment affects well-being. However, few studies consider the position that parents are not directly involved at school, whereas teachers and peers are the components that interact directly with individuals in the school setting. Still there is no that differentiate position of peers and teacher attachment on the relationship between parents attachment and students well-being. This research brings a novelty by integrating an ecological perspective that considers the differing positions of interactions between parents, peers, and teachers in relation to well-being. Additionally, this research brings a new

perspective to well-being studies in Indonesia by choosing the city of Mataram, which is notably outside the island of Java.

## **2.2 Theoretical Framework**

### **2.2.1 Attachment**

Attachment is defined based on John Bowlby's explanation as the initial conceptualizer of attachment theory (Lestari, 2023). The term "attachment" has come to be defined as the connection that fulfills the needs for creating protection and comfort. Bowlby's initial concept was related to understanding the psychological condition of humans at birth or early age, the separation from the mother, and its influence on subsequent developmental stages such as adolescence and adulthood (Mikulincer & Shaver, 2020). The closer the bond between a child and their parents, the more secure and happy the child is likely to be (Berry et al., 2023). This bond occurs between an individual and their attachment figure during infancy through the need for direct skin contact and evolves during early childhood with sufficient visual contact.

#### **2.2.1.1 Types of Attachment**

In its early development, the attachment figure is seen viewed as "safe haven," signifying the physical distance that makes the child feel comfortable, and a "secure base" as a pattern of interaction that builds confidence because the child knows there is a sheltered place that supports their exploration (Berry et al., 2023). In 1978, Ainsworth and her colleagues introduced fundamental ideas and evaluation techniques, enabling thorough examination, improvement, and the theory's continuous growth for over four decades (Berry et al., 2023). There are four types

of attachment in development, namely secure attachment, insecure-avoidant attachment, insecure-ambivalent attachment, and disorganized attachment, as developed by Main and Solomon (Berry et al., 2023; Duschinsky, 2015; Reisz et al., 2018).

Secure attachment involves a consistent and sensitive response to an infant's distress, which is a defining pattern (Berry et al., 2023). A caregiver that's continuously available and responsive towards needs of the infant creates a secure attachment. The pattern associated with this type is that the caregiver offers comfort to the infant without being overwhelmed by the child's distress. This reliable and sensitive caregiving teaches the child that their parent is trustworthy, their feelings are important, and they matter (Gibson, 2020). Behaviourally, infants with secure attachment exhibit a specific set of actions. When the caregiver leaves the room, these babies may cry as their attachment behavior is activated (Rosmalen et al., 2014). However, upon the caregiver's return and the offering of comfort, these infants are quickly soothed, providing the child with an opportunity to play and engage in exploration (Berry et al., 2023). This cycle reinforces the child's confidence in their caregiver and allows for a healthy balance between seeking support and exploring the environment.

The second type is insecure-avoidant attachment, which focuses on infants consistently facing dismissal of their distress signals. When a child experiences distress and attempts to express it, but the caregiver does not provide assistance, the child internalizes a belief in self-reliance as the primary approach to overcoming challenges, with emotions holding little importance (Berry et al., 2023). Minimal interaction between the attachment figure and the child fosters an environment

where the child learns that crying or expressing distress is futile since no one appears to take notice or care (Rosmalen et al., 2014). As a result, Observable behaviors include a lack of responsiveness when the caregiver exits the room, as the infants display minimal signs of distress (Gibson, 2020). These children typically disregard their mothers, especially in situations of heightened stress, such as encounters with strangers (Berry et al., 2023; Gibson, 2020).

Individuals with an insecure ambivalent attachment pattern often experience a fluctuating sense of security in their relationships. The inconsistent presence of a caregiver is a primary cause of insecure attachment (Berry et al., 2023). When a child seeks protection but does not receive it from their caregiver, they learn not to expect such protection while still remaining open to comfort if the caregiver becomes available (Rosmalen et al., 2014). Infants with this type of attachment tend to cling to their caregiver even when the caregiver is present, due to a fear of separation and the consequent difficulty in attaining happiness. Consequently, children with this attachment style exhibit behaviors that resist separation, such as kicking, rejecting toys, and turning away, in an effort to maintain attachment with their caregiver (Berry et al., 2023).

Bowlby's basic theory was developed by Mary Main with her colleagues in reshaping the attachment theory. They came up with the concept of disorganized attachment, or what is also called type D (Reisz et al., 2018). In disorganized attachment, the central idea proposed is that the parents, who are supposed to provide a sense of comfort, instead evoke fear and can even be a source of trauma for the child (Berry et al., 2023). Infants exhibiting this type of attachment display

behaviors of rejecting the parents, attempting to distance themselves, and showing discomfort in the presence of their parents.

### **2.2.1.2 Attachment Outcome on Adolescent**

Attachment patterns are linked to crucial developmental stages, influencing children as they begin school, form new connections, and gain autonomy (Delgado et al., 2022). The attachment patterns that emerge as children mature may evolve, sparking debate over whether early-formed patterns can change and adapt to new environments (Theisen et al., 2018). External influences, such as teachers, can help alter an individual's attachment patterns. The attachment patterns established will impact the child's interaction patterns in subsequent developmental stages, such as middle childhood and adolescence (Beckh & Becker-Stoll, 2016). These patterns can also change with the mediation of other attachment figures during these periods.

Boldt et al. (2016) discovered that children often exhibit more avoidance in their interactions with fathers and more ambivalence or disorganization in their interactions with mothers. This may be indicative of increased emotional expressiveness in connections between mothers and their children. These results lend to the idea during childhood, individuals develop various internal working models of relationships. Consistent with expectations, a track record of responsive care from parents significantly influenced whether attachment patterns leaned towards being generally secure or insecure. Children who experienced higher accumulation insecurity types during their childhood stages were vulnerable to behaviour issues and demonstrated reduced openness to parental values.

Securely attached individuals are more inclined to build cooperative and harmonious connections with parents. They also demonstrate better social skills

among peers, experience reduced conflict with peers, feel less loneliness, and excel at establishing and seeking support from social networks (Thompson, 2015). The dynamics between parents or caregivers and children undergo transformations in adolescence, presenting possibilities for the reassessment and development of attachment experiences (Lestari, 2023). For instance, this period may involve encountering new levels of intimacy in friendships and romantic relationships (Santrock, 2016).

For numerous young people, adolescence can be a period marked by considerable turbulence and upheaval. Erikson (1998) proposed that this phase is marked by a tension between 'identity vs identity confusion,' involving the transition from perceiving oneself as a 'child' to contemplating entry into the adult world. This period encompasses various challenges and opportunities for young individuals. It brings about a sense of increasing freedom, a departure from family rules, and experimentation, accompanied by anxieties and concerns about friendships, education, interests, skills, and more. In accordance with attachment theory, adolescents require a sense of safety and security to explore, learn about themselves, and develop their identity (Berry et al., 2023). While teenagers are a fluctiative period in term of human development since laden with numerous challenges and potential dangers. There is a situation in which young individuals refrained from exploring new experiences due to concerns about their well-being or became ensnared in their parents' disputes.

### **2.2.1.3 School Attachment - Ecological Perspectives**

The application of attachment theory is crucial in shaping the structure and operation of health, social care, and educational institutions. This theory

underscores essential ideas like trust, safety, and support as essential foundations for venturing into the broader world. Educational institutions, with their capacity to offer protective elements like academic achievement, intelligence, and positive teacher-child interactions, play a pivotal role in this regard (Treisman, 2016). Notably, the significant time children spend in school underscores the considerable impact that the education system can have on tackling the social and development issue on students (Treisman, 2016).

Seeing from the other theoretical frameworks, such as Bronfenbrenner's ecological systems theory and self-determination theory, it is evident that to acknowledge the significance of adult caregivers in fostering optimal child development through their support and attachment (Sabol & Pianta, 2012). On a micro scale, pupils typically form connections primarily with their caregivers within the home, and they interact with both friends and teachers both within and outside the school setting. In addition, at the meso-level, there are reciprocal interactions among parents, teachers, and peers (Łukasik, 2021; Zaatari & Maalouf, 2022).

There has been ongoing debate on whether individuals other than parents can be considered attachment figures. The initial premise is that children are capable of forming attachments with significant individuals, and given the substantial time spent with them, teachers and peers can play crucial roles in fulfilling this attachment function (Riley, 2010).

#### **2.2.1.3.1. Teacher-student Relationship**

The connection of teachers with their pupils demonstrates parallels commonalities with the parent-child relationship or attachment. Frequently the

teacher serves as secure base, a reliable and stable presence that children seek for safety during difficult moments, or the educator can serve as an element of assistance that empowers students to navigate and connect to their social environment. A secure teacher-student relationship is characterized by the student's trust in the teacher, and the teacher having a good understanding of the student's emotions and needs (Berry et al., 2023). Adolescents whose experienced interpersonal trauma during their developmental progress may face behavioral and emotional difficulties that show up in school environments (Frieze, 2015). These challenges may involve impulsivity, heightened alertness to threats, aggressive outbursts, low motivation, and challenges in forming relationships (Berg, 2017). Despite these challenge, it is important for the student to feel secure in seeking assistance from the teacher, who should be capable of offering the necessary support (Berry et al., 2023; Hoferichter et al., 2021). The strong attachment that certain students have with their teacher, viewing them as an important figure in their life, is reciprocated by the teacher as well (Riley, 2010).

However, it cannot entirely equate the concepts of teacher attachment and parent attachment because the relationship with the teacher does not meet the criteria to be classified as attachment. Teachers play an alternative role, involving dynamics of interactions related to care, instruction, and discipline, in addition to the emotional attachment built in school (Verschueren & Koomen, 2012). According to Schuengel (2012), The uncertainty persists regarding whether teachers hold an exclusive spot in the structure of attachment figures. Nevertheless, the child's bond with the educator in school includes elements of attachment, since the teacher becomes the main source of support, promotes social

interaction, and helps with emotional regulation (Beckh & Becker-Stoll, 2016). Based on consideration of urgency of teacher attachment, Schuengel contends that the bond is significant enough to influence the students' development. Therefore, it must be recognized as a distinct aspect of growth and improvement.

#### **2.2.1.3.2. Peers Attachment**

The examined research indicates the impact attachment types to how adolescents engage with their friends (Delgado et al., 2022). Those adolescents identified as having secure attachment in the studies grew up in an society characterized by parental warmth, autonomy, and problem-solving skills (Furman & Rose, 2015). It was noted that these adolescents have internalized positive interaction patterns, gaining the abilities needed to form friendships rooted in intimacy, closeness, effective communication, and ease in exploring and interacting with peers.

During adolescence, There is a notable increase in closeness and familiarity among individuals of the same age group, with peers becoming the primary individuals of role model (Santrock, 2017). Adolescents characterized by secure attachment experience the development of intimacy, enabling students to express thoughts and emotions securely. Students learn social ability that facilitate smooth conversations grounded in assertiveness, equipping them with the ability to navigate challenges that may arise in interactions (Delgado et al., 2022). Furthermore, individuals with secure attachment are more open to seeking and receiving support from friends during times of need (Feeney et al., 2008).

Contrastingly, adolescents with insecure attachment exhibit lower abilities to form connections with their peers, facing challenges in establishing friendships

rooted in intimacy and effective communication (Feeney et al., 2008). Those with ambivalent attachment tendencies demonstrate a lack of proficiency in resolving conflicts cooperatively with a best friend, displaying elevated levels of hostility and social anxiety (Feeney et al., 2008). Adolescents who have unstable attachments have strong and contrasting emotional responses in their intimate connections. This behavioral tendency entails an increased reluctance towards unfavourable peer behavior and, at the same time, an enhanced tendency towards peer approval. On the other hand, teenagers who have avoidant attachment styles do not consider intimate relationships to be important and view themselves as emotionally self-sufficient. They tend to be hesitant to share their thoughts or emotions with others (Feeney et al., 2008). Students with avoidant attachment show anxiety regarding potential emotional injury when placing confidence in others and maintain minimal expectations for the elements of friendship, including communication, trust, closeness, and emotional support.

### **2.2.2 Well-being**

Well-being is an emerging phenomenon that is commonly understood with the state happiness and enjoyment in life (Moç, 2023). The existence of various dimension in well-being results in variations in the understanding of meaning (Aulia et al., 2020; Graham et al., 2017). Positive psychology has promoted the notion of well-being, redirecting study interest from studying negative aspects such as pathology or behavioral issues (Briggs et al., 2010; McLellan & Steward, 2015; Renshaw et al., 2015). Well-being relates with emotions of joy, performance, and self-fulfilment, in accordance with the Aristotle's idea of a fulfilling life (Bamonti et al., 2014; Graham et al., 2017).

Two overarching perspectives exist within the realm of well-being: (1) the hedonic perspective, which considers well-being in terms of pleasure and being free of negative emotions, and (2) the eudaimonic approach, which describes well-being as self-realization, and attainment of one's full potential (Blaskova & McLellan, 2018; Goldberg et al., 2019; Stasulane, 2017; Steinmayr et al., 2018). In the context of human development, well-being can be defined to be experiencing positive emotions as well as having an ability to perform tasks efficiently (Huppert, 2009). The integration of hedonic and eudaimonic elements are commonly known as integrative, encompassing the holistic features of well-being (Hossain et al., 2023; Moç, 2023).

The model of well-being, including children and school contexts, has developed rapidly in recent years. The elements that emerge in the well-being of children and adolescents include connection with adults, a sense of belonging, positive self-worth, and opportunities to take on responsibilities, as well as participation in decision-making (Graham et al., 2017). However, significant amount of well-being study has continued to focus on dimensions which are do not fully embrace these broader dimensions of well-being, thus insufficiently capture the subjective and relational aspects (GEM Report UNESCO, 2007).

#### **2.2.2.1 Well-Being Models**

Global perspective, there is a growing awareness of concerns related to the well-being of children and youth (Losada-Puente et al., 2022; Stasulane, 2017). lacks a recognized comprehensive regulation in Indonesia that educational institutions may comply with. Nevertheless, numerous programs and intervention measures are currently being implemented to promote well-being in schools,

targeting both student and teacher well-being (Alwi & Fakhri, 2022; Aulia et al., 2020). As an initial awareness, interventions in schools contribute to global-level changes. The well-being whole school approach serves as a collective concern at the school level, emphasizing the importance of well-being, which can potentially prevent mental health issues in the future (Gunawardena et al., 2023).

The existing definitions of well-being are derived from many theories put out by scholars including Deci and Ryan (2001), Diener (1984), Keyes (2006), Ryff (1989), and their colleagues. The models they create accurately represent well-being, either in a general sense or in psychological dimensions. Some scholars like Tian (2008), Seligman (2011), dan Konu & Rimpelä (2002), eventually developed these general models specifically for the educational context, targeting students, teachers, or other school components.

Subjective well-being (SWB), which is a hedonistic paradigm of well-being introduced by Diener in 1984, has been adapted by Tian for use in the context of school well-being (Tian, 2008). SWB holds significant importance in individuals' aspect of life and might be seen as a measure of advancement of a society (Voukelatou et al., 2021). Diener proposed a three framework for wellness, which includes frequent positive emotions, negative emotions, and life satisfaction (Chen et al., 2020). Diener introduced a three-part model for subjective well-being, which includes stability presence of positive emotions, rare experience of negative emotions, and cognitive evaluations pertaining to individuals' opinions of their life and overall satisfaction (Tian et al., 2016). One of the basic concepts is that social influences SWB, which makes this aspect necessary to prioritize interpersonal

relations between components of the school community in order to realize inclusive and comfortable education (Tian et al., 2014).

Ryff's concept is founded on a eudaimonic beliefs that specifically emphasises psychological well-being. The six main dimension it highlights are self-acceptance, personal growth, purpose in life, environmental mastery, autonomy, and positive relationships (Losada-Puente et al., 2022). The dimensions are fundamental components that establish the basis for an evaluation of an people mental well-being and overall satisfaction with life. Ryff's conceptual framework, rooted in a comprehensive comprehension of the eudaimonic perspective, provides a systematic and theoretically grounded approach to examining many factors that contribute to the satisfaction of human experience.

By assessing subjective well-being, beneficial to get crucial information regarding the influence pupils' pleasure and satisfaction (Losada-Puente et al., 2022). The fundamental psychological necessities encompass the capacity to proficiently traverse the surroundings (competency), cultivating a feeling of belonging with the educational institution and its constituents (relationships), and possessing the liberty to deliberately support one's actions (autonomy) (Kiuru et al., 2020). Exploring these fundamental psychological characteristics within the conceptual framework enhances our comprehension of the variables that support ideal psychological functioning as well as subjective well-being in educational environments (Tian et al., 2014, 2016).

#### **2.2.2.2 School Well-Being**

Well-being encompasses the psychological, cognitive, social, and physical functioning of pupils, as well as the skills necessary for a content and satisfying life

(Łukasik, 2021). In evolution of the subjective well-being (SWB), idea of school well-being, introduced by Tian (2008) and further elaborated by her collaborators, has emerged. Drawing inspiration from Diener's framework for adults, the school well-being model by Tian differentiates the cognitive dimension or “school satisfaction” and the affective dimension as “positive experiences within the institution and the absence of negative emotions” (Losada-Puente et al., 2022). Includes aspects associated like the surroundings include peer relationships, teachers' attitudes, and caregiver participation, along with individual differences like students' academic accomplishments and behavioral engagement (Tian et al., 2014).

Conversely, theories or models of school well-being often do not directly incorporate the psychological approach. However, most contemporary school well-being models have begun to integrate with the subjective indicators (Losada-Puente et al., 2022). The integration between the two psychological and subjective aspects is a concept called the integrative view. Well-being frameworks that are adapted for the school environment are often looked at from an integrative view because the focus is not only on well-being but students' well-being so that the aspects looked at must be holistic and integrative between psychology and the subjective. The PERMA and School well-being concepts by Konu are examples of the well-being concept in education, both of which use an integrative view.

The example of eudaimonic view in well-being is framework by Seligman's (2011), which is characterize on four indicator “Engagement, Positive Relationships, Meaning, and Accomplishments/Achievements” (Burke & Minton, 2019). Hedonistic indicators in this research can be seen through the positive

emotion dimension. The social well-being part can be seen from the engagement dimension which describes the individual's participation in the classroom context and describes the relationship between students and their school community. Apart from that, the psychological aspect of well-being can be seen from the meaning dimension which is close to self-actualization. In line with this, the achievement dimension is also related to the psychology of well-being which is described by personal development and goals.

The idea offered by Konu et al. (2002) provides a deep understanding of welfare in a school environment, with 4 fundamental elements. The model proposed by Konu et al. (2002) encompasses 4 categories of well-being: "school conditions and social relationships" (which encompasses subjective aspects of well-being), "self-fulfillment" (which focuses on psychological well-being), and "health". This highlights the significance of the educational setting to concern on fostering connections, personal growth, and physical well-being in order to achieving good well-being (Losada-Puente et al., 2022). The approach offers a thorough perspective on the whole condition of students' well-being, emphasising the interrelatedness of subjective experiences, psychological elements, and health within the educational setting.

### **2.2.2.3 School Well-being in Indonesia**

Well-being encompasses a broad scope, thus study in this discipline is typically conducted under the disciplines of psychology, sociology, and health. Specifically referring to the term "students' well-being," the literature in Indonesia is still very limited in identifying itself explicitly as well-being research. The concept of school well-being by Konu & Rimpela (2002) serves as a commonly

used framework to cover the diverse dimensions of school well-being. This framework attempts to accommodate well-being from a psychological perspective within the educational context, influenced by sociological perspectives.

There are only a few studies that specifically address school well-being in Indonesia using a multidimensional concept. Some of the research conducted is based on the school well-being concept by Konu and Rimpela (2002, as cited in Faizah et al., 2020; Muhid & Ferdiyanto, 2020) or the concept of subjective school well-being by Tian et al. (2014 as cited in Alwi et al., 2020). This has led to limited development of school well-being instruments in Indonesia. Several Indonesian studies on school well-being utilize assessments derived from the Konu and Rimpela (2002 as cited in Faizah et al., 2020; Hasanah & Sutopo, 2020; Muhid & Ferdiyanto, 2020; Wahidah & Royanto, 2019). The development of instrument not only using statistical analysis but also Rasch model analysis to validate the Konu & Rimpela's (2002) instrument (Hermansyah et al., 2024). The Brief Adolescents' Subjective Well-Being in School Scale (BASWBSS) is another tool used to measure the well-being of students in schools. It evaluates various factors, including school satisfaction and affect, based on Diener's theory (Alwi & Fakhri, 2022).

However, when we delve into research on dimensions related to well-being, numerous studies have been conducted under educational and psychological disciplines. Researchers have used terms such as school satisfaction (Rafikasari, 2021), students' happiness (Bahrodin et al., 2020; Kurniawan et al., 2021), and self-actualization (Ayunanda, 2024; Ogutu & Khasakhala, 2023). Each of these terms refers to different aspects within the scope of students' well-being, highlighting the complexity and various factors influencing it. Additionally, one unique value in

Indonesia is the dimension of spiritual well-being, particularly within faith-based education (Kurniawati, 2022; Muhjab, 2021). Spirituality has long been considered an influential aspect of individuals' quality of life (Tumanggor, 2019).

The Indonesian government employs various approaches to addressing well-being. Each ministry involved in educational intervention has its own programs to ensure quality educational outcomes. The counseling guidance program, initiated by the Ministry of Education, provides psychosocial support to students (Kamaluddin, 2011). Additionally, the Ministry of Women's Empowerment and Child Protection offers a child-friendly school program to create a comfortable learning environment for children (Agustina, 2019). Collaborative programs are also implemented by the Ministries of Health and Education to establish school health units aimed at maintaining students' health status (Herwansyah et al., 2018). The welfare dimension has been represented in the programs created by the government.

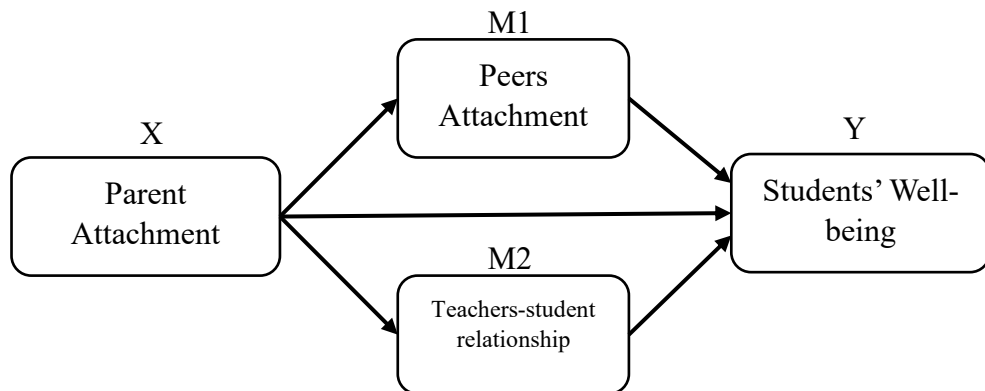
### **2.3 Conceptual Framework**

In examining the association between attachment and students' well-being, the main framework used in this research is the school well-being model proposed by Konu & Rimpela (2002), which encompasses comprehensive concepts. Through the framework built by Konu & Rimpela (2002), the crucial components supporting the research hypothesis include attachment to home, social aspects, including eudaimonic and hedonic aspects of well-being.

The root of the school well-being concept by Konu and Rimpela is Allardt's well-being concept (Łukasik, 2021). Konu & Rimpela (2002) expanded upon this by developing aspects such as the surrounding community and home as influential

factors in school well-being. One indicator of social relationships proposed is teacher-student relationships and peer relationships, which are part of attachment. In the ecological theory perspective, students are surrounded by micro and meso systems. The microsystem is the space where students interact intensively, including peers and teachers. This is a variable that connects with the emotional attachment built at home since childhood because there is a change in interaction patterns at school. Students may not form attachments directly with parents but rather intensively with teachers and peers, influencing the students' well-being at school.

**Figure 2. 1**  
*Conceptual Framework Attachment on Students Well-being*



The conceptual framework in Figure 2.1 does not indicate causation; rather, it maps variables that appear to be related to one another to establish empirically proven order (Hayes & Little, 2018). The model is built on the principle of simple mediation with multiple mediators. This modeling logic posits that variable X is related to variable Y, but this relationship can occur directly or indirectly. Indirect relationships require the role of mediating or intervening variables.

In this study, social interactions are interpreted as the emotional bonds individuals form with their environment. This statement forms the basis for the modeling in this research. The conceptual framework hypothesizes that parent attachment, mediated by peer and teacher attachment in parallel, will influence students' well-being. From an early age, attachment to parents is established and serves as the foundation for a child to build their identity. However, in school, the position of parents is not always directly connected to the child, leading to a shift in attachment patterns from parents to peers and teachers, based on the ecological perspective on students' well-being in school. Peer and teacher attachment variables act as mediators, considering their roles as part of the microsystem for students in school. Therefore, the role of parent attachment on students' well-being is mediated by peer attachment and teacher-student relationships.

## **2.4 Hypothesis**

The hypotheses outlined in this study are designed to systematically explore the factors influencing students' well-being in Mataram. These hypotheses establish the foundation for examining relationships between independent variables and students' well-being, as well as the potential mediating effects of peers' attachment and teacher-student relationships. The hypothesis only applied to the second and third research questions. For the second and third research question, there are five hypotheses as follows:

H<sub>01</sub>: There is no significant relationship between parents' attachment and peers attachment in Mataram.

H<sub>02</sub>: There is no significant relationship between parents' attachment and teacher-student relationship in Mataram.

H<sub>03</sub>: There is no significant relationship between parents attachment and students' well-being in Mataram.

H<sub>04</sub>: There is no significant relationship between peers' attachment and students' well-being in Mataram.

H<sub>05</sub>: There is no significant relationship between teacher-student relationship and students' well-being in Mataram.

H<sub>a1</sub>: There is significant relationship between parents' attachment and peers attachment in Mataram.

H<sub>a2</sub>: There is significant relationship between parents' attachment and teacher-student relationship in Mataram.

H<sub>a3</sub>: There is significant relationship between parents attachment and students' well-being in Mataram.

H<sub>a4</sub>: There is significant relationship between peers' attachment and students' well-being in Mataram.

H<sub>a5</sub>: There is significant relationship between teacher-student relationship and students' well-being in Mataram.

For the fourth research question there are three hypotheses as follows:

H<sub>06</sub>: There is no mediated effect of peers attachment on relationship between parents' attachment and students well-being in Mataram.

H<sub>07</sub>: There is no mediated effect of teacher-student relationship on relationship between parents' attachment and students well-being in Mataram.

H<sub>0</sub>8: There is no mediated effect of peers attachment and teacher-student relationship on relationship between parents' attachment and students well-being in Mataram.

H<sub>a</sub>6: There is mediated effect of peers attachment on relationship between parents' attachment and students well-being in Mataram.

H<sub>a</sub>7: There is mediated effect of teacher-student relationship on relationship between parents' attachment and students well-being in Mataram.

H<sub>a</sub>8: There is mediated effect of peers attachment and teacher-student relationship on relationship between parents' attachment and students well-being in Mataram.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

This chapter provides a detailed explanation of the systematic implementation of the research, beginning with the paradigm and research design used. Additionally, this chapter covers the participant selection process and the participants' demographic data. This is followed by the data collection techniques, including the data collection methods, instruments used, instrument testing, and ethical issues considered. Lastly, the chapter explains the data analysis process used to address each research question.

#### **3.1 Research Paradigm**

This research is grounded in the positivist paradigm, aiming to provide objective and systematic outcomes in understanding phenomena. This paradigm seeks to validate hypotheses typically involving scientific and statistical methods, yielding generalizable results (Mack, 2010). The study posits that human behavior and traits can be objectively measured and analyzed using statistical methods through a deductive process, where hypotheses are formulated based on existing theories and tested using empirical evidence. The researcher's position here is as an observer of social phenomena and does not use biased interpretations in the analysis.

#### **3.2 Research Design**

This research employs a quantitative approach with a non-experimental design. The quantitative approach is a research methodology that largely relies on

the collecting of quantitative data (Johnson & Christensen, 2017). Furthermore, a non-experimental design is characterized by the absence of manipulation of the independent variable and the lack of random assignment to groups (Johnson & Christensen, 2017). This study seeks to clarify the connection between variables, and Creswell (2019) suggests that opting for a quantitative approach is fitting for achieving this research objective, as it aligns with the goal of elucidating the relationship between variables. Meanwhile, a non-experimental design is chosen because the researcher does not intervene with the participants.

### **3.3 Research Participant & Data Collection Method**

According to the basic education data (DAPODIK) from the Ministry of Education, the total population of high school students in Mataram City for the academic year 2023/2024 is 12,785 students, distributed across 36 schools and 6 sub-district in Mataram (Ministry of Education, 2023). In the data collection process, a sample is chosen using the multi-stage sampling method used for selecting the students and, the ratio is calculated based on the Cohen method. The stage or multi-stage sampling method is a technique for obtaining a sample in the development of the cluster sampling method (Cohen et al., 2018). The data collection process involves dividing the population into several stages that consist of clusters and researcher randomly selecting them based on those clusters (Brown, 2010). In the context of this research, there are three stages: (1) Mataram sub-districts, (2) schools, and (3) classes. There are a total of 6 clusters consisting of Mataram sub-districts in the first stage. All clusters are selected in this study with the consideration of avoiding differences in the quality of education that may lead to strata in each sub-districts. Despite using a zoning system designed to break down

strata in education, there are still issues in some areas related to differences in educational quality (Wahyuni, 2023). From the six sub-districts, one school selected in each sub-district. Then, within the class cluster, class selection done randomly by the school to determine which class were the research sample. In total, there was 6 schools involved in this study.

Sample is a set of cases selected from a broader population (Johnson & Christensen, 2017). Based on the recommendation of Cohen et al. (2018), sampling number calculation was calculated using the surveysystem.com with 95% confidence and 5% margin of error (interval). A probability sample of 373 students was used as participants in this research, selected from the whole population. Total 373 students divided into 6 schools or cluster that has been chosen. Estimated there were 63 students from each sampling schools. A total of 481 students participated in the data collection process, exceeding the planned number of participants.

This study sampled senior high school students consisting of classes 10 to 12. It aims to focus on adolescents who are at a critical developmental stage and a period of identity exploration, experiencing significant socio-emotional changes (Miller, 2016; Santrock, 2017). Understanding well-being at this stage provides an opportunity to improve individual well-being before they transition into adulthood. Classes 10 to 12 in senior high school are considered adolescents suitable for this study. Additionally, it could cover students at the junior high school level. However, due to time constraints, this research is narrowed down to the senior high school level only. Participant distribution data is displayed in the table 3.1.

**Table 3.1**

*Participants demographic data*

---

Characteristic	Description	Frequency (N=481)	Percentage	Mean & Std Dev
<i>Age</i>	15	17	3,5	17,06 (0,92)
	16	113	23,5	
	17	198	41,2	
	18	128	26,6	
	19	25	5,2	
<b>Gender</b>	Male	187	38,9	
	Female	294	61,1	
<b>Class</b>	10	112	23,3	
	11	136	28,3	
	12	233	48,4	
<b>School</b>	School A	21	4,4	
	School B	70	14,6	
	School C	55	11,4	
	School D	72	15,0	
	School E	80	16,6	
	School F	105	21,8	
	School G	78	16,2	

In practice, the data collection process was conducted offline and closely monitored. The schools that were sampled were provided with permission letters from the university and had obtained data collection permits through the regional government research body of West Nusa Tenggara. Data collection was carried out during break times so that students would still receive their right to education. Each student involved was supervised during the questionnaire filling process and was informed about the contents of the questionnaire they were filling out. At one school, the data collection took approximately 45 minutes. Each school completed the filling process on different days according to the appointments made with the school principals.

### **3.4 Research Instrument**

Three measuring instruments utilized in the study. Firstly, the Inventory Parent and Peers Attachment (IPPA) Questionnaire employed to assess parents' attachment and peers attachment, comprising two parts: parents' attachment and peers attachment. The parent attachment section consist of 25 items, while the peer attachment section consist of 25 items. IPPA is an instrument with a Likert scale to measure teenagers' perceptions of their parents and friends. The theoretical basis of this instrument is Bowlby's attachment theory which consists of three dimensions, namely trust, communication and alienation. At the beginning of its development, IPPA was used for children aged 16 to 20 years.

Another instrument that used is the Inventory Teacher-Student Relationship Scale (IT-SR), which measure the level of attachment students have to their teachers and include a total of 17 items. This instrument is an instrument from a student's perspective that analyzes the level of emotional closeness with their teacher at school. Just like other instruments, attachment theory is the foundation for its preparation, namely the dimensions of communication, trust and alienation. So this instrument can be paired with two other instrument attachments.

The Well-being Konu & Rimpela Questionnaire, adapted from Lathifah et al. (2021), also be employed to measure student well-being, with a total of 26 items in this instrument. Instruments used in this research using five scale likert as the measurement scale. The Konu & Rimpelä School Well-being Instrument is a tool designed to measure the overall well-being of students in school settings. It encompasses various dimensions that reflect the different aspects of a student's life at school, contributing to their overall well-being. The Konu & Rimpelä School

Well-being Instrument evaluates the adequacy of the school's physical environment (Having), the quality of social relationships (Loving), opportunities for personal growth (Being), and support for students' physical and mental health (Health Status).

The instrument structure for this research shown in table 3.1 below:

**Table 3.2**

*Research instrument*

<b>Variable</b>	<b>Total Items</b>	<b>Dimension</b>	<b>Favorable Items</b>	<b>Unfavorable Items</b>
<b>Parent Attachment (IPPA)</b>	25	Trust	1, 2, 4, 12, 13, 20, 21, 22	3, 9
		Communication	5, 7, 15, 16, 19, 24, 25	6, 14
		Alienation	8, 10, 11, 17, 18, 23	
<b>Peers Attachment (IPPA)</b>	25	Trust	6, 8, 12, 13, 14, 15, 19, 20, 21	5
		Communication	1, 2, 3, 7, 16, 17, 24, 25	
		Alienation	4, 9, 10, 11, 18, 22	
<b>Teacher-student relationship (ITSR)</b>	17	Trust	1, 2, 3, 7, 13	
		Communication	4, 8, 9, 10, 11, 12, 15, 17	
		Alienation	5, 6, 14, 16	
<b>School Well-being</b>	26	Having	8, 13, 18, 23	5, 15
		Loving	4, 7, 12, 17, 19, 22, 24	9,
		Being	1, 6, 11, 14, 16, 20, 25	
		Health	3, 21	2, 10, 15, 26

After obtaining permission from the regional research authority, an introductory letter for the research was delivered to the schools. Upon receiving approval, data collection was conducted offline using paper questionnaires. Students were given approximately 30 minutes to complete the questionnaire. Once

finished, the researcher performed an on-site screening process to prevent missing item values. The researcher confirmed the reasons for any unanswered questions, determining whether it was due to unwillingness or oversight. If the omission was due to participant carelessness, additional time was provided to fill in the blank responses.

### 3.5 Pilot Testing

In assessing the validity and reliability tests, face-validity and pilot testing conducted. Academic advisor checked the item of the instrument before pilot testing. Also there were a group of students that checked the instrument to find misconception, difficult terms, or any difficulties on answering the instrument. After that pilot testing tested for validity and reliability. Pilot testing is a small-scale trial of the actual research to obtain more precise results that align with the demographic background of the participants (Roni et al., 2020). The validity assessed using the Pearson moment correlation test, and reliability evaluated using the alpha-Cronbach test. The results of the trial adjusted to the conditions of the research participants.

The pilot testing process was conducted once for each instrument. However, the implementation of pilot testing was divided into two stages: pilot testing for the well-being instrument and pilot testing for the attachment instrument. The results of the pilot testing shown in table 3.3 – 3.6 and validity & reliability tests are shown in the 3.7 – 3.10.

**Table 3.3**

*Parent attachment (IPPA) instrument pilot test result*

<b>Parent Attachment (IPPA) (n = 75)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (α)</b>

1	0,000	Valid	14	0,954	Invalid	0.541
2	0,000	Valid	15	0,000	Valid	
3	0,001	Valid	16	0,000	Valid	
4	0,000	Valid	17	0,001	Valid	
5	0,000	Valid	18	0,000	Valid	
6	0,021	Valid	19	0,000	Valid	
7	0,000	Valid	20	0,000	Valid	
8	0,076	Invalid	21	0,000	Valid	
9	0,680	Invalid	22	0,000	Valid	
10	0,002	Valid	23	0,001	Valid	
11	0,182	Invalid	24	0,000	Valid	
12	0,000	Valid	25	0,000	Valid	
13	0,000	Valid				

The validity criteria for each item in this variable are a p-value  $< 0.05$  and a Cronbach's alpha  $> 0.700$  (Sumintono, 2015). In the Parent Attachment instrument, the items that were not valid are item numbers 8 ( $p = 0.076$ ), 9 ( $p = 0.680$ ), and 11 ( $p = 0.182$ ). Item number 8 previously read, “Talking over my problems with my parents makes me feel ashamed or foolish” and was revised to “I feel embarrassed to talk about my problems with my parents.” Item number 9 initially read, “My parents expect too much from me” and was revised to “My parents have expectations that are too high for me.” Additionally, item number 10, which initially read, “I get upset easily around my parents,” was revised to “I get angry and upset easily around my parents.” Thus, out of the 25 items tested, 21 items were deemed valid.

**Table 3.4**

*Peers attachment (IPPA) instrument pilot test result*

<b>Peers Attachment (IPPA) (n=75)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	14	0,000	Valid	.701
2	0,000	Valid	15	0,000	Valid	
3	0,000	Valid	16	0,000	Valid	
4	0,302	Invalid	17	0,000	Valid	

5	0,438	Invalid	18	0,946	Invalid
6	0,000	Valid	19	0,000	Valid
7	0,000	Valid	20	0,000	Valid
8	0,000	Valid	21	0,000	Valid
9	0,000	Valid	22	0,624	Invalid
10	0,033	Valid	23	0,461	Invalid
11	0,070	Invalid	24	0,000	Valid
12	0,000	Valid	25	0,000	Valid
13	0,000	Valid			

---

For the Peers Attachment instrument, items that were not valid are item numbers 4 ( $p = 0,302$ ), 5 ( $p = 0.438$ ), 9 ( $p = 0.302$ ), 11 ( $p = 0.070$ ), 18 ( $p = 0.946$ ), 22 ( $p = 0.624$ ) and 23 ( $p=0.461$ ). Item no 5 in dimension of trust initially “Talking over my problems with friends makes me feel ashamed or foolish” revised to “I feel embarrassed to talk about my problems to friends”. Items number 4, 9, 11, 18, and 22 come from the Alienation dimension. With total 6 item was refined while the others were 19 valid, from total 25 items.

**Table 3.5***Teacher-student relationship (IT-SR) instrument pilot test result*

<b>Teacher-student relationship (IT-SR) (n=75)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	10	0,000	Valid	.830
2	0,000	Valid	11	0,000	Valid	
3	0,000	Valid	12	0,000	Valid	
4	0,000	Valid	13	0,000	Valid	
5	0,773	Invalid	14	0,810	Invalid	
6	0,363	Invalid	15	0,000	Valid	
7	0,000	Valid	16	0,138	Invalid	
8	0,000	Valid	17	0,000	Valid	
9	0,000					

Hence, out of the total 17 items tested, 13 items were considered valid. In the Teacher-Student Relationship instrument, items that were not valid are item numbers 5 ( $p = 0.773$ ), 6 ( $p = 0.363$ ), 14 ( $p = 0,810$ ) and 16 ( $p = 0.138$ ). All invalid items originate from the point of alienation or feeling disconnected from the attached figure. An example of a revision made to item 14 is changing “My teacher does not understand what I am going through” to “I feel that the teacher does not understand what I feel as a student.” Also, for item 16, “I feel that no one understands me” was changed to “My teacher gets angry with me for unclear reasons.”

**Table 3.6***School well-being instrument pilot test result*

<b>School Well-being (n=142)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	14	0,000	Valid	.452
2	0,026	Valid	15	0,001	Valid	
3	0,003	Valid	16	0,508	Invalid	
4	0,000	Valid	17	0,000	Valid	
5	0,000	Valid	18	0,000	Valid	
6	0,000	Valid	19	0,627	Invalid	
7	0,000	Valid	20	0,000	Valid	
8	0,000	Valid	21	0,000	Valid	
9	0,000	Valid	22	0,016	Valid	
10	0,099	Invalid	23	0,000	Valid	
11	0,467	Invalid	24	0,882	Invalid	
12	0,024	Valid	25	0,000	Valid	
13	0,138	Invalid	26	0,056	Invalid	

For school well-being, out of the 26 items tested, 19 items were found to be valid. In the School Well-being instrument, items that were not valid are 7 items which numbers 10 (0,099), 11 ( $p = 0.467$ ), 13 ( $p = 0.138$ ), 16 ( $p = 0.508$ ), 19 ( $p = 0.627$ ), 23 ( $p = 0.882$ ), and 26 ( $p = 0.056$ ). All items that were not valid underwent revision, and data collection proceeded after the revisions.

The results of validity and reliability tests during the data collection process are presented in tables 3.7 to 3.10. The results indicate that all instruments passed the validity test using Pearson moment correlation with significance values  $< 0.05$ , and the reliability test using Cronbach's alpha showed values  $> 0.7$ . Therefore, all items are deemed suitable for data analysis.

**Table 3.7***Parent attachment (IPPA) instrument validity result*

<b>Parent Attachment (IPPA) (n = 481)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	14	0,000	Valid	.924
2	0,000	Valid	15	0,000	Valid	
3	0,000	Valid	16	0,000	Valid	
4	0,000	Valid	17	0,000	Valid	
5	0,000	Valid	18	0,000	Valid	
6	0,000	Valid	19	0,000	Valid	
7	0,000	Valid	20	0,000	Valid	
8	0,000	Valid	21	0,000	Valid	
9	0,000	Valid	22	0,000	Valid	
10	0,000	Valid	23	0,000	Valid	
11	0,000	Valid	24	0,000	Valid	
12	0,000	Valid	25	0,000	Valid	
13	0,000	Valid				

**Table 3.8***Peers attachment (IPPA) instrument validity result*

<b>Peers Attachment (IPPA) (n =481)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	14	0,000	Valid	.910
2	0,000	Valid	15	0,000	Valid	
3	0,000	Valid	16	0,000	Valid	
4	0,000	Valid	17	0,000	Valid	
5	0,000	Valid	18	0,000	Valid	
6	0,000	Valid	19	0,000	Valid	
7	0,000	Valid	20	0,000	Valid	
8	0,000	Valid	21	0,000	Valid	
9	0,000	Valid	22	0,000	Valid	
10	0,000	Valid	23	0,000	Valid	
11	0,000	Valid	24	0,000	Valid	
12	0,000	Valid	25	0,000	Valid	
13	0,000	Valid				

**Table 3.9***Teacher-student relationship (IT-RS) instrument validity result*

<b>Teacher-student relationship (IT-SR) (n=481)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	10	0,000	Valid	.884
2	0,000	Valid	11	0,000	Valid	
3	0,000	Valid	12	0,000	Valid	
4	0,000	Valid	13	0,000	Valid	
5	0,000	Valid	14	0,000	Valid	
6	0,000	Valid	15	0,000	Valid	
7	0,000	Valid	16	0,000	Valid	
8	0,000	Valid	17	0,000	Valid	
9	0,000	Valid				

**Table 3.10***School well-being instrument validity result*

<b>School Well-being (n = 481)</b>						
<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Item</b>	<b>Validity (p)</b>	<b>Status</b>	<b>Reliability (<math>\alpha</math>)</b>
1	0,000	Valid	14	0,000	Valid	.853
2	0,000	Valid	15	0,000	Valid	
3	0,000	Valid	16	0,000	Valid	
4	0,000	Valid	17	0,000	Valid	
5	0,011	Valid	18	0,000	Valid	
6	0,000	Valid	19	0,000	Valid	
7	0,000	Valid	20	0,000	Valid	
8	0,000	Valid	21	0,000	Valid	
9	0,000	Valid	22	0,000	Valid	
10	0,000	Valid	23	0,000	Valid	
11	0,000	Valid	24	0,000	Valid	
12	0,000	Valid	25	0,000	Valid	
13	0,000	Valid	26	0,000	Valid	

### 3.6 Ethical Considerations

In line with robust research ethics, this study is committed to maintaining the confidentiality of respondents. This means that the privacy of individuals providing data protected throughout the research process. To uphold these ethical

standards, explicit permission sought from the respective government authorities, institutions, and individuals involved in the data collection process before the research begins. This dual commitment to confidentiality and obtaining necessary permissions not only ensures the integrity of the research but also aligns with legal and ethical considerations.

The data collection process commence after obtaining approval from the city-level research authority. The data collection process carried out on students as respondents. The research conducted within school premises during students' regular learning hours in their classroom. This ensures that the study aligns with the established academic routine and minimizes disruptions to the participants' daily schedule. Adherence to the approved research protocols and school policies maintained throughout the data collection phase to uphold ethical standards and ensure the reliability of the gathered information. Data collection carried out directly using printed instruments. Students fill out the instrument directly on paper.

### **3.7 Data Analysis**

Before the analysis is carried out, data cleansing through observation with the help of SPSS is used to detect and delete error data such as incomplete entries, outliers, and duplicate records (Osborne, 2010; Ridzuan & Wan Zainon, 2019). The use of statistical analysis as an approach in data analysis in social sciences usually relies on assumptions (Shatz, 2023). This assumed position is carried out before raw data analysis by checking the data distribution using histograms and outliers via box plots. All assumption analysis is seen through observation with the result that all data has passed this assumption test.

Statistical analysis was used to analyze the data in this study. Descriptive statistics and linear regression analysis with PROCESS mediation tools by Hayes were used to answer the main question of this research. PROCESS is a tool for analysis for logistic regression with path analysis (Hayes & Little, 2018). The advantage of this tool is its ability to analyze paths that have mediator and moderator variables, including multiple paths that may occur from multiple mediators as in this study.

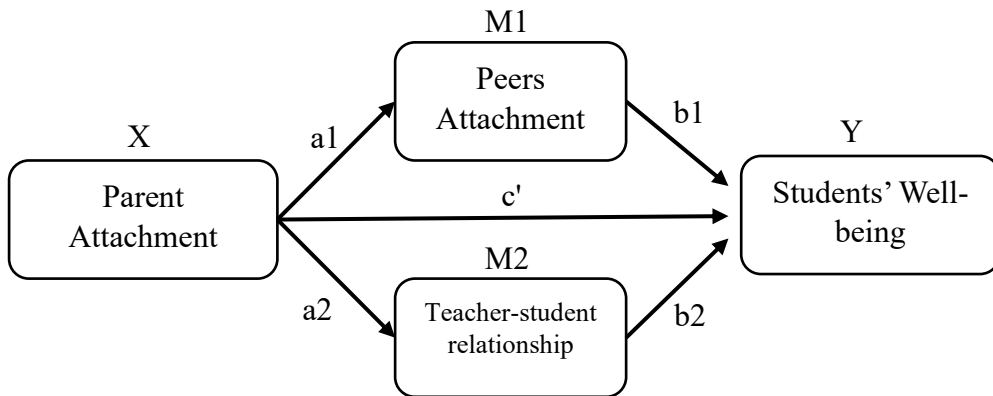
In answering research question one, descriptive statistics were used. This analysis process looked at the data and interpret it based on averages, frequencies and standard deviations. This approach provide an explanation regarding the well-being condition among students in Mataram. This descriptive analysis was carried out to obtain certain attributes that are useful for viewing the positioning of students' well-being through numbers.

The second and third research questions answered using pearson moment correlation and regression data analysis with the help of PROCESS analysis by Hayes. Pearson moment correlation validated the result of correlation between variables. Regression data analysis in this research does not position itself to see causal inference from existing variables but rather to get answers to abstract variables which are hypothesized to have regular relationships with each other. This approach aims to elucidate the mechanism of influence from the parent attachment variable, mediated by peer and teacher attachment, on students' well-being. This analysis method help this study to reveal the relationship between these variables in shaping students' overall well-being. The analysis begin by examining the direct relationships of variables X on M1 and M2 on as seen on path a1 and a2 and the

relationships of X, M1, and M2 on Y on paths c', b1, and b2. After that, the analysis examine the relationship of X with Y that mediated by M1 or the first path a1b1, and X with Y mediated by M2 or the second path a2b2. At the end, the total relationship value of X with Y that combines direct effects and indirect effects through the mediators ( $c' + a1b1 + a2b2$ ) also be examined.

**Figure 3. 1**

*Path of data analysis*



## CHAPTER IV

### FINDINGS & DISCUSSION

This section presents the study findings utilize to address the research objectives. The first section the chapter presents the distribution of the participant followed with the descriptive statistics for each variable. Next, there is a section on direct relationships to address research questions two and three. Finally, it covers the output of the mediation analysis, which is the main question of this study. Each section of the findings is directly elaborated with academic literature.

**Table 3.1**

*Participants demographic data*

<b>Characteristic</b>	<b>Description</b>	<b>Frequency (N=481)</b>	<b>Percentage</b>	<b>Mean &amp; Std Dev</b>
<b>Age</b>	15	17	3,5	17,06 (0,92)
	16	113	23,5	
	17	198	41,2	
	18	128	26,6	
	19	25	5,2	
<b>Gender</b>	Male	187	38,9	
	Female	294	61,1	
<b>Grade</b>	10	112	23,3	
	11	136	28,3	
	12	233	48,4	
<b>School</b>	School A	21	4,4	
	School B	70	14,6	
	School C	55	11,4	
	School D	72	15,0	
	School E	80	16,6	
	School F	105	21,8	
	School G	78	16,2	

#### 4.1 Demographic of Research Participant

This section will explain in detail the distribution of participants based on demographic data such as age, gender, school, and grade. According to Table 4.1, the age distribution ranges from 15 to 19 years. The average age is 17.06 with a standard deviation of 0.92. The standard deviation indicates that the majority of the distribution falls within the ages of 16 to 18, while ages 15 and 19 have fewer participants.

**Table 4.1**

*Participants distribution based on age*

<b>Age</b>	<b>Frequency</b>	<b>Percentage</b>	<b>Mean &amp; Std Deviation</b>
15	17	3,5 %	17,06 (0,92)
16	113	23,5 %	
17	198	41,2 %	
18	128	26,6 %	
19	25	5,2 %	

Table 4.2 shows the distribution of data by gender based on the number of male and female participants. The number of male participants is 187, while the number of female participants is 294, resulting in a difference of 107 participants. This indicates a higher number of female participants. This difference might be a concern when considering the sample's gender stratification. However, this study used cluster sampling, which was randomized, ensuring that each male and female student had an equal chance of being selected.

**Table 4.2**

*Participants distribution based on gender*

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	187	38,9 %
Female	294	61,1 %

As shown in table 4.3 the senior high school students targeted in this research covering all grade levels 10, 11, and 12. The majority of the students involved are from grade 12, making up nearly half of the proportion compared to the number of students in grades 10 and 11. This also explains the age distribution, which is predominantly 16, 17, and 18 years old.

**Table 4.3**

*Participants distribution based on grade*

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
10	112	23,3 %
11	136	28,3 %
12	233	48,4 %

There are 7 schools that participated in this study as shown in table 4.4. The schools were randomly selected from each sub-district in Mataram City. However, one sub-district is represented by 2 schools because in the first random selection, School A had a small number of students and could not meet the minimum requirement of 63 participants. Therefore, another random selection was conducted to make up for the shortfall in the number of students needed. Additionally, the number of participants in Schools B, C, D, and E is quite close to each other. Meanwhile, School F has a slightly higher representation at 21.8%, but it is not excessively disproportionate.

**Table 4.4***Participants distribution based on schools*

<b>Grade</b>	<b>Frequency</b>	<b>Percentage</b>
School A	21	4,4 %
School B	70	14,6 %
School C	55	11,4 %
School D	72	15,0 %
School E	80	16,6 %
School F	105	21,8 %
School G	78	16,2 %

## 4.2 Descriptive Statistics of Variables

The descriptive statistics as shown in table 4.5 explain students' attachment and well-being level and provide an overview of the data that has been collected from 481 students. For parent attachment, the score range shows a minimum value of 31 and a maximum of 100, with a mean score of 73.50. This indicates that the average level of parent attachment is relatively high. The standard deviation value of 13.462 indicates a fairly high range of variability. For peer attachment, the minimum value is 33 and the maximum is 100, with a mean score of 73.26. The standard deviation value of 12.142 is similar to that of parent attachment, as they essentially have the same number of instrument items. The mean and standard deviation results show that peer attachment is above average and there is considerable diversity.

**Table 4.5***Descriptive Statistics*

<b>Variables</b>	<b>N</b>	<b>Minimum</b>	<b>Maximum</b>	<b>Mean</b>	<b>Std. Deviation</b>
Parent Attachment	481	31	100	73.50	13.462
Peers Attachment	481	33	100	73.26	12.142
Teacher-student Relationship	481	20	68	45.02	9.150
Students Well-being	481	38	101	73.82	10.482

For the teacher-student relationship, the range is 20 to 68 with an average of 45.02. The average result indicates a slightly high mean value. The standard deviation of 9.15 points to a moderate spread of scores, which means there is variability in experiences with teachers. The results highlight a high level of diversity in attachment variables could be caused by some extraneous variables such as gender and age. The average value of the teacher-student relationship (M=45,02) appears different compared to the other variables. However, in terms of proportion, this is still reasonable because the number of items for the teacher-student relationship instrument is 17, whereas the other instruments have 25-26 items.

Students' well-being in Mataram got mean number of 73.82 with a deviation of 10.482. The well-being scores span from a low of 38 to a high of 101. This range of values shows that there is quite a large variation in values, although the lowest and highest values are not included as significant outliers. The average well-being score shows a relatively high value. Indicating that while there is some variation in well-being scores among the students, most scores are fairly close to the average, with deviations of approximately 10.482 points from the mean.

These data indicate that the condition of well-being in this group is predominantly high, with an average score of 73.82. The variability of scores, measured by the standard deviation, indicates that while there is some variation in well-being scores among students, most scores are fairly close to the average. The score range from 38 to 101 shows diversity in the levels of student well-being. Research by Llorca et al. (2017) found that the role of educational institutions on well-being. The impact of the school condition contribute to students' well-being. The variety of data that come from 6 schools could explain the diversity of the score range. Another study by Tian (2008) indicates that subjective well-being in schools influences student engagement. Therefore, these findings highlight the significance of maintaining and enhancing student well-being in schools to support their engagement and academic success.

However, it is important to concern on pupils with lower well-being scores, as they represent a minority and may require additional support to increase well-being in school. Further study could be conducted to identify factors contributing to the variability in these well-being scores.

### **4.3 Relationship parent attachment on peers and teacher attachment**

Before examining the indirect association between parent attachment and students' well-being through the mediators of peers and teacher attachment, the analysis begins by investigating the direct relationships between each variable in the model. There are a total of five direct correlation paths analyzed: first, the correlation between parent attachment and peers attachment on path a1; second, parent attachment with teacher-student relationship on path a2; third, the direct relationship between parent attachment and students' well-being on path c';

additionally, the direct correlations between the mediator variables, peers attachment with students' well-being on path b1, and teachers attachment with well-being on path b2. The result of pearson moment correlation showed in table 4.6 After showing the result of correlation, the value coefficients beta used to see the direct effect.

**Table 4.6**  
*Correlation result between variables*

<b>Variables</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
1 Parent Attachment	-			
2 Peers Attachment	0.287**	-		
3 Teacher-student relationship	0.484**	0.287**	-	
4 Well-being	0.501**	0.381**	0.643**	-

The link of parent attachment and peers attachment correlates significantly positive with peers attachment ( $r = .287$ ,  $p < .001$ ) on path a1 (Figure 4.1 and table 4.6). The statistical analysis reveals a coefficient (b) of 0.2591, a t-value of 6.5496, and a p-value less than 0.01 based on Hayes PROCESS analysis. This suggests that a more secure bond with parents is linked to a more positive connection with peers. These results signify that  $H_{a1}$  is accepted, and  $H_{01}$  is rejected. In path a2 (Figure 4.1 and table 4.6), parent attachment also significantly correlates with the teacher-student relationship ( $r = 0.287$ ,  $p < 0.01$ ). The analysis shows a coefficient (b) of 0.3289, a t-value of 12.0557, and a p-value less than 0.01, indicating that a strong attachment to parents enhances the attachment with teacher. These findings indicate that  $H_{a2}$  is accepted, and  $H_{02}$  is rejected.

The link of parent attachment and peers attachment or teacher-student relationship can be explained through the continuity of attachment styles that children develop. Predictions about adolescent and early adult behaviors can be

made based on their attachment patterns with parents (McGinley & Evans, 2020). It can be argued that interaction patterns with peers continue to involve attachment because the dimensions shaping interaction in peers attachment are similar to those in parent attachment (Gorrese & Ruggieri, 2012). Having a secure form of parent attachment provides the foundation for developing social skills and reduces conflicts in friendships (Thompson, 2015). Generally, female students tend to have stronger attachments to friends compared to males (Gorrese & Ruggieri, 2012; Miljkovitch et al., 2021).

#### **4.4 Relationship between attachment variables and students well-being**

Furthermore, a secure pattern of parent attachment also influences secure attachment patterns in students. In school, teachers serve as secure bases that embody these attachment forms (García-Rodríguez et al., 2023). These results align with study conducted by Wang et al. (2023) that revealed shyness had a partial role in mediating parent-child attachment and teacher-student connections. Parent attachment plays a crucial role in the teacher-student relationship, other factors such as the child's individual characteristics and the teacher's approach can also significantly influence this relationship.

Directly, parent attachment significantly correlates with students' well-being on path c' (Figure 4.1 and table 4.6). The results indicate a significant positive relationship ( $r = 0.501$ ,  $p < 0.01$ ), with a coefficient (b) of 0.1648, a t-value of 5.5407, and a p-value less than 0.01, suggesting that students with secure parent attachment tend to experience better overall well-being. These findings signify that  $H_{a3}$  is accepted, and  $H_{03}$  is rejected. Secure attachment is associated with increased positive emotions (Calvo et al., 2022), which define subjective well-being and are

part of the school well-being framework. Attachment theory also suggests that children with secure attachment tend to view parents as a secure base for seeking comfort and emotional support in stressful situations (Lestari, 2023). Enhanced positive emotions and emotional support can improve adolescent psychological well-being and reduce psychological stress (Chen et al., 2021).

Individuals rely on their attachment to parents to achieve good well-being conditions. For students with less adaptive personality characteristics, attachment to parents serves as a secure base for communication and trust (Moreira et al., 2021). Similarly, the perspective that parent attachment influences students' well-being applies to students with hearing impairments, where emotional and behavioral problems are reduced with strong parent attachment (Ban et al., 2024). The influence of parent attachment extends to promoting prosocial behavior, school bonding, individual adaptability, and serving as a coping mechanism to mitigate the negative impacts of mental and psychological issues such as low self-direction, low persistence, and emotion of shame (Ban et al., 2024; Moreira et al., 2021; Wang et al., 2023).

The relationship between the variable peer attachment also correlates with students' well-being (path b1 in Figure 4.1 and table 4.6). The analysis reveals a significant positive correlation ( $r = 0.381$ ,  $p < 0.01$ ), with a coefficient (b) of 0.1574, a t-value of 5.2114, and a p-value less than 0.01, indicating that strong peer attachment positively contributes to students' well-being. These findings signify that  $H_{a4}$  is accepted, and  $H_{04}$  is rejected. Similarly, the teacher-student relationship significantly affects students' well-being (path b2 in Figure 4.1 and table 4.6). The results show a positive correlation ( $r = 0.643$ ,  $p < 0.01$ ), with a coefficient (b) of

0.5600, a t-value of 12.7851, and a p-value less than 0.01. This underscores the significant association where a positive teacher-student relationship correlates with positive students' well-being. These results indicate that  $H_{a5}$  is accepted, and  $H_{05}$  is rejected.

High peer attachment, which refers to strong bonds with peers, helps individuals to persevere and provides support by offering a place to share, facilitating social participation, and assistance (Putri & Novitasari, 2017). Therefore, individuals are more capable at managing difficulties and achieving a good well-being. The pattern of attachment influence can change as students transition into early adulthood and beyond. According to Ryff & Keyes' theory (1995) individuals in early adulthood (24-28 years old) tend to experience lower psychological well-being. This reduced well-being may be attributed to changes in peer attachment patterns, which evolve into more intimate and smaller social circles during adulthood (Arnett, 2000; Miller, 2016).

The number of friends can indeed provide opportunities for students to experience better well-being. The concept suggests that children who regard themselves as having more social connections in the school and spend plenty of time with friend, could improve positive interactions with friends that fulfil their psychological needs for connection and security. This can lead to reduced feelings of isolation, loneliness, or depression (Țepordei et al., 2023). Interventions and policies at the school level aimed at promoting social interactions are needed to enhance attachment and positively influence students' well-being.

Students highlight that excellent teacher-student connections are desirable at school and are recognized as a significant factor in their motivation, engagement,

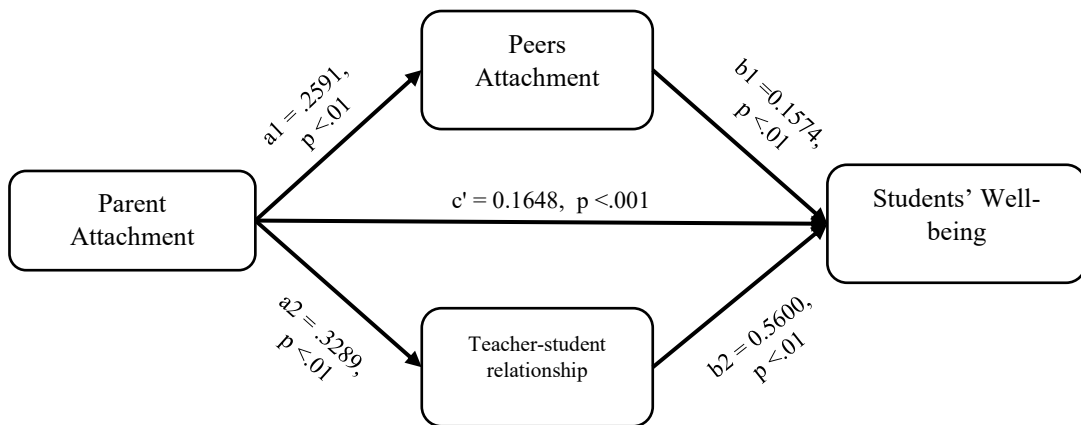
and well-being (Thornberg et al., 2022). Teacher-student relationships support the development of positive academic emotions in students (Lei et al., 2018). One form of teacher-student relationship involves listening to students and providing feedback (Thornberg et al., 2022). Additionally, teacher-student relationships have the power to motivate students to exhibit defender behavior in bullying situations (Rizkyanti et al., 2021). By fostering students with positive behaviors, schools can create an environment conducive to promoting general well-being.

The relationship between teacher attachment not only impacts student well-being but also teacher well-being (Spilt et al., 2011). The well-being of the entire school community is a concern, although school well-being generally focuses on the condition of students' well-being. In cases where teachers exhibit avoidance behaviors or are less engaged, it can negatively affect individual dynamics, increasing the potential for conflicts that impact well-being (Nulman & Alkalay, 2023). Nevertheless, the implementation of efficient classroom management techniques and the right engagement of teachers can foster a conducive learning atmosphere, wherein students feel encouraged and at ease to participate actively.

These findings indicate that parent attachment, peers attachment, and teacher-student relationships have significant relationships with students' well-being. However, It is crucial to acknowledge that each variable has a distinct and diverse function. For instance, support from parent is correlate with increased self-esteem in children and adolescents (Hoferichter et al., 2021). This is essential because secondary school students are undergoing a significant period of switching from childhood to adolescent, which encompasses various changes in their physical, cognitive, and emotional development (Santrock, 2017). Peer interactions

have a essential part in students' psychology, as they contribute to feelings of happiness, belonging, and freedom from anxiety and boredom (Hoferichter et al., 2021). Peer relationships contribute to students' mental health, subjective well-being, academic well-being, and reduction in test anxiety-related worries and emotional distress (Hoferichter et al., 2021). The significance of teacher-student connections is in their impact on instructional support, specifically in terms of the positive correlation between teacher support and student self-esteem. However, these relationships do not play a significant role in providing socio-emotional support, which is associated with psychological well-being (Hoferichter et al., 2021).

**Figure 4. 1**  
Direct Effect of Model

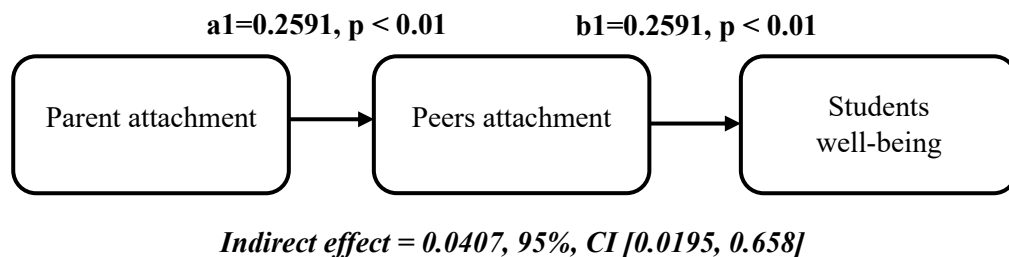


#### 4.5 Mediating effect of peers attachment and teacher-student relationship on relationship between parent attachment and students well-being

Based on the analysis, the indirect effect first, which is the path from parent attachment to students' well-being mediated by peers attachment ( $X \rightarrow M1 \rightarrow Y$ , path  $a1b1$ , see Figure 4.2), shows that the confidence interval for peers attachment (LLCI = 0.0195 and ULCI = 0.658) does not cross zero. This indicates that peers attachment significantly mediates the indirect link of parental bonding and students' welfare. The total coefficient for the connection is the product of coefficients  $a1 = 0.2591$  and  $b1 = 0.1574$ , resulting in 0.0407 ( $a1 * b1$ ). Peers' attachment acts as a mediator in the connection between attachment and well-being. These findings suggest that  $H_{a6}$  is accepted and  $H_{06}$  is rejected.

**Figure 4.2**

*Mediation effect of peers attachment on correlation between parent attachment and students well-being*



Based on the analysis, the indirect effect second, which is the path from parent attachment to students' well-being mediated by teacher-student relationship ( $X \rightarrow M2 \rightarrow Y$ , path  $a2b2$ , see Figure 4.3), also shows that the confidence interval for teacher-student relationship (LLCI = 0.1383 and ULCI = 0.2327) does not cross zero. This indicates that teacher-student relationship significantly mediates the indirect relationship between parent attachment and students' well-being. The total coefficient for this relationship is the product of coefficients  $a2 = 0.3289$  and  $b2 =$

0.5600, resulting in 0.1842 ( $a_2 * b_2$ ). Teacher-student relationship plays a mediating role in the relationship between parent attachment and students' well-being. These findings suggest that  $H_{a7}$  is accepted and  $H_{07}$  is rejected.

**Figure 4.3**

*Mediation effect of teacher-student relationship on correlation between parent attachment and students well-being*

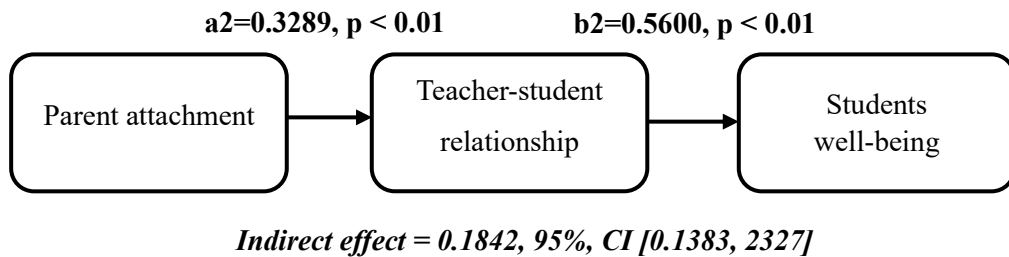
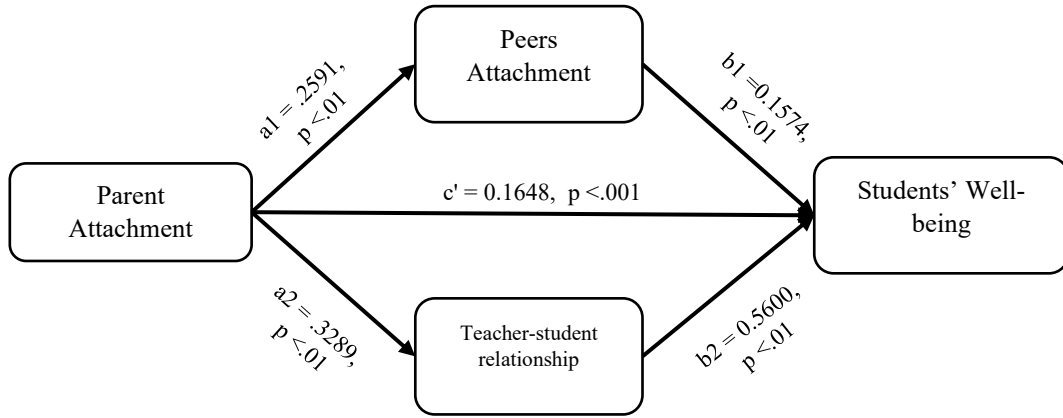


Figure 4.4 showed total effect of the correlation model between parent attachment and students' well-being, mediated by peers attachment and teacher attachment, can be calculated by summing direct effect coefficient ( $c'$ ) of X on Y with the indirect effect coefficients on the mediation paths 1 ( $a_1b_1$ ) and 2 ( $a_2b_2$ ). The total effect value ( $c' + a_1b_1 + a_2b_2$ ) is 0.1648 ( $c'$ ) + 0.0407 ( $a_1b_1$ ) + 0.1841 ( $a_2b_2$ ), resulting in 0.3896 ( $p < 0.01$ ). There is a mediated effect of peers attachment and teacher-student relationship on the relationship between parent attachment and students' well-being in Mataram. These results indicate that  $H_{a8}$  is accepted and  $H_{08}$  is rejected. The total indirect effect produced by the two mediation processes is 0.2250 (95% CI, LLCI = 0.1737, ULCI = 0.2788).

**Figure 4. 4**

*Total effect of the model*



**Total effect = 0.3896, 95%,  $p < 0.01$**

The study examined how peers attachment and teacher-student relationship influence the connection between parent attachment and students' well-being. The findings demonstrated a noteworthy indirect impact of parental attachment on the well-being of kids through connection to peers ( $b=0.0407$ ,  $t=5.2114$ ), therefore providing support for Hypothesis 6. The study additionally discovered a notable indirect impact of parental connection on the well-being of pupils through the teacher-student relationship ( $b=0.1841$ ,  $t=12.7851$ ), thus providing support for Hypothesis 7. In addition, the study indicated that the impact of parent attachment on students' well-being was statistically significant ( $b=0.1648$ ,  $t=5.5407$ ,  $p<0.01$ ) even when considering the existence of mediators. Therefore, both the closeness of peers and teachers of students contributed to the connection between parental attachment and the well-being.

The positive values of  $abc'$  indicate link of parent attachment and student wellness, mediated by peers attachment and teacher-student relationship, is complementary. Complementary mediation occurs when both the indirect effects

(path a1b1 and path a2b2) and the direct effect (c') point in the same direction and are significant (Hair et al., 2021). This means that as parent attachment increases, it positively influences peers attachment and teacher-student relationship, which in turn contribute positively to students' well-being. The concept of complementary mediation suggests that both pathways (indirect through peers attachment and teacher-student relationship, and direct) work together to enhance students' overall well-being.

Research by Llorca et al., (2017) supports the idea that parent attachment can be mediated by peer relationships and influence students' performance and self-efficacy. However, there is still limited literature exploring the mediation of peer and teacher bond on the link of parent attachment and well-being. According to Rosita and Safitri peer attachment provides psychological security, which is crucial for the mental health of adolescents, particularly those experiencing parental divorce. This indicates that peer attachment can have a positive impact on well-being even in families with incomplete parental structures. Typically, parental divorce influences attachment patterns, leading to feelings of insecurity in individuals (Fraley & Heffernan, 2013). Peer attachment plays a significant role in providing psychological security through emotional support from peers, fostering mutual trust, and enabling open communication (Rosita & Safitri, 2023).

The closeness between students and teachers is influenced, in part, by the attachment they develop with their parents. One consequence of poor attachment could be the emergence of excessive shame, which affects how individuals form attachments with their teachers. Discuss the implications of teachers closeness with student on well-being.

From the findings, parent is positively link with student well-being. Additionally, peer attachment and teacher-student relationships significantly mediate this relationship. The total coefficient of the parent attachment-student well-being relationship mediated by peer attachment is 0.0407 (*a1b1*). The total coefficient of the parent attachment-student well-being relationship mediated by teacher-student relationships is 0.1841 (*a2b2*). Analysis indicates that teacher-student relationships have a stronger mediating effect compared to peer attachment.

Strong attachment to parents not only directly contributes to student well-being but also enhances their relations with friends and teachers, thereby further improving their wellness. This aligns with attachment theory, which posits that early attachment to parents forms the foundation for healthy interpersonal relationships in adulthood (Bowlby, 1982). Furthermore, these findings are consistent with research by Hair et al. (2021) which found that support from peers and teachers is a strong predictor of student well-being.

The research findings support Konu & Rimpela's well-being theory by demonstrating that social support from attachments especially attachment to parents, peers, and teachers plays a key role in shaping student well-being. Strong attachment to parents not only directly contributes to student well-being but also strengthens their relationships with peers and teachers. This aligns with the concept that a positive surrounding, fostered by social support from strong interpersonal relationships, is a primary determinant of student well-being.

The result aligns with previous study that suggests a positive correlation between parent connection and well-being. However, it also expands the literature by showing that teacher-student relationships play a stronger mediating role

compared to peer attachment. This may be due to the cultural context in Mataram, where relationships with teachers are highly respected and considered crucial in students' lives. Conversely, some researchers oppose findings that suggest teacher-student relationships influence student well-being, which differs from the findings of this study (Hoferichter et al., 2021). The argument is that teacher support is limited to instructional support and lacks substantial socio-emotional support.

These findings have significant implications for educational and mental health interventions. Programs that promote parental involvement in children's lives, as well as strengthen link of students and teachers, can enhance student well-being. Additionally, the findings underscore the urgency of support from peers and teachers in maintaining students' mental health. This aligns with Konu & Rimpela's theory, which emphasizes the crucial role of surrounding environments in influencing student well-being.

## **CHAPTER V**

### **CONCLUSION**

The purpose of this chapter is to provide an overview of the research topic and the results. There are three main parts of the chapter such as (1) conclusion, which is to provide summarize of the research from the findings and discussion; (2) limitation and suggestions for future research; and (3) the implication of the research findings.

#### **5.1 Conclusion**

The fulfillment of well-being significantly impacts students' academic achievement and mental health. Students who feel well-supported are better able to concentrate, participate, and exhibit positive attitudes. This also contributes to maintaining both their mental and physical health.

This study aims to explore the dynamics through a conceptual model between students' attachments to parents, peers, and teachers and their well-being. This research seeks to expand the literature related to student well-being, particularly in the context of Indonesian education, using the well-being approach of Konu and Rimpelä. The sociological perspective encapsulated in Konu's theory is elucidated through this study. Empirically, numerous studies have demonstrated that attachments in school settings are directly linked to student well-being. The fundamental hypothesis posits that parental attachment influences students' interactions with teachers and peers at school, thereby forming new attachment patterns that impact well-being.

The results indicate all components, including parental attachment, peer attachment, and the teacher-pupils relationship, have significant direct relationship with well-being. However, each variable has a distinct contribution that warrants further investigation. Several studies have revealed that parental attachment contributes by providing a sense of security and emotional support, which affects students' interaction styles. Peer attachment, on the other hand, serves as a new peer support system developed by individuals at school, helping to enhance students' motivation and self-confidence. Meanwhile, the teacher-student relationship offers more support in academic aspects. Overall, attachment variables support emotional and psychological enhancement, creating favorable conditions for students' growth and development.

Indirectly, peer attachment and the instructor-pupil bond mediate the relationship between parental attachment and well-being. This implies that peer and teacher relationships play crucial intermediary roles, strengthening the impact of parental attachment on student well-being. Positive connection with friends and instructor can amplify the positive effects of parental attachment, thereby supporting students' overall emotional and social well-being. The stronger interconnected context in Mataram City can serve as a priority reference for interventions. Thus, the interaction among these three types of attachment should be the primary focus in efforts to enhance student well-being through educational policies and programs.

## **5.2 Limitation & Future Direction**

This study was not conducted longitudinally and did not employ any interventions. Consequently, it does not claim that the relationships identified are

causally inferable. This limitation presents an opportunity for further development in subsequent research. The correlation findings provide a foundational basis for future studies involving interventions. Furthermore, it is recommended that future research includes more combinations of variables, including moderators.

While positive association of parental attachment and well-being was found, we cannot definitively state that stronger parental attachment causes an increase in student well-being without considering other potential influencing variables. Therefore, these findings should be viewed as indicative of potential relationships that require further investigation using more robust research designs. Future research could employ longitudinal designs to better identify these relationships. Longitudinal designs would enable researchers to track changes in these variables over time.

Furthermore, future research could examine the conceptual model in various cultural contexts to determine whether the findings are consistent across different populations. Cultural diversity may influence how these variables interact, making it essential to understand whether findings in one culture apply to others. This would help extend the generalizability of the research results and provide more comprehensive insights into the factors affecting student well-being across different backgrounds.

### **5.3 Implication**

Theoretically, this research contributes significantly to understanding well-being conditions within the context of Indonesia. The study employs a theoretical framework to effectively identify distinct characteristics that have an impact on the well-being of individuals, specifically focusing on students in Indonesia. Evidence

suggests that the emotional connections formed with parents, teachers, and peers have a substantial influence on the overall well-being of students. This study enhances the current data of literature on well-being by incorporating insights from the cultural context of Indonesia. Furthermore, these findings can be utilized to construct a more all-encompassing hypothesis concerning the dynamics of happiness in various educational settings. Therefore, this study not only enhances our comprehension of the elements that influence well-being in Indonesia, but also establishes a strong theoretical basis for future research of dicipline.

The result have significant relevance for the construction and implementation of educational policies in Indonesia. To ensure good outcome of students mental health, policy should prioritize the creation of supportive environments that recognize the significance of parental, teacher, and peer attachment. The research findings can be used to create preventive treatments that target mental health issues among students. Hence, these discoveries not only provide theoretical understanding but also offer practical advice to increase the wellness of students in Indonesia, with the goal of establishing a more comprehensive and encouraging educational setting.

## BIBLIOGRAPHY

- Agustina, N. E. (2019). Implementasi program sekolah berbasis ramah anak untuk menguatkan nilai panca karakter siswa [Implementation of child-friendly school programs to strengthen students' five character values]. *Jurnal Kajian Teori dan Praktik Pendidikan*, 4(2), 79–92.  
<https://doi.org/dx.doi.org/10.17977/um027v4i22019p079>
- Alfaro, J., Guzmán, J., García, C., Sirlopú, D., Reyes, F., & Varela, J. (2016). Psychometric Properties of the Spanish Version of the Personal Wellbeing Index-School Children (PWI-SC) in Chilean School Children. *Child Indicators Research*, 9(3), 731–742. <https://doi.org/10.1007/s12187-015-9342-2>
- Alwi, M. A., & Fakhri, N. (2022). School well-being di Indonesia: Telaah literatur [School well-Being in Indonesia: Literature review]. *Jurnal Psikologi Talenta Mahasiswa*, 1(3), 222–228.  
<https://doi.org/10.26858/jtm.v1i3.33281>
- Alwi, M., Suminar, D. R., & Nawangsari, N. A. W. (2020). Support in schools and school well-being: Self esteem as a mediator. *International Journal of Pedagogy and Teacher Education*, 4(2).  
<https://jurnal.uns.ac.id/ijpte/article/view/42869/0>
- Armstrong, V. G., & Ross, J. (2023). Actually, today was a good day, so today we're doing all right: Parental perspectives on a dyadic group art therapy intervention for parent and infant wellbeing and attachments. *The Arts in Psychotherapy*, 85, 102057. <https://doi.org/10.1016/j.aip.2023.102057>

- Arnett, J. J. (2000). Emerging adulthood: A theory of development from the late teens through the twenties. *American Psychologist*, 55(5), 469–480.  
<https://doi.org/10.1037/0003-066X.55.5.469>
- Asher, S. R., & Weeks, M. S. (2012). *Social relationships, academic engagement, and well-being in college: Findings from the duke social relationships project*. Duke University.
- Aulia, F. (2018). Improving student well-being in school. *Proceedings of the International Conference of Mental Health, Neuroscience, and Cyber-Psychology - Icometh-NCP 2018*, 172–179.  
<https://doi.org/10.32698/25275>
- Aulia, F., Hastjarjo, T. D., Setiyawati, D., & Patria, B. (2020). Student well-being: A systematic literature review. *Buletin Psikologi*, 28(1), 1.  
<https://doi.org/10.22146/buletinpsikologi.42979>
- Ayunanda, S. N. (2024). The effect of self-efficacy on self actualization in early adulthood. *Jurnal Psikologi*, 1(2), 10.  
<https://doi.org/10.47134/pjp.v1i2.2140>
- Bahrodin, A., Prastuti, E., Eva, N., Mahsun, A., Rahman, S., & Fessia, L. (2020). Child-Friendly School Programs for Student Happiness: Literature Review. *TEST Engineering & Management*, 83, 3672–3680.
- Bamonti, P. M., Keelan, C. M., Larson, N., Mentrikoski, J. M., Randall, C. L., Sly, S. K., Travers, R. M., & McNeil, D. W. (2014). Promoting ethical behavior by cultivating a culture of self-care during graduate training: A call to action. *Training and Education in Professional Psychology*, 8(4), 253–260. <https://doi.org/10.1037/tep0000056>

- Ban, Y., Sun, J., Bai, B., & Liu, J. (2024). Parent-adolescent attachment and well-being among Chinese hearing-impaired students: The mediating role of resilience and the moderating role of emotional and behavioral problems. *Journal of Developmental and Physical Disabilities, 36*(1), 111–124.  
<https://doi.org/10.1007/s10882-023-09899-4>
- Beckh, K., & Becker-Stoll, F. (2016). Formations of attachment relationships towards teachers lead to conclusions for public child care. *International Journal of Developmental Science, 10*(3–4), 103–110.  
<https://doi.org/10.3233/DEV-16197>
- Berg, A. E. (2017). *Trauma in schools: Identifying and working with students who have experienced trauma*. St. Catherine University repository.  
[https://sophia.stkate.edu/msw\\_papers/714](https://sophia.stkate.edu/msw_papers/714)
- Berry, K., O’Shaughnessy, R., Bateson, K., & Dallos, R. (2023). *Attachment Theory: The Basics* (1st ed.). Routledge.  
<https://doi.org/10.4324/9780203703878>
- Blaskova, L. J., & McLellan, R. (2018). Young people’s perceptions of wellbeing: The importance of peer relationships in Slovak schools. *International Journal of School & Educational Psychology, 6*(4), 279–291.  
<https://doi.org/10.1080/21683603.2017.1342579>
- Boldt, L. J., Kochanska, G., Grekin, R., & Brock, R. L. (2016). Attachment in middle childhood: Predictors, correlates, and implications for adaptation. *Attachment & Human Development, 18*(2), 115–140.  
<https://doi.org/10.1080/14616734.2015.1120334>

- Bowlby, J. (2018). The nature of the child's tie to his mother. In A. C. Furman & S. T. Levy (Eds.), *Influential Papers from the 1950s* (1st ed., pp. 222–273). Routledge. <https://doi.org/10.4324/9780429475931-15>
- Briggs, M. K., Gilligan, T. D., Staton, A. R., & Barron, K. E. (2010). A collaborative approach to evaluating well-being in the middle school setting. *Journal of School Counseling, 8*(8). <https://eric.ed.gov/?id=EJ885061>
- Brown, R. S. (2010). Sampling. In *International Encyclopedia of Education* (pp. 142–146). Elsevier. <https://doi.org/10.1016/B978-0-08-044894-7.00294-3>
- Burke, J., & Minton, S. J. (2019). Well-being in post-primary schools in Ireland: The assessment and contribution of character strengths. *Irish Educational Studies, 38*(2), 177–192. <https://doi.org/10.1080/03323315.2018.1512887>
- Calvo, V., D'Aquila, C., Rocco, D., & Carraro, E. (2022). Attachment and well-being: Mediatory roles of mindfulness, psychological inflexibility, and resilience. *Current Psychology, 41*(5), 2966–2979. <https://doi.org/10.1007/s12144-020-00820-2>
- Chen, X., He, J., Fan, X., & Cai, Z. (2021). Attachments, dispositional mindfulness, and psychological distress: A mediation analysis. *Current Psychology, 40*(4), 1651–1659. <https://doi.org/10.1007/s12144-018-0088-0>
- Chen, X., Tian, L., & Huebner, E. S. (2020). Bidirectional relations between subjective well-being in school and prosocial behavior among elementary school-aged children: A longitudinal study. *Child & Youth Care Forum, 49*(1), 77–95. <https://doi.org/10.1007/s10566-019-09518-4>

- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education* (eighth edition). Routledge.
- Creswell, J. W. (2019). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research* (Sixth edition). Pearson.
- Delgado, E., Serna, C., Martínez, I., & Cruise, E. (2022). Parental attachment and peer relationships in adolescence: A systematic review. *International Journal of Environmental Research and Public Health*, 19(3), 1064. <https://doi.org/10.3390/ijerph19031064>
- Diener, E. (1984). Subjective well-being. *Psychological Bulletin*, 95(3), 542–575. <https://doi.org/10.1037/0033-2909.95.3.542>
- Donat, M., Peter, F., Dalbert, C., & Kamble, S. V. (2016). The meaning of students' personal belief in a just world for positive and negative aspects of school-specific well-being. *Social Justice Research*, 29(1), 73–102. <https://doi.org/10.1007/s11211-015-0247-5>
- Duschinsky, R. (2015). The emergence of the disorganized/disoriented (D) attachment classification, 1979–1982. *History of Psychology*, 18(1), 32–46. <https://doi.org/10.1037/a0038524>
- Erikson, E. H., & Erikson, J. M. (1998). *The life cycle completed: Extended version* (Extended version). W.W. Norton & Company.
- Evans, P., Martin, A. J., & Ivcevic, Z. (2018). Personality, coping, and school well-being: An investigation of high school students. *Social Psychology of Education*, 21(5), 1061–1080. <https://doi.org/10.1007/s11218-018-9456-8>
- Faizah, F., Rahma, U., Dara, Y. P., & Gunawan, C. L. (2020). School well-being siswa sekolah dasar dan siswa sekolah menengah pertama pengguna

- sistem full-day school di Indonesia. *Jurnal Kajian Bimbingan dan Konseling*, 5(1), 34–41. <https://doi.org/10.17977/um001v5i12020p034>
- Feeney, B. C., Cassidy, J., & Ramos-Marcuse, F. (2008). The generalization of attachment representations to new social situations: Predicting behavior during initial interactions with strangers. *Journal of Personality and Social Psychology*, 95(6), 1481–1498. <https://doi.org/10.1037/a0012635>
- Fraley, R. C., & Heffernan, M. E. (2013). Attachment and parental divorce: A test of the diffusion and sensitive period hypotheses. *Personality and Social Psychology Bulletin*, 39(9), 1199–1213. <https://doi.org/10.1177/0146167213491503>
- Frieze, S. (2015). How trauma affects student learning and behaviour. *Journal of Graduate Studies in Education*, 7(2), 27–34.
- Furman, W., & Rose, A. J. (2015). Friendships, romantic relationships, and peer relationships. In R. M. Lerner (Ed.), *Handbook of Child Psychology and Developmental Science* (1st ed., pp. 1–43). Wiley. <https://doi.org/10.1002/9781118963418.childpsy322>
- García-Rodríguez, L., Iriarte Redín, C., & Reparaz Abaitua, C. (2023). Teacher-student attachment relationship, variables associated, and measurement: A systematic review. *Educational Research Review*, 38, 100488. <https://doi.org/10.1016/j.edurev.2022.100488>
- GEM Report UNESCO. (2007). *Education for all global monitoring report 2007: Strong foundations: Early childhood care and education*. GEM Report UNESCO. <https://doi.org/10.54676/XJUU2512>

- Gibson, T. (2020). *Attachment theory: A guide to strengthening the relationships in your life*. Rockridge Press.
- Goldberg, J. M., Clarke, A. M., Klooster, P. M. T., Schreurs, K. M. G., & Bohlmeijer, E. T. (2019). Wellbeing and Social Safeness Questionnaire (WSSQ): Initial psychometric assessment of a short digital screening instrument for primary school children. *Cogent Education*, 6(1), 1597411. <https://doi.org/10.1080/2331186X.2019.1597411>
- Gorrese, A., & Ruggieri, R. (2012). Peer attachment: A meta-analytic review of gender and age differences and associations with parent attachment. *Journal of Youth and Adolescence*, 41(5), 650–672. <https://doi.org/10.1007/s10964-012-9759-6>
- Govorova, E., Benítez, I., & Muñiz, J. (2020). How schools affect student well-being: A cross-cultural approach in 35 OECD countries. *Frontiers in Psychology*, 11, 431. <https://doi.org/10.3389/fpsyg.2020.00431>
- Graham, A., Powell, M. A., Thomas, N., & Anderson, D. (2017). Reframing ‘well-being’ in schools: The potential of recognition. *Cambridge Journal of Education*, 47(4), 439–455. <https://doi.org/10.1080/0305764X.2016.1192104>
- Gregory, T., Engelhardt, D., Lewkowicz, A., Luddy, S., Guhn, M., Gadermann, A., Schonert-Reichl, K., & Brinkman, S. (2019). Validity of the Middle Years Development Instrument for population monitoring of student wellbeing in Australian school children. *Child Indicators Research*, 12(3), 873–899. <https://doi.org/10.1007/s12187-018-9562-3>

- Gregory, T., Grande, E. D., Brushe, M., Engelhardt, D., Luddy, S., Guhn, M., Gadermann, A., Schonert-Reichl, K. A., & Brinkman, S. (2021). Associations between school readiness and student wellbeing: A six-year follow-up study. *Child Indicators Research*, *14*(1), 369–390. <https://doi.org/10.1007/s12187-020-09760-6>
- Gunawardena, H., Voukelatos, A., Nair, S., Cross, S., & Hickie, I. B. (2023). Efficacy and effectiveness of universal school-based wellbeing interventions in Australia: A systematic review. *International Journal of Environmental Research and Public Health*, *20*(15), 6508. <https://doi.org/10.3390/ijerph20156508>
- Hair, J. F., Hult, G. T. M., Ringle, C. M., Sarstedt, M., Danks, N. P., & Ray, S. (2021). *Partial least squares structural equation modeling (PLS-SEM) using R: A workbook*. Springer International Publishing. <https://doi.org/10.1007/978-3-030-80519-7>
- Han, M. J. N., & Kim, M. J. (2018). A Critical Review of Child-Friendly Environments, Focusing on Children’s Experiential Perspectives on the Physical World for Sustainability. *Sustainability*, *10*(10), 3725. <https://doi.org/10.3390/su10103725>
- Hasanah, M., & Sutopo, S. (2020). Pengaruh school well-being terhadap motivasi belajar siswa di Madrasah Aliyah Ma’arif 7 Sunan Drajat Lamongan [The influence of school well-being on students’ learning motivation at Madrasah Aliyah Ma’arif 7 Sunan Drajat Lamongan]. *Ummul Qura: Jurnal Institut Pesantren Sunan Drajat (INSUD) Lamongan*, *15*(2), 114–123. <https://doi.org/10.55352/uq.v15i2.163>

- Hayes, A. F., & Little, T. D. (2018). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach* (Second edition). The Guilford Press.
- Hermansyah, E., Rizkyanti, C. A., & Hakim, L. N. (2024). Rasch Calibration and Differential Item Functioning (DIF) Analysis of the School Well-Being Scale for Students. *Jurnal Kependidikan: Jurnal Hasil Penelitian Dan Kajian Kepustakaan Di Bidang Pendidikan, Pengajaran Dan Pembelajaran*, *10*(1), 1. <https://doi.org/10.33394/jk.v10i1.10759>
- Herwansyah, Amir, A., & Lesmana, O. (2018). Pelaksanaan program usaha kesehatan sekolah (UKS) di Sekolah Dasar se-Kecamatan Telanaipura Kota Jambi tahun 2018 [Implementation of the school health business program (UKS) in elementary schools in Telanaipura District, Jambi City in 2018]. *Jurnal Kesmas Jambi*, *2*(2), 8–13. <https://doi.org/10.22437/jkmj.v2i2.6549>
- Hoenicka, M. A. K., López-de-la-Nieta, O., Rubio, J. L. M., Shinohara, K., Neoh, M. J. Y., Dimitriou, D., Esposito, G., & Iandolo, G. (2022). Parental bonding in retrospect and adult attachment style: A comparative study between Spanish, Italian and Japanese cultures. *PLOS ONE*, *17*(12), e0278185. <https://doi.org/10.1371/journal.pone.0278185>
- Hoferichter, F., Kulakow, S., & Hufenbach, M. C. (2021). Support from parents, peers, and teachers is differently associated with middle school students' well-being. *Frontiers in Psychology*, *12*, 758226. <https://doi.org/10.3389/fpsyg.2021.758226>

- Holfve-Sabel, M.-A. (2014). Learning, interaction and relationships as components of student well-being: Differences between classes from student and teacher perspective. *Social Indicators Research*, *119*(3), 1535–1555. <https://doi.org/10.1007/s11205-013-0557-7>
- Horton, P., & Forsberg, C. (2020). Safe spaces? A social-ecological perspective on student perceptions of safety in the environment of the school canteen. *Educational Research*, *62*(1), 95–110. <https://doi.org/10.1080/00131881.2020.1715235>
- Hossain, S., O'Neill, S., & Strnadová, I. (2023). What constitutes student well-being: A scoping review of students' perspectives. *Child Indicators Research*, *16*(2), 447–483. <https://doi.org/10.1007/s12187-022-09990-w>
- Huppert, F. A. (2009). Psychological well-being: Evidence regarding its causes and consequences. *Applied Psychology: Health and Well-Being*, *1*(2), 137–164. <https://doi.org/10.1111/j.1758-0854.2009.01008.x>
- Indonesia Ministry of National Development Planning. (2021). *Rencana Aksi Nasional Tujuan Pembangunan Berkelanjutan (TPB)/ Sustainable Development Goals (SDGs) Tahun 2021-2024 [National Action Plan for Sustainable Development Goals (SDGs) 2021-2024]*. Indonesia Ministry of National Development Planning.
- Johnson, R. B., & Christensen, L. B. (2017). *Educational Research Quantitative, Qualitative, and Mixed Approach* (6th ed.). SAGE Publications.
- Kamaluddin, H. (2011). Bimbingan dan konseling sekolah [School guidance and counseling]. *Jurnal Pendidikan dan Kebudayaan*, *17*(4), 447–454. <https://doi.org/10.24832/jpnk.v17i4.40>

- Kern, M. L., Waters, L. E., Adler, A., & White, M. A. (2015). A multidimensional approach to measuring well-being in students: Application of the PERMA framework. *The Journal of Positive Psychology, 10*(3), 262–271.  
<https://doi.org/10.1080/17439760.2014.936962>
- Keyes, C. L. M. (2006). Subjective well-being in mental health and human development research worldwide: An introduction. *Social Indicators Research, 77*(1), 1–10. <https://doi.org/10.1007/s11205-005-5550-3>
- Kiuru, N., Wang, M.-T., Salmela-Aro, K., Kannas, L., Ahonen, T., & Hirvonen, R. (2020). Associations between adolescents' interpersonal relationships, school well-being, and academic achievement during educational transitions. *Journal of Youth and Adolescence, 49*(5), 1057–1072.  
<https://doi.org/10.1007/s10964-019-01184-y>
- Konu, A., & Rimpelä, M. (2002). Factor structure of the school well-Being model. *Health Education Research, 17*(6), 732–742.  
<https://doi.org/10.1093/her/17.6.732>
- Konu, A., & Rimpela, M. (2002). Well-being in schools: A conceptual model. *Health Promotion International, 17*(1), 79–87.  
<https://doi.org/10.1093/heapro/17.1.79>
- Kuo, P. X., & Braungart-Rieker, J. M. (2022). Attachment configurations to mothers and fathers during infancy predict compliance, defiance, and effortful control in toddlerhood. *Early Childhood Research Quarterly, 58*, 188–197. <https://doi.org/10.1016/j.ecresq.2021.09.006>
- Kurniastuti, I., & Azwar, S. (2014). Construction of student well-being scale for 4-6th graders. *Jurnal Psikologi, 41*(1), 1. <https://doi.org/10.22146/jpsi.6954>

- Kurniawan, A., Supriatna, M., & Yustiana, Y. R. (2021). Guidance and counseling services in developing learner happiness: Systematic literature review. *Jurnal Mantik*, 5(36).
- Kurniawati, F. N. A. (2022). Meninjau permasalahan rendahnya kualitas pendidikan di indonesia dan solusi [Reviewing the problem of low quality education in Indonesia and solutions]. *Academy of Education Journal*, 13(1), 1–13. <https://doi.org/10.47200/aoej.v13i1.765>
- Lathifah, N., Adi, A. H., & Na'imah, T. (2021). An overview of school well-being scale at students of muhammadiyah vocational high school: A pilot study. *Proceedings Series on Social Sciences & Humanities*, 2, 97–104. <https://doi.org/10.30595/pssh.v2i.111>
- Lee, S. S., Shim, Y., Choi, J., & Choi, I. (2023). The relationship between teacher support and students' academic emotions: A meta-analysis. *Journal of Happiness Studies*, 24(2), 745–767. <https://doi.org/10.1007/s10902-022-00614-2>
- Lei, H., Cui, Y., & Chiu, M. M. (2018). The Relationship between Teacher Support and Students' Academic Emotions: A Meta-Analysis. *Frontiers in Psychology*, 8, 2288. <https://doi.org/10.3389/fpsyg.2017.02288>
- Lestari, R. M. P. (2023). *Dispositional mindfulness as mediator between parent attachment and psychological well-being in adolescent* [Thesis]. Universitas Indonesia.
- Liu, W., Mei, J., Tian, L., & Huebner, E. S. (2016). Age and gender differences in the relation between school-related social support and subjective well-

- being in school among students. *Social Indicators Research*, 125(3), 1065–1083. <https://doi.org/10.1007/s11205-015-0873-1>
- Llorca, A., Cristina Richaud, M., & Malonda, E. (2017). Parenting, peer relationships, academic self-efficacy, and academic achievement: Direct and mediating effects. *Frontiers in Psychology*, 8, 2120. <https://doi.org/10.3389/fpsyg.2017.02120>
- Long, R. F., Huebner, E. S., Wedell, D. H., & Hills, K. J. (2012). Measuring school-related subjective well-being in adolescents. *American Journal of Orthopsychiatry*, 82(1), 50–60. <https://doi.org/10.1111/j.1939-0025.2011.01130.x>
- Losada-Puente, L., Mendiri, P., & Rebollo-Quintela, N. (2022). From general well-being to school well-being: A systematic review. *RELIEVE*, 28(1). <https://doi.org/10.30827/relieve.v28i1.23956>
- Łukasik, I. M. (2021). Student well-being in the context of erik allardt’s theory of welfare and urie bronfenbrenner’s ecological systems theory of development. *Przegląd Badań Edukacyjnych*, 35(2), 197–212. <https://doi.org/10.12775/PBE.2021.039>
- Mack, L. (2010). *The Philosophical Underpinnings of Educational Research*. 19.
- Marrero-Quevedo, R. J., Blanco-Hernández, P. J., & Hernández-Cabrera, J. A. (2019). Adult attachment and psychological well-being: The mediating role of personality. *Journal of Adult Development*, 26(1), 41–56. <https://doi.org/10.1007/s10804-018-9297-x>
- McGinley, M., & Evans, A. M. (2020). Parent and/or peer attachment? Predicting emerging adults’ prosocial behaviors and internalizing symptomatology.

*Journal of Child and Family Studies*, 29(7), 1833–1844.

<https://doi.org/10.1007/s10826-020-01715-3>

McLean, L., Gaul, D., & Penco, R. (2023). Perceived social support and stress: A study of 1st year students in Ireland. *International Journal of Mental Health and Addiction*, 21(4), 2101–2121. <https://doi.org/10.1007/s11469-021-00710-z>

McLellan, R., & Steward, S. (2015). Measuring children and young people's wellbeing in the school context. *Cambridge Journal of Education*, 45(3), 307–332. <https://doi.org/10.1080/0305764X.2014.889659>

Mikulincer, M., & Shaver, P. R. (2020). Attachment theory. In P. J. Corr & G. Matthews (Eds.), *The Cambridge Handbook of Personality Psychology* (2nd ed., pp. 208–220). Cambridge University Press. <https://doi.org/10.1017/9781108264822.020>

Miljkovitch, R., Mallet, P., Moss, E., Sirparanta, A., Pascuzzo, K., & Zdebik, M. A. (2021). Adolescents' attachment to parents and peers: Links to young adulthood friendship quality. *Journal of Child and Family Studies*, 30(6), 1441–1452. <https://doi.org/10.1007/s10826-021-01962-y>

Miller, P. H. (2016). *Theories of developmental psychology* (6th ed). Worth Publishers.

Ministry of Education. (2023). *Data Peserta Didik Kota Mataram—Dapodikdasmen* [Government Website]. Basic Education Data [Data Pokok Pendidikan]. <https://dapo.kemdikbud.go.id/pd/2/236000>

- Moç, S. (2023). Theories and practices developed on well-being in the organizational environment. *Contemporary Issues of Communication*, 2(1), 47–56.
- Mónaco, E., Schoeps, K., & Montoya-Castilla, I. (2019). Attachment styles and well-being in adolescents: How does emotional development affect this relationship? *International Journal of Environmental Research and Public Health*, 16(14), 2554. <https://doi.org/10.3390/ijerph16142554>
- Moreira, P., Pedras, S., Silva, M., Moreira, M., & Oliveira, J. (2021). Personality, attachment, and well-being in adolescents: The independent effect of attachment after controlling for personality. *Journal of Happiness Studies*, 22(4), 1855–1888. <https://doi.org/10.1007/s10902-020-00299-5>
- Moretti, M. M., & Peled, M. (2004). Adolescent-parent attachment: Bonds that support healthy development. *Paediatrics & Child Health*, 9(8), 551–555. <https://doi.org/10.1093/pch/9.8.551>
- Muhid, A., & Ferdianto, F. (2020). Stres akademik pada siswa: Menguji peranan iklim kelas dan school well-being [Academic stress in students: Examining the role of classroom climate and school well-being]. *Persona: Jurnal Psikologi Indonesia*, 9(1), 140–156. <https://doi.org/10.30996/persona.v9i1.3523>
- Muhjab, S. (2021). *Pengaruh spiritual terhadap kebahagiaan di sekolah berbasis asrama [Spiritual influences on happiness in boarding-based schools]*. 10.
- NCCA. (2017). *Junior Cycle Wellbeing Guidelines*. National Council for Curriculum and Assessment.

- Norozi, S. A. (2023). The nexus of holistic wellbeing and school education: A literature-informed theoretical framework. *Societies, 13*(5), 113.  
<https://doi.org/10.3390/soc13050113>
- Nulman, E. B., & Alkalay, S. (2023). Teachers' attachment moderates links between students' internalizing and externalizing problems, teacher-student relationships, and students' school-related attitudes. *Teachers and Teaching, 1*–26. <https://doi.org/10.1080/13540602.2023.2285883>
- OECD. (2012). *Equity and quality in education: Supporting disadvantaged students and schools*. OECD. <https://doi.org/10.1787/9789264130852-en>
- Ogutu, J., & Khasakhala, E. O. (2023). Nexus between academic motivation and self-actualization among students of public universities in Western Kenya. *East African Journal of Education and Social Sciences, 4*(3), 146–157.  
<https://doi.org/10.46606/eajess2023v04i03.0286>
- Osborne, J. W. (2010). Data cleaning basics: Best practices in dealing with extreme scores. *Newborn and Infant Nursing Reviews, 10*(1), 37–43.  
<https://doi.org/10.1053/j.nainr.2009.12.009>
- Pietarinen, J., Soini, T., & Pyhältö, K. (2014). Students' emotional and cognitive engagement as the determinants of well-being and achievement in school. *International Journal of Educational Research, 67*, 40–51.  
<https://doi.org/10.1016/j.ijer.2014.05.001>
- Prabowo, A. (2016). Kesejahteraan psikologis remaja di sekolah [Psychological well-being of adolescents at school]. *Jurnal Ilmiah Psikologi Terapan, 04*.
- Prinstein, M. J., & Giletta, M. (2016). Peer relations and developmental psychopathology. In D. Cicchetti (Ed.), *Developmental Psychopathology*

(1st ed., pp. 1–53). Wiley.

<https://doi.org/10.1002/9781119125556.devpsy112>

Pulimeno, M., Piscitelli, P., Colazzo, S., Colao, A., & Miani, A. (2020). School as ideal setting to promote health and wellbeing among young people. *Health Promotion Perspectives, 10*(4), 316–324.

<https://doi.org/10.34172/hpp.2020.50>

Putri, T. S., & Novitasari, R. (2017). *The relationship between peer attachment and psychological well-being of university students. 22.*

Quinlan, D. M., & Hone, L. C. (2020). *The educators' guide to whole-school wellbeing: A practical guide to getting started, best-practice process and effective implementation* (1st ed.). Routledge.

<https://doi.org/10.4324/9780429280696>

Rafikasari, F. (2021). *Pengaruh stres akademik terhadap school satisfaction yang dimediasi oleh self-regulated learning pada siswa sma kota bandung [The influence of academic stress on school satisfaction mediated by self-regulated learning in high school students in the city of Bandung]* [Thesis]. Universitas Pendidikan Indonesia.

Rasyid, A. (2020). Konsep dan urgensi penerapan school well-being pada dunia pendidikan [The concept and urgency of implementing school well-being in the world of education]. *Jurnal Basicedu, 5*(1), 376–382.

<https://doi.org/10.31004/basicedu.v5i1.705>

Rathmann, K., Herke, M., Heilmann, K., Kinnunen, J. M., Rimpelä, A., Hurrelmann, K., & Richter, M. (2018). Perceived school climate, academic well-being and school-aged children's self-rated health: A mediator

analysis. *European Journal of Public Health*, 28(6), 1012–1018.

<https://doi.org/10.1093/eurpub/cky089>

Reisz, S., Duschinsky, R., & Siegel, D. J. (2018). Disorganized attachment and defense: Exploring John Bowlby's unpublished reflections. *Attachment & Human Development*, 20(2), 107–134.

<https://doi.org/10.1080/14616734.2017.1380055>

Renshaw, T. L., Long, A. C. J., & Cook, C. R. (2015). Assessing adolescents' positive psychological functioning at school: Development and validation of the student subjective wellbeing questionnaire. *School Psychology Quarterly*, 30(4), 534–552. <https://doi.org/10.1037/spq0000088>

Reupert, A., Straussner, S. L., Weimand, B., & Maybery, D. (2022). It Takes a Village to Raise a Child: Understanding and Expanding the Concept of the “Village.” *Frontiers in Public Health*, 10, 756066.

<https://doi.org/10.3389/fpubh.2022.756066>

Ridzuan, F., & Wan Zainon, W. M. N. (2019). A review on data cleansing methods for big data. *Procedia Computer Science*, 161, 731–738.

<https://doi.org/10.1016/j.procs.2019.11.177>

Riley, P. (2010). *Attachment theory and the teacher-student relationship*.

Routledge. <https://doi.org/10.4324/9780203845783>

Rizkyanti, C. A., Wahyuni, C., & Alatas, S. (2021). Empathy and defender role in bullying at school: Student-teacher relationship as mediator. *Electronic Journal of Research in Education Psychology*, 19(54), 227–246.

<https://doi.org/10.25115/ejrep.v19i54.3564>

- Roni, S. M., Merga, M. K., & Morris, J. E. (2020). *Conducting Quantitative Research in Education*. Springer Singapore. <https://doi.org/10.1007/978-981-13-9132-3>
- Rosita, T., & Safitri, M. T. (2023). The effect of attachments on the psychological well-being of adolescents with divorce parents. *Proceeding of The 2nd Siliwangi Annual International Conference on Guidance Counseling (Saicgc), 2*.
- Rosmalen, L. V., Ijzendoorn, M. H. V., & Bakermans-kranenburg, M. J. (2014). ABC + D of attachment theory: The strange situation procedure as the gold standard of attachment assessment. In *The Routledge handbook of attachment. Theory* (1st ed.). Routledge.
- Ryan, R. M., & Deci, E. L. (2001). On happiness and human potentials: A review of research on hedonic and eudaimonic well-being. *Annual Review of Psychology, 52*(1), 141–166.  
<https://doi.org/10.1146/annurev.psych.52.1.141>
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Keyes, C. L. M. (1995). The structure of psychological well-being revisited. *Journal of Personality and Social Psychology, 69*(4), 719–727.  
<https://doi.org/10.1037/0022-3514.69.4.719>

- Sabol, T. J., & Pianta, R. C. (2012). Recent trends in research on teacher–child relationships. *Attachment & Human Development, 14*(3), 213–231.  
<https://doi.org/10.1080/14616734.2012.672262>
- Sagone, E., Commodari, E., Indiana, M. L., & La Rosa, V. L. (2023). Exploring the association between attachment style, psychological well-being, and relationship status in young adults and adults – A cross-sectional study. *European Journal of Investigation in Health, Psychology and Education, 13*(3), 525–539. <https://doi.org/10.3390/ejihpe13030040>
- Santrock, J. W. (2016). *Adolescence* (Sixteenth Edition). McGraw-Hill Education.
- Santrock, J. W. (2017). *Life-span development* (Sixteenth edition). McGraw-Hill Education.
- Satici, B. (2020). Social exclusion and adolescent wellbeing: Stress, school satisfaction, and academic self-efficacy as multiple mediators. *The Educational and Developmental Psychologist, 37*(1), 67–74.  
<https://doi.org/10.1017/edp.2020.7>
- Schuengel, C. (2012). Teacher–child relationships as a developmental issue. *Attachment & Human Development, 14*(3), 329–336.  
<https://doi.org/10.1080/14616734.2012.675639>
- Seligman, M. E. P. (2011). *Flourish: A visionary new understanding of happiness and well-being* (Free Press hardcover ed). Free Press.
- Shatz, I. (2023). Assumption-checking rather than (just) testing: The importance of visualization and effect size in statistical diagnostics. *Behavior Research Methods, 56*(2), 826–845. <https://doi.org/10.3758/s13428-023-02072-x>

- Shoshani, A., & Slone, M. (2017). Positive education for young children: Effects of a positive psychology intervention for preschool children on subjective well being and learning behaviors. *Frontiers in Psychology, 8*(1866), 1–11. <https://doi.org/10.3389/fpsyg.2017.01866>
- Song, S., Ding, W., Wang, L., Tan, D., Wang, D., Li, W., & Xie, R. (2023). The transactional relationship between mother-child attachment, father-child attachment and self-compassion. *Personality and Individual Differences, 206*, 112112. <https://doi.org/10.1016/j.paid.2023.112112>
- Spilt, J. L., Koomen, H. M. Y., & Thijs, J. T. (2011). Teacher wellbeing: The importance of teacher–student relationships. *Educational Psychology Review, 23*(4), 457–477. <https://doi.org/10.1007/s10648-011-9170-y>
- Stafford, M., Kuh, D. L., Gale, C. R., Mishra, G., & Richards, M. (2016). Parent–child relationships and offspring’s positive mental wellbeing from adolescence to early older age. *The Journal of Positive Psychology, 11*(3), 326–337. <https://doi.org/10.1080/17439760.2015.1081971>
- Stasulane, A. (2017). Factors determining children and young people’s well-being at school. *Journal of Teacher Education for Sustainability, 19*(2), 165–179. <https://doi.org/10.1515/jtes-2017-0021>
- Steinmayr, R., Heyder, A., Naumburg, C., Michels, J., & Wirthwein, L. (2018). School-related and individual predictors of subjective well-being and academic achievement. *Frontiers in Psychology, 9*, 2631. <https://doi.org/10.3389/fpsyg.2018.02631>
- Su, T., Tian, L., & Huebner, E. S. (2021). The reciprocal relations among prosocial behavior, satisfaction of relatedness needs at school, and

subjective well-being in school: A three-wave cross-lagged study among Chinese elementary school students. *Current Psychology*, 40(8), 3734–3746. <https://doi.org/10.1007/s12144-019-00323-9>

Sumintono, B. (2015). *Aplikasi Pemodelan Rasch Pada Assessment Pendidikan [Application of Rasch modeling to educational assessment]* (W. Widhiarso, Ed.). Penerbit Trim Komunikata.

Svane, D., Evans, N. (Snowy), & Carter, M.-A. (2019). Wicked wellbeing: Examining the disconnect between the rhetoric and reality of wellbeing interventions in schools. *Australian Journal of Education*, 63(2), 209–231. <https://doi.org/10.1177/0004944119843144>

Tennant, J. E., Demaray, M. K., Malecki, C. K., Terry, M. N., Clary, M., & Elzinga, N. (2015). Students' ratings of teacher support and academic and social–emotional well-being. *School Psychology Quarterly*, 30(4), 494–512. <https://doi.org/10.1037/spq0000106>

Țepordei, A.-M., Zancu, A. S., Diaconu-Gherasim, L. R., Crumpei-Tanasă, I., Măirean, C., Sălăvăstru, D., & Labăr, A. V. (2023). Children's peer relationships, well-being, and academic achievement: The mediating role of academic competence. *Frontiers in Psychology*, 14, 1174127. <https://doi.org/10.3389/fpsyg.2023.1174127>

Theisen, J. C., Fraley, R. C., Hankin, B. L., Young, J. F., & Chopik, W. J. (2018). How do attachment styles change from childhood through adolescence? Findings from an accelerated longitudinal Cohort study. *Journal of Research in Personality*, 74, 141–146. <https://doi.org/10.1016/j.jrp.2018.04.001>

- Thomas, N., Graham, A., Powell, M. A., & Fitzgerald, R. (2016). Conceptualisations of children's wellbeing at school: The contribution of recognition theory. *Childhood, 23*(4), 506–520. <https://doi.org/10.1177/0907568215622802>
- Thompson, R. A. (2015). Early attachment and later development. In *Handbook of attachment: Theory, research, and clinical applications* (3rd ed., pp. 330–348). Guilford.
- Thornberg, R., Forsberg, C., Hammar Chiriac, E., & Bjereld, Y. (2022). Teacher–student relationship quality and student engagement: A sequential explanatory mixed-methods study. *Research Papers in Education, 37*(6), 840–859. <https://doi.org/10.1080/02671522.2020.1864772>
- Tian, L. (2008). Developing scale for school well-being in adolescents. *Psychological Development and Education., 24*, 100–106.
- Tian, L., Han, M., & Huebner, E. S. (2014). Preliminary development of the adolescent students' basic psychological needs at school scale. *Journal of Adolescence, 37*(3), 257–267. <https://doi.org/10.1016/j.adolescence.2014.01.005>
- Tian, L., Liu, B., Huang, S., & Huebner, E. S. (2013). Perceived social support and school well-being among chinese early and middle adolescents: The mediational role of self-esteem. *Social Indicators Research, 113*(3), 991–1008. <https://doi.org/10.1007/s11205-012-0123-8>
- Tian, L., Tian, Q., & Huebner, E. S. (2016). School-related social support and adolescents' school-related subjective well-being: The mediating role of

- basic psychological needs satisfaction at school. *Social Indicators Research*, 128(1), 105–129. <https://doi.org/10.1007/s11205-015-1021-7>
- Treisman, K. (2016). *Working with Relational and Developmental Trauma in Children and Adolescents* (0 ed.). Routledge.  
<https://doi.org/10.4324/9781315672762>
- Tumanggor, R. O. (2019). Analisa konseptual model spiritual well-Being menurut Ellison dan Fisher [Conceptual analysis of the spiritual well-Being model according to Ellison and Fisher]. *Jurnal Muara Ilmu Sosial, Humaniora, dan Seni*, 3(1), 43. <https://doi.org/10.24912/jmishumsen.v3i1.3521>
- Udupa, N. S., Twenge, J. M., McAllister, C., & Joiner, T. E. (2023). Increases in poor mental health, mental distress, and depression symptoms among U.S. adults, 1993–2020. *Journal of Mood and Anxiety Disorders*, 2, 100013.  
<https://doi.org/10.1016/j.xjmad.2023.100013>
- Umberson, D., & Karas Montez, J. (2010). Social relationships and health: A flashpoint for health policy. *Journal of Health and Social Behavior*, 51(1\_suppl), S54–S66. <https://doi.org/10.1177/0022146510383501>
- Umemura, T., Lacinová, L., Juhová, D., Pivodová, L., & Cheung, H. S. (2021). Transfer of early to late adolescents' attachment figures in a multicohort six-wave study: Person- and variable-oriented approaches. *The Journal of Early Adolescence*, 41(7), 1072–1098.  
<https://doi.org/10.1177/0272431620978531>
- United Nation. (2015). *Transforming Our World: The 2030 Agenda for Sustainable Development* (General Assembly A/RES/70/L.1). United Nation.

- Verschueren, K., & Koomen, H. M. Y. (2012). Teacher–child relationships from an attachment perspective. *Attachment & Human Development, 14*(3), 205–211. <https://doi.org/10.1080/14616734.2012.672260>
- Viejo, C., Gómez-López, M., & Ortega-Ruiz, R. (2018). Adolescents' psychological well-being: A multidimensional measure. *International Journal of Environmental Research and Public Health, 15*(10), 2325. <https://doi.org/10.3390/ijerph15102325>
- Voukelatou, V., Gabrielli, L., Miliou, I., Cresci, S., Sharma, R., Tesconi, M., & Pappalardo, L. (2021). Measuring objective and subjective well-being: Dimensions and data sources. *International Journal of Data Science and Analytics, 11*(4), 279–309. <https://doi.org/10.1007/s41060-020-00224-2>
- Wahidah, F. R., & Royanto, L. R. M. (2019). Peran kegigihan dalam hubungan growth mindset dan school well-being siswa sekolah menengah [The role of perseverance in the relationship between growth mindset and school well-being among high school students]. *Jurnal Psikologi TALENTA, 4*(2), 133. <https://doi.org/10.26858/talenta.v4i2.7618>
- Wahyuni, D. (2023). Permasalahan penerimaan peserta didik baru tahun ajaran 2023/2024 jalur zonasi [The issue of new student admissions for the academic year 2023/2024 through the zoning pathway]. *Bidang Kesejahteraan Rakyat, 16*(2).
- Wahyuningsih, H., Novitasari, R., & Kusumaningrum, F. A. (2021). Kelekatan dan kesejahteraan psikologis anak dan remaja: Studi meta-analisis [Attachment and the psychological well-being of children and adolescents:

A meta-analysis study]. *Psympathic : Jurnal Ilmiah Psikologi*, 7(2), 267–284. <https://doi.org/10.15575/psy.v7i2.6426>

Wang, S., Li, A., Su, J., & Sun, E. R. (2023). Parent-child attachment and teacher-student relationships in Chinese children from low-income families: A moderated mediation model of shyness and resilience. *Current Psychology*, 42(24), 20463–20473. <https://doi.org/10.1007/s12144-022-03121-y>

Xiaobo, J. (1997). Mental health and quality education. *Chinese Education & Society*, 30(6), 25–28. <https://doi.org/10.2753/CED1061-1932300625>

Yogman, M., Garner, A., Hutchinson, J., Hirsh-Pasek, K., Golinkoff, R. M., COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, COUNCIL ON COMMUNICATIONS AND MEDIA, Baum, R., Gambon, T., Lavin, A., Mattson, G., Wissow, L., Hill, D. L., Ameenuddin, N., Chassiakos, Y. (Linda) R., Cross, C., Boyd, R., Mendelson, R., Moreno, M. A., ... Smith, J. (2018). The Power of Play: A Pediatric Role in Enhancing Development in Young Children. *Pediatrics*, 142(3), e20182058. <https://doi.org/10.1542/peds.2018-2058>

Zaatari, W. E., & Maalouf, I. (2022). How the Bronfenbrenner bio-ecological system theory explains the development of students' sense of belonging to school? *SAGE Open*, 12(4), 215824402211340. <https://doi.org/10.1177/21582440221134089>

Zhang, Y. (2016). Making students happy with wellbeing-oriented education: Case study of a secondary school in China. *The Asia-Pacific Education Researcher*, 25(3), 463–471. <https://doi.org/10.1007/s40299-016-0275-4>



## APPENDICES

### Appendix 1 :Time and Place of the Research

This research take place in six schools located in Mataram city. Data collection in each school carried out at different times. The research plan as follows shown in table 3.1.

*Research timeline*

No	Activity	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
1	Proposal Writing										
2	Proposal Defense										
3	Proposal Revision										
3	Processing Research Permits										
4	Data Collection										
5	Findings & Discussion										
6	Thesis Defense										

The research process conducted after the proposal is revised and approved by the faculty. The research commence in February 2024 with the acquisition of permissions from the regional research body. Following the completion of permissions, the data collection process took place over three months, from March to May 2024. The compilation of research findings commence in May, with an completion date in June.

## Appendix 2 : Research Questionnaire



### Kuisisioner Penelitian

---

#### Identities' Siswa

Nama Lengkap :

Kelas :

Usia / Umur :

Jenis Kelamin :

Asal Sekolah :

#### Petunjuk pengisian

Berilah jawaban terhadap seberapa setuju pada pernyataan yang ada dikuisisioner.

Silahkan menggunakan tanda ceklist ✓ pada salah satu kolom yang telah disediakan untuk setiap item pernyataan kuisisioner. Terdapat empat opsi pilihan jawaban yaitu sangat tidak setuju, tidak setuju, setuju, dan sangat setuju.

#### Bagian Pertama : Kesejahteraan Siswa

Pernyataan	Sangat Tidak setuju	Tidak Setuju	Setuju	Sangat Setuju
“Saya tidak ada masalah dalam mempersiapkan ujian”				
“Selama enam bulan terakhir saya mengalami merasa lelah atau lemah.”				

“Alat indera saya cukup baik dan sehat dalam mengikuti pembelajaran disekolah.”				
“Guru tertarik dengan apa yang saya lakukan”				
“Suhu panas di kelas saya mengganggu pelajaran”				
“Saya tidak mengalami masalah tentang pelajaran ketika berada diluar sekolah”				
“Guru saya memperlakukan saya dengan adil sama seperti teman-teman saya lainnya”				
“Suhu panas di kelas saya mengganggu pelajaran”				
“Saya tidak mengalami masalah tentang pelajaran ketika berada diluar sekolah”				
“Guru saya memperlakukan saya dengan adil sama seperti teman-teman saya lainnya”				
“Saya mendapat pujian dari guru ketika berhasil mencapai pencapaian atau prestasi yang bagus”				

“Saya merasa bahagia bersama teman teman di sekolah”				
“Ruangan kelas saya nyaman untuk belajar”				
“Guru tidak membebani saya dalam memberikan tugas.”				
“Selama enam bulan terakhir saya mengalami nyeri leher atau bahu”				
“Guru mendorong saya untuk berani menyampaikan pendapat saya”				
“Saya berhubungan baik dengan guru saya.”				
“Disekolah saya terdapat ruang ganti yang layak.”				
“Saya selalu berhasil menyelesaikan tugas dengan baik ketika bekerja dalam kelompok.”				
“Saya selalu mengikuti pembelajaran selama pelajaran.”				
“Saya merasa sehat dalam enam bulan terakhir.”				
“Di sekolah saya tidak pernah terjadi bullying.”				

“Kualitas ventilasi dalam kelas saya baik atau udara ruangan yang baik”				
“Saya memiliki komunikasi yang baik dengan guru”				
“Saya tidak ada masalah dalam mengerjakan pekerjaan rumah atau tugas yang guru berikan.”				
“Saya sering merasa gugup di sekolah.”				

**Bagian Kedua: Keterikatan Dengan Orang Tua / Wali**

Pernyataan	Sangat Tidak setuju	Tidak Setuju	Setuju	Sangat Setuju
“Orang tua saya menghargai perasaan saya.”				
“Saya merasa orang tua saya telah menjadi orang tua yang baik.”				
“Saya berharap memiliki orang tua yang berbeda dari yang saat ini mengasuh saya.”				
“Orang tua saya menerima saya apa adanya.”				

“Jika saya khawatir terhadap sesuatu, saya suka mendengar pandangan atau solusi dari orang tua saya.”				
“Saya merasa tidak perlu menunjukkan perasaan saya pada orang tua saya.”				
“Orang tua saya bisa tahu ketika saya sedang kesal.”				
“Saya merasa malu berbicara tentang masalah saya kepada orang tua”				
“Orang tua saya berharap terlalu tinggi kepada saya”				
“Saya mudah marah atau kesal ketika bersama orang tua.”				
“Orang tua saya sering tidak mengetahui apabila saya merasa kesal”				
“Ketika kita membahas sesuatu, orang tua saya peduli dengan pandangan saya.”				
“Orang tua saya percaya pada penilaian saya.”				
“Orang tua saya punya masalah sendiri, jadi saya tidak mau merepotkan mereka dengan masalah saya.”				

“Orang tua saya membantu saya memahami diri saya lebih baik.”				
“Saya menceritakan masalah dan kesulitan saya kepada orang tua saya.”				
“Saya merasa marah dengan orang tua saya.”				
“Saya tidak mendapatkan banyak perhatian dari orang tua saya.”				
“Dalam menyelesaikan masalah, Saya berbicara dengan orang tua.”				
“Orang tua memahami saya dengan baik.”				
“Ketika saya marah, orang tua saya berusaha untuk memahami.”				
“Saya percaya pada orang tua saya.”				
“Orang tua saya tidak mengerti apa yang saya alami akhir-akhir ini.”				
“Saya bisa berbicara dengan orang tua ketika perlu mengungkapkan sesuatu seperti masalah, perasaan atau pendapat.”				
“Jika orang tua saya tahu ada sesuatu yang mengganggu saya, mereka bertanya kepada saya tentang itu.”				

### Bagian Ketiga: Keterikatan Dengan Teman

Pernyataan	Sangat Tidak setuju	Tidak Setuju	Setuju	Sangat Setuju
“Saya suka mendengar pandangan teman jika saya merasa khawatir terhadap sesuatu.”				
“Teman-teman saya bisa tahu ketika saya sedang kesal pada sesuatu.”				
“Ketika kita membahas sesuatu, teman-teman saya mempertimbangkan dan peduli dengan pandangan saya.”				
“Saya merasa malu berbicara tentang masalah saya kepada teman”				
“Saya berharap bisa memiliki teman yang lebih baik dari yang saya miliki sekarang”				
“Teman-teman saya memahami saya. ”				
“Teman-teman saya mendorong saya untuk berbicara tentang kesulitan saya. ”				
“Teman-teman saya menerima saya apa adanya. ”				

“Saya merasa perlu untuk lebih banyak bertemu atau ngobrol dengan teman teman.”				
“Teman-teman tidak peduli dengan perasaan saya”				
“Saya tetap merasa kesepian ketika berkumpul bersama teman”				
“Teman-teman saya mendengarkan apa yang ingin saya katakan.”				
“Saya merasa teman-teman saya adalah teman yang baik.”				
“Teman-teman saya cukup mudah diajak berbicara.”				
“Ketika saya marah, teman-teman saya mencoba untuk memahami kondisi saya.”				
“Teman-teman saya membantu saya untuk lebih memahami diri saya sendiri.”				
“Teman-teman saya peduli dengan perasaan saya.”				
“Saya sering merasa marah ketika bermain bersama teman teman”				

“Saya dapat percaya pada teman saya ketika saya perlu untuk mengungkapkan sesuatu masalah, perasaan atau pendapat saya. ”				
“Saya percaya pada teman-teman saya. ”				
“Teman-teman saya menghormati perasaan saya. ”				
“Teman saya sering tidak tahu saat saya merasa kesal”				
“Sepertinya teman-teman tidak suka pada saya. ”				
“Saya bisa bercerita kepada teman-teman saya mengenai masalah dan kesulitan saya.”				
“Jika teman-teman saya tahu ada sesuatu yang mengganggu saya, mereka bertanya tentang hal itu.”				

**Bagian Keempat: Keterikatan antara siswa dan guru**

Pernyataan	Sangat Tidak setuju	Tidak Setuju	Setuju	Sangat Setuju
“Guru saya menghargai perasaan saya.”				
“Saya merasa guru saya berhasil sebagai guru.”				
“Guru saya menerima saya apa adanya.”				
“Guru saya bisa tahu ketika ada sesuatu yang membuat saya sedih.”				
“Saya mudah marah di sekolah.”				
“Guru saya sering tidak mengetahui apabila saya merasa kesal”				
“Guru saya percaya pada apa yang saya katakan”				
“Guru saya membantu saya memahami diri saya dengan lebih baik.”				
“Saya bercerita kepada guru saya tentang masalah dan kesulitan saya.”				
“Guru saya mendorong saya untuk berbicara tentang kesulitan saya.”				
“Guru saya memahami saya.”				

“Ketika saya marah, guru mencoba untuk memahami perasaan saya.”				
“Guru saya merupakan orang yang saya percaya.”				
“Saya merasa bahwa guru tidak memahami apa yang saya rasakan sebagai siswa”				
“Saya dapat mempercayai guru saya apabila ada sesuatu yang perlu saya ungkapkan tentang perasaan dan pendapat saya”				
“Guru marah kepada saya tanpa alasan yang jelas”				
“Guru saya bertanya pada saya ketika mereka melihat ada sesuatu yang mengganggu saya”				

## Appendix 3 : Faculty Research Permit



Kementerian Agama Republik Indonesia  
Universitas Islam Internasional Indonesia  
Jalan Raya Bogor KM. 33.5  
Cisalak, Sukmajaya, Depok, Jawa Barat 1641E  
secretariat@uii.ac.id  
www.uii.ac.id

Depok, 14 Maret 2024

Nomor : 068/Dek.FIP/UIII/UM.02/3/2024  
Lampiran : -  
Hal : Permohonan Izin Penelitian

Kepada  
Yth. Kepala Bakesbangpol Provinsi Nusa Tenggara Barat

*Assalamu'alaikum Wr. Wb.,*

Dengan ini kami menyatakan bahwa mahasiswa di bawah ini:

Nama : Eka Hermansyah  
NIM : 04212210009  
Fakultas : Fakultas Ilmu Pendidikan  
Program Studi : Magister Ilmu Pendidikan

sedang melakukan penelitian untuk tesis dengan rincian sebagai berikut:

Judul Tesis : *Pathways Between Parent Attachment and Student Well-being in Mataram: The Mediating Role of Teacher-Student Relationship*  
Lokasi Penelitian : SMAS Model Nurul Jannah, SMAN 11 Mataram, SMAS Katolik Kusuma Cakranegara, SMAN 5 Mataram, SMAN 2 Mataram, SMAN 4 Mataram, SMAN 7 Mataram  
Waktu Penelitian : 20 Maret 2024 – 20 Juni 2024

Kami memohon bantuan Ibu/Bapak untuk memberikan izin penelitian kepada mahasiswa tersebut. Data penelitian hanya akan digunakan untuk tujuan akademis dan tidak akan digunakan untuk tujuan lain.

Demikian kami sampaikan, atas perhatian dan kerja sama Ibu/Bapak kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.,*

Hormat kami,  
Dekan Fakultas Ilmu Pendidikan



Faculty of  
Education  
Prof. Nina Nurmila, PhD

## Appendix 4: Research Permit from Provincial Government Research Agency



### PEMERINTAH PROVINSI NUSA TENGGARA BARAT BADAN RISET DAN INOVASI DAERAH

Jalan Bypass ZAMIA 2 - Desa Lelede - Kecamatan Kediri - kode pos 83362  
Kabupaten Lombok Barat - Provinsi NTB, E-mail: [brida@ntbprov.go.id](mailto:brida@ntbprov.go.id) Website : [brida.ntbprov.go.id](http://brida.ntbprov.go.id)

#### — SURAT IZIN

Nomor : 070 / 5132 / II – BRIDA / III / 2024  
TENTANG  
PENELITIAN

- Dasar :
- Peraturan Daerah Provinsi Nusa Tenggara Barat Nomor 14 Tahun 2021 Tentang Perubahan kedua atas perda No 11 Tahun 2016 Tentang Pembentukan Dan Susunan Perangkat Daerah Provinsi NTB.
  - Peraturan Gubernur NTB Nomor 49 Tahun 2021 Tentang Perubahan Ke Empat Atas Peraturan Gubernur Nomor 51 Tahun 2016 tentang Kedudukan, Susunan Organisasi, Tugas dan Fungsi serta Tata Kerja Badan-Badan Daerah Provinsi Nusa Tenggara Barat.
  - Surat Dari Dekan Fakultas Ilmu Pendidikan Universitas Islam Internasional Indonesia Nomor : 068/Dek.FIP/UIII/UM.02/3/2024 Perihal : Permohonan Izin Penelitian .
  - Surat dari BAKESBANGPOLDAGRI Provinsi Nusa Tenggara Barat Nomor : 070/602/III/R/BKBDN/2024 . Perihal : Rekomendasi Izin Penelitian.

#### MEMBERI IZIN

Kepada ;  
Nama : **Eka Hermansyah**  
NIK / NIM : **5271011801010003 / '04212210009**  
Instansi : **Universitas Islam Internasional Indonesia**  
Alamat/HP : **Lingkungan Sintung, RT/RW 003/002 Kelurahan/Desa Banjar, Kecamatan Ampenan Kota Mataram / 087864315231**  
Untuk : **Melakukan Penelitian dengan Judul: " Pathways Between Parent Attachment and Student Well-being in Mataram: The Mediating Role of Teacher-Student Relationship and Peer Attachment."**  
Lokasi : **SMAS Model Nurul Jannah, SMAN 11 Mataram, SMAS Katolik Kusuma Cakranegara, SMAN 5 Mataram, SMAN 2 Mataram, SMAN 4 Mataram, SMAN 7 Mataram.**  
Waktu : **Maret sampai Juni 2024**

Dengan ketentuan agar yang bersangkutan menyerahkan hasil penelitian selambat lambatnya 1 (satu) bulan setelah selesai melakukan penelitian kepada Badan Riset Dan Inovasi Daerah Provinsi NTB via email: [litbang.bridaprovntb@gmail.com](mailto:litbang.bridaprovntb@gmail.com)

Demikian surat Izin Penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di Lombok Barat  
Pada tanggal, 3/20/2024  
an. Kepala Brida Provinsi NTB  
Kepala Bidang Litbang Inovasi Dan Teknologi

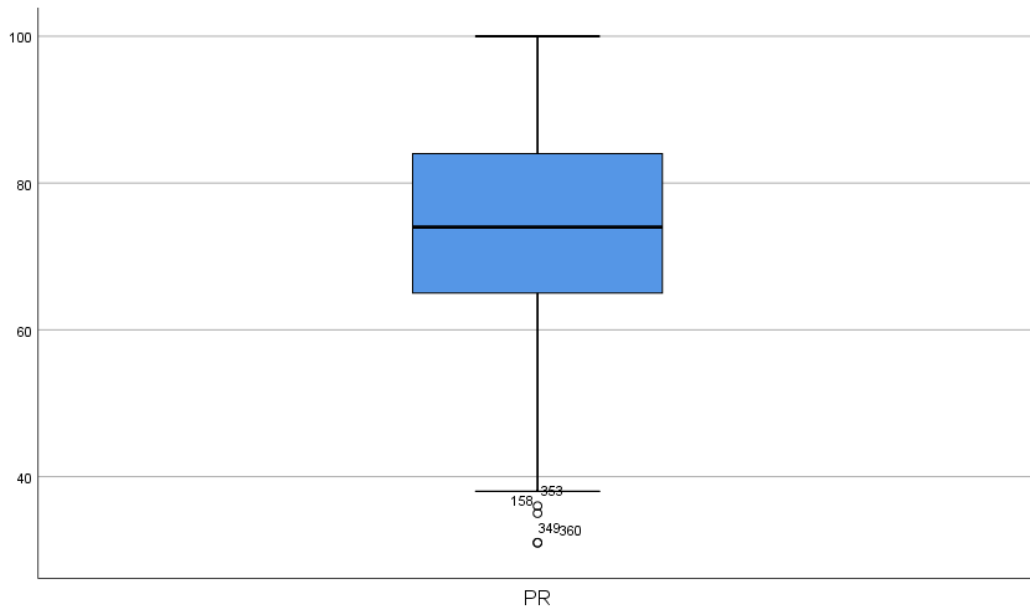
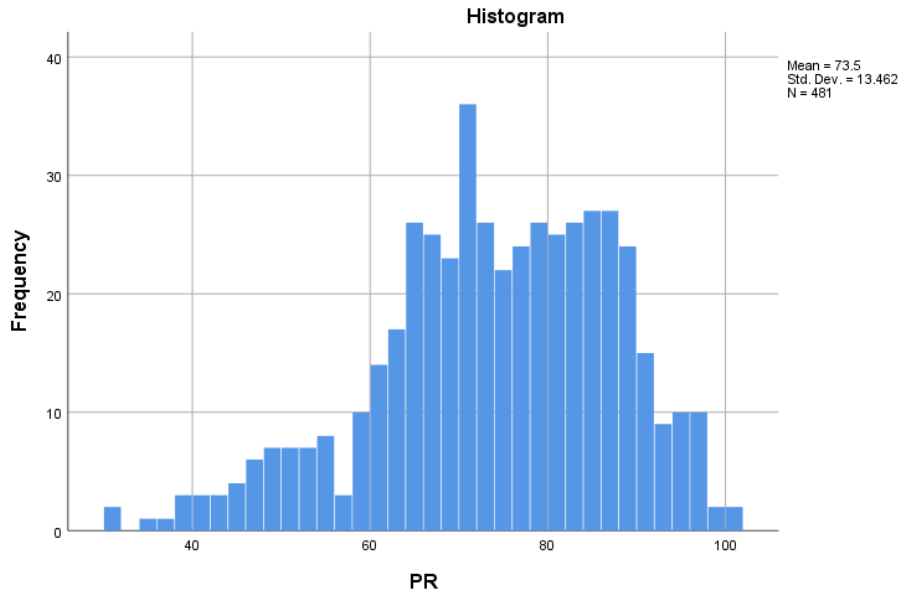


**LALU SURYADI, SP. MM**  
NIP. 19691231 199803 1 055

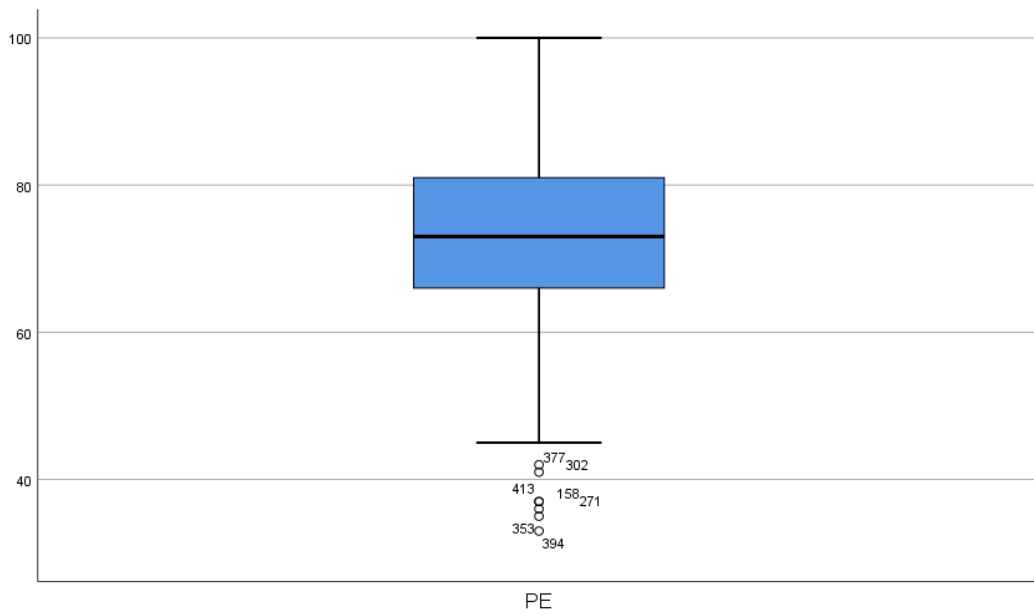
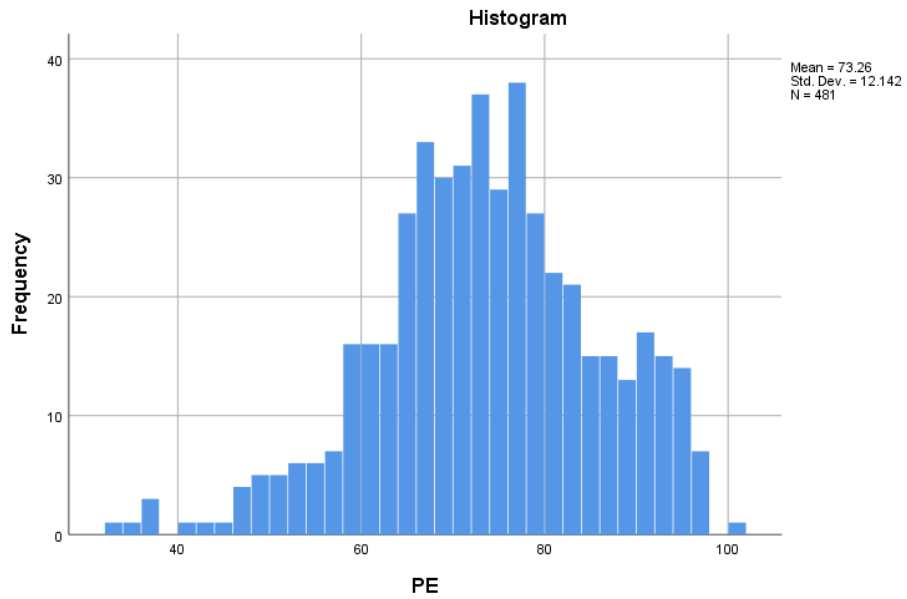
Tembusan: disampaikan kepada Yth:

- Gubernur NTB (Sebagai Laporan);
- Walikota Mataram;
- Kepala Dinas Pendidikan Dan Kebudayaan Prov. NTB;
- Kepala KCD Dikbud Kota Mataram dan Kab. Lombok Barat;

**Appendix 5 : Parent attachment assumption observation based on histogram  
for normality and boxplot for significant outliers**

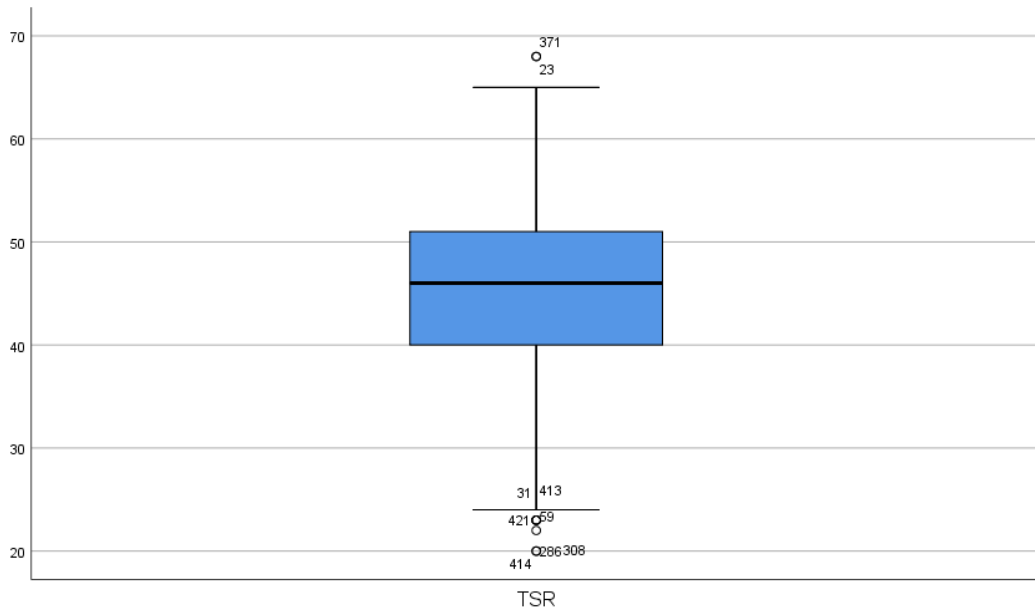
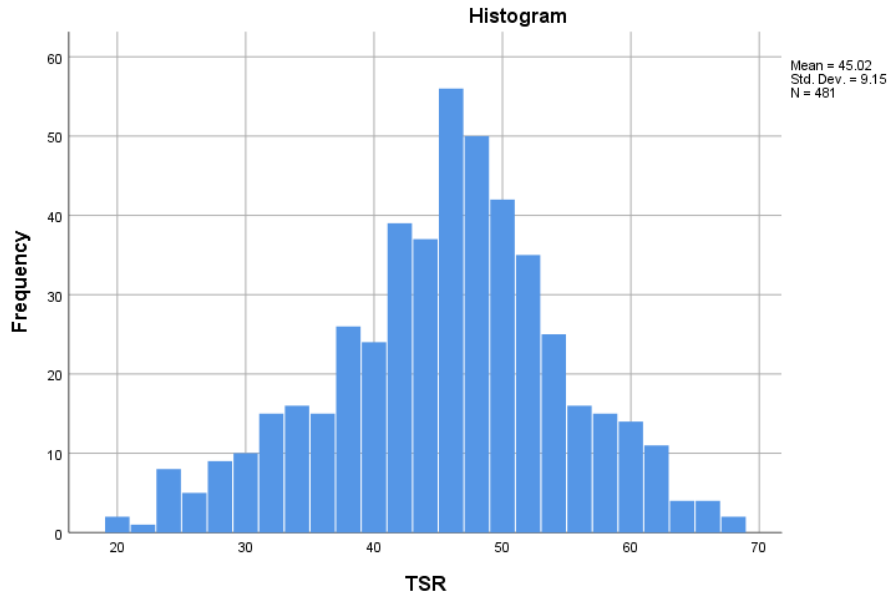


**Appendix 6 : Peers attachment assumption observation based on histogram  
for normality and boxplot for significant outliers**





**Attachment 7 : Teacher-student relationship assumption observation based on histogram for normality and boxplot for significant outliers**



**Attachment 8 : Students well-being assumption observation based on histogram for normality and boxplot for significant outliers**

