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The Effects of Self-Regulated Learning and School Climate on Student Well-Being through Academic Hardiness

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Abstract

Student well-being is a state in which students are able to develop skills and potential as well as positive self-acceptance that affects their academic performance. In this research, self-regulated learning and school climate were analyzed in terms of their effects on well-being through academic hardiness in 340 boarding Senior Islamic High School or *Madrasah Aliyah* (MA) in Kudus Regency selected using a proportional stratified random sampling technique. Their data were collected using the scales of self-regulated learning, school climate, students' well-being and hardiness. Based on the findings, self-regulated learning and school climate affected students' well-being through academic hardiness. It can be the basis for school counselors to give proper services to students.

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INTRODUCTION

In the world of education, student well-being is important because school is not only about pursuing achievement, but also realizing the whole well-being. In this way, schools as a means of realizing educational objectives are supposed to provide students good learning climate and experiences so that they can attain their well-being and academic achievement (Cahyono et al., 2021).

Student well-being at school is in line with academic performance. Those with high academic performance will feel socially connected, satisfied and comfortable at school. In other words, students well-being show how well they can exhibit behavior and attitudes related to academics, social, and emotion at school. A research by Bani et al (2022) found some students with problematic well-being due to poor academic performance, such as late in attending exams which later can lead to academic failure.

According to the researchers' interview with one of the MA counselors in Kudus, low well-being in students could happen due to lack of hardiness and learning orientation proven by the low opinion about the competition, fatigue due to the existence of too many subjects, extracurricular activities, and Quran memorization in the boarding house. These happened due to the minimum skills in learning regulation.

Wong, et al (2019) state that self-regulated learning or independence in learning in students is indicated by the ability to reflect on own goals, plans and strategies and utilize information to form new goals and plans. As stated by Davis and Hadwin (2021) things that can influence students' success and well-being are independent learning or self-regulated learning, where students who report their success in learning are the ones whose well-being is observably good. Another finding of their research is students' well-being differs according to their respective learning achievements, where students who achieve their academic goals have a high level of well-being than those with a low level of academic goals.

Besides self-regulated learning, another influential thing on students' well-being is the school climate. A research conducted by Braun et al (2020) concludes that school climate can improve students' social and emotional well-being. The school climate is in the form of teachers' emotional skills, occupational health, and professional development.

Based on the interviews with school counselors at MA in Kudus, it was known that poor school climates can affect students' well-being, such as lack of learning motivation, feeling of uncomfortable at school, misunderstanding between teacher and students, incomplete facilities, lack of confidence about skills, not creative teaching methods which makes them get bored easily, and clashes with school and boarding school subjects.

Students' well-being is a complex concept due to its involvement of other prominent elements in teaching and learning process. However, there is a connecting line between the school climate and academic objectives, namely students' achievement (Zysberg & Schwabsky, 2021). Guidance and counseling services to develop student well-being or psychological well-being of students can be a supporter of character at school (Yuliani, 2018). Through these services, students can get assistance to develop their potential without experiencing obstacles in achieving developmental tasks in line their psychological well-being.

The above matter can be enhanced through personal and social aspects as stated by Ryff & Singer (1996) which include self-acceptance, positive relationships with other people, autonomy, mastery of the environment, life goals, students' personal growth. These become the emergence of several influences such as self-regulated learning, school climate and academic hardiness which apparently have a significant influence on students' welfare in carrying out their academics.

An important step that needs to be taken by school counselors is to raise awareness in students and provide strong motivation to attain self-awareness, develop as complete individuals, have life goals they wish to achieve and are ready

to continue learning to develop and actualize based on potential, talents, interests and talents. The present topic of research was aimed at obtaining novelty and enriching the theories of self-regulated learning because the previous researches on this topic more discussed about self-efficacy, self-esteem, hardiness, and other academic problems arising from internal factors where actually well-being is related to students' achievement and independence at school. If high well-being can be attained by students, it will bring positive effects on their achievement and academics.

Another reason of conducting this research was to expand researches by Ismail & Yudiana (2020) regarding students' well-being and school climate on MA and Islamic Boarding School students as well as a research from Wardani (2020) which suggests to involve variables of complete socio-demographics such as the population status of students living in dormitories, so the contribution of empirical findings will provide more substantial meaning. The previous two were in line with the researcher's initial principle that MA students were different from secondary students in general because they live in a dormitory, have a different curriculum and have additional subjects that are characteristic.

Regarding the previous explanation, the present research strived for determining the direct and indirect effects of self-regulated learning and school climate on student well-being through academic hardiness. It was expected that these findings will be useful for several parties such as counselors to improve students' well-being.

METHODS

The sample used in this research was selected using a proportional stratified random sampling technique of 340 boarding MA students in Kudus Regency consisting of students in grades X, XI, XII. In collecting the data, two adapted instruments and two independently developed instruments by the researchers were used. The first was the SRL scale developed by the researcher himself using aspects from Zimmerman (2013) which consists of 3 aspects, namely cognitive aspects, motivational aspects and behavioral aspects. The respondents indicated the level of agreement on 5 options (Never = 1, Very Often = 5). Its total item correlation validity ranged from 0.28-0.64, while the reliability of the coefficient based on the alpha value gained 0.833.

The second instrument was the school climate scale. It was developed by the National School Climate Center. In this instrument, the respondents indicated the level of agreement on 5 options: (Never = 1, Very Often = 5). Its total item correlation validity ranged from 0.29-0.8, while the reliability of the coefficient based on an alpha value gained 0.951.

The third instrument was the psychological well-being scale developed by Ryff & Singer (1996). It measures 6 dimensions that shape well-being and its existence, including self-acceptance, autonomy, environmental mastery, purpose in life, positive relations with others and personal growth. The respondents indicated the level of agreement with 4 options (strongly disagree = 1, strongly agree = 4). Its total item correlation validity ranged from 0.22-0.60, while the reliability coefficient based on an alpha value gained 0.749.

The last instrument was the hardiness scale developed by Jiménez et al (2014) which consists of 3 aspects, namely the commitment aspect, the control aspect and the challenge aspect. The respondents indicated the level of agreement with 4 options (strongly disagree = 1, strongly agree = 4). Its total item correlation validity ranged from 0.63-0.92, while the reliability of the coefficient based on an alpha value was 0.961.

RESULTS AND DISCUSSION

Following the data collection, all obtained data were grouped into three categories. Here, all variables were in the high category, namely self-regulated learning with 52%, the school climate with 54%, well-being was 47%, and hardiness was 55%. Based on descriptive statistical tests, the mean of self-regulated learning was 133.46 (SD = 15.03), school climate was 156.99 (SD = 25.825),

student welfare was 92.83 (SD = 8.22 and academic hardiness was 58.73 (SD = 9.45). In detail, this information is presented in table 1

.

Table 1 Mean and Standard Deviation

Variable	Max	Min	Mean	SD
Self-Regulated Learning	169	95	133.46	15.04
School climate	221	71	156.99	25.83
Students' well-being	119	66	92.83	8.23
Academic Hardiness	60	35	58.73	9.46

After the descriptive statistical tests, another test was carried out using the path analysis method with the help of the SPSS 22 program to obtain 2 regression models. The two models can be seen in table 2. In addition, to test the intervening variable and check whether the variable had a mediating effect or not, the Sobel test Preacher and Hayes (2008) was conducted. The results of the single test can be seen in table 3.

Table 2. The Regression Results on the Effects of Self-Regulated Learning and School Climate on Students' Well-being through Hardiness

Predictor	β	T	p	R	R^2	F	P
Criterion : *Hardiness* (Z)				0.78	0.63	262.2	<0.01
SRL (X1)	0.54	10.54	<0.01				
School climate (X2)	0.29	5.68	<0.01				
Criterion : Well-being (Y)				0.92	0.38	647.9	<0.01
SRL (X1)	0.55	15.24	<0.01				
School climate (X2)	0.13	3.9	<0.01				
Hardiness (Z)	0.32	9.55	<0.01				
Mediator	β	Se	T	p			
X1-Z-Y	0.72	0.03	10.54	>0.05			
X2-Z-Y	0.22	0.12	5.7	>0.05			

A partial test was used in this research to determine whether the independent variable partially influenced the dependent variable significantly or not. Based on Table 2, it was found that self-regulated learning had a positive and significant influence on students' well-being (β = 0.55, p<0.01). This result confirms the findings of Kindekens et al (2014) research that self-regulated learning is seen as greatly contributing to students' well-being, but this research is combined with arts education so as to create an environment for forming high levels of self-regulated learning. By comparing to the findings of this previous research it was confirmed that self-regulated learning did influence students' well-being without any collaboration.

Regarding table 2, it was concluded that the school climate had a significant effect on students' well-being (β = 0.13, p<0.01). It is consistent with a research by Braun et al (2020) which revealed that the school climate can improve students' social and emotional well-being. This climate is in the form of teachers'

emotional skills, occupational health, and professional development. Moreover, this research also found that the indicator of student emotional support was relatively high, namely 69% for the school climate and the indicator of autonomy where students' ability to face social pressure was around 75% and categorized relatively high, so it was concluded that school climate had a positive effect on student' well-being.

According to table 2, it was known that self-regulated learning had a significant effect on students' academic hardiness ($\beta = 0.54$, $p<0.01$). It is in line with a research conducted by Merianda & Rozali (2020) on students who reside in dormitories and with the aim of finding out whether there was an effect of self-regulated learning on the hardiness of students at MTs Pondok Pesantren Daar El-Qolam 1 Tangerang. Their finding is self-regulated learning has an effect on students' hardiness. The higher the self-regulated learning, the higher the students' hardiness or a positive relationship is. Self-regulated learning in their research had an influence of 47.5% in forming students' hardiness. Meanwhile, in this present research, self-regulated learning had an influence of 79%.

It was revealed that based on table 2 school climate had a significant effect on students' academic hardiness ($\beta = 0.29$, $p<0.01$). By referring to the previous researches, the learning culture or environment that influences hardiness is more common in students at universities. A research conducted by Aprodita (2021) found that student satisfaction with faculty, lecturers, learning methods and the faculty's academic reputation correlate significantly with students' willingness to be involved in their studies no matter how stressed they are about it. Therefore, what distinguishes this present research from previous research is that the research subjects who studied at boarding Madrasah Aliyah and the results which showed a significant influence between the variables.

Another finding was academic hardiness had a positive and significant effect on students' well-being ($\beta = 0.32$, $p<0.01$). It is similar to the results of a research conducted by Nayyeri and Aubi (2011) that there is a positive and significant relationship between the components of hardiness and well-being. In other words, if hardiness has high control, the level of welfare will also be high.

The indirect effect score of self-regulated learning on students' well-being through academic hardiness was 0.72, while for the significance of the Sobel test mediation test with a significant value obtained $p>0.05$, meaning that academic hardiness has succeeded in mediating between self-regulated learning and students' well-being.

In this research, the academic hardiness variable successfully acted as an intervening variable in the effect of self-regulated learning on students' well-being because its direct influence was smaller than the direct influence, or the actual effect was indirect. A research by Padhy et al. (2022) found that if a person's self-regulation is high, the level of his psychological well-being will also be high because it is caused by self-resilience towards certain goals.

An indirect effect was found between self-regulated learning and students' well-being through academic hardiness. This present research proved hardiness became the trigger for students' well-being indicated by one of the indicators of self-regulated learning, namely setting learning goals and having a plan for learning, which is one of the characteristics of students who have high self-regulated learning (Utami et al., 2020).

Another indirect effect was found in the relationship between the school climate on students' well-being through academic hardiness namely 0.22, while for the significance of the Sobel test the significant value of $p>0.05$ was obtained, meaning that academic hardiness has succeeded in mediating between school climate and students' well-being.

Of all the above explanation, this research has confirmed that there was an effect of self-regulated learning and the school climate on students; well-being through academic hardiness. Guidance and counseling have an important task and role in improving students' well-being.

Through its services students can get assistance in developing their potential.

CONCLUSION

Following the results and discussion, it can be concluded that there is an effect of self-regulated learning and the school climate on students' well-being through academic hardiness in boarding Madrasah Aliyah students in Kudus Regency. Even though this boarding school has a different curriculum from secondary level schools in general and has many subjects and is far from their parents, the students can prove that each of these variables is in the high category.

In relation to the finding, the future researchers are recommended to conduct researches related to new variables, including aspects of self-regulated learning, school climate, students' well-being and academic hardiness. In addition, school counselors are suggested to improve basic services, group counseling and individual counseling, especially related to self-regulated learning, school climate, student well-being and academic hardiness in students.

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