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IMPROVING STUDENT MOTIVATION THROUGH SUBJECTIVE WELL-BEING: A HOLISTIC APPROACH TO EDUCATION

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ABSTRACT

References should not be included in the abstract. Learning motivation is a key factor in educational success. This study aims to examine the role of subjective well-being in enhancing student motivation through a holistic approach. Using a literature review method, this paper explores the relationship between students' emotional well-being and their enthusiasm for learning, highlighting the importance of a positive school environment, social support, and a humanistic learning approach. The study results indicate that students with high levels of subjective well-being tend to have stronger learning motivation, higher academic engagement, and better ability to manage stress. Therefore, integrating academic learning and attention to students' psychological well-being is an important strategy in realizing a comprehensive and sustainable education.

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1. INTRODUCTION

Motivation plays a crucial role in supporting the success of the teaching and learning process in education. Motivation itself can be understood as a drive originating from within an individual (intrinsic motivation) or from external influences (extrinsic motivation) that drives someone to take action to achieve a specific goal. For students in a school environment, motivation serves as the primary foundation that encourages active engagement in learning, completion of assignments, and maintaining enthusiasm for learning despite facing various obstacles. Thus, motivation is an essential psychological aspect in efforts to improve the quality of learning. (Nurul Hidayah & Fiki Hermansyah, 2016).

Motivation is an essential psychological aspect in efforts to improve the quality of learning. Therefore, understanding the role of motivation in students is key to creating an effective learning process. Effective learning depends not only on the quality of the material, teaching methods, or the sophistication of educational facilities, but also on the extent to which students have a strong motivation to learn. Students who have a high learning motivation tend to demonstrate a proactive attitude, a strong curiosity, and persistence in solving problems. Conversely, students who are less motivated tend to exhibit passive behavior, get bored easily, and have difficulty maintaining concentration. This indicates that learning success is highly correlated with students' motivation levels. (Damayanti, 2014).

Motivation is also closely related to learning outcomes. Various studies in educational psychology show that intrinsically motivated students are better able to maintain their learning achievements over the long term. They learn not solely for external rewards such as grades or praise, but because they enjoy the learning process itself. This suggests that motivation is not only an initial motivating factor but also a determinant of the sustainability and quality of the learning process. (Fatimah, 2017). The importance of motivation in learning is also evident in its role in fostering independent learning.

In this modern era, students are expected to become lifelong learners capable of independently seeking, evaluating, and utilizing information. Without motivation, efforts to foster independent learners will be difficult to achieve. Therefore, teachers and the school environment must be able to create a learning climate that fosters and sustains student motivation. Student motivation is a fundamental aspect that requires serious attention in every planning and implementation of the learning process. Without strong motivation, no matter how well-designed the learning strategies and media are, they will not produce optimal results. Therefore, it is crucial to delve deeper into how student motivation works and how to enhance it in the context of formal education.

In line with the importance of motivation in the learning process, attention has also emerged to another psychological aspect that influences student learning success: subjective well-being. Subjective well-being refers to how individuals evaluate their lives as a whole, encompassing dimensions of happiness, life satisfaction, and positive emotions, as well as a low level of negative emotions. In an educational context, subjective well-being reflects the extent to which students feel happy, comfortable, and meaningful in their learning activities. Conversely, students who experience psychological distress, alienation, or

high levels of stress typically also exhibit decreased motivation and academic performance. This reinforces the view that subjective well-being and learning motivation are interrelated and both determine the effectiveness of the educational process. (Prastuti, 2020). Subjective well-being is closely related to learning motivation. Students with high levels of subjective well-being tend to have a positive outlook on school, are more enthusiastic about learning, and are better able to manage stress and academic pressure. In a healthy and balanced psychological state, students will find it easier to find meaning in the learning process and be motivated to achieve academic and personal goals. Conversely, students who experience psychological distress, feel isolated, or have high levels of stress usually also show decreased motivation and academic performance.

Recent research shows that schools that pay attention to aspects of students' subjective well-being, such as building positive social relationships, creating a pleasant learning environment, and providing space for emotional expression, contribute significantly to increased student motivation and achievement. This demonstrates that quality learning emphasizes not only cognitive aspects but also the affective dimension and emotional well-being of students. Therefore, it is crucial for educators and educational policy makers to understand that building learning motivation is not only achieved through instructional approaches but also through creating a learning environment that supports students' subjective well-being. One way to achieve this is by implementing a more humanistic learning approach, providing emotional support, and developing school programs that encourage a balance between academic and psychological well-being. By integrating attention to motivation and subjective well-being, educational institutions can create a more comprehensive, student-centered learning system capable of producing individuals who are not only intellectually intelligent but also emotionally and socially healthy. Therefore, understanding the relationship between learning motivation and subjective well-being is a strategic step in improving the quality of education in this modern era.

Strategies for improving subjective well-being in an educational context can be realized through several practical approaches. For example, creating a positive and supportive classroom climate, strengthening relationships between students and teachers, providing positive reinforcement, and ensuring that students feel safe and valued in the school environment. All of these elements contribute to feelings of comfort and satisfaction, which ultimately increase student engagement and enthusiasm for learning. Teachers who are able to create good emotional connections with students can help them cope with academic stress, which indirectly increases learning motivation. (Maherah, 2020). Subjective well-being can also be improved through curriculum integration that addresses students' social-emotional development. For example, character education programs, mindfulness activities, or emotional management training can strengthen students' subjective well-being, leading to increased self-confidence and a sense of ownership toward their learning goals. When students feel their lives are meaningful and balanced, they are more motivated to actively participate in learning and face challenges with greater optimism. (Afifah & Nasution, 2023).

This background demonstrates that incorporating subjective well-being into a motivation-boosting strategy is not only a theoretically grounded approach but also has strong empirical evidence in educational practice. This effort confirms that a learning approach that focuses on the whole person, not only on academic aspects but also on emotional and social aspects, is key to creating motivated, resilient students who are ready to face future challenges. Therefore, the integration of subjective well-being and learning motivation needs to be a primary focus in curriculum development and teaching strategies in schools.

2. RESEARCH METHODS

The research method used in this study is a literature review, a qualitative method focused on collecting and analyzing data from various relevant written sources. This study was conducted by exploring various reliable references discussing Positive Psychology, specifically the concept of Subjective Well-Being, in relation to increasing student learning motivation at the elementary school level. The sources used included books, scientific journals, articles, and other academic documents supporting the topic of civic education based on a positive psychology approach.

The author also reviewed relevant reference books to strengthen the theoretical foundation and context of the discussion. The collected data was analyzed descriptively and qualitatively to identify key themes, then synthesized to draw comprehensive conclusions. Through this literature review, the researcher gained a deep understanding of the topic under study and was able to integrate various literary perspectives to provide a comprehensive and meaningful perspective.

3. RESULTS AND DISCUSSION

RESULTS

The Concept of Subjective Well-Being

Subjective well-being (SWB) refers to an individual's subjective evaluation of their overall quality of life. This concept has two main components: the emotional component and the cognitive component. The emotional component relates to the experience of positive affect (e.g., happiness, satisfaction, enthusiasm) and negative affect (e.g., anxiety, sadness, anger). Individuals with high levels of subjective well-being tend to experience positive emotions more frequently and negative emotions less frequently. The cognitive component of subjective well-being refers to an individual's assessment of their life satisfaction. This is a reflective assessment of their overall life circumstances, including family, education, friendships, and other social circumstances. This means that subjective well-being is not just about feeling happy for a moment, but also about how an individual assesses their overall quality of life over the long term. (Diener, 2000).

Several factors can influence students' subjective well-being. First, positive social relationships, both with peers and with teachers and family, significantly contribute to subjective well-being. Strong social support can provide a sense of security, boost self-esteem, and reduce stress related to academic tasks and pressures. Second, academic achievement and feelings of competence in learning activities also influence students'

subjective well-being. Students who feel capable of overcoming academic challenges tend to have higher levels of life satisfaction. Third, a supportive, safe, and inclusive school environment also plays a significant role in improving student well-being. A stressful or overly competitive environment can actually decrease subjective well-being (Compton & Hoffman, 2013). Furthermore, individual factors such as personality (e.g., optimism and mental resilience), emotional regulation, and future expectations also influence students' subjective well-being. Emotional support from parents, opportunities to participate in extracurricular activities, and family economic conditions are also important determinants in the development of students' subjective well-being (Dhitaningrum & Anugerah Izzati, 2021).

Subjective well-being has a close and interconnected relationship with mental health. Good mental health is often characterized by high levels of subjective well-being. Students with high subjective well-being tend to be better able to manage stress, maintain stable motivation, and demonstrate an optimistic attitude towards life and academic challenges. Conversely, low subjective well-being can be an early indicator of mental health disorders, such as anxiety, depression, and prolonged stress. When students frequently experience negative emotions and are dissatisfied with their lives, this can reduce psychological resilience and trigger more serious mental health problems if not properly addressed. (Muhid et al., 2019).

Student Motivation in the Context of Education

Student motivation is an internal or external drive that drives a student to actively participate in learning activities and achieve academic goals. Motivation is crucial in the learning process because it is the primary foundation that determines how much effort and persistence a student will put into completing learning tasks. Motivation is divided into two main types: intrinsic motivation and extrinsic motivation. Intrinsic motivation is a drive that originates from within the student without any external coercion or reward. Intrinsically motivated students learn because they feel interested, happy, or curious about the material being studied. For example, a student who enjoys reading about science seeks to understand the universe, not to achieve high grades. Intrinsic motivation is associated with curiosity, enjoyment in learning, and the personal meaning of an activity (Sangputri Sidik, 2021).

Intrinsic motivation is the strongest and most enduring form of motivation because it stems from inner interest and satisfaction. Conversely, extrinsic motivation arises from external factors such as rewards, recognition, social pressure, or punishment. For example, students study hard because they want high grades, praise from their parents, or a scholarship. While it can be effective in the short term, extrinsic motivation is often not strong enough to sustain learning enthusiasm in the long term if it is not accompanied by intrinsic motivation. Both types of motivation are important and often complement each other. Good learning strategies usually foster intrinsic motivation while managing extrinsic motivation in a healthy manner.

Student learning motivation is influenced by various factors, both internal and environmental. Some of the main factors include: (Riyani, 2012)

- a. Personal factors such as interest in the subject, self-confidence, learning ability, and personality significantly influence motivation. Students who feel capable of completing assignments and are confident in their abilities are more motivated to continue learning. Conversely, students who feel they have failed or are inadequate often lose motivation. Motivation is also influenced by students' goals and expectations of success. Students who have clear goals, such as pursuing a specific college or pursuing their dream career, tend to be more focused and consistent in their studies. The expectation that their efforts will pay off also strengthens motivation.
- b. Support from the family, especially parents, plays a significant role in shaping student motivation. Parents who provide positive encouragement, pay attention to their child's development, and reward their efforts can increase their enthusiasm for learning. Conversely, families who are indifferent or overly demanding can reduce motivation to learn.
- c. Teachers who are able to create a pleasant learning environment, provide constructive feedback, and adapt teaching methods to students' needs play a significant role in increasing motivation. Furthermore, a conducive, safe, and supportive school environment also influences students' enthusiasm for learning.
- d. Support and healthy competition from peers can also be a motivator. Students are often encouraged to study harder to keep up with or compete with their peers, especially in a positive, competitive atmosphere.

Motivation has a significant impact on academic achievement and student engagement in learning. Without motivation, students tend to be passive, give up quickly, and fail to put forth maximum effort in their learning. Students with high motivation typically demonstrate better learning outcomes. They are more persistent, diligent in completing assignments, persistent in difficulties, and willing to repeat material until they understand. Conversely, students with low motivation often exhibit poor performance, are lazy in studying, and experience significant declines in grades (Herrero, 1994).

Motivation also influences how students respond to failure. Highly motivated students view failure as a challenge and an opportunity to learn. They are willing to explore new strategies and try again. This contrasts with less motivated students, who tend to avoid challenges and feel discouraged when they fail. Beyond achievement, motivation also determines how actively students engage in the learning process. Motivated students are more enthusiastic about participating in lessons, asking questions, discussing, and seeking additional information. They also tend to enjoy learning activities outside of class, such as projects, experiments, or extracurricular activities (Saputra, 2023).

This engagement is crucial for meaningful and in-depth learning. Without motivation, students tend to only learn superficially and fail to fully understand the material. Active engagement also contributes to the development of social skills, critical thinking, and creativity. Therefore, cultivating and maintaining learning motivation is a strategic step in

creating a comprehensive learning experience. This way, students not only achieve good academic results but also develop holistically as individuals (Adan, 2023).

The Relationship Between Subjective Well-Being and Student Motivation

Subjective well-being reflects how a person assesses their overall quality of life, both emotionally and cognitively. In an educational context, students with high subjective well-being tend to feel happy, satisfied with their lives, and better able to manage academic and social pressures. This psychological state directly influences learning motivation, as a positive mood and feelings of satisfaction with life provide a strong foundation for students to remain enthusiastic in the learning process.

A happy person will have greater mental energy to face learning challenges. However, when students feel unhappy, stressed, or depressed, they tend to lose interest in learning, have difficulty focusing, and lack the drive to complete academic tasks. Therefore, subjective well-being serves as a crucial emotional foundation in shaping students' internal motivation. One key aspect of subjective well-being is the dominance of positive emotions such as enthusiasm, self-confidence, and enthusiasm. These emotions play a crucial role in fostering intrinsic motivation, the desire to learn that arises from personal interest, enjoyment, or satisfaction. When students feel happy at school, comfortable with their learning environment, and have good relationships with teachers and friends, they are more likely to be intrinsically motivated (Sirota et al., 2005).

Several studies have shown a positive relationship between subjective well-being and learning motivation. For example, a study by Suldo, Riley, & Shaffer (2006) found that high school students with high levels of subjective well-being demonstrated stronger academic engagement and better academic achievement compared to students with low levels of subjective well-being. They also had more effective study strategies and were better able to cope with academic stress (Machell, 2016). Another study by Seligman and colleagues within the positive education framework showed that interventions aimed at improving students' subjective well-being, such as training in gratitude, optimism, and emotional awareness, significantly contributed to increased learning motivation and positive attitudes toward school. This suggests that when psychological well-being is improved, learning motivation also increases.

These findings align with Seligman's (2011) Positive Education framework, which emphasizes that well-being is not merely an outcome of education but a fundamental component that enhances motivation and resilience. Similarly, in the Indonesian context, Wulandari & Fauziah (2019) found that students with higher subjective well-being showed stronger persistence and academic focus, confirming that emotional balance and purpose-driven learning are universally linked to student motivation.

As a concrete example, an intervention program conducted in Australia using a positive education approach in secondary schools demonstrated encouraging results. In this program, students were trained to recognize personal strengths, manage negative emotions, and build healthy social relationships. After several months, students participating in the

program showed significant improvements in subjective well-being scores, as well as in academic motivation and class attendance. Another example, in Indonesia, a study by Wulandari (2019) conducted in public high schools in Central Java found that students with high subjective well-being were more likely to set clear learning goals and demonstrate consistent academic effort. They also demonstrated higher levels of learning independence and were less dependent on external incentives such as punishment or rewards (Wulandari & Fauziah, 2019).

From the explanation above, it can be concluded that subjective well-being plays a significant role in shaping and maintaining students' learning motivation. Students who feel happy, satisfied, and optimistic tend to have greater mental energy for learning, are more interested in the subject matter, and are more active and engaged in academic activities. The implications of these findings are crucial for teachers, parents, and educational administrators. Building a positive learning climate, paying attention to students' emotional well-being, and fostering a healthy spirit of life are crucial steps that not only increase student happiness but also directly strengthen their learning motivation. Therefore, investing in students' psychological well-being is not an extra but a key component of long-term educational success.

DISCUSSION

A Holistic Approach to Improving Subjective Well-Being

Subjective well-being is a crucial element in students' lives, influencing their enthusiasm for learning, social engagement, and overall mental health. In the school environment, educators and the education system play a significant role in creating an atmosphere that enhances students' subjective well-being. Therefore, various strategies must be implemented in an integrated manner, from creating a positive learning environment to providing ongoing emotional support. This aligns with Bronfenbrenner's Ecological Systems Theory (1979), which emphasizes that students' well-being and motivation are shaped by their surrounding environment school, family, and community. Therefore, interventions must not only target classroom instruction but also broader ecological factors that affect students' emotional health. When students feel valued, safe, and supported, they are more motivated to learn and actively participate in school activities. One concrete example of this strategy is efforts to create a positive learning environment (Roeser et al., 1999).

One of the main strategies for improving students' subjective well-being is creating a positive learning environment. This environment is not only physically safe but also supports students' psychological and social development. Teachers play a significant role in fostering a welcoming classroom atmosphere, respecting opinions, and encouraging collaboration among students. When students feel accepted, valued, and free to express themselves without fear of judgment, they are more likely to feel comfortable at school. Another equally important factor is varied and enjoyable teaching methods. Learning that is overly pressured or solely grade-oriented can decrease student motivation and happiness. Conversely, active learning approaches, project-based learning, or educational games can increase enthusiasm and strengthen students' emotional engagement in the learning process. This positive

learning environment will be even more optimal if supported by healthy social relationships, both between teachers and students and between students (Wijayanti et al., 2019).

Social support is a crucial component of subjective well-being, particularly during adolescence when social relationships begin to become a central part of students' lives. Teachers, as authority figures and learning companions, play a significant role in providing a sense of security and respect. Teachers who demonstrate empathy, are fair, and open to communication create positive emotional bonds with students. This makes students feel cared for and understood, which directly contributes to their psychological well-being. Furthermore, peer support is crucial. Students who have healthy, supportive friendships are better able to manage stress, overcome problems, and feel happier at school. Positive social interactions can boost self-confidence and strengthen a sense of belonging within the school environment. Therefore, it is crucial for schools to encourage the formation of study groups, collaborative activities, and practices of mutual respect among students. In addition to strong social relationships, students' involvement in extracurricular activities can also enrich their experiences and improve subjective well-being (Cohen et al., 2009).

Extracurricular activities are an effective means of improving students' subjective well-being outside of academic pursuits. Activities such as sports, art, music, theater, or student organizations not only provide entertainment but also provide a space for students to express their interests, develop their talents, and expand their social networks. When students feel successful or accepted within a group, their self-confidence increases, ultimately contributing to life satisfaction and positive emotions. Furthermore, involvement in non-academic activities can reduce stress and burnout caused by study pressures. For example, regularly joining a music or sports club can be a healthy and enjoyable form of relaxation for students. Therefore, schools need to provide a variety of extracurricular activities and encourage active student participation according to their individual interests and potential. Furthermore, to further support student well-being, another increasingly popular approach is mindfulness practice (Firmanila, 2015).

In recent years, mindfulness training has become an effective approach to improving students' subjective well-being. Mindfulness helps students become more aware of their thoughts and feelings in the present moment without judgment. This practice has been shown to reduce stress, improve focus, and foster a positive attitude toward oneself. Some schools have implemented simple mindfulness programs such as breathing exercises, brief meditations before class, or weekly self-reflections. Furthermore, the ability to manage stress is also crucial for student well-being. Academic pressure, social conflict, and family demands can be sources of stress that affect students' emotions and motivation to learn. Through stress management training such as relaxation techniques, school counseling, or reflective activities, students can learn to recognize and cope with the pressures they experience. Consistent stress management practices will improve students' emotional well-being and lead a calmer and happier daily life (Angraeni, 2024).

Improving students' subjective well-being in schools requires a holistic and sustainable approach. Relying solely on classroom learning is not enough; attention must also be paid to the student's environment, social relationships, extracurricular activities, and emotional

balance. Schools that prioritize student well-being will create a generation that is not only intellectually intelligent but also mentally and emotionally healthy. Through strategies such as fostering a positive learning environment, strengthening social support, providing extracurricular activities, and introducing mindfulness and stress management practices, students will be better prepared to face the challenges of both academics and life in general. Therefore, creating schools that support subjective well-being is not just an option, but a fundamental necessity in today's education.

Implementation in Educational Practice

Teachers and educators play a key role in creating a school environment that supports students' subjective well-being. This requires a shift in approach from solely focusing on academic achievement to a broader focus on students' emotional and social well-being. First, teachers are advised to build warm and empathetic relationships with students. Open communication, respect, and acceptance of students' diverse personalities will help them feel safe and valued. Teachers also need to be more sensitive to signs of stress, anxiety, or distress that students may experience, whether manifested in behavior or mood swings. Second, teachers can implement positive strengths-based learning. This means highlighting students' strengths, encouraging them to recognize their potential, and celebrating even small achievements. This strategy is highly effective in building self-confidence and a sense of meaning, which are key components of subjective well-being. Third, teachers need to provide space for students to voice their opinions and actively participate in the learning process. When students feel that their voices matter, they are more motivated and emotionally connected to the school (Sumarsih, 2009).

Many schools around the world have developed various programs to support students' psychological well-being. In Indonesia, similar initiatives have begun to emerge through the 'Merdeka Belajar' curriculum, which encourages schools to integrate social-emotional learning (SEL) into classroom activities. For instance, some elementary schools in Surabaya and Yogyakarta have implemented daily reflection journals and mindfulness practices that significantly improve students' emotional regulation and motivation. Such practices demonstrate that the holistic model can be adapted to the local educational culture. Some examples of interventions that can be implemented simply in schools include:

- a. The Gratitude Journal Program, where students are asked to write down three things they are grateful for each week, both from their personal lives and experiences at school. This activity encourages students to focus more on the positive and develop an optimistic attitude. Research shows that consistently practicing gratitude can increase happiness and reduce symptoms of mild depression.
- b. Mindfulness and Relaxation Sessions: Teachers can allocate 5–10 minutes at the beginning or end of lessons for breathing exercises, light meditation, or mindfulness activities. Such programs help students calm their minds, improve focus, and manage academic stress.

- c. **Emotion Corners in the Classroom:** Some schools provide “emotion corners” or quiet spaces where students can calm down when feeling overwhelmed. These spaces are usually equipped with visual aids, emotion cards, and simple activities such as drawing or writing heartfelt expressions. This is a concrete form of support for students' emotional needs.
- d. **Peer Support Programs:** Peer support programs can help build solidarity and a sense of belonging among students. In these programs, trained students can act as listeners and discussion partners for other students experiencing difficulties. Besides building empathy, this also strengthens healthy social networks in the school environment.

Beyond school, parents play a crucial role in creating a stable foundation for children's well-being. The family environment is the first place where children learn to recognize emotions, build self-esteem, and feel unconditionally loved. Parents need to provide open and loving communication with their children. Children who feel they can talk without being judged tend to be more open to help and less likely to harbor stress. Listening with empathy, providing quality time, and asking for genuine feedback are simple steps that can have a significant impact on children's emotions (Darling & Steinberg, 1993).

It is important for parents to recognize their children's efforts, not just their results. Children who feel appreciated for their learning, even if the results are not optimal, will grow up with a sense of security and a stronger motivation to learn. Parents are also advised to avoid comparing their children with other students, as this can lower self-esteem and increase stress. Parents can also support their children's well-being by maintaining healthy routines at home, such as getting enough sleep, eating nutritious food, and limiting exposure to stress, including from social media or family conflict. Emotional support at home will strengthen children's psychological resilience in facing challenges at school.

This demonstrates that efforts to improve students' subjective well-being cannot be accomplished by teachers or schools alone. Active collaboration between educators, students, and parents is needed to create an emotionally healthy learning environment. Teachers can create a supportive and enjoyable learning climate, while schools can facilitate programs that build students' emotional and social skills. Furthermore, parents play a crucial role in shaping children's emotional foundations at home. When schools and families work hand in hand, students will grow into individuals who are not only high achievers but also mentally healthy, happy, and highly motivated to learn.

Challenges and Obstacles

Although the importance of students' subjective well-being is increasingly recognized, effectively integrating it into education is not easy. Schools, teachers, and even the education system as a whole face various challenges in realizing a holistic, student-centered approach, including: (Nur 'Afifah, 2022).

a. The Primary Focus Remains on Academic Achievement

One of the biggest obstacles is the educational orientation, which remains heavily focused on academic achievement and test scores. Many schools, both public and private, emphasize the importance of measurable learning outcomes, such as class rankings, national exam scores, or college entrance exams. As a result, students' emotional and social well-being is often overlooked or considered a lower priority. However, good mental well-being can actually be a strong foundation for achieving optimal academic achievement.

b. Lack of Understanding among Teachers and Educators

Many teachers have not received adequate training regarding the concept of subjective well-being and how to apply it in teaching practice. Most teachers are more familiar with conventional teaching approaches that focus on subject matter and classroom discipline, so they are not fully familiar with techniques for fostering positive student emotions or creating a supportive learning environment. As a result, the integration of emotional well-being into daily learning activities remains very limited.

c. Lack of Resources and Time

Another challenge is limited time and resources. Busy class schedules, administrative demands, and a shortage of counselors make it difficult for schools to allocate dedicated time for activities that support student well-being, such as mindfulness sessions, group counseling, or social-emotional skills training. Furthermore, many schools still lack sufficient psychologists or guidance and counseling teachers to reach all students.

d. Lack of Support from Parents and the Community

Not all parents understand the importance of subjective well-being in education. Some still believe that a child's success is measured solely by academic achievement and do not pay sufficient attention to their child's mental health or feelings. Furthermore, stressful social environments, competition, or even bullying can also be significant obstacles to developing students' subjective well-being, especially when there is a lack of coordination between home and school (Arifin et al., 2023).

While the challenges are real, various strategic steps can be taken to overcome these obstacles. This solution can be implemented gradually by schools, teachers, government, and parents, including: (Budianto, 2023)

a. Changing the Educational Paradigm

A crucial first step is to shift the perspective on education, from one solely focused on values to a more holistic one, encompassing character development, emotional balance, and mental health. The government and school administrators can develop curricula that integrate social-emotional learning into core subjects. The "Freedom to Learn" program, for example, can be an opportunity to incorporate well-being values into daily educational practices.

b. Teacher Training on Student Well-being

Teachers and other educational staff need to receive systematic training and mentoring on the importance of subjective well-being, how to recognize signs of student stress, and techniques for building a supportive classroom climate. Workshops, seminars, and practice-based training, such as positive education or strengths-based learning approaches, can be practical solutions to broaden teachers' horizons and skills.

c. Integrating Simple Programs into the School Schedule

Even with limited resources, schools can still integrate simple activities that support subjective well-being into the daily schedule. For example, starting the day with morning reflection, sharing sessions, or writing gratitude journals. These activities don't require much time, but can have a significant positive impact on students' emotions. Schools can also collaborate with local communities or psychology institutions to organize thematic activities on students' mental and socio-emotional health.

d. Building Partnerships with Parents

There is a need to improve communication and education with parents regarding the importance of children's well-being. Schools can hold regular meetings, parenting seminars, or distribute educational materials explaining that mentally healthy children are more likely to achieve academic and social success. Parents are also encouraged to be more sensitive to their children's emotional states and provide a balance of encouragement and affection.

Integrating subjective well-being into education is certainly not an instant process. However, with shared awareness and collaboration between teachers, schools, parents, and policymakers, positive change can be built gradually. Education that focuses on well-being will not only produce intelligent students, but also happy, mentally healthy, and fully prepared to face life's challenges. With continued commitment and innovation, education that supports subjective well-being will become a reality, not just a mere discourse.

4. CONCLUSION

Students' learning motivation is strongly influenced by their psychological and emotional states, particularly through the role of subjective well-being, which serves as the emotional foundation for intrinsic motivation. Students with high levels of subjective well-being tend to demonstrate stronger learning motivation, more active academic engagement, and greater mental resilience in facing educational challenges, confirming the close relationship between the affective and cognitive aspects of the learning process. When students feel happy, valued, and have positive social relationships in the school environment, they are encouraged to learn independently and sustainably. Therefore, increasing student motivation cannot be done solely through conventional teaching strategies; it must also involve an approach that pays attention to their emotional health and psychological well-being. This literature review contributes to existing scholarship by reinforcing the theoretical integration between motivation theory and positive psychology. Practically, it suggests that teacher training and curriculum design in Indonesia should

explicitly include well-being-oriented pedagogy to strengthen both academic performance and emotional development. Going forward, a holistic educational approach needs to be implemented more widely by creating a supportive learning environment, strengthening healthy social relationships, integrating social-emotional programs, and actively involving teachers and parents in shaping an educational ecosystem that balances academic achievement and mental well-being, so that the education system can produce a generation that excels intellectually as well as emotionally and socially.

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