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The Effect of Self-Regulated Learning on Psychological Well-Being in Junior High School Students with Parental Support as A Moderating Variable

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ABSTRACT

Psychological well-being is an important aspect of adolescent development that is influenced by both personal and social resources. In the educational context, students' ability to regulate their learning may contribute to their psychological well-being, while parental support may provide an important social context that strengthens this relationship. This study aimed to examine the effects of Self-Regulated Learning and parental support on students' Psychological Well-Being and to examine the moderating role of parental support in the relationship between Self-Regulated Learning and Psychological Well-Being. A quantitative cross-sectional study was conducted involving 288 junior high school students at SMP Rusyda Medan, selected using proportionate stratified random sampling. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM) and Moderated Regression Analysis. The results showed that Self-Regulated Learning positively and significantly predicted Psychological Well-Being ($\beta = 0.439$, $p < 0.001$), as did parental support ($\beta = 0.300$, $p < 0.001$). Furthermore, the interaction between Self-Regulated Learning and parental support significantly predicted Psychological Well-Being ($\beta = 0.144$, $p = 0.007$), indicating that parental support strengthened the positive relationship between Self-Regulated Learning and Psychological Well-Being. The model explained 39.0% of the variance in Psychological Well-Being ($R^2 = 0.390$). These findings highlight that adolescent psychological well-being is shaped not only by individual self-regulatory capacity but also by the social context in which that capacity develops, emphasizing the importance of integrating personal and family resources in psychological interventions and educational practices.

Keywords: *Adolescents, Moderation, Parental Support, Psychological Well-Being, Self-Regulated Learning.*

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INTRODUCTION

Adolescent mental health has become an issue of growing concern in educational psychology as the academic, social, and developmental demands placed on individuals become

increasingly complex. Adolescence is a transitional phase marked by biological, cognitive, emotional, and social changes, so individuals are required to adapt to these various changes. In educational settings, adolescents are expected not only to achieve optimal academic performance but also to manage learning pressure, build healthy social relationships, and develop independence in the learning process. An imbalance between academic demands and the capacity to adapt may give rise to various psychological problems that reduce adolescents' quality of life.

From a positive psychology perspective, one important indicator of an individual's mental health is psychological well-being. This concept describes not merely the absence of psychological disorders but also reflects an individual's capacity to accept themselves, build positive relationships with others, have a purpose in life, master their environment, act autonomously, and continue to develop their potential. Adolescents with a high level of psychological well-being tend to have better adaptive abilities, stronger learning motivation, and a greater capacity to cope with academic and social pressures than adolescents with a low level of psychological well-being (Jannah et al., 2024; Prihartini et al., n.d.).

Research developments in recent years indicate that improvements in psychological well-being are influenced not only by an individual's emotional condition but also by the ability to manage the learning process independently (self-regulated learning). Self-regulated learning is an individual's ability to consciously plan, monitor, control, and evaluate their learning in order to achieve established goals. In the context of modern education, this ability has become a highly important competence because learners are increasingly expected to be independent in managing their learning activities, particularly in the era of digital learning and learner-centered learning (Sinkkonen & Tapani, 2024).

Several studies show that learners with good self-regulated learning skills tend to be able to organize their learning strategies effectively, have high intrinsic motivation, and demonstrate better academic achievement. In addition to contributing to academic success, this ability is also associated with improved psychological well-being because individuals have better control over themselves when facing various learning challenges (Mahrufah & Rijanto, 2024; Mega et al., 2014). Meanwhile, Fitri and Dini found a positive relationship between self-regulated learning ability and psychological well-being among adolescent Qur'an memorizers (Fitri & Dini, 2023). These findings indicate that self-regulation is an important internal factor in enhancing learners' psychological well-being.

In addition to internal factors, recent studies also emphasize the importance of an external factor, namely parental support. Parents are the closest social environment and play a role in providing emotional support, appreciation, information, and instrumental assistance to children throughout their development. Such support has been shown to increase learning motivation, academic adjustment, stress-coping ability, and adolescents' psychological development (Zhang & Qian, 2024). Indeed, a meta-analysis conducted by Yeo GeckHong shows that social support is one of the main predictors of the development of human thriving and individual psychological well-being (GeckHong et al., 2025). Similar findings were reported by Rueger, who explained that adolescents' perceptions of social support are significantly related to their psychological condition (Rueger et al., 2016).

Nevertheless, field phenomena show that not all adolescents receive optimal support from their parents. Based on the researchers' preliminary observations, there are still students who reported receiving little attention to their learning at home because their parents are largely occupied with work, so communication about academic progress is relatively limited. This condition leads some adolescents to feel that they receive little appreciation or guidance during

the learning process, so their learning motivation and psychological condition are also affected. On the other hand, there are also students who have fairly good independent learning skills but still experience psychological distress because the parental support they receive is relatively low. This phenomenon suggests that self-regulated learning ability does not necessarily have the same impact on psychological well-being if it is not supported by an adequate family environment.

Based on the development of previous research, most studies still focus on the direct relationship between self-regulated learning and psychological well-being, or on the relationship between parental support and adolescent psychological well-being separately (Fitri & Dini, 2023; Mega et al., 2014). Other studies have mostly examined the effect of parental support on academic adjustment and learning motivation (Zhang & Qian, 2024). Thus, research that integrates these three variables in a single model, particularly by positioning parental support as a moderator in the relationship between self-regulated learning and psychological well-being, remains relatively limited. In addition, research on adolescents at the junior high school level in Indonesia has not been widely reported.

Based on this gap, this study offers a conceptual contribution by examining the moderating role of parental support in the relationship between self-regulated learning and psychological well-being among adolescents. Positioning parental support as a moderating variable is expected to provide a more comprehensive understanding of the conditions that strengthen or weaken the influence of self-regulated learning on psychological well-being. The findings of this study are expected to enrich theoretical development in educational psychology, developmental psychology, and positive psychology, as well as to serve as a basis for schools and families in designing strategies that can optimally support adolescents' psychological development.

Based on the foregoing, this study aims to analyze the effect of self-regulated learning on adolescents' psychological well-being, to analyze the effect of parental support on psychological well-being, and to examine the role of parental support as a moderating variable in the relationship between self-regulated learning and psychological well-being among adolescents.

METHODS

This study employed a quantitative approach with an explanatory research design aimed at analyzing the effect of Self-Regulated Learning on Psychological Well-Being and examining the role of parental support as a moderating variable. The study was conducted among students of SMP Rusyda Medan with a sample of 288 students. The sampling technique used was total sampling, in which all members of the population who met the research criteria were included as the sample. Accordingly, the research sample comprised 288 students.

Data were collected using an instrument in the form of psychological scales constructed on the basis of the indicators of each variable. Psychological Well-Being was measured based on the dimensions proposed by Ryff, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Self-Regulated Learning was measured based on four components, namely the metacognitive component, the motivational component, the cognitive strategy component, and the resource management component. Parental support, meanwhile, was measured through the aspects of emotional support, informational support, instrumental support, and esteem support. All instruments used a five-point Likert scale, ranging from "very unsuitable" to "very suitable."

Prior to use in the study, the instruments were tested for validity and reliability to ensure measurement accuracy and consistency. Data were analyzed using Partial Least Squares Structural Equation Modeling (PLS-SEM). PLS-SEM analysis was used to examine the

relationships among Self-Regulated Learning, parental support, and Psychological Well-Being, including testing the moderating effect of parental support on the relationship between Self-Regulated Learning and Psychological Well-Being.

The construct analysis employed the Disjoint Two-Stage Approach. This approach was used to test the Self-Regulated Learning construct, which consists of several components, namely the metacognitive, motivational, cognitive strategy, and resource management components. In the first stage, each component was analyzed as a separate construct to obtain construct scores. Subsequently, in the second stage, these construct scores were used to test the Self-Regulated Learning construct in the structural model.

Model evaluation in PLS-SEM comprised evaluation of the measurement model and the structural model. Measurement model evaluation was conducted by testing convergent validity, discriminant validity, and construct reliability. Subsequently, the structural model was evaluated by examining the coefficient of determination (R^2), predictive relevance (Q^2), effect size (f^2), and the significance of the relationships among variables. The moderating effect was tested by analyzing the interaction between Self-Regulated Learning and parental support on Psychological Well-Being.

This study involved students under 18 years of age. Therefore, the conduct of the study adhered to research ethics principles, including providing information about the purpose and procedures of the study and obtaining informed consent from parents/guardians before students participated. The study was also carried out after obtaining permission from the school and the relevant institutions in accordance with the applicable regulations.

RESULTS AND DISCUSSION

Model Testing Results

The measurement model evaluation showed that the constructs Self-Regulated Learning (SRL), Parental Support (PS), and Psychological Well-Being (PWB) met the validity and reliability criteria. At the higher-order level, the Average Variance Extracted (AVE) values of the constructs were 0.563 for SRL, 0.581 for PS, and 0.550 for PWB. The composite reliability values of the constructs also met the required criteria, namely 0.837 for SRL, 0.847 for PS, and 0.830 for PWB. Discriminant validity was also established, as the highest HTMT value was 0.707, while all VIF values were below 5.

In addition, no multicollinearity problems were found in the model, as the VIF values of all indicators were below 5, with the highest value being 1.910.

Table 1. Summary of Measurement Model Evaluation

Construct	Cronbach's Alpha	Composite Reliability	AVE
Self-Regulated Learning	0.739	0.837	0.563
Parental Support	0.759	0.847	0.581
Psychological Well-Being	0.756	0.830	0.550

Note: highest HTMT value = 0.707; highest VIF = 1.910.

The structural model evaluation showed an R^2 value of 0.390. This means that SRL, PS, and the interaction between SRL and PS together explained 39.0% of the variance in students' Psychological Well-Being. The Q^2 predict value of 0.364 indicates that the model has predictive relevance, while the SRMR value of 0.073 indicates that the model has adequate fit.

The Effect of Self-Regulated Learning on Psychological Well-Being

The test results showed that Self-Regulated Learning had a positive and significant effect on Psychological Well-Being ($\beta = 0.439$; $t = 8.784$; $p < 0.001$; $f^2 = 0.277$). Accordingly, the first hypothesis was accepted. The path coefficient from SRL to PWB was the largest of all the paths, making SRL the most dominant predictor of Psychological Well-Being in this study's model.

This finding indicates that the better students are at organizing, monitoring, and evaluating their learning, the higher their tendency toward psychological well-being. This result is consistent with the study by Fomina, which showed that conscious self-regulation in students can predict psychological well-being in the same period as well as at later developmental stages. The consistency of these findings suggests that self-regulation is a psychological resource relevant to learners' well-being (Fomina et al., 2020).

Theoretically, this finding can be understood through Zimmerman's social cognitive perspective, which views self-regulated learning as a cyclical process comprising goal planning, monitoring of strategy implementation, and reflection on outcomes. The ability to carry out this process enables students to have a sense of control and mastery over their learning activities. This condition can, in turn, support the dimensions of psychological well-being, particularly environmental mastery and personal growth.

The findings of this study are also consistent with the study by Morosanova, which showed that conscious self-regulation functions as an important resource for students' psychological well-being (Morosanova et al., 2023). Evidence from the higher education context also shows a similar pattern, namely that students with more adaptive self-regulation tend to have more stable psychological well-being. Thus, the results of this study among students of SMP Rusyda Medan strengthen the evidence that SRL is related not only to academic success but also has an important association with learners' psychological condition.

The Effect of Parental Support on Psychological Well-Being

The test of the second hypothesis showed that Parental Support had a positive and significant effect on Psychological Well-Being ($\beta = 0.300$; $t = 5.663$; $p < 0.001$; $f^2 = 0.129$). Accordingly, the second hypothesis was accepted. This result indicates that parental support is an external factor that contributes to students' psychological well-being. Compared with SRL, the path coefficient of PS on PWB was lower, but it still showed a significant direct effect.

Table 2. Hypothesis Testing Results

Hypothesis	Relationship	β	t	p	f^2	Decision
H1	SRL → PWB	0.439	8.784	<0.001	0.277	Accepted
H2	PS → PWB	0.300	5.663	<0.001	0.129	Accepted
H3	PS × SRL → PWB	0.144	2.703	0.007	0.030	Accepted

Note: SRL = Self-Regulated Learning; PS = Parental Support; PWB = Psychological Well-Being.

This finding shows that the support provided by parents, whether emotional, instrumental, informational, or esteem support, can serve as a psychological resource for adolescents. Such support can help students cope with academic demands, manage pressure, and develop a sense of being accepted and valued. The results of this study are consistent with Hartini, who showed a positive relationship between social support and psychological well-being among adolescents (Hartini et al., 2023). This finding reinforces the understanding that support from the social environment, including the family, is related to adolescents' psychological well-being.

The results of this study are consistent with Hartini's findings on adolescents in Medan, which showed a positive relationship between social support, including parental support, and psychological well-being (Hartini et al., 2023). This finding is also in line with the study by Lestari, which showed that parenting characterized by warmth and support is related to better adolescent psychological well-being (Lestari, 2022). In addition, Kartikasari found a relationship between parental support and students' self-regulated learning, indicating that family support is related not only directly to psychological condition but can also support students' academic adaptation processes (Kartikasari et al., 2022).

Thus, parental support can be viewed as an external context that provides a sense of security and social resources for students in facing developmental and academic demands. However, the lower influence coefficient compared with SRL indicates that students' psychological well-being depends not only on external support but also on students' internal ability to manage their learning and themselves.

The Role of Parental Support as a Moderator in the Relationship between Self-Regulated Learning and Psychological Well-Being

The test of the third hypothesis showed that the interaction between Parental Support and Self-Regulated Learning had a positive and significant effect on Psychological Well-Being ($\beta = 0.144$; $t = 2.703$; $p = 0.007$; $f^2 = 0.030$). Accordingly, the third hypothesis was accepted. This result indicates that Parental Support acts as a moderator that strengthens the relationship between Self-Regulated Learning and Psychological Well-Being.

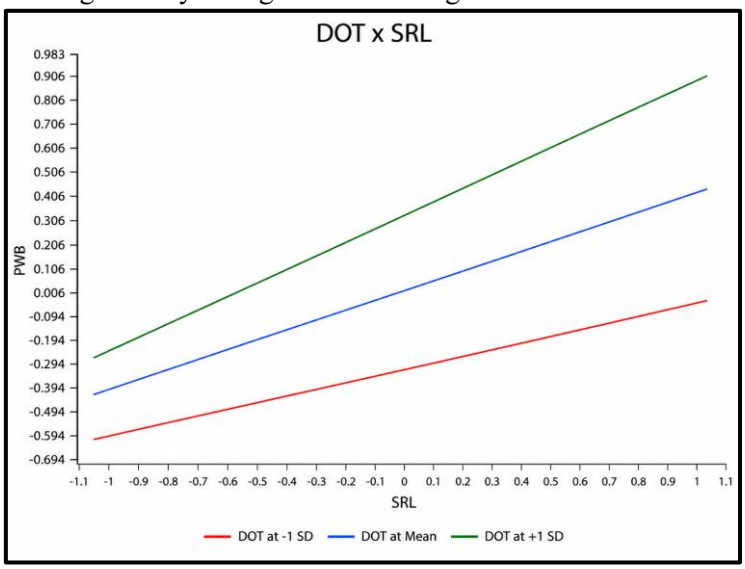


Figure 1. Simple Slope Analysis

The simple slope analysis clarifies the direction of this moderating effect. The relationship between SRL and PWB appeared strongest among students who received high parental support. Conversely, when parental support was low, the relationship between SRL and PWB became weaker. Even among students with high SRL ability, the level of PWB remained relatively lower when the parental support received was inadequate.

This finding indicates that the psychological benefits of self-regulation ability do not operate entirely independently. Students' ability to plan, monitor, and evaluate their learning is more optimal when they are in a supportive family environment. In other words, SRL is a personal

resource, whereas parental support provides the social context that enables this resource to function more effectively.

The study by Özgenel and Avcı among secondary school students in Istanbul showed that autonomy support from parents and teachers was positively related to students' use of self-regulation strategies (Özgenel & Avcı, 2025). The use of these self-regulation strategies was in turn related to homework completion and academic achievement. These findings support the results of this study that students' self-regulation does not operate entirely separately from the family relational context, as parental support can be one of the contexts related to the development of students' self-regulation skills.

Nevertheless, the interaction f^2 value of 0.030 indicates that the magnitude of the moderating effect is relatively small. This indicates that parental support does strengthen the relationship between SRL and PWB, but other factors likely also help explain the variance in students' psychological well-being. The research model as a whole explained 39.0% of the variance in PWB, so the remaining variance may originate from other personal and contextual factors not included in the model.

Overall, all three research hypotheses were accepted. Self-Regulated Learning was the strongest predictor of Psychological Well-Being. Parental support exerted a positive direct influence and at the same time strengthened the relationship between Self-Regulated Learning and Psychological Well-Being. This pattern indicates that students' psychological well-being is shaped through the interaction between personal resources and the social environment.

CONCLUSION

This study shows that students' Psychological Well-Being is related to their internal ability to manage the learning process and to the support available from the family environment. Self-Regulated Learning was shown to have a positive and significant effect on Psychological Well-Being, while Parental Support also had a positive and significant effect on Psychological Well-Being. In addition, parental support was shown to act as a moderator that strengthens the relationship between Self-Regulated Learning and Psychological Well-Being. Thus, the results indicate that the relationship between self-regulation in learning and students' psychological well-being is related not only to personal resources but also to the context of family support.

Limitations of the Study

This study has several limitations that should be considered when interpreting its results. First, the study was conducted among students of SMP Rusyda Medan, so the characteristics of the respondents and the research context are relatively specific. Therefore, generalizing the results to students at different educational levels, in different regions, or in schools with different characteristics should be done with caution. Second, the research model explained 39.0% of the variance in Psychological Well-Being, leaving 61.0% of the variance likely related to other personal and contextual factors not included in the research model. Third, the study used a quantitative design with measurement through psychological scale instruments, so the results describe relationships among variables based on data obtained from respondents within the research context.

Recommendations

Based on the research findings, efforts to develop students' Psychological Well-Being may consider strengthening Self-Regulated Learning skills while simultaneously creating a supportive

family environment. For schools, student development programs can be directed toward the ability to set goals, manage learning strategies, conduct self-monitoring, and evaluate the learning process, involving parents as part of the students' supportive environment. For parents, support can be directed not only at academic achievement but also at emotional support, esteem, information, and assistance that enable students to develop independence in managing their learning. For future research, it is recommended to consider other personal and contextual factors that may explain Psychological Well-Being and to test the model on a more diverse range of learner characteristics, educational levels, and family contexts.

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