

Social Support and Psychological Well-being Among Islamic Private Junior High School Students

Umi Anugerah Izzati¹, Nur Hidayah², Hendra Hidayat³, Fifi Khoirul Fitriyah^{4*}, Wiryo Nuryono⁵, Evi Winingsih⁵, Wan Ab Aziz Wan Daud⁶

¹ Universitas Negeri Surabaya, Indonesia

² Universitas Negeri Malang, Indonesia

³ Universitas Negeri Padang, Indonesia

⁴ Universitas Nablatul Ulama Surabaya, Indonesia

⁵ Universitas Negeri Surabaya, Indonesia

⁶ University Malaysia Kelantan, Malaysia

Corresponding e-mail: fifi@unusa.ac.id


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ABSTRACT. Junior high school students are in a developmental phase that is vulnerable to various psychological problems, thus requiring appropriate support to maintain their psychological well-being. One strategy that can be used to identify these problems is the Problem Checklist (DCM). Social support is an important factor influencing students' psychological well-being. This study aims to determine the relationship between social support and psychological well-being in private Islamic junior high school students in Surabaya. This study used a quantitative approach with a sample of 565 students selected from one of the private Islamic junior high schools in Surabaya. The data analysis technique used was product-moment correlation with the help of SPSS application. The results of the study showed a significant positive relationship between social support and students' psychological well-being, with a correlation coefficient of 0.585 and a significance level of 0.000. This finding indicates that the higher the social support students receive from parents, peers, and teachers, the higher their level of psychological well-being. The implications of this study emphasize the importance of the role of schools in strengthening social support through character development programs, collaborative activities, and structured mentoring to maintain and improve students' psychological well-being.

Keywords: *Counseling, Islamic School, Quality Education, Social Support, and Well-Being.*

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INTRODUCTION

One of the goals of education is to produce a generation that has intellectual intelligence, life skills, and good moral character. This is in line with the goals of national education through Law Number 20 of 2003 concerning the National Education System (Syifa et al., 2022). Students or learners are one of the main components in the implementation of national education goals. Student learning outcomes can be measured based on three domains that must be mastered by students, namely cognitive, affective, and psychomotor (Mukherjee & Kittur, 2025). These skills require cooperation between students and s, as students' educational success depends not only on their interaction but also on a supportive environment, especially a positive school climate

(Delgado-Galindo et al., 2025; Ghufron et al., 2024). At the stage of early adolescent development in Junior High School, psychological well-being occupies a higher priority position than physical or social well-being. Therefore, intervention and support for psychological conditions must be the focus both in the and community realms (Deviana & Umari, 2023; Fitriyah et al., 2025).

Mental health problems in adolescents have the potential to cause social exclusion, discrimination, and stigma that hinder their initiative to seek help; in addition, it can also trigger academic difficulties, risky behavior, decline in overall health conditions, and human rights violations. Thus, maintaining and strengthening adolescent mental health is an absolute prerequisite in efforts to achieve their psychological well-being (Afridah et al., 2025; Jhoni Warmansyah et al., 2024; Sulistiyana et al., 2024). According to (Ryff, 1989), psychological well-being is when someone has a positive attitude towards themselves and others, is able to make their own decisions and regulate their behavior and is able to create and manage an environment that suits their needs. In adolescents, psychological well-being needs to be considered, because if adolescents feel prosperous and happy, this will certainly affect adolescents' lives (Bravo-Sanzana et al., 2025) and will improve learning achievement or academic grades at school (Reza et al., 2023).

There are six dimensions of psychological well-being according to (Ryff & Keyes, 1995), namely, autonomy, self-acceptance, positive relations with others, purpose in life, environmental mastery, and personal growth. Trianto et al., (2020) explain that there are five factors that can influence a person's psychological well-being, namely financial ability, family, life partner, religiosity, and social relationships. The role of religiosity in influencing psychological well-being is also supported by research results (Fitriani, 2016; Kosasih et al., 2022; Miller-Perrin & Mancuso, 2015). Ryff (1995) explains that several factors that can influence psychological well-being are age, gender, socioeconomic status, social and cultural support.

This study focuses on the variables of social support and psychological well-being. Social support refers to actions actually provided by others, as well as the support received by individuals, encompassing emotional or esteem support, companionship support, instrumental support, informational support, and social network support, while also including individuals' perceptions that comfort, care, and assistance are available when needed, commonly referred to as perceived support to (Sarafino & Smith, 2010). In the context of education in private Islamic schools, school management is expected to implement holistic and integrated educational approaches to create an environment aligned with Islamic values, emphasizing moral development, character building, and the internalization of religious principles in daily school life values (Katoningsih et al., 2025; Mukaromah et al., 2025; Romdloni et al., 2024; Sujarwo, 2024). Psychological well-being, in this context, can be reflected in the efforts of schools and teachers to shape students' character and foster positive personal development (Fitriyah et al., 2021; Ngussa et al., 2021; Syaputra et al., 2023).

Previous research has demonstrated that Islamic religiosity plays a significant role in enhancing individuals' psychological well-being, indicating that the internalization of religious values contributes positively to mental health outcomes (Afridah et al., 2025; Sayyidah et al., 2022). Accordingly, private Islamic schools are expected to cultivate values such as tolerance, empathy, and togetherness, which can function as sources of psychosocial support that sustain students' mental well-being. To support these efforts, guidance and counseling teachers play a crucial role in identifying and addressing students' problems through the implementation of instruments such as the Problem Checklist (DCM), enabling early detection, appropriate intervention, and continuous guidance; through close interactions and systematic observation of students' daily behavior, teachers can assess students' psychological well-being and act as key agents in promoting their psychological growth and development (Kurniawan et al., 2025; Ramli et al., 2023).

Taken together, these arguments position the school environment not merely as an instructional setting, but as a primary social ecology in which adolescents construct, interpret, and utilize social support (Ghufron et al., 2026). In value-based private Islamic schools, religiosity, communal norms, and daily school practices are likely to shape students' perceptions of support from teachers, peers, and families, thereby influencing their psychological functioning. However,

these context-specific processes remain underexamined in quantitative research, particularly at the level of distinct psychological well-being dimensions (Kibret & Tareke, 2017; Låftman et al., 2023; Tikkanen et al., 2024).

Responding to this gap, the present study examines whether social support is associated with each of Ryff's six dimensions of psychological well-being among Islamic private junior high school students in Surabaya. By focusing on dimension-specific associations rather than relying on a single aggregated psychological well-being score, this study enables a more precise understanding of how different forms of social support relate to facets of adolescent well-being within a faith-based educational context.

Concretely, the study tests the following hypotheses: (1) H1: Social support is positively associated with self-acceptance. (2) H2: Social support is positively associated with positive relations with others. (3) H3: Social support is positively associated with autonomy. (4) H4: Social support is positively associated with environmental mastery. (5) H5: Social support is positively associated with purpose in life. (6) H6: Social support is positively associated with personal growth.

This research contributes in three ways. Theoretically, it extends Ryff's model by testing differential effects of social support across psychological well-being dimensions within a faith-based schooling context. Empirically, it provides evidence from an understudied population, Islamic private junior high students in Surabaya, thus improving the external validity of social-support findings in non-Western schooling contexts. Practically, the results offer targeted insight for school counsellors and administrators on which forms of support (parental, peer, teacher) to prioritize when the objective is to strengthen specific aspects of students' psychological well-being (Makayie & Ortiz-Bance, 2025; Diyana & Jatnika, 2022).

METHOD

This study employed a quantitative correlational design to examine relationships between perceived social support and the six dimensions of psychological well-being. The target population comprised 595 students enrolled in a private Islamic junior high school in Surabaya City. Using saturated sampling, the researcher attempted to reach the entire population; after data cleaning and screening, the final analysis sample comprised 565 students, a small pilot (try-out) was conducted with 30 respondents prior to full data collection.

The instrument used in this study was a scale of social support and psychological well-being that the researcher compiled herself based on the theory (Sarafino & Smith, 2010) for the social support variable and the theory for the psychological well-being variable theory (Ryff & Keyes, 1995). All items used a five-point Likert response format. Item selection and wording followed the theoretical constructs cited above; subsequent empirical screening (item-total correlations and PLS outer loadings) informed the final item set used for hypothesis testing. After preliminary validity checks, the Social Support construct was retained with 13 indicators and the psychological well-being constructs were retained with 23 indicators across the six dimensions.

Data were collected within a one-week period using online questionnaires. Before the main study, the instrument was pilot tested ($n = 30$) to check item clarity and initial psychometric performance. Following the pilot and minor adjustments, the full instrument was distributed to the full population; completed responses were checked for completeness and forwarded to the analysis pipeline. Given the research aim of examining direct associations between social support and multiple dimensions of psychological well-being, this study used Partial Least Squares Structural Equation Modelling (PLS-SEM) implemented in SmartPLS 3.0. PLS-SEM was selected to evaluate both the measurement (outer) model and the structural (inner) model while allowing for indicator-level retention and prediction assessment. All model estimations and robustness checks reported below were conducted in SmartPLS.

Convergent validity was assessed using indicator outer loadings and Average Variance Extracted (AVE). Indicator loadings of 0.50 or higher were considered acceptable for retention, while AVE values of 0.50 or above were used as the benchmark for construct-level convergent

validity. Internal consistency reliability was evaluated using rho_A and Composite Reliability (CR). Discriminant validity was assessed through cross-loadings and the Heterotrait–Monotrait ratio (HTMT), following established PLS-SEM guidelines (Hair et al., 2022).

The structural model was evaluated in accordance with standard PLS-SEM procedures. Collinearity among predictor constructs was examined using variance inflation factor (VIF) values, with VIF values below 5 indicating acceptable levels. The model’s explanatory power was assessed using coefficients of determination (R^2) for each endogenous construct. Predictive relevance was evaluated using blindfolding-based Q^2 values, and effect sizes (f^2) were calculated to determine the substantive impact of social support on each dimension of psychological well-being. Hypothesis testing was conducted using non-parametric bootstrapping to obtain t-statistics and p-values (Hair et al., 2022). Participation was voluntary and anonymous. All procedures complied with institutional guidelines for research with human participants; identifiable information was not collected or stored. Completed questionnaires were stored securely and only aggregated data were used for analysis (Kurniawan et al., 2025).

RESULT AND DISCUSSION

Result

Respondent Characteristics

The study involved 565 students from a private Islamic junior high school in Surabaya. As shown in Table 1, female students constituted a slightly larger proportion of the sample (53.6%) compared to male students (46.4%). Regarding grade level, most participants were enrolled in Grade 9 (43.5%), followed by Grade 8 (38.2%) and Grade 7 (18.2%). The age distribution indicates that the majority of respondents were 14 years old (39.5%), followed by those aged 15 years (30.3%).

Table 1. Demographic Characteristics of Respondents

	Profile	Frequency	Percentage
Gender	Male	262	46.4
	Female	303	53.6
Grade	1	103	18.2
	2	216	38.2
	3	246	43.5
Age	12 Years	26	4.6
	13 Years	130	23.0
	14 Years	223	39.5
	15 Years	171	30.3
	16 Years	13	2.3
	17 Years	2	0.4

This demographic profile reflects a relatively balanced gender composition and a concentration of participants in mid-to-late adolescence, which is developmentally relevant for examining psychological well-being and social support in school contexts.

Descriptive Statistics of Research Variables

Descriptive statistics for Social Support and the six dimensions of Psychological Well-Being (PWB) are presented in Table 2. The mean score for Social Support was 51.98 (SD = 7.418), indicating a moderate-to-high level of social support among students. For the psychological well-being dimensions, mean scores ranged from 11.87 to 15.80, with Purpose in Life showing the lowest mean (M = 11.87, SD = 2.178) and Positive Relations with Others demonstrating the highest mean (M = 15.80, SD = 2.547).

Table 2. Descriptive Statistics of Social Support and Psychological Well-Being Dimensions

	N	Minimum	Maximum	Mean	Std. Deviation
Social Support	565	22	65	51.98	7.418
<i>Psychological well-being</i>					
<i>Self-acceptance</i>	565	6	20	14.89	2.871
<i>Positive relations with others</i>	565	7	20	15.80	2.547
<i>Personal growth</i>	565	7	20	15.62	2.533
<i>Purpose in life</i>	565	4	15	11.87	2.178
<i>Environmental mastery</i>	565	8	20	15.61	2.431
<i>Autonomy</i>	565	6	20	15.61	2.167

These results suggest that students generally perceive their social environment as supportive, particularly in relational aspects. However, comparatively lower scores on purpose in life indicate that meaning-related dimensions of psychological well-being may require greater developmental support during early adolescence.

Measurement Model Evaluation (Outer Model)

Convergent Validity

Convergent validity was assessed using outer loadings and Average Variance Extracted (AVE). As reported in Table 3, all retained indicators exhibited outer loading values above 0.50, indicating adequate indicator reliability. AVE values for all six psychological well-being dimensions exceeded the recommended threshold of 0.50, while the AVE for Social Support was 0.452.

Table 3. Outer Loadings of Measurement Indicators

Variable	Indicator	Outer Loadings
Social Support	DS1	0.672
	DS2	0.664
	DS3	0.573
	DS5	0.605
	DS6	0.544
	DS7	0.585
	DS9	0.617
	DS10	0.766
	DS11	0.665
	DS13	0.798
	DS15	0.774
	DS17	0.715
DS20	0.701	
<i>Self-acceptance</i>	PWB1	0.699
	PWB2	0.821
	PWB4	0.856
	PWB5	0.669
<i>Positive relation with others</i>	PWB7	0.804
	PWB9	0.657
	PWB11	0.825
	PWB12	0.667
<i>Personal growth</i>	PWB13	0.871
	PWB14	0.821
	PWB15	0.651

Variable	Indicator	Outer Loadings
<i>Purpose in life</i>	PWB18	0.623
	PWB19	0.863
	PWB21	0.868
<i>Environmental mastery</i>	PWB23	0.734
	PWB25	0.664
	PWB26	0.834
	PWB28	0.820
<i>Autonomy</i>	PWB30	0.637
	PWB31	0.720
	PWB33	0.815
	PWB34	0.825
	PWB36	0.759

Table 4. Construct Reliability and Convergent Validity

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Autonomy	0.786	0.788	0.862	0.610
Social Support	0.898	0.909	0.914	0.452
Environmental Mastery	0.727	0.751	0.830	0.554
Personal Growth	0.736	0.788	0.834	0.561
Positive Relations with Others	0.727	0.753	0.829	0.551
Purpose in Life	0.763	0.785	0.863	0.679
Self-Acceptance	0.762	0.790	0.848	0.586

Although the AVE for Social Support was slightly below the conventional cutoff, its Composite Reliability (CR = 0.914) exceeded the recommended minimum of 0.70, indicating acceptable convergent validity when considered alongside high internal consistency.

Internal Consistency Reliability

Internal consistency reliability was assessed using Cronbach’s Alpha, rho A, and Composite Reliability (CR). As presented in Table 4, all constructs demonstrated Cronbach’s Alpha, rho A, and Composite Reliability values exceeding the recommended threshold of 0.70. AVE values were above 0.50 for all psychological well-being dimensions, while the AVE value for Social Support was 0.452.

Discriminant Validity

Discriminant validity was assessed using cross-loadings and the Heterotrait–Monotrait (HTMT) ratio. As shown in Table 5, each indicator loaded highest on its intended construct. In Table 6, most HTMT values were below the recommended threshold of 0.90, although several values approached or slightly exceeded this benchmark among psychological well-being dimensions.

Table 5. Cross-Loadings

	<i>Autonomy</i>	Social Support	<i>Environmental Mastery</i>	<i>Personal Growth</i>	<i>Positive Relations with Others</i>	<i>Purpose in Life</i>	<i>Self-Acceptance</i>
DS1	0.273	0.672	0.354	0.349	0.344	0.329	0.343
DS2	0.241	0.664	0.360	0.344	0.402	0.323	0.321
DS3	0.248	0.573	0.299	0.303	0.310	0.262	0.314
DS5	0.272	0.605	0.323	0.321	0.287	0.315	0.288
DS6	0.267	0.544	0.278	0.245	0.217	0.198	0.223

	<i>Autonomy</i>	<i>Social Support</i>	<i>Environmental Mastery</i>	<i>Personal Growth</i>	<i>Positive Relations with Others</i>	<i>Purpose in Life</i>	<i>Self-Acceptance</i>
DS7	0.228	0.585	0.341	0.376	0.361	0.317	0.344
DS9	0.195	0.617	0.305	0.314	0.278	0.283	0.324
DS10	0.342	0.766	0.477	0.495	0.472	0.452	0.472
DS11	0.339	0.665	0.377	0.377	0.358	0.343	0.335
DS13	0.284	0.798	0.502	0.477	0.481	0.503	0.450
DS15	0.317	0.774	0.498	0.496	0.493	0.492	0.478
DS17	0.330	0.715	0.458	0.446	0.422	0.379	0.431
DS20	0.294	0.701	0.453	0.427	0.409	0.391	0.426
PWB1	0.444	0.356	0.464	0.492	0.461	0.429	0.699
PWB2	0.374	0.450	0.560	0.561	0.627	0.508	0.821
PWB4	0.410	0.518	0.669	0.707	0.712	0.607	0.856
PWB5	0.312	0.354	0.403	0.496	0.357	0.379	0.669
PWB7	0.359	0.472	0.601	0.570	0.804	0.558	0.602
PWB9	0.348	0.332	0.436	0.461	0.657	0.428	0.377
PWB11	0.322	0.495	0.670	0.669	0.825	0.640	0.650
PWB12	0.390	0.358	0.418	0.392	0.667	0.370	0.478
PWB13	0.390	0.561	0.692	0.871	0.680	0.748	0.668
PWB14	0.390	0.467	0.633	0.821	0.584	0.656	0.644
PWB15	0.360	0.345	0.368	0.651	0.362	0.477	0.466
PWB18	0.492	0.321	0.477	0.623	0.472	0.490	0.409
PWB19	0.374	0.504	0.693	0.742	0.645	0.863	0.662
PWB21	0.377	0.454	0.668	0.700	0.594	0.868	0.526
PWB23	0.400	0.366	0.585	0.533	0.435	0.734	0.353
PWB25	0.434	0.374	0.664	0.484	0.390	0.519	0.366
PWB26	0.450	0.515	0.834	0.664	0.660	0.693	0.613
PWB28	0.428	0.472	0.820	0.670	0.663	0.739	0.643
PWB30	0.510	0.373	0.637	0.346	0.411	0.346	0.412
PWB31	0.720	0.332	0.473	0.430	0.413	0.366	0.450
PWB33	0.815	0.330	0.469	0.399	0.331	0.342	0.387
PWB34	0.825	0.343	0.447	0.404	0.344	0.360	0.375
PWB36	0.759	0.295	0.499	0.414	0.381	0.373	0.344

Table 6. HTMT Ratios

	Autonomy	Social Support	Environmental Mastery	Personal Growth	Positive Relations with Others	Purpose in Life	Self-Acceptance
Autonomy							
Social Support	0.495						
Environmental Mastery	0.816	0.711					
Personal Growth	0.719	0.685	0.976				
Positive Relations with Others	0.635	0.677	0.968	0.948			
Purpose in Life	0.603	0.631	1.039	1.048	0.893		
Self-Acceptance	0.649	0.651	0.907	0.970	0.931	0.806	

Given the conceptual relatedness among psychological well-being dimensions, these HTMT results remain interpretable and suggest that the constructs are empirically distinguishable while theoretically coherent.

Structural Model Evaluation (Inner Model)

Collinearity Assessment

Collinearity was examined using inner Variance Inflation Factor (VIF) values. All VIF values were equal to 1.000, well below the critical threshold of 5.

Table 7. Inner VIF Values

	<i>Autonomy</i>	Social Support	<i>Environmental Mastery</i>	<i>Personal Growth</i>	<i>Positive Relations with Others</i>	<i>Purpose in Life</i>	<i>Self-Acceptance</i>
Social Support	1.000		1.000	1.000	1.000	1.000	1.000

This result confirms the absence of multicollinearity issues, indicating that Social Support uniquely contributes to each psychological well-being dimension.

Explanatory Power and Predictive Relevance

The model’s explanatory power was assessed using R² values, which ranged from 0.174 (Autonomy) to 0.347 (Environmental Mastery). Predictive relevance, evaluated via Q², yielded positive values for all endogenous constructs.

Table 8. R², Q², and Effect Size (f²)

	<i>R-Square</i>	<i>Q-Square</i>	<i>f-Square</i>
<i>Self-Acceptance</i>	0.310	0.170	0.449
<i>Positive Relations</i>	0.322	0.166	0.475
<i>Personal Growth</i>	0.339	0.178	0.513
<i>Purpose in Life</i>	0.293	0.187	0.415
<i>Environmental Mastery</i>	0.347	0.181	0.530
<i>Autonomy</i>	0.174	0.099	0.211

These findings indicate that Social Support explains a meaningful proportion of variance in each PWB dimension and that the model possesses adequate predictive relevance. Furthermore, Effect size analysis revealed large effects (f² > 0.35) of Social Support on Self-Acceptance, Positive Relations with Others, Personal Growth, Purpose in Life, and Environmental Mastery, while the effect on Autonomy was in the moderate-to-high range (f² = 0.211). These results highlight that social support plays a particularly substantial role in relational, growth-oriented, and meaning-related aspects of adolescent well-being, with a comparatively smaller, yet still meaningful, impact on autonomy.

Hypothesis Testing

Hypothesis testing was conducted using bootstrapping procedures. As summarized in Table 9, all six hypotheses were supported. Social Support exhibited significant positive effects on all psychological well-being dimensions, with standardized path coefficients ranging from 0.418 to 0.589 (p < 0.001).

Table 9. Structural Path Coefficients and Hypothesis Testing Results

	Hypotheses	Coefficient	<i>T Statistics</i>	<i>P Values</i>
H1	Social Support -> <i>Self-Acceptance</i>	0.557	16.855	0.000
H2	Social Support -> <i>Positive Relations with Others</i>	0.568	19.769	0.000
H3	Social Support -> <i>Autonomy</i>	0.418	9.986	0.000
H4	Social Support -> <i>Environmental Mastery</i>	0.589	20.940	0.000

H5	Social Support -> <i>Purpose in Life</i>	0.541	17.339	0.000
H6	Social Support -> <i>Personal Growth</i>	0.582	19.513	0.000

These findings provide strong empirical support for the proposition that perceived social support is a robust predictor of multiple facets of psychological well-being among students in private Islamic junior high schools.

Discussion

This study aimed to examine the effect of social support on students' psychological well-being in Islamic private junior high schools using a Partial Least Squares-Structural Equation Modeling (PLS-SEM) approach. The findings demonstrate that social support has a positive and significant influence on all dimensions of psychological well-being, with standardized path coefficients ranging from 0.418 to 0.589 ($p < 0.001$). These results indicate that higher levels of perceived social support are consistently associated with better psychological functioning across multiple domains. Overall, the findings confirm that social support plays a central role in fostering adolescents' well-being within the school context.

Adolescence is a developmental stage characterized by changes in social orientation, particularly in the way individuals relate to family members, teachers, and peers (Nafiah et al., 2025). During this period, students begin to evaluate social support not only in terms of availability, but also in terms of emotional quality and perceived understanding. Previous studies have shown that social support functions as a protective factor that contributes to adolescents' psychological well-being and academic engagement (Emadpoor et al., 2016). In addition, positive perceptions of family and peer support have been associated with higher levels of life satisfaction and emotional adjustment (Chen et al., 2017). The present findings are consistent with this body of research and further highlight the importance of social and environmental factors in shaping students' psychological well-being.

The first hypothesis demonstrated that social support has a positive and significant effect on students' self-acceptance ($\beta = 0.557$; $p < 0.001$). This result suggests that students who experience emotional warmth, attention, and acceptance from their social environment tend to develop a more positive attitude toward themselves. Supportive interactions with parents, teachers, and peers provide emotional validation that helps students acknowledge both their strengths and limitations in a constructive manner. This finding is in line with previous research (Zhao et al., 2020), who found that social support plays a crucial role in strengthening self-acceptance by providing emotional validation that helps individuals develop a more positive self-view. Similarly, whose network analysis demonstrated that social support is a central factor closely linked to self-acceptance in fostering psychological well-being and meaning in life among students (Wu et al., 2024). Therefore, self-acceptance appears to be a key dimension of well-being that is strongly influenced by the quality of supportive relationships in students' daily lives.

The second hypothesis, which examined the effect of social support on positive relations with others, was also strongly supported ($\beta = 0.568$; $p < 0.001$). This finding indicates that students who perceive higher levels of social support are more likely to develop healthy and meaningful interpersonal relationships. A supportive school environment enables students to feel valued and respected, which in turn facilitates positive interactions with peers and teachers. This result is consistent with previous evidence showing that peer support contributes significantly to adolescents' psychological well-being and social adjustment (Wigati et al., 2024). Thus, positive social relationships can be understood as an important pathway through which social support enhances overall psychological well-being.

Regarding the third hypothesis, social support was found to have a positive and significant effect on autonomy, although with a relatively lower coefficient compared to other dimensions ($\beta = 0.418$; $p < 0.001$). This finding suggests that the development of autonomy among junior high school students occurs gradually and remains closely linked to the presence of social guidance. Rather than fostering independence in a direct manner, social support seems to provide a secure context that allows students to practice decision-making in a safe and structured environment. This result is consistent with previous research by (Alonso-Sardón et al., 2019), who found that social support plays an important role in strengthening personal autonomy by providing individuals with the psychological safety needed to exercise independent choices. Similarly, (Don & Hammond, 2017) showed that supportive relationships foster autonomy by creating relational contexts in which individuals feel encouraged to express their preferences and make decisions without fear of negative evaluation. This suggests that social support functions not only as a source of guidance but also as a foundational mechanism for gradually cultivating autonomous behavior, highlighting the importance of supportive social environments in the developmental process of adolescents' decision-making skills.

The fourth hypothesis revealed that social support has the strongest effect on environmental mastery ($\beta = 0.589$; $p < 0.001$). This finding highlights that students who receive adequate social support are better able to manage academic demands and adapt to changes within the school environment. Support from teachers and peers helps students cope with both academic and social challenges, thereby enhancing their sense of competence in dealing with everyday situations. This result is consistent with previous studies indicating that support from home and school significantly contributes to students' adaptive functioning and psychological well-being (Almaziyah et al., 2025; Hoferichter et al., 2021; Izzati et al., 2025). In this regard, environmental mastery appears to be the dimension of well-being that is most sensitive to the quality of social support experienced by adolescents.

The fifth hypothesis, which examined the effect of social support on purpose in life, was also empirically supported ($\beta = 0.541$; $p < 0.001$). This finding suggests that students who feel socially supported are more likely to develop a sense of direction and meaning in life, even at an early stage of development. Emotional encouragement from significant adults plays an important role in helping students interpret their experiences in a more positive and goal-oriented way. This finding is supported by (Wang et al., 2016), who reported that higher levels of social support are associated with a stronger sense of purpose in life and better psychological adjustment among students. Similarly, (Heng et al., 2020) found that adolescents who receive consistent emotional support from significant adults tend to show greater clarity in life goals and a stronger sense of meaning.

Finally, the sixth hypothesis showed that social support has a positive and significant effect on personal growth ($\beta = 0.582$; $p < 0.001$). This result indicates that students who perceive strong social support tend to be more open to new experiences and more motivated to develop their potential. A supportive environment provides psychological safety, enabling students to explore new challenges without excessive fear of failure or rejection. This finding supports earlier evidence suggesting that social support serves as a critical resource for adolescents' psychological development and growth (Emadpoor et al., 2016). Thus, personal growth can be understood as one of the well-being dimensions that is highly responsive to positive social interactions.

Overall, the PLS results indicate that social support explains a meaningful proportion of variance in all dimensions of psychological well-being, with R^2 values ranging from 0.174 to 0.347. These findings reinforce the view that students' well-being is shaped not only by individual characteristics, but also by the quality of their social relationships. In the context of Islamic private junior high schools, values such as togetherness, care, and moral exemplars embedded in daily school practices may further strengthen students' perceptions of social support, even though religiosity was not explicitly measured in the (Yunia Tiara Riski et al., 2025) (Kurniawan et al., 2025; Septianti & Hafidz, 2021). These findings highlight the critical role of a supportive social

environment in promoting students' psychological well-being and underscore the value of embedding care and relational guidance within school practices.

From an applied perspective, the findings position teachers as key agents in fostering a positive climate of social support in schools. One practical approach that can strengthen this role is the use of the Problem Checklist (DCM) as a tool for early detection of behavioral changes and students' psychological needs. Through this approach, teachers function not only as academic instructors but also as significant figures who can provide timely emotional and social responses. In Islamic private junior high schools, the implementation of DCM can be naturally integrated with religious values, moral role modeling, and a culture of care that already characterizes the school environment (Budiarti et al., 2025; Prahastiwi et al., 2025; Suadi et al., 2025). In this way, teachers play a strategic role in strengthening students' perceptions of social support and in building a sustainable foundation for their psychological well-being.

CONCLUSION

This study concludes that social support is a significant and consistent predictor of students' psychological well-being across all dimensions, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The findings highlight that students' well-being is not solely shaped by internal or individual factors, but is strongly influenced by the quality of their social environment, particularly within the school context. In the setting of Islamic private junior high schools, a supportive climate characterized by togetherness, care, and moral exemplars appears to strengthen students' perceptions of social support. This suggests that institutional values and social interactions within schools can play a crucial role in fostering psychological well-being, even without explicitly measuring religiosity.

Academically, this study reinforces existing literature on the importance of social support while also offering a contextual contribution by emphasizing the role of value-based educational environments. Practically, the findings underline the importance of strengthening social support systems involving parents, teachers, and peers through structured programs and collaborative activities in schools.

However, this study is limited by its sample, which was drawn from a single institution, and by the absence of additional variables such as religiosity or family background. Future research is recommended to involve more diverse samples, incorporate broader contextual variables, and apply more comprehensive methodological approaches to better inform educational policies and interventions aimed at enhancing students' psychological well-being.

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