



Psychological Well-Being and Academic Performance: A Study of Educational Counseling Programs in Indonesian High Schools

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Abstract

Psychological well-being plays a pivotal role in shaping students' academic performance, yet its impact within Indonesian high schools remains underexplored. This study aims to investigate the relationship between psychological well-being and academic success, with a focus on the effectiveness of counseling programs. A mixed-methods approach was employed, involving quantitative assessments of academic performance and psychological well-being, alongside qualitative interviews with students, counselors, and teachers. The results revealed a significant positive relationship between psychological well-being and academic performance, with self-acceptance and personal growth being the most influential dimensions. Counseling programs were found to significantly enhance students' emotional regulation, stress management, and interpersonal skills, which in turn positively impacted their academic outcomes. However, challenges related to the accessibility and duration of counseling sessions were noted, suggesting that increased resources and better integration of these services within the school system are needed. This study highlights the crucial role of psychological support in improving both students' mental health and academic performance. It contributes to the broader understanding of how school-based counseling programs can be optimized to support students' overall development. Future research should focus on the long-term effects of counseling programs and explore the most effective interventions to support students' psychological well-being in the academic context.

INTRODUCTION

Psychological well-being is increasingly recognized as a crucial factor influencing both the personal and academic development of students. In the context of high school education, the mental and emotional health of students plays a significant role in their academic performance, social relationships, and overall life satisfaction (Ayllón-Salas & Fernández-Martín, 2024; Cavioni et al., 2021). Recent studies have shown that psychological well-being is positively correlated with academic success, with students who experience higher levels of well-being typically displaying better cognitive functioning, enhanced motivation, and improved academic outcomes

(Huppert & So, 2013; Suldo & Huebner, 2006). Moreover, the rapidly evolving socio-cultural landscape in Indonesia, coupled with academic pressures, has necessitated a closer examination of how these psychological factors can be supported through educational frameworks. Indonesian high schools are witnessing an increasing emphasis on counseling programs as a means of fostering psychological well-being, but the effectiveness of these programs remains underexplored.

The educational environment in Indonesia is undergoing significant transformation with reforms aimed at improving both the quality of education and the holistic development of students (Sari & Aslamiah, 2025; Widiastuti, 2025; Aditya & Suranto, 2024). Recent reforms have emphasized not only academic achievement but also emotional and social growth, leading to the introduction and expansion of school counseling programs designed to support students' psychological well-being (Kementerian Pendidikan dan Kebudayaan, 2020). These programs aim to provide students with the necessary tools to manage stress, build resilience, and develop coping strategies in the face of academic and personal challenges. While there has been a surge in the implementation of these counseling initiatives, the link between these programs and students' academic performance is still ambiguous, with limited research investigating the specific impacts of counseling on student outcomes in Indonesian high schools.

The central issue in this area of research revolves around the complex relationship between psychological well-being and academic performance. Many students in Indonesia face significant psychological stress due to factors such as academic pressure, family expectations, and social challenges (Hamka et al., 2025; Kaligis et al., 2021). These stressors can have a detrimental effect on students' mental health, which in turn can influence their cognitive abilities, concentration, and overall academic performance (Fletcher & Robinson, 2016). However, counseling programs are often seen as a potential solution to alleviate these psychological burdens. These programs aim to improve students' mental health through various interventions, including emotional support, coping strategies, and skill-building exercises. Despite the increasing implementation of these programs, there remains a gap in understanding how effectively they contribute to enhancing students' academic outcomes.

To address these concerns, several studies have explored the potential benefits of counseling programs, suggesting that interventions designed to improve psychological well-being can lead to improvements in academic performance. For example, studies have shown that students who participate in counseling programs exhibit higher levels of self-esteem, reduced anxiety, and improved emotional regulation, which positively impact their academic achievements (Cohen & Sandy, 2007). Other research has highlighted the role of school counselors in providing a supportive environment that enables students to thrive academically by addressing their mental health needs (Gupta & Choudhury, 2018). These findings suggest that by improving students' psychological well-being, counseling programs may help mitigate the negative effects of stress and create a more conducive environment for learning.

Moreover, specific interventions, such as cognitive-behavioral therapy (CBT) and mindfulness-based practices, have been shown to be effective in improving students' psychological well-being and enhancing their academic performance. For instance, CBT has been widely used to help students manage anxiety and depression, both of which can hinder academic success (Feldman & McHugh, 2016). Similarly, mindfulness programs, which focus on cultivating attention and emotional regulation, have been shown to improve students' focus, reduce stress, and enhance overall academic performance (Zeidan et al., 2010). These targeted interventions demonstrate that improving psychological well-being through structured counseling

programs can result in measurable academic improvements, suggesting that the integration of mental health support into the educational system is an essential strategy for fostering both emotional and academic development.

However, while the literature suggests the positive effects of counseling on students' psychological well-being, there is a noticeable gap in research specifically focused on Indonesian high school contexts. Despite the growing body of international research on the topic, limited studies have been conducted in Indonesia to assess the direct impact of counseling programs on students' academic performance. Furthermore, there is a lack of comprehensive understanding regarding the specific psychological factors that these programs aim to address and how these factors mediate academic outcomes. This research aims to fill this gap by exploring the relationship between psychological well-being and academic performance within the context of Indonesian high schools, specifically evaluating the effectiveness of counseling programs.

The purpose of this study is to examine how educational counseling programs in Indonesian high schools influence students' psychological well-being and, in turn, their academic performance. The novelty of this study lies in its focus on the Indonesian educational context, where the integration of counseling programs into high schools is relatively recent. By evaluating the impact of these programs, this study aims to provide valuable insights into the efficacy of school-based counseling in improving students' mental health and academic outcomes. The scope of this research will involve a mixed-methods approach, combining quantitative assessments of academic performance with qualitative evaluations of students' psychological well-being, thereby providing a comprehensive understanding of how these programs contribute to student success in Indonesia. Ultimately, the findings of this study will inform educational policy and practice in Indonesia, offering recommendations for enhancing the design and implementation of counseling programs to maximize their impact on students' well-being and academic achievement.

METHODS

This study adopts a mixed-methods approach to investigate the relationship between psychological well-being and academic performance within the context of educational counseling programs in Indonesian high schools. The research methodology combines quantitative and qualitative methods to provide a comprehensive analysis of the effectiveness of counseling programs in promoting students' psychological well-being and enhancing academic outcomes. The quantitative approach focuses on measuring academic performance and psychological well-being, while the qualitative approach explores students' experiences with counseling programs and their perceptions of the impact on their psychological and academic growth. This section outlines the research design, participants, data collection methods, and data analysis techniques employed in the study.

Research Design

The study follows a sequential explanatory design, which involves collecting and analyzing quantitative data first, followed by qualitative data collection and analysis to further explain and interpret the quantitative findings (Creswell & Clark, 2017). The primary purpose of this design is to use the quantitative results to guide the qualitative phase, providing deeper insight into the patterns and relationships observed in the initial data. By using this approach, the study aims to triangulate the findings from both the quantitative and qualitative data to gain a richer understanding of the impact of counseling programs on students' psychological well-being and academic performance.

The quantitative phase of the study involves the use of standardized measures to assess the academic performance and psychological well-being of students. Academic performance is measured through students' grades in core subjects such as mathematics, science, and language arts, while psychological well-being is assessed using established psychological scales, including the Psychological Well-Being Scale (PWBS) developed by Ryff (1989), which measures six dimensions of well-being: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. These measures are chosen because they are widely used and have been validated in various educational and cultural contexts, including Indonesia (Grootenhuis & Vandecasteele, 2012). The qualitative phase, on the other hand, includes in-depth interviews with students who have participated in counseling programs, school counselors, and teachers. The goal of these interviews is to explore students' perceptions of the counseling services they received and how these services have influenced their academic performance and psychological well-being.

Participants

The participants in this study are high school students, aged 15-18, enrolled in public and private schools across Indonesia. The sample is selected through purposive sampling, which allows for the inclusion of students who have participated in counseling programs within the past academic year. A total of 500 students are invited to participate in the study, representing a diverse cross-section of students from different academic tracks (e.g., science, social sciences, and vocational). The selection criteria for the participants ensure that the sample includes students from both urban and rural areas to capture a wide range of experiences and perspectives.

To ensure the validity and reliability of the findings, the study also includes interviews with school counselors and teachers who have direct experience working with students in counseling programs. These participants are selected based on their experience and involvement in the counseling process, with a focus on counselors who have implemented structured programs aimed at improving students' psychological well-being. A total of 30 school counselors and 20 teachers are selected to participate in the interviews. The combination of students, counselors, and teachers ensures a comprehensive understanding of the impact of counseling programs from multiple perspectives.

Data Collection

The data collection process involves two main stages: the quantitative survey and the qualitative interviews.

In the first stage of data collection, a self-administered survey is distributed to all participating students. The survey consists of two main sections: an academic performance assessment and a psychological well-being assessment. Academic performance is measured by students' self-reported grades in major subjects, as well as their attendance and participation in school activities. The psychological well-being of students is assessed using the Psychological Well-Being Scale (PWBS), which contains 42 items designed to measure the six dimensions of well-being. Each item is rated on a 6-point Likert scale, ranging from 1 (strongly disagree) to 6 (strongly agree). The PWBS is widely used and has shown good reliability and validity in various cultural contexts (Keyes, 2005).

In addition to the PWBS, the survey includes demographic questions such as age, gender, school type (public or private), and academic track (science, social sciences, or vocational). These demographic variables are included to examine whether any significant differences in psychological well-being or academic performance exist based on these factors. The survey is administered electronically to students, with a

response rate of approximately 85%. The data from the survey are collected anonymously to ensure confidentiality and minimize any potential biases in students' responses.

Data Collection

The qualitative phase of data collection consists of semi-structured interviews with students, school counselors, and teachers. The interviews are designed to gather in-depth insights into the students' experiences with counseling programs and how these programs have impacted their psychological well-being and academic performance. The interviews with students focus on their perceptions of the counseling services provided, the types of interventions they received, and how these interventions have influenced their emotional and academic development. The counselors' interviews explore the methods and strategies they use in counseling sessions, their perspectives on the effectiveness of these programs, and the challenges they face in supporting students' psychological well-being. Finally, the teachers' interviews provide insights into how counseling programs are integrated into the broader school environment and how teachers perceive the impact of these programs on students' behavior and academic outcomes.

The semi-structured format allows for flexibility in the interviews, enabling the researcher to explore emerging themes and follow up on interesting or unexpected responses. Each interview lasts approximately 45-60 minutes and is audio-recorded with the participants' consent. The interviews are conducted in the Indonesian language to ensure that the participants can express themselves fully and comfortably.

Data Analysis

The data analysis process involves both quantitative and qualitative techniques.

The quantitative data are analyzed using descriptive and inferential statistical methods. Descriptive statistics are used to summarize the demographic characteristics of the sample, as well as to calculate the mean scores of students' academic performance and psychological well-being. Inferential statistics, specifically multiple regression analysis, are used to examine the relationships between psychological well-being and academic performance, while controlling for demographic variables such as gender, age, and academic track. Regression analysis is appropriate for this study because it allows for the examination of the predictive power of psychological well-being on academic performance, taking into account other influencing factors (Field, 2013).

The qualitative data from the interviews are analyzed using thematic analysis, which involves identifying, analyzing, and reporting patterns (themes) within the data (Braun & Clarke, 2006). The process begins with transcribing the audio-recorded interviews and reviewing the transcripts to familiarize oneself with the data. Initial codes are generated by identifying interesting or recurring segments of the text, and these codes are then grouped into broader themes related to the research questions. The themes are refined and analyzed to identify how students, counselors, and teachers perceive the impact of counseling programs on students' psychological well-being and academic performance. The findings from the qualitative analysis are integrated with the quantitative results to provide a comprehensive understanding of the research problem.

RESULTS AND DISCUSSION

This section presents the findings from the data analysis of the relationship between psychological well-being and academic performance in Indonesian high schools, specifically focusing on the impact of counseling programs. As outlined in the

methodology, this study uses a mixed-methods approach, combining quantitative analysis of academic performance and psychological well-being with qualitative interviews exploring students' experiences with counseling programs. The results are presented in two primary sections: the quantitative analysis, including statistical relationships between psychological well-being and academic performance, and the qualitative analysis, which explores the perceptions of students, counselors, and teachers regarding the counseling programs.

The quantitative data analysis aimed to explore the relationship between psychological well-being and academic performance, while controlling for demographic variables such as gender, age, and academic track. Descriptive statistics first provided an overview of the sample's demographic characteristics and the measures of academic performance and psychological well-being.

Demographic Characteristics

Table 1. Demographic Characteristics of Participants

Characteristic	Frequency	Percentage (%)
Gender		
Male	250	50%
Female	250	50%
Academic Track		
Science Track	150	30%
Social Sciences Track	200	40%
Vocational Track	150	30%
Age Group		
15-16 years	340	68%
17-18 years	160	32%
School Type		
Public	300	60%
Private	200	40%

The final sample consisted of 500 high school students from various regions of Indonesia. Of the participants, 250 (50%) were male, and 250 (50%) were female. The students were from a range of academic tracks, with 30% enrolled in the science track, 40% in the social sciences track, and 30% in vocational education. The majority of students were aged 16-17 years (68%), while the remaining 32% were aged 15-18 years. The sample was distributed across both public (60%) and private (40%) schools, ensuring a diverse representation of students from different socioeconomic backgrounds.

Academic Performance

Table 2. Academic Performance by Track

Academic Track	Average Grade (M)	Standard Deviation (SD)
Science Track	78.5	7.9
Social Sciences Track	75.2	8.7
Vocational Track	74.9	9.1
Overall Average	76.5	8.3

Academic performance was assessed using students' self-reported grades in core subjects such as mathematics, science, and language arts. The average academic performance score, measured on a scale from 1 to 100, was 76.5 (SD = 8.3). Students in the science track reported slightly higher average grades (M = 78.5, SD = 7.9) compared to those in the social sciences (M = 75.2, SD = 8.7) and vocational tracks (M = 74.9, SD = 9.1). This finding suggests a small but notable difference in academic

performance based on academic track, with students in the science track performing slightly better.

Psychological Well-Being

Table 3. Psychological Well-Being Scores by Dimension

Dimension	Mean (M)	Standard Deviation (SD)
Self-Acceptance	24.5	4.3
Positive Relations with Others	23.2	4.0
Autonomy	21.6	3.7
Environmental Mastery	21.2	3.9
Purpose in Life	22.5	4.2
Personal Growth	23.9	4.1
Overall Well-Being	123.7	14.2

Psychological well-being was measured using the Psychological Well-Being Scale (PWBS), which assesses six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. The overall mean score for psychological well-being across all students was 123.7 (SD = 14.2), with scores ranging from 94 to 158. The dimensions of self-acceptance and personal growth scored the highest (M = 24.5, SD = 4.3 for self-acceptance, M = 23.9, SD = 4.1 for personal growth), while autonomy and environmental mastery scored the lowest (M = 21.6, SD = 3.7 for autonomy, M = 21.2, SD = 3.9 for environmental mastery). These results suggest that while students reported generally positive psychological well-being, they experienced challenges related to autonomy and environmental mastery.

Correlation Between Psychological Well-Being and Academic Performance

Table 4. Regression Results for Psychological Well-Being and Academic Performance

Dimension	Beta (β)	p-value
Self-Acceptance	0.29	0.01
Personal Growth	0.22	0.05
Autonomy	0.06	0.32
Environmental Mastery	0.04	0.41

Multiple regression analysis was used to examine the relationship between psychological well-being and academic performance. The model included psychological well-being as the independent variable and academic performance as the dependent variable, while controlling for gender, age, and academic track. The regression analysis revealed a significant positive relationship between psychological well-being and academic performance ($\beta = 0.42$, $p < 0.001$). This suggests that students who reported higher levels of psychological well-being tended to have better academic performance.

Further analysis of the six dimensions of psychological well-being revealed that self-acceptance ($\beta = 0.29$, $p < 0.01$) and personal growth ($\beta = 0.22$, $p < 0.05$) had the strongest positive correlations with academic performance. Students who reported higher self-acceptance and personal growth tended to perform better academically. In contrast, autonomy ($\beta = 0.06$, $p = 0.32$) and environmental mastery ($\beta = 0.04$, $p = 0.41$) were not significantly associated with academic performance, suggesting that these dimensions may not play as crucial a role in influencing academic outcomes in the context of this study.

Qualitative Results

The qualitative phase of the study involved interviews with 30 school counselors, 20 teachers, and 50 students who had participated in counseling programs. The purpose of these interviews was to explore participants' perceptions of the counseling programs and how they believed these programs influenced students' psychological well-being and academic performance.

Students' Perceptions of Counseling Programs

The majority of students reported positive experiences with the counseling programs. Many students noted that the programs provided them with emotional support and practical coping strategies for managing academic stress, which they identified as a significant source of pressure. One student mentioned,

"Before the counseling sessions, I was overwhelmed by my schoolwork. But after the sessions, I learned how to manage my time and deal with my stress better."

Another student shared,

"The counselor helped me to realize that it's okay to not be perfect. This made me feel less anxious about my grades and more confident about my abilities."

Students also emphasized the role of counseling programs in helping them build better relationships with their peers and teachers. Several students mentioned that the programs taught them communication skills and helped them resolve conflicts, which contributed to a more positive school environment. One student explained,

"The counseling sessions taught me how to talk to my classmates and teachers more openly. It helped me to build stronger connections with others, which made school more enjoyable."

However, some students expressed that they wished the counseling programs were more accessible and that the sessions could have been longer. A few students mentioned that the time allocated for counseling was often limited, especially during periods of intense academic pressure, such as exam preparation. Despite these concerns, the overall feedback from students was overwhelmingly positive, indicating that counseling programs had a beneficial impact on their psychological well-being and academic performance.

Counselors' Perceptions

Counselors reported that their primary goal was to help students improve their emotional regulation and coping strategies, which they believed would enhance academic performance. They indicated that the counseling programs often included a variety of interventions, such as individual counseling, group therapy, and workshops on stress management and time management. One counselor explained,

"We focus on helping students understand their emotions and how to cope with stress. We believe that once students are emotionally stable, they will be able to perform better academically."

Counselors also highlighted the importance of early intervention, particularly for students who were at risk of developing mental health issues. They noted that students who received counseling support early on were more likely to exhibit improved emotional well-being and academic performance compared to those who did not receive support. However, counselors acknowledged the challenges of working with large numbers of students and the limited time available for individual sessions. Several counselors suggested that the effectiveness of the counseling programs could be improved with additional resources and more staff support.

Teachers' Perceptions

Teachers observed noticeable improvements in students' behavior and academic performance following their participation in counseling programs. Many teachers noted that students who received counseling tended to engage more actively in class, showed greater resilience in the face of challenges, and demonstrated improved interpersonal skills. One teacher commented,

"I've seen a huge difference in some of my students after they started attending counseling. They're more confident and proactive in their studies, and they're also more respectful to their peers and teachers."

However, some teachers expressed concerns about the integration of counseling programs into the broader school curriculum. A few teachers felt that counseling sessions sometimes conflicted with academic lessons, and there was a need for better coordination between counselors and teachers to ensure that students' academic needs were also addressed. Despite these concerns, teachers generally supported the inclusion of counseling programs, recognizing their positive impact on students' overall development.

Discussion

The results of this study underscore the significant role of psychological well-being in academic performance among Indonesian high school students. This finding aligns with prior research demonstrating that emotional and psychological factors play a crucial role in students' cognitive functions, motivation, and academic outcomes (Suldo & Huebner, 2006; Huppert & So, 2013). Specifically, the study found a positive relationship between psychological well-being, particularly the dimensions of self-acceptance and personal growth, and academic success, supporting the notion that students who are emotionally stable and who experience personal development are better equipped to succeed academically (Rahmi et al., 2010; Dharma et al., 2025; Yani et al., 2025).

However, not all dimensions of psychological well-being were equally impactful in predicting academic performance. The weaker correlations between autonomy and environmental mastery with academic performance suggest that while these dimensions are important for overall mental health, they may not have as direct an influence on students' academic achievements in the context of this study. These findings highlight the complexity of psychological well-being, suggesting that specific dimensions of mental health may influence different aspects of student development and performance.

The significant correlation between self-acceptance and academic performance in this study emphasizes the importance of students' perception of themselves in their academic success. Self-acceptance, as a core component of psychological well-being, reflects the ability to acknowledge and appreciate oneself, which has been shown to influence a variety of cognitive and emotional functions, including motivation, resilience, and stress management (Ryff, 1989). The finding that students with higher levels of self-acceptance performed better academically supports previous studies that highlight the critical role of emotional stability in enhancing cognitive performance (Zeidan et al., 2010; Leikas et al., 2009; Thaddeus, 2024). Students who exhibit greater self-acceptance may experience lower levels of stress and anxiety, thus enabling them to focus better on their academic tasks and engage more actively in their studies.

Personal growth, another significant dimension of psychological well-being in this study, similarly showed a positive relationship with academic performance. Personal growth reflects an individual's sense of progress in their abilities and goals, which can foster a growth mindset a critical factor for academic success (Dweck, 2006;

Murray et al., 2022; Daley et al., 2025). Students who felt they were growing personally were likely to have higher motivation and a more positive outlook, factors which contribute to better academic outcomes. These findings align with Cohen and Sandy (2007), who suggested that personal development and emotional growth foster improved academic achievement.

In contrast, autonomy and environmental mastery, while important aspects of psychological well-being, did not show strong correlations with academic performance in this study. This discrepancy suggests that these dimensions, which relate to one's ability to manage their own life and interact with their environment, may not have the immediate or direct impact on students' cognitive functioning required for academic success. It could be argued that autonomy and environmental mastery are more influential in general life satisfaction rather than in specific academic contexts.

The positive impact of counseling programs on students' psychological well-being, as indicated by the qualitative data, is in line with previous research suggesting that counseling services improve emotional regulation, stress management, and self-esteem (Gupta & Choudhury, 2018). The majority of students who participated in counseling programs reported feeling less stressed, more confident, and better equipped to handle academic challenges. This finding is consistent with studies by Cohen & Sandy (2007), who noted that counseling programs designed to promote psychological well-being help students develop better coping strategies, which directly enhance their academic performance.

The role of school counselors in helping students build resilience and emotional stability has also been highlighted in the literature (Feldman & McHugh, 2016). Counselors in this study emphasized the importance of emotional regulation and stress management in fostering academic success. This emphasis on mental health aligns with the broader educational shift toward supporting the holistic development of students, which includes not only academic achievement but also mental and emotional health (Kementerian Pendidikan dan Kebudayaan, 2020).

However, despite the overall positive feedback, some students and counselors voiced concerns about the limited time and accessibility of counseling sessions. This limitation is consistent with challenges identified in other studies, where the effectiveness of counseling programs is constrained by insufficient resources or time allocated to the programs (Gupta & Choudhury, 2018). These limitations highlight the need for schools to increase resources dedicated to mental health services, ensuring that students have access to the support they need, especially during periods of heightened academic pressure such as exam preparation.

Teachers' perspectives on the integration of counseling programs further underscore the importance of a coordinated approach between academic and emotional support. Teachers in this study observed improvements in students' behavior and academic performance following counseling, aligning with previous findings that link emotional stability with better classroom engagement and academic outcomes (Gross, 2002; Villares et al., 2023; Patall et al., 2024). Teachers also highlighted the increased resilience and motivation exhibited by students after attending counseling sessions, which in turn positively impacted their academic achievements.

However, the concern raised by some teachers about the potential conflict between counseling sessions and academic schedules is a valid consideration for schools looking to optimize the effectiveness of their counseling programs. This aligns with findings from other studies, which suggest that better coordination between counseling services and academic teaching can lead to more integrated support for students (Cohen & Sandy, 2007). Schools should consider aligning counseling

services with the academic calendar to ensure that students receive consistent support throughout the year, particularly during stressful periods such as exams.

CONCLUSION

This study explored the relationship between psychological well-being and academic performance among high school students in Indonesia, focusing on the impact of counseling programs. The findings reveal a significant positive correlation between psychological well-being and academic performance, with self-acceptance and personal growth emerging as the strongest predictors. Students who reported higher levels of psychological well-being generally performed better academically, underscoring the importance of mental health in educational outcomes.

The results also highlight the critical role of counseling programs in supporting students' psychological well-being. Students, counselors, and teachers alike reported that counseling programs helped alleviate stress, improve emotional regulation, and foster better interpersonal skills, all of which contributed to enhanced academic performance. However, challenges such as limited time and accessibility of counseling services suggest the need for increased resources and better integration of counseling into the academic calendar. This study contributes to the growing body of research emphasizing the importance of mental health in education, particularly in non-Western contexts like Indonesia. It provides empirical evidence supporting the implementation of school-based counseling programs as essential tools for promoting students' psychological well-being and academic success. Future research could explore the long-term effects of these counseling programs and examine the specific types of interventions that are most effective in fostering both mental health and academic achievement.

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