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THE INFLUENCE OF SUBJECTIVE WELL-BEING ON PARENTAL INVOLVEMENT IN EARLY CHILDHOOD EDUCATION AT BUNGA BANGSA KINDERGARTEN, SUKORAME, GRESIK

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ABSTRACT

Parental involvement in early childhood education is a crucial factor in supporting children's educational success. However, not all mothers are able to participate optimally in their children's education due to various influencing factors, one of which is their psychological condition. Subjective well-being (SWB) refers to individuals' evaluations of their lives, encompassing both cognitive aspects, such as life satisfaction, and affective aspects, including positive and negative affect. This study aimed to examine the influence of subjective well-being on parental involvement in early childhood education among parents of Group B students at TK Bunga Bangsa Sukorame Gresik. This study employed a quantitative approach using multiple linear regression analysis. The population consisted of 80 parents, all of whom were included as participants through a total sampling technique. Subjective well-being was measured using two instruments: the Satisfaction with Life Scale (SWLS) developed by Diener et al. (1985) and the Positive and Negative Affect Schedule (PANAS) developed by Watson et al. (1988). Parental involvement in early childhood education was measured using a scale developed based on Epstein's theory of parental involvement. Item validity was assessed using corrected item-total correlation, while reliability was examined using

Cronbach's alpha. The reliability coefficients were 0.745 for SWLS, 0.755 for PANAS, and 0.845 for the parental involvement scale. The results indicated that subjective well-being had a significant effect on Parental involvement in early childhood education ($p < 0.05$). Partial analysis revealed that the affective dimension measured by PANAS significantly influenced Parental involvement, whereas the cognitive dimension measured by SWLS did not show a significant effect. The coefficient of determination ($R^2 = .231$) indicated that subjective well-being accounted for 23.1% of the variance in Parental involvement in early childhood education.



INTRODUCTION

Early childhood education (ECE) plays a fundamental role in fostering children's cognitive, social, emotional, and character development. The quality of children's educational outcomes is determined not only by classroom instruction but also by active parental involvement. (Epstein, 2001) conceptualized parental involvement as encompassing parenting, communication with teachers, learning at home, volunteering in school activities, participation in decision-making, and collaboration with the community. Extensive evidence indicates that active parental involvement controrang tuates to improved academic achievement, social-emotional development, and school readiness.

Despite its recognized importance, parental involvement in early childhood education remains suboptimal. Preliminary observations and interviews conducted at TK Bunga Bangsa Sukorame, Gresik, revealed that many parents have limited communication with teachers, rarely participate in school activities, provide minimal learning support at home, and seldom offer feedback on school programs. These findings suggest that collaboration between families and schools has not been fully established, highlighting the need to identify factors that influence parental involvement.

Recent studies have emphasized the importance of parents' psychological well-being as a determinant of their involvement in children's education. (Wang et al, 2020) reported that higher parenting stress is associated with poorer family quality of life and lower parental involvement. Similarly, (Utami and Nastiti, 2024) found a significant positive relationship between subjective well-being and parental support for children's education. Subjective well-being refers to individuals' cognitive and affective evaluations of their lives, including life satisfaction, positive affect, and negative affect (Diener, 2000). Parents with higher levels of subjective well-being are generally better equipped to regulate emotions, cope with parenting demands, and engage more effectively in their children's educational activities.

However, research examining the influence of subjective well-being on parental involvement in early childhood education remains limited. Previous studies have primarily focused on general psychological conditions or simple associations between variables, with little attention given to the unique controrang tuation of each dimension of subjective well-being to parental involvement. Furthermore, empirical evidence from Indonesian early childhood education settings is still scarce. Findings from the preliminary interviews at TK Bunga Bangsa Sukorame indicate that parents' limited involvement is closely associated with various psychological challenges, including financial stress, family conflict, low self-confidence, and time constraints.



Therefore, this study aims to examine the influence of subjective well-being, comprising life satisfaction, positive affect, and negative affect, on parental involvement in early childhood education at TK Bunga Bangsa Sukorame, Gresik, Indonesia. The novelty of this study lies in examining the individual and combined effects of each dimension of subjective well-being on parental involvement based on (Epstein's, 2001) parental involvement framework. The findings are expected to controrang tuate to the literature on parental involvement by providing empirical evidence on the role of parents' psychological well-being and offering practical implications for developing parenting programs that promote both parental engagement and psychological well-being.

RESEARCH METHOD

This study employed a quantitative approach with a descriptive correlational research design. (Sugiyono, 2012) states that correlational research is used to determine the relationship between two or more variables. This research was conducted from April to June 2026 at Bunga Bangsa Kindergarten, Sukorame, Gresik. The respondents were mothers of children in Group B. The focus on mothers was based on their role as primary caregivers, who have a higher intensity of involvement in child-rearing and education. The population in this study consisted of 80 parents of Group B students, with a sample size of 80 individuals. The sampling technique used was total sampling. Total sampling is a technique where all members of the population are selected as the research sample.

Data collection in this study utilized questionnaires with a Likert scale measurement tool. The parental involvement scale in early childhood education was developed by the researcher based on the dimensions of parental involvement in early childhood education proposed by Epstein et al. (in Armstrong Piner, 2008). Meanwhile, the subjective well-being scale used the Satisfaction with Life Scale (SWLS) developed by (Diener et al, 1985) to measure the cognitive dimension of life satisfaction, and the Positive Affect Negative Affect Schedule (PANAS) by (Watson et al, 1988) to measure positive and negative affect, which aligns with the subjective well-being theory advanced by (Diener, 1984). Before utilization, the research instruments underwent validity and reliability testing to ensure that each item was appropriate for use as a measurement tool. Data were analyzed using IBM SPSS Statistics software. The analysis began with descriptive statistics to describe respondent characteristics and data distrorang tuation. Subsequently, classic assumption tests were conducted, including normality, multicollinearity, and heteroskedasticity tests. Hypothesis testing was performed using multiple linear regression analysis to determine both the partial and simultaneous effects of subjective well-being dimensions on parental involvement in early childhood education.

RESULTS AND DISCUSSION

The respondents' characteristics indicated that the majority of mothers had moderate levels of subjective well-being and parental involvement in early childhood education. Based on the Satisfaction with Life Scale (SWLS), 65.0% of the respondents were classified in the moderate category, while 70.0% were categorized as having a moderate level of affect based on the Positive and Negative Affect Schedule (PANAS). Furthermore, 80.0% of the respondents demonstrated a moderate level of parental involvement in early childhood education. These findings suggest that most mothers had relatively adequate psychological well-being and parental involvement, although neither variable had reached a high level.

Table. 1. Levels of Subjective Well-Being and Parental Involvement

Variable	Dominant Category	Percentage
Satisfaction with Life Scale (SWLS)	Moderate	65%
Positive and Negative Affect Schedule (PANAS)	Moderate	70%
Parental Involvement	Moderate	80%

The findings further revealed that subjective well-being had a significant effect on parental involvement in early childhood education. Subjective well-being accounted for 23.1% of the variance in parental involvement, whereas the remaining 76.9% was explained by other factors beyond the scope of this study. In addition, the partial analysis showed that the life satisfaction (SWLS) dimension did not significantly influence parental involvement, whereas the affective dimension (PANAS) had a positive and significant effect on parental involvement.

Table. 2. Summary of the Hypothesis Testing Results

Hypothesis	Result
Subjective well-being → Parental involvement	Significant effect
Life satisfaction (SWLS) → Parental involvement	No significant effect
Positive and negative affect (PANAS) → Parental involvement	Positive and significant effect
Model controrang tuation (R^2)	23.1%

The present study demonstrates that subjective well-being is a significant predictor of parental involvement in early childhood education. Parents with higher levels of psychological well-being were more likely to communicate with teachers, support their children's learning at home, and participate in school activities. In contrast, poor psychological well-being may reduce parents' readiness and capacity to fulfill their educational roles effectively.

These findings support Diener's Subjective Well-Being Theory, which defines subjective well-being as individuals' cognitive and affective evaluations of their lives, including life satisfaction, positive affect, and negative affect. Individuals with higher levels of subjective well-being generally exhibit better emotional regulation, greater optimism, and stronger coping abilities, enabling them to perform parenting



responsibilities more effectively. Consequently, they are more likely to become actively involved in their children's education.

The findings are also consistent with Epstein's Overlapping Spheres of Influence Theory (2001), which emphasizes that children's educational success depends on effective partnerships among families, schools, and communities. Parents' psychological well-being represents an important internal factor that strengthens these partnerships. Parents who experience positive psychological well-being are more likely to establish effective communication with teachers, participate in school activities, support learning at home, and engage in educational decision-making. Therefore, subjective well-being can be regarded as an important determinant of parental involvement.

However, the life satisfaction dimension did not significantly predict parental involvement. This finding indicates that a positive cognitive evaluation of one's life does not necessarily translate into active engagement in children's education. Parents may report high life satisfaction while still experiencing barriers such as work demands, household responsibilities, financial constraints, or limited time, all of which may restrict their participation in educational activities. Thus, cognitive evaluations of life alone may not be sufficient to explain parental involvement.

Conversely, the affective dimension, measured using the PANAS, showed a positive and significant effect on parental involvement. This finding suggests that parents' daily emotional experiences play a more substantial role than cognitive life evaluations in determining their involvement in their children's education. Parents who frequently experience positive emotions, such as enthusiasm, inspiration, attentiveness, and energy, are more motivated to support learning activities and maintain communication with schools. In contrast, negative emotions, including stress, anxiety, anger, and frustration, may deplete psychological resources and reduce parental engagement. These findings indicate that the affective component of subjective well-being contributes more strongly to parental involvement than the cognitive component.

The present findings are consistent with those reported by (Wang et al, 2020), who found that parents' psychological condition was closely associated with their involvement in children's education. Their study demonstrated that higher parenting stress reduced parental involvement by diminishing the psychological resources required to support children's learning. Although the present study examined subjective well-being rather than parenting stress, both studies highlight the critical role of parents' psychological functioning in shaping parental involvement.

The results also corroborate the findings of (Utami and Nastiti, 2024), who reported a positive relationship between subjective well-being and parental support for children's education. Parents with higher levels of subjective well-being were more likely to provide attention, encouragement, and educational support to their children. Together, these findings strengthen the evidence that psychological well-being contributes not only to individuals' quality of life but also to active parental involvement



in early childhood education.

Overall, the findings indicate that the affective dimension of subjective well-being plays a more prominent role than life satisfaction in promoting parental involvement. This study suggests that parental involvement programs in early childhood education should extend beyond parenting knowledge by incorporating interventions that enhance parents' psychological well-being, such as stress management, social support, and the promotion of positive emotions. Such efforts may strengthen family–school partnerships and ultimately support children's optimal development.

CONCLUSION AND RECOMMENDATIONS

Conclusion

This study examined the effect of subjective well-being on parental involvement in early childhood education at TK Bunga Bangsa Sukorame, Gresik. The findings revealed a significant positive effect of subjective well-being on parental involvement ($p < 0.05$), supporting the proposed research hypothesis. These results indicate that mothers with higher levels of subjective well-being are more likely to be actively involved in their children's early childhood education. Furthermore, subjective well-being explained 23.1% of the variance in parental involvement ($R^2 = 0.231$), while the remaining 76.9% was attributed to other factors not examined in this study, such as socioeconomic status, educational background, spousal support, employment, number of children, parent–teacher relationships, and other social factors. Overall, the findings suggest that mothers' psychological well-being is an important determinant of parental involvement in early childhood education. In particular, the affective component of subjective well-being appears to play a more prominent role in encouraging mothers to actively support their children's educational experiences.

Recommendations

The findings indicate that the affective dimension of subjective well-being plays a more substantial role than life satisfaction in promoting parental involvement. Therefore, early childhood education (ECE) institutions are encouraged not only to provide parenting education programs but also to implement initiatives that support parents' psychological well-being, such as parenting seminars, psychological support services, parent support groups, and activities that strengthen communication and collaboration between parents and teachers. These efforts are expected to foster greater parental involvement in supporting children's learning and overall educational development. Future research is encouraged to examine additional factors that may influence parental involvement, such as socioeconomic status, parenting practices, spousal support, parent–teacher relationships, and school characteristics. Investigating these factors may provide a more comprehensive understanding of the determinants of parental involvement in early childhood education and contribute to the development of more effective family–school partnership interventions.

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