

EMOTIONAL CONTROL AND PARENTAL INVOLVEMENT'S EFFECTS ON STUDENTS AT MANDIRI VOCATIONAL SCHOOL'S PSYCHOLOGICAL WELL-BEING

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Abstract

This study aims to reveal the effect of parental involvement and emotional regulation on students' psychological well-being. The research method used is correlational research which aims to determine the effect between variables. The research population was 410 Mandiri SMK students. Samples were taken randomly as much as 25% of the total population, namely 103 people. The research instrument was a questionnaire about psychological well being, parental involvement, and emotion regulation which was designed with a Likert Scale. Data were analyzed using multiple regression techniques. Based on the analysis, the following research results were obtained: (1) there was a significant effect of parental involvement on students' psychological well-being. This is indicated by the t_{x1y} value of $2.586 > 1.657$ with $p < 0.05$; (2) There is a significant effect of emotion regulation on students' psychological well being. This is indicated by the t_{x2y} value of $2.165 > 1.657$ with $p < 0.05$; (3) There is a significant effect of parental involvement and emotional regulation on students' psychological well-being. This is indicated by the t_{x1x2y} value of $8.059 > 1.657$ with $p < 0.05$. Thus, parental involvement and emotional regulation have an impact on the psychological well-being of Mandiri SMK students.

Keywords : Parental Involvement; Psychological Well-Being; Emotion Regulation; Students

INTRODUCTION

Students are prepared in such a way as to realize their potential to become superior individuals and be able to compete and collaborate in their own lives and their environment in order to create a happy and prosperous life. In carrying out their duties as students, each student must have psychological well-being or what is called psychological well-being. Psychological well-being possessed by students will make them individuals who can accept their own strengths and weaknesses, are independent, are able to foster positive relationships

with others, can master their environment in the sense of modifying their environment to suit their wishes, have goals in life, and continue to develop their personality (Komalasari, 2020).

Students who have high psychological well-being are students who feel satisfied with their lives, are in a positive emotional state, are able to go through bad experiences that can result in negative emotional states, have positive relationships with other people, are able to determine their own destiny without depending on others. other people, control the condition of the surrounding environment, have clear goals in life, and are able to develop themselves (Sa'diyah & Amiruddin, 2020).

Students who have high psychological well being can participate in the learning process in a pleasant atmosphere, attend on time, do assignments, actively discuss, and get optimal learning results. Conversely, students who have psychological well being will find it difficult to follow the activities and learning process properly. Where there is a lack of response to lessons, feeling sleepy, or doing activities that are not related to the learning process, and even getting low learning outcomes.

Observations made by researchers at Mandiri Vocational Schools on July 4-8 2022, found that some students were sleepy while participating in the learning process, going in and out during the learning process, not doing assignments given by the teacher, busy using cellphones and telling stories behind the class with their friends while learning was going on, there were even some people who were found outside the school environment during class time. At that time the researcher looked at the monthly recapitulation of the 2022-2023 T.A which became the data for guidance and counseling teachers, in which there were problems and was proven by Letters of Agreement 1-3 (SP) and researchers saw problems that occurred to students who did not enter school without information as many as 230 letters of agreement (SP) , leaving school 35 letters of agreement (SP), fighting 19 letters of agreement (SP), students are late 60 letters of agreement (SP), students see porn videos 3 letters of agreement (SP), Students bring klewang 2 letters of dismissal, down to the smallest problem still many.

Seeing this phenomenon, the researcher immediately conducted interviews with several students who were observed. Where through the results of these interviews, the researcher obtained information that students were uncomfortable participating in the learning process caused by many factors; such as the learning process which according to

students is less interesting, the classroom environment is unpleasant, feeling unhappy with the attitude and treatment of parents which according to them is inappropriate, assuming parents do not care about their education and assuming parents are only busy with their activities without caring about their school, witnessing fights parents before going to school, consider parents to be disharmonious, influenced by their friends, and students do not have big aspirations for their future.

Some of these phenomena are also in line with the results of the interviews that the researchers conducted with the counseling teacher, where through the interviews the counseling teacher explained that students at Mandiri Vocational Schools come from a variety of different family backgrounds, both from the type of parental occupation, parental income, family communication, the way parents educate children, and the concern parents have for children. Where the family background makes students compare themselves with their friends who according to these students are luckier than themselves. As a result, students are less enthusiastic in participating in the learning process at school.

According to Sa'diyah & Amiruddin (2020) psychological well-being is influenced by age, gender, socioeconomic status, education and culture owned by individuals. In this case, it can be understood that teenagers who have relatively unstable emotional status live in conditions or a family environment that has a culture that does not reflect a harmonious family and are ready to educate children properly. with the wrong culture do not get a positive psychological well being.

Parental involvement is the role played by parents as a form of mastery over their lives by involving themselves in the development of their children's lives (Paradipta & Amithya, 2013). Parental involvement can also be interpreted as a mental participation accompanied by contribution and responsibility (Tolada, 2012). Parental involvement in children's education is a form of activity carried out by parents in collaboration with teachers both at home and at school, in order to maximize the development and education of children at school for their benefit, the child and the school program (Diadha, 2015).

Parents who are involved in children's learning activities at school can; increasing children's attendance at school, reducing disruptive behavior in children, children's attitudes and behavior to be positive, improving children's study habits, increasing children's academic achievement, increasing children's desire to continue school, increasing communication between parents and children, increasing parents' expectations for children , parents feel

successful, increase parental self-confidence, increase parental efforts to encourage children to learn, increase parental satisfaction with school, support a better school climate, increase teacher morale, support overall school progress (Sukiman et al., 2016).

Meanwhile, parents who are not involved in children's learning activities at school can; reduce children's learning motivation, reduce children's learning discipline, reduce children's learning skills, parents will be lied to by children about their learning activities at school, children's learning outcomes are low, negative behaviors can be carried out by children at school and outside school, children view negatively on people parents, children don't listen to parents' advice, and even children can dare to go against their parents.

Therefore, parents as individuals who give the mandate must be responsible for educating and raising children so that later they become useful people for the homeland, nation and religion as superior and accomplished individuals. Parental involvement has a significant influence in shaping emotional regulation, and the psychological well being of children who have tendencies at every stage of their development. Thus, every parent is expected to be able to understand every tendency that children have according to the stages of their development, and to be able to adjust behavior, communication, and interactions that are appropriate and educational for the positive growth and development of children.

Emotion regulation is the ability to manage and create a balance of emotions that a person feels as well as having the ability to predict and evaluate the causes of the emergence of emotions in places and conditions that are encountered, especially negative emotions. In addition, the skill of modulating emotions can be done in changing emotions so that they are able to modulate themselves in unpleasant conditions and are good at expressing emotions appropriately. The important thing that a person needs to have in regulating emotions is self-confidence that he is able to manage emotions. This self-confidence has a strong correlation with one's skills in regulating emotions (Kamaluddin, 2021).

Students who have positive emotion regulation are students who have the ability to control emotions and express them either automatically/controlled, consciously or unconsciously to achieve goals in the learning process and their goals (Wati & Puspitasari, 2019). Meanwhile, students who have negative emotion regulation will find it difficult to control emotions, express emotions objectively and positively, and find it difficult to participate in the learning process in a pleasant atmosphere and learning process and in turn it is difficult to get optimal grades or learning outcomes.

Research by Amanda (2018), obtained results regarding the significance of father involvement and emotional regulation that influence adolescent aggressive behavior. Research by Dannisworo & Amalia (2019), regarding efforts to analyze factors that need to be considered and measured when wanting to predict father's involvement in parenting with children. Then, research by Masso (2018), regarding the significance of the influence of father involvement in parenting on the psychological well-being of adolescents. Furthermore, research by Rahayu (2020), obtained significant results between family function and psychological well-being in adolescents with divorced families, which is indicated by a probability value of $0.000 < 0.005$. Other relevant research from Fauziah & Arjanggal (2021), regarding the discovery that emotional regulation is correlated with emotional well-being. This research has the implication that the better the mother's emotional regulation will have a contribution to the formation of better psychological well-being.

In fact, relevant research on the topic of psychological well-being in students has been examined from various scientific perspectives. Among them is research that highlights the psychological well-being of students (children) with broken hearts or divorced parents (Ramadhani, 2016; Langi, 2019). In addition, other relevant research highlights the relationship between psychological well-being and the level of religiosity in teenage students (Linawati & Desiningrum, 2018; Batubara, 2019). Then, this study is also relevant to the theme of peer group counseling training in improving the psychological well-being of students (Linayaningsih, *et.al.*, 2017). Likewise, there is a difference or gap analysis between previous research and this research, namely from the aspect of the variables used, namely parental involvement and emotional regulation of students' psychological well-being. Remember, students need optimal parenting and stable emotional control to obtain a balance of psychological elements of self.

Based on the description above, it can be understood that parents are the main variable in shaping and influencing the emotional regulation and psychological well being of children. Parental involvement in every child's growth and development activity should take place in educational examples, interactions and communications. Therefore, in the context of SMK Mandiri as previously described. Parental involvement is an interesting thing to study, especially with regard to its effect on psychological well-being and student emotional regulation. The purpose of this research is to reveal the effect of parental involvement and emotional regulation on students' psychological well-being.

METHODS

This research was conducted at the Mandiri Vocational School which is located at Jl. Datuk Kabu No. 99, Bandar Khalipah, Kec. Percut Sei Tuan, Deli Serdang Regency, North Sumatra 20371. The research time required for the entire series of activities required in this study was planned for 5 (five) months, beginning September 2022 and ending January 2023. The approach used in this study is a quantitative approach, namely research using a positivistic paradigm. Where research results can be generalized (Paramita, dkk, 2021). The type of research used is correlational research, namely research that seeks to see the relationship between research variables (Sugiyono, 2008). The type of research used is multiple regression, with the aim of testing the hypothesis on the effect of the independent variable on the dependent variable.

The total population in this study was 410 students at Mandiri Vocational Schools for the 2021/2022 academic year. Arikunto (2013), states that if the population is more than 100 people, then samples can be taken as much as 10%, 15%, 20%, 25%, or 30%. So in this study, because the total population was 410 people, the sample was taken as much as 25% of the total population. So the sample in this study is 30% of the 410 are 103 students of SMK Mandiri. The data collection method in this study is to use a questionnaire about; parental involvement, emotional regulation, and psychological well being. The questionnaire was developed through theoretical studies, operational definitions, grid development, and questionnaire preparation using a Likert Scale design. Data analysis techniques were carried out using; data description, analysis requirements test, and hypothesis testing.

RESULTS

The Effect of Parental Involvement on Psychological Well Being

The results of the statistical analysis found that there was a significant effect of parental involvement on students' psychological well-being. This is indicated by the $t_{x'y}$ value of $2.586 > 1.657$ with $p < 0.05$, thus it can be concluded that the better parental involvement will further improve students' psychological well-being.

The Effect of Emotion Regulation on Psychological Well Being

The results of the statistical analysis found that there was a significant effect of emotion regulation on students' psychological well-being. This is indicated by the t_{x^2y} value

of $2.165 > 1.657$ with $p < 0.05$, thus it can be concluded that the better the student's emotional regulation, the more psychological well being students will improve.

The Influence of Parental Involvement and Emotional Regulation on Psychological Well Being

The results of the statistical analysis found that there was a significant effect of parental involvement and emotional regulation on students' psychological well-being. This is indicated by the tx^1tx^2y value of $8.059 > 1.657$ with $p < 0.05$, thus it can be concluded that the better parental involvement and student emotional regulation, it will further improve students' psychological well-being.

In accordance with the hypothesis test carried out above, where the tx^1x^2y value is > 1.657 with a significance < 0.05 , it can be stated that the three hypotheses can be accepted. This means that there is an individual influence and a joint effect of parental involvement variables and emotional regulation on students' psychological well-being. This can be seen in the following coefficients table:

Table 1. Coefficients of Research Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	56.638	7.028		8.059	.000
	Parental Involvement (X1)	.211	.081	.246	2.586	.011
	Emotion Regulation (X2)	.176	.081	.206	2.165	.033

a. Dependent Variable: PWB (Y)

Then, to prove whether the influence of peer interaction and self-esteem variables on moral intelligence is a significant influence, it is necessary to test the F value obtained. This can be seen in the following table:

Table 2. ANOVA Research Results

Mode l		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	298.530	2	149.265	6.701	.002(a)
	Residual	2227.528	100	22.275		
	Total	2526.058	102			

a Predictors: (Constant), Emotion regulation (X2), Parental involvement (X1)

b Dependent Variable: PWB (Y)

Based on the table above, it can be seen that the F value is $6.701 > 3.92$ at a significance level of $0.002 < 0.05$. Thus, it can be stated that there is an effect of parental involvement and emotional regulation on students' psychological well-being which is a significant influence.

The effect of each independent variable on the dependent variable can be seen in the summary table of the following analysis results:

Table 3. Summary of Data Analysis Results

No	Variabel	R	r ²	P
1	X ¹ – Y	0,246	0,061 (6,1%)	0,000
2	X ² – Y	0,206	0,042 (4,2%)	0,000
3	X ¹ X ² – Y	0,344	0,118 (11,8%)	0,000

Based on the hypothesis testing carried out above, the regression equation can be compiled as follows:

$$Y = 6,701 + 0,246X^1 + 0,204X^2$$

For every increase in X¹ units, there is an increase in Y of $0.246/0.061$ (6.1%);

For every increase in X² units, there is an increase in Y of $0.204/0.042$ (4.2%);

For every increase in X¹X² units, there is an increase in Y of $0.344/0.118$ (11.8%).

DISCUSSION

Based on the results of statistical analysis it was found that there was a significant effect of parental involvement on students' psychological well-being. This is indicated by the t_{x1y} value of $2.586 > 1.657$ with $p < 0.05$. The influence of parental involvement on students' psychological well-being was 0.246 or 0.061 (6.1%).

Parental involvement is the collaboration between parents and teachers to maximize children's education through various activities both at school and at home. Involvement of parents in making every effort for children's education which later these efforts will bring their own benefits to themselves, the children and the school (Diadha, 2015). The benefits of involving parents in education include increasing children's attendance and positive behavior, increasing children's developmental achievements, increasing parent-student communication, and increasing the self-confidence of students and parents alike (Haryanti, 2017).

Parents should have a high involvement in their children's education at school. Where the involvement of parents in children's education is a process that cannot be separated in every stage of child development in welcoming the next stage of development. The role of parents is very dominant to make children smart, healthy and have good social adjustment. Parents are also believed to be one of the main determining factors in the success of a child's education, in addition to other factors. Strong foundations and foundations, namely education that originates in the family, a solid foundation in treading a heavier life, and a broad base for the journey to the next level of life (Haryanti, 2017).

Research by Silalahi (2015), showed that the relationship between family functioning and subjective well-being obtained a correlation coefficient of 0.203 with a significance value of 0.018, so it can be concluded that there is a significant positive relationship between family functioning and subjective well-being in students of SMAN 5 Semarang. Research by Noor (2013) showed that there was a relationship between family functioning and adolescent subjective well-being with a correlation coefficient of 0.387 at a significance of 0.000. Thus it can be concluded that the higher the level of family functioning, the higher the subjective well-being of adolescents.

Research by Raissachelva & Handayani (2020), shows that there is a significant positive relationship between attachment to fathers and life satisfaction and happiness and a significant negative relationship between attachment to fathers and negative affect. In

addition, there is a significant positive relationship between attachment to the mother and a positive affect component and a significant positive relationship between attachment to peers and happiness. It can be concluded that the more secure the attachment to the father makes the adolescent more satisfied and happier and makes the negative affect felt lower. The more secure the attachment with the mother also makes the teenager have high positive affect and the more secure the attachment with peers makes the teenager happier.

Research by Suminar & Wahyudi (2022), shows that the relationship between family function and subjective well-being has a strong correlation, with a correlation coefficient of 0.767 with a significance level of 0.000. This means that there is a significant positive relationship between family functioning and students' subjective well-being during COVID-19. The higher the family function, the higher the subjective well-being of State Junior High School students in Tasikmalaya City during COVID-19.

In accordance with the results of the research conducted and several previous studies proving that parental involvement has a significant relationship or influence on students' subjective well being. Therefore, parents must have high involvement in children's education, so that children have high subjective well-being, and in turn can improve children's learning achievements towards a better career and future.

The results of the research conducted, parental involvement in children's education at Mandiri Vocational Schools shows that as many as 8.74% of students' parents have very high involvement in children's education, 19.42% of students' parents have high involvement, 44.66% have high involvement moderate, 16.50% have low involvement, and 10.68% have very low involvement.

The results of this study prove that the parents of students at SMK Mandiri mostly have moderate involvement, while as many as 16.50% have low involvement, and 10.68% even have very low involvement. This shows that there are still 27.18% of students at Mandiri Vocational Schools whose parents pay little attention to their children's education at school. The low involvement of parents in their children's education at school is partly due to the very large costs required/economic factors, time constraints, parental trust in teachers, and schools that do not hold programs (Rofita et al., 2022).

Based on the results of research conducted, where parental involvement in children's education at Mandiri Vocational Schools is still relatively low, it is necessary to make efforts and strategic steps to increase parental involvement in children's education. Efforts to

increase parental involvement in children's education are carried out through the following activities: (1) involving parents in PHBI and PHBN events; (b) organize parenting activities to add insight to parents regarding child care patterns; (c) mutual cooperation in building by providing material and non-material contributions; (d) meeting for taking report cards and (e) other meetings regarding madrasahs (Rohmah, 2018).

The large amount of literature showing the importance of the role of parents in improving children's learning abilities and optimizing school performance should be a reference towards implementing participatory education. Decentralization as an educational reform movement can actually encourage the involvement of parents in the success of national education goals. Best practice or good practice from countries that have successfully implemented decentralization in the education sector might be emulated. There are several tips made by the Australian government to encourage participatory education (Sudirman, 2020), among others; 1) massive outreach about the role of the family in education delivery, 2) routine activities between parents and schools, 3) optimizing the communication platform between schools and parents.

Based on the results of statistical analysis it was found that there was a significant effect of emotion regulation on students' psychological well-being. This is indicated by the t_{2y} value of $2.165 > 1.657$ with $p < 0.05$. The influence of emotional regulation on students' psychological well-being is 0.204 or 0.042 (4.2%). Research by Sukma (2020), shows that there is a significant effect between self-regulation on psychological well-being. Furthermore, research by Diah (2017) showed that there was a positive and significant relationship between regulation of reappraisal emotions and subjective well-being ($r=0.191$ and $p=0.014$, $p < 0.05$) and there was no relationship between regulation of suppression emotions and subjective well-being ($r=0.114$ and $p=0.098$, $p \geq 0.05$). The results of the analysis also showed that there were differences in the level of subjective well-being for men and women ($t=2.671$ and $p=0.009$, $p < 0.05$).

Emotion regulation is the ability of students to manage and create a balance of emotions that enable them to predict and evaluate the possibilities that may occur in their emotional state, consisting of; a tendency to have additional negative emotions when stressed "Nonacceptance"; difficulty concentrating on tasks (Goal), difficulty controlling negative emotions (Impulse); difficulty displaying and expressing emotions (Awareness); limiting behavior after being angry/anxious (Strategies); and failure to identify emotions (Clarity).

Students who have positive emotional regulation will be able to control negative emotions, be able to concentrate on assignments, be able to display emotions positively, and be able to clearly recognize the symptoms of the emotions they are experiencing.

The research results obtained, the score of students' emotional regulation at Mandiri Vocational High School showed that 8.74% had very high emotional regulation, 19.42% had high regulation, 33.01% had moderate emotional regulation, 28.16% had low emotional regulation, and 10.68% have very low emotion regulation. This shows that as many as 38.84% of students at Mandiri Vocational Schools have low and very low emotional regulation.

Research by Nuz'amidhan, et al. (2021), shows that the majority of students' emotional regulation is in the medium category, totaling 88 (73.33%), for the high category there are 12 (10%), and the remaining 20 (16.67%) are in the low category. It was concluded that the majority of SMP Negeri 2 Pakisjaya students were in the moderate category and had normal and stable emotional regulation. Research shows that the majority of students' emotional regulation is in the medium category, amounting to 88 (73.33%), for the high category, 12 (10%), and the remaining 20 (16.67%) are in the low category. It was concluded that the majority of SMP Negeri 2 Pakisjaya students were in the moderate category and had normal and stable emotional regulation.

Emotion regulation is influenced by several factors Wati & Puspitasari (2019), including; 1) Parenting style, parents who raise emotions with dysregulation will affect the child's ability to regulate their own emotions. This will be a reciprocal condition where parents express negative emotions and then respond negatively by children and then parents will show even higher expressions of negative emotions, 2) Age, older people have better or increased emotional regulation as they get older, 3) Environment Environment is a factor that influences the ability to regulate one's emotions. Individuals who see their environment as a pleasant place tend to have good emotional regulation and have positive emotions such as happiness, 4) Influence of External Views (Training), emotional regulation can be influenced by environmental conditions.

In this case the most dominant aspect is observing the circumstances in the individual's environment then reproducing what is seen into behavior. This condition can be associated with Bandura's observational theory which consists of four steps including attention, retention, behavior formation, and motivation. Training is one effort to change a person's cognitive and behavior. In training, individuals get exposure to new information so

that they can complete knowledge that has not been obtained before. In addition, individual training is also invited to raise awareness about certain issues and then start forming new, more positive habits.

Meanwhile according to Calkins, 1994; Fox & Calkins, 2003; Gross, 2007 in Amanda (2018), emotional regulation is influenced by: 1) Intrinsic factors and extrinsic factors. Intrinsic factors include temperamental disposition, nervous system maturity and individual physiological system maturity involved in the process of emotion regulation; 1) Temperament is a characteristic of every individual that has existed since birth and has remained relatively stable into adulthood. Longitudinal research has found that temperament in infancy influences the development of emotion regulation abilities. Thus, differences in temperament in each adolescent indicate differences in the ability of individual adolescents to respond emotionally to various situations; 2) The maturity of the nervous system and physiology, factors of maturity of the nervous system and physiology affect the increase in the ability to regulate emotions throughout childhood. Older children have better emotional regulation abilities than younger children. In addition, the maturity of the parasympathetic nervous system also has a role in emotion regulation when individuals feel certain emotions.

Extrinsic factors, consisting of cultural expectations of the emotions displayed by adolescents, adolescent relationships with siblings and peers, and the family environment (parenting style applied, socialization of emotional responses from infancy and interactions that exist between parents and children. Parents are extrinsic factors the most influential on the ability of adolescents to learn how to regulate their emotions. The father as one of the parents plays a role in teaching adolescents the right way to respond to the distress they experience. Interaction with fathers in an emotional context serves to teach adolescents to use various regulatory strategies to reduce the appearance of emotional stimulation negative. Therefore, lack of paternal support can have an impact on the development of poor emotion regulation in adolescence. In addition, attachment is also associated with emotions that contribute to the development of emotion regulation during childhood. Secure attachment that exists between parents and children can provide a sense of security and comfort for children in expressing feelings both positively and negatively.

Research by Fitriani (2014), shows that there is a significant effect of autogenic relaxation exercises on students' emotional regulation. Where the change in pretest to posttest scores was obtained in the two groups (experimental-control) which were

significantly different. Changes in emotion regulation from pretest to posttest in the experimental group were significant, while those in the control group were not significant. Research by Agustini (2021), shows a significant effect of training on emotion regulation to reduce stress in adolescents in Islamic boarding schools.

Research by Irwansyah (2017), showed that there was a significant effect of the training provided on increasing the emotional regulation of adolescents in Islamic boarding schools in improving psychological well-being with a significance of 0.000. Where the results of data analysis using paired samples t test showed $t = -8.895$ and significance $p = 0.000 < 0.05$ which indicates that there is a difference in subjective well-being between before and after being given emotional regulation training, which means the hypothesis is accepted. So it can be concluded that emotional regulation training has an influence in increasing the subjective well-being of adolescents living in PP. Salafiyah Kalimalang.

Based on the results of statistical analysis it was found that there was a significant effect of parental involvement and emotional regulation on students' psychological well being. This is indicated by the tx^1tx^2y value of $8.059 > 1.657$ with $p < 0.05$, thus it can be concluded that the better parental involvement and student emotional regulation will further improve students' psychological well-being. The influence of parental involvement and emotional regulation on students' psychological well-being was 0.344 or 0.118 (11.8%). Psychological well being is defined as the realization and achievement of potential possessed by students which can be measured through self-acceptance, personal growth, positive relations with others, autonomy, mastery of the environment (environmental mastery), and have a purpose in life.

The results of the research conducted showed that 7.77% of students had very high psychological well-being, 14.56% had high psychological well-being, 40.78% had moderate psychological well-being, 30.10% had low psychological well-being 30.10%, and as much as 6.8% had very low psychological well being. This proves that 36.9% of Mandiri SMK students have low and very low psychological well being.

Psychological well being is influenced by many factors, including parental involvement and emotional regulation. Parental involvement is intended to mean the participation of parents in various activities carried out by children on a daily basis, especially in activities related to children's education. Parents must be able to be involved and active in various educational activities for their children at school, starting from providing facilities,

guiding study time outside of school, providing motivation, advising, praying, and can also be involved in parent meeting activities, school committees, and people's organizations. old classmate child.

Psychological well being in students is a very important variable. Where the psychological well being variable is influenced by parental involvement variables and emotion regulation variables. It is believed that students with intense parental involvement in their activities will have high psychological well-being. Students who have positive emotional regulation are also believed to have high psychological well-being. Thus, the variables of parental involvement and emotional regulation can affect students' psychological well-being.

Research by Rahayu (2018), shows that there is a significant effect of emotion regulation on the psychological well-being of students with divorced parental status. Based on the description above, it can be concluded that students' psychological well-being as one of the psychological capital that can create a good learning atmosphere and learning process in schools and in turn improve student achievement is influenced by parental involvement and emotional regulation. Each of the variables of parental involvement and emotional regulation must be resolved in advance through specific activities such as emotional regulation training, and efforts to increase parental involvement in children's learning activities both at school and at home. Because, to realize students who excel must go through intense cooperation between the school and parents at home.

CONCLUSION

According to the study's findings, the following was discovered: (1) Parental participation has a major impact on pupils' psychological health. The $tx1y$ value of $2.586 > 1.657$ with a p -value of 0.05 demonstrates this. (2) Emotion control has a considerable impact on students' psychological well-being. (3) There is a considerable impact of parental participation and emotional control on students' psychological well-being, as shown by the $tx2y$ value of $2.165 > 1.657$ with p 0.05 . The $tx1tx2y$ value of $8.059 > 1.657$ with p 0.05 suggests this. As a result, parental participation and emotional control affect the mental health of Mandiri SMK pupils.

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