


# School Climate and Academic Hardiness on Students' Subjective Well-Being in Boarding School with Student Engagement as Mediator

 Tri Na'imah\*,  Sriyanto Sriyanto  
 Nur'aeni Nur'aeni, Nabilla Feylisha Azzahra

Universitas Muhammadiyah Purwokerto, Indonesia

 [trinaimah@ump.ac.id](mailto:trinaimah@ump.ac.id)\*

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## Abstract

Students in boarding schools face additional pressures due to dual curriculum, high cognitive load, personal problems such as family homesickness, feelings of not belonging, and poor sleep patterns that compound worsening student well-being. This study examines the relationship between school climate and academic hardiness with student subjective well-being, with the mediation of student engagement among students in boarding schools. Data were collected using the Student Subjective Wellbeing Questionnaire (SSWQ; CR=0.941), School Climate Scale (SCR; CR=0.895), The Academic Hardiness Scale (AHS; CR=0.921), and Student Engagement Scale (SES; CR=0.902). A total of 519 junior and senior high school students who participated in Islamic boarding school programs in Banyumas Regency, Central Java, Indonesia, were involved in the study. The data were analysed using AMOS (Analysis of Moment Structures) software to conduct structural model analysis and hypothesis validation, to evaluate the relationship between variables. The results indicated that student engagement mediates school climate and student subjective well-being. Student engagement also mediates the relationship between academic hardiness and student subjective well-being. Students in boarding schools suggested to have a positive perception of the school environment and academic hardiness in facing academic problems and challenges to achieve well-being while living in the dormitory.

## INTRODUCTION

Students in boarding schools reside in school dormitories away from their families. Boarding schools offer students the chance to engage in a variety of activities and socialize with peers and school staff, fostering their optimal development (Martin et al., 2020). The students coexist with friends, supervisors, teachers, principals, and caregivers, all of them play crucial roles in developing the students interpersonal skills (Dewi et al., 2021).

In Islamic-based education, dual curriculum is implemented, consisting of the official curriculum from the education office and a specialized religious curriculum. This situation leads to additional pressure, fatigue, and cognitive burden on students as they are required to study both general subjects and Islamic teachings (Fatimah, 2019). Challenges such as homesickness, adjustment issues, and disrupted sleep patterns can impact the well-being of boarding students (Fahrezi et al., 2024; Reardon et al., 2023).

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Subjective well-being (SWB) is a psychological concept related to individuals' assessment of their quality of life, which includes emotional and cognitive aspects (Renshaw et al., 2015; Zadworna et al., 2023). SWB is sometimes referred to as happiness, consisting of three components, namely life satisfaction, positive mood, and the absence of negative mood (Deci & Ryan, 2006). Zhang & Renshaw (2019) posit that student subjective well-being is a personal evaluation of the cognitive and affective aspects of educational experiences and social interactions in the school environment. SWB is not only about the absence of negative emotions but also the presence of positive emotions and satisfaction with various aspects of school life. This theory emphasizes personal experiences and subjective perceptions of happiness and life satisfaction at school.

Zadworna et al. (2023) explained that there are four dimensions of students' subjective well-being, namely school connectedness, joy of learning, educational purpose, and academic efficacy. School connectedness refers to a student's positive relationship and involvement with the school, where they feel accepted, valued, and emotionally engaged (Gowing, 2019). Students in boarding schools require social support, particularly from peers, to attain subjective well-being at school (Ayuningtyas et al., 2024).

The joy of learning encompasses happiness in the learning process, which includes positive experiences, pleasure, motivation, and student involvement (Cronqvist, 2021). Students in boarding schools who feel comfortable exhibit characteristics such as feeling at home, having a sense of belonging, showing empathy for peers, and being able to interact socially with caregivers and teachers (Na'imah et al., 2019).

Furthermore, an important aspect of student well-being is the ability to set educational goals. In boarding schools, students must effectively determine and plan their study time to balance academic activities with personal life responsibilities in the dormitory (Mariah et al., 2020). Academic efficacy is a crucial component of well-being in boarding schools. Academic self-efficacy enables students to view schoolwork as part of the learning process and to excel academically (Mudzkiyyah et al., 2022). When students are confident in their ability to achieve academic goals, it can empower them to perceive school tasks as an essential part of the learning process.

The results of previous research show that well-being in schools is influenced by internal and external factors. School climate is an external factor that contributes positively to students' subjective well-being, namely by creating a supportive environment, promoting positive values, and providing social support (Na'imah et al., 2022; Prasetyo, 2018). Boarding schools have a unique character that differs from day schools, as students live in a school environment for a certain period, thus influencing their learning and growth experiences. Hence, spiritual support provided by housemasters and *ustadz* is part of the boarding school climate that is important for shaping students' well-being as it provides a sense of security due to God's presence and social support during difficult times (Hasanah & Haris, 2023; Hasanah et al., 2021).

Academic hardiness plays a crucial role in influencing student well-being, as demonstrated by various studies. Research has shown that academic hardiness directly impacts student well-being (Huwae et al., 2022; Wardani, 2020). This suggests that students' well-being is positively affected by their ability to confront academic challenges and manage stress. Students with high levels of hardiness are better prepared to overcome obstacles and sustain positive emotions in difficult situations (Anjum, 2022).

Different research results from Liu et al. (2022) showed that hardiness can improve mental health with social support. Therefore, incorporating mediating variables into the theoretical model could enhance its accuracy and relevance. Previous research has indicated that school climate influences the impact of student engagement and well-being (Fatou & Kubiszewski, 2017; Lombardi et al., 2019; Pietarinen et al., 2014). Moreover, school-related serves is a crucial key mediator for emotional and cognitive engagement, subsequently

contributes to academic achievement (Pietarinen et al., 2014). These highlights underscore the significant importance of fostering and creating a positive school climate boost to enhance student engagement and subjective well-being.

Shmeleva et al. (2023) found that academic hardiness, along with constructive coping styles, was a significant predictor of subjective well-being in university students. Similarly, Anjum (2022) identified a positive correlation between academic self-efficacy, hardiness, and subjective well-being. These findings collectively underscore the importance of academic hardiness in enhancing student well-being.

Academic hardiness influences student well-being, as students who overcome emotional challenges and adapt to academic demands can enhance psychological well-being and mental quality (Wardani, 2020). Well-being at school is bolstered by mental toughness, which encompasses qualities such as hardiness, perseverance and tenacity when confronted with challenges (Huwae et al., 2022). Students with mental toughness demonstrate grit and persistence when encountering obstacles. They do not easily give up but are more inclined to tackle problems and surmount academic difficulties. Several studies have investigated the connection between academic hardiness, subjective well-being, and student engagement. These studies collectively demonstrate the interconnectedness of school climate, academic hardiness, student engagement, and subjective well-being.

Despite the evidence of significant relationships between school climate, academic hardiness, student engagement, and subjective well-being, there is a research gap in understanding how student engagement acts as a mediator. Previous research has focused on the direct effects of school climate, academic hardiness, and student engagement on well-being or explored the mediating role of well-being in academic engagement and achievement.

Student engagement in boarding schools can exhibit varying dynamics. The experience of living with peers in a positive boarding environment can enhance engagement. However, if conflicts or social pressures arise within the dormitory, student engagement may diminish, thereby weakening its mediating effect on overall well-being. As the results of research by Lombardi et al. (2019) and Seon & Smith-Adcock (2021) who found a direct relationship between school climate and student well-being.

In addition, academic hardiness is closely related to students' well-being; however, the challenging conditions of boarding school necessitate that students possess a resilient personality. Academic hardiness can significantly influence well-being (Pambudi & Rusmawati, 2022) indicating that traits such as the ability to confront challenges, manage stress, and sustain motivation are crucial determinants of the well-being of boarding students. Dormitory life fosters unique dynamics that can either weaken or enhance student engagement. If engagement does not serve as a mediator, specific barriers within the dormitory environment may hinder students from fully participating.

### **Rationale of the Study**

The rationale for this study stems from the significance of student well-being in the distinctive boarding school setting. Students' subjective well-being is a multifaceted concept encompassing emotional, psychological, and social aspects. It profoundly affects academic performance, personal development, and overall life contentment. Hence, comprehending the factors that impact student well-being is crucial for formulating effective educational approaches and interventions in boarding schools. Boarding schools offer a specialized educational milieu that heightens the interaction between students and their learning environment. Unlike day schools, boarding schools merge living spaces with learning environments, fostering a unique social and academic ambiance. School climate refers to the ambiance or environment that emerges from the interactions among the principal, teachers, and students, defining the school's ethos. In boarding schools, students spend extensive time in

dormitories, amplifying the influence of school climate on student comfort. Academic hardiness reflects students' persistence in overcoming academic challenges. This personal trait can shape how students perceive and react to their educational surroundings, serving as a buffer against stress and promoting well-being. This study posits that student engagement mediates the relationship between school climate and well-being, proposing that a positive school climate enhances engagement, subsequently fostering student well-being.

### Purpose of Study and Hypotheses

The purpose of this study is to measure the effect of school climate and academic hardiness on students' subjective well-being among boarding school students in Banyumas, Indonesia, with student engagement as a mediating factor.

The research hypotheses are:

Hypothesis 1: School climate affects student subjective well-being.

Hypothesis 2: School climate affects student engagement

Hypothesis 3: Academic hardiness affects student subjective well-being

Hypothesis 4: Academic hardiness affects student engagement

Hypothesis 5: Student engagement affects student subjective well-being

Hypothesis 6: Student engagement mediates the relationship between school climate and student subjective well-being.

Hypothesis 7: Student engagement mediates the relationship between academic hardiness and student subjective well-being.

The hypothetical model is presented in Figure 1,

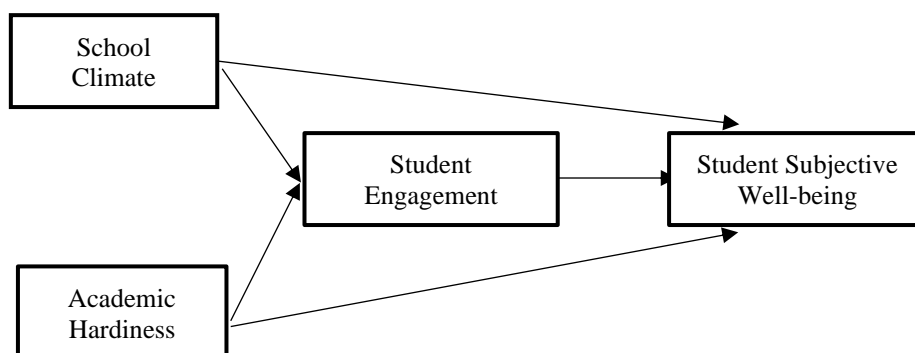


Figure 1. Hypothetical model

## METHODS

### Research Procedure

The research procedure for this study involved teachers and caregivers from Islamic boarding schools. Data collection was conducted offline in the classroom during extracurricular activities and while students were in the dormitory. Research assistants, with the support of teachers, facilitated the data collection process.

The respondents involved in the study were Muhammadiyah junior and senior high school students who participated in a boarding school program in Banyumas Regency, Central Java. The sample was selected using non-probability techniques that do not provide equal opportunities to members of the population, and the determination is not random (Rhoades, 2017). Respondents were selected based on their characteristics relevant to the focus of the study, specifically the distinct school climate that differs from that of non-boarding schools and its influence on student comfort. The unique culture of Islamic schools fosters academic resilience and attachment, ultimately enhancing student well-being.

The respondents were students who completed the willingness to participate form and were aged 13-18 years. The sample size was 519 students ( $M = 14.84$ ;  $SD = 1.43$ ; male = 319; female = 200). Parents of students come from diverse professional backgrounds, as illustrated by the following proportions: entrepreneurs represent the largest group at 31.02% (161 respondents), followed by private employees at 14.06% (73 respondents), and teachers at 12.33% (64 respondents). Other categories include civil servants at 8.86% (46 respondents), labourers and traders at 14.26% (74 respondents), farmers at 3.47% (18 respondents), and lecturers, who constitute the smallest group at 1.73% (9 respondents). This data highlights the variation in the occupations of students' parents, which contributes to the diversity of social and economic backgrounds within the school environment.

The rationale behind this selection is that students in this age group are in early adolescence, characterized by erratic behavior, emotional instability, numerous problems, a search for idols or role models, and unrealistic expectations, aligning with the variables under study.

### Instrumentation

Student Subjective Wellbeing Questionnaire (SSWQ) is a 16-item self-report behavioral rating scale designed to measure students' well-being at school ( $CR = 0.941$ ;  $AVE = 0.799$ ). It comprises four subscales: (1) Joy of Learning, (2) School Connectedness, (3) Educational Purpose and (4) Academic Efficacy (The subscale scores can be used as stand-alone indicators of well-being. Indicators are summed to create an overall student well-being composite scale (Renshaw et al., 2015).

School Climate Scale is an instrument used to measure school climate, adapted from the scale developed by Sudla et al. (2020). It assesses dimensions such as safety, academic environment, community, and institutional environment ( $CR = 0.895$ ;  $AVE = 0.739$ ).

The Academic Hardiness Scale (AHS) is an instrument designed to measure academic hardiness, modified based on the dimensions of control of affect, control of effort, commitment, and challenge, which serve as the basis for compiling items (Benishek et al., 2005) ( $CR=0.921$  ;  $AVE = 0.795$ ). The student engagement scale was modified from a scale developed based on the dimensions of emotional engagement, cognitive engagement, and behavioral engagement (Doğan, 2014) ( $CR=0.902$  ;  $AVE =0.755$ ).

### Data Analysis

Structural equation modelling (SEM) was used with AMOS v20 software to test the validity of the theoretical model and the relationship between variables. Model fit was assessed based on the Goodness of Fit Index (GFI), where  $GFI = 1.00$  indicates a perfect fit and  $GFI > 0.9$  indicates a good fit, Adjusted GFI (AGFI), where AGFI close to 1.00 indicates a good fit, Root Mean Square Error of Approximation (RMSEA), where  $RMSEA < 0.05$  indicates a good fit, Normed Fit Index (NFI) ( $NFI \geq 0.90$ ), Comparative Fit Index (CFI) ( $CFI \geq 0.90$ ), and Tucker-Lewis Index (TLI) ( $TLI > 0.90$ ).

## RESULTS AND DISCUSSION

### Result

#### Structural Model Assumption Evaluation Test

The validity test in AMOS analysis assesses how well the indicators measure the construct or latent variable they represent. In this study, Standardized Regression Weights indicate the strength of the relationship between latent constructs and the indicators that measure these constructs. The validity test results are presented in Table 1.

The results indicate that most of the indicators exhibit a strong relationship with the constructs they represent, suggesting that the indicators are valid measures of the constructs. A



Tabel 1. Standardized Regression Weights

			Estimate
StudentEngagement	<---	SchoolClimate	.473
StudentEngagement	<---	AcademicHardiness	.410
StudentSubjectiveWellbeing	<---	SchoolClimate	.342
StudentSubjectiveWellbeing	<---	AcademicHardiness	.183
StudentSubjectiveWellbeing	<---	StudentEngagement	.450
Safety	<---	SchoolClimate	.870
Engagement	<---	SchoolClimate	.868
Environment	<---	SchoolClimate	.841
Commitment	<---	AcademicHardiness	.886
Challenge	<---	AcademicHardiness	.825
Control	<---	AcademicHardiness	.959
BehavioralEngagement	<---	StudentEngagement	.883
EmotionalEngagement	<---	StudentEngagement	.880
CognitiveEngagement	<---	StudentEngagement	.843
JoyOfLearning	<---	StudentSubjectiveWellbeing	.890
SchoolConnectedness	<---	StudentSubjectiveWellbeing	.891
EducationalPurpose	<---	StudentSubjectiveWellbeing	.870
AcademicEfficacy	<---	StudentSubjectiveWellbeing	.924
Sf1	<---	Safety	.750
Sf2	<---	Safety	.717
Sf3	<---	Safety	.716
IE1	<---	Engagement	.729
IE3	<---	Engagement	.730
IE4	<---	Engagement	.754
En1	<---	Environment	.723
En2	<---	Environment	.732
En4	<---	Environment	.733
Co1	<---	Commitment	.742
Co2	<---	Commitment	.738
Co4	<---	Commitment	.724
Ch1	<---	Challenge	.747
Ch2	<---	Challenge	.748
Ch4	<---	Challenge	.704
Cn1	<---	Control	.725
Cn2	<---	Control	.729
Cn4	<---	Control	.707
Ee1	<---	EmotionalEngagement	.748
Ee2	<---	EmotionalEngagement	.729
Ee3	<---	EmotionalEngagement	.726
Ce1	<---	CognitiveEngagement	.781
Ce2	<---	CognitiveEngagement	.702
Ce4	<---	CognitiveEngagement	.725
Be1	<---	BehavioralEngagement	.707
Be2	<---	BehavioralEngagement	.749
Be3	<---	BehavioralEngagement	.722
JL2	<---	JoyOfLearning	.779
JL3	<---	JoyOfLearning	.709
JL4	<---	JoyOfLearning	.710
SC1	<---	SchoolConnectedness	.720
SC3	<---	SchoolConnectedness	.734
SC4	<---	SchoolConnectedness	.698
EP1	<---	EducationalPurpose	.744
EP2	<---	EducationalPurpose	.739
EP3	<---	EducationalPurpose	.765
AE1	<---	AcademicEfficacy	.722
AE3	<---	AcademicEfficacy	.748
AE4	<---	AcademicEfficacy	.727

standardized regression coefficient greater than 0.70 is generally regarded as indicative of good validity, meaning that the construct of the variable is effectively measured by the presented indicators, which demonstrates strong convergent validity. Convergent validity is evidenced by high regression coefficient values between the latent construct and its indicators; in this study, the majority of the coefficient values exceed 0.70, thereby confirming that the indicators

Tabel 2. Reliability dan Variance Extract

No	Variable	Indicator	Standard Loading (Loading Factor)	Standard Loading <sup>2</sup>	Measurement Error (1-Std Loading <sup>2</sup> )	Construct Reliability	Average Variance Extracted (AVE)
1	School Climate	Safety	0.870	0.757	0.243	0.895	0.739
		Engagement	0.868	0.753	0.247		
		Environment	0.841	0.707	0.293		
		Sigma	2.579	2.218	0.782		
		Sigma <sup>2</sup>	6.651				
2	Academic Hardiness	Commitment	0.886	0.785	0.215	0.921	0.795
		Challenge	0.825	0.681	0.319		
		Control	0.959	0.920	0.080		
		Sigma	2.670	2.385	0.615		
		Sigma <sup>2</sup>	7.129				
3	Student Engagement	Behavioral	0.883	0.780	0.220	0.902	0.755
		Engagement					
		Emotional	0.880	0.774	0.226		
		Engagement					
		Cognitive	0.843	0.711	0.289		
4	Student Subjective Wellbeing	Engagement				0.941	0.799
		Sigma	2.606	2.265	0.735		
		Sigma <sup>2</sup>	6.791				
		Joy Of Learning	0.890	0.792	0.208		
		School	0.891	0.794	0.206		
		Connectedness					
		Educational	0.870	0.757	0.243		
		Purpose					
		Academic Efficacy	0.924	0.854	0.146		
		Sigma	3.575	3.197	0.803		
		Sigma <sup>2</sup>	12.781				

effectively measure the same construct and provide robust evidence of strong convergent validity. Conversely, coefficient values below 0.70 were excluded from the model.

Furthermore, a reliability test was conducted to show the internal consistency of the indicators measuring the construct. The results are presented in table 2. The reliability test results show that all tested constructs have high Construct Reliability (CR) values (above 0.70), indicating excellent internal consistency of the indicators used to measure these constructs. The Average Variance Extracted (AVE) value is also above 0.50 for all constructs, indicating good convergent validity. This suggests that the constructs can explain a significant portion of the variance of their indicators, confirming that the indicators effectively measure the intended constructs

### Structural Equation Model Analysis

As the initial step of the analysis, a confirmatory factor analysis was conducted. Confirmatory factor analysis is an analytical method utilized to evaluate the validity of a theoretical construct associated with multiple factors. It is employed to assess the validity of a theoretical construct by examining the sum of the factor loadings of a latent construct and determining if the indicators used accurately represent the latent construct. Loading a latent construct involves testing the validity of the indicators to ensure their accuracy (Hair et al., 2010). The results of the exogenous variable CFA testing indices are presented in Table 3.

Overall, the results of this evaluation indicate that the tested model fits well with the data, as evidenced by various goodness-of-fit indices used in confirmatory factor analysis. This supports the validity and reliability of the model in explaining the relationship between the

Table 3. Results of CFA Testing Indices of Exogenous Constructs

Goodness of Fit Indexes	Cut off Value	Result	Model Evaluation
Chi – Square	$\leq 155,405$ (df = 128)	130,521	Good Fit
Probability	$\geq 0,05$	0,421	Good Fit
CMIN/DF	$\leq 2,00$	1,020	Good Fit
RMSEA	$\leq 0,08$	0,006	Good Fit
GFI	$\geq 0,90$	0,973	Good Fit
AGFI	$\geq 0,90$	0,963	Good Fit
TLI	$\geq 0,95$	0,999	Good Fit
CFI	$\geq 0,95$	0,999	Good Fit

Table 4. Endogenous Constructs CFA Testing Index Results

Goodness of Fit Indexes	Cut off Value	Result	Model Evaluation
Chi – Square	$\leq 213,391$ (df = 181)	198,814	Good Fit
Probability	$\geq 0,05$	0,173	Good Fit
CMIN/DF	$\leq 2,00$	1,098	Good Fit
RMSEA	$\leq 0,08$	0,014	Good Fit
GFI	$\geq 0,90$	0,965	Good Fit
AGFI	$\geq 0,90$	0,955	Good Fit
TLI	$\geq 0,95$	0,996	Good Fit
CFI	$\geq 0,95$	0,996	Good Fit

variables under study. Additionally, the CFA results of the endogenous variables are presented in Table 4.

Based on this table, the results of Confirmatory Factor Analysis (CFA) indicate that the model is considered good because all the goodness-of-fit index criteria collectively fall within the good fit category. Therefore, it can be concluded that the model is good and feasible. The Structural Equation Modelling (SEM) analysis is depicted in Figure 2.

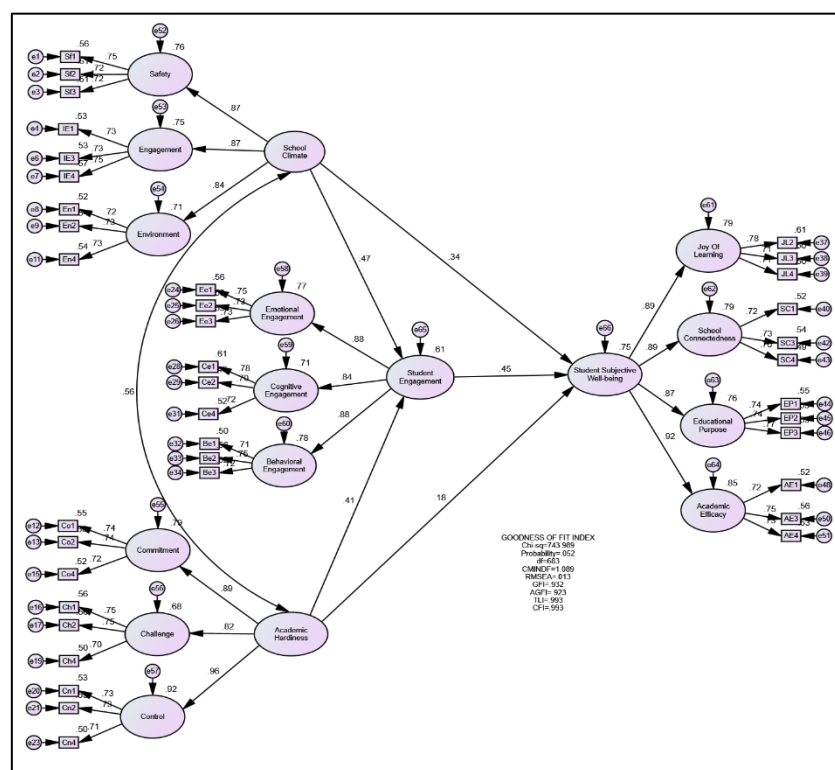


Figure 2. Full model analysis



Table 5. Full Model Testing Index Results

Goodness of Fit Index	Cut off Value	Result	Model Evaluation
Chi – Square	$\leq 744,908$ (df = 181)	743,989	Good Fit
Probability	$\geq 0,05$	0,052	Good Fit
CMIN/DF	$\leq 2,00$	1,089	Good Fit
RMSEA	$\leq 0,08$	0,013	Good Fit
GFI	$\geq 0,90$	0,932	Good Fit
AGFI	$\geq 0,90$	0,923	Good Fit
TLI	$\geq 0,95$	0,993	Good Fit
CFI	$\geq 0,95$	0,993	Good Fit

Table 6. Results of path analysis

Path	Coefficient ( $\beta$ )	P value
Direct effect		
School Climate ---> Student Subjective Well-being	0.342	0.05
Academic Hardiness ---> Student Subjective Well-being	0.183	0.05
School Climate ---> Student Engagement		
Academic Hardiness ---> Student Engagement	0.473	0.05
Student Engagement ---> Student Subjective Well-being	0.410	0.05
	0.450	0.05
Indirect effect		
School Climate ---> Student Engagement ---> Student Subjective Well-being	0.213	0.05
Academic Hardiness ---> Student Engagement ---> Student Subjective Well-being	0.185	0.05
Total effect		
School Climate ---> Student Subjective Well-being	0.555	0.05
Academic Hardiness ---> Student Subjective Well-being	0.367	0.05

The test index is presented in table 5. Overall, based on the evaluation of the goodness of fit index used, the tested model shows a good fit with the empirical data. The hypothesis test results are described in table 6.

The results of the hypothesis test indicate that school climate has a positive and significant influence on students' subjective well-being ( $\beta = 0.342$ ; p-value = 0.05). Additionally, academic hardiness significantly contributes to students' subjective well-being ( $\beta = 0.183$ ; p-value = 0.05). Significant relationships were also identified between school climate and student engagement ( $\beta = 0.473$ ; p-value = 0.05), as well as between academic hardiness and student engagement ( $\beta = 0.410$ ; p-value = 0.05). Furthermore, student engagement is shown to have a positive and significant impact on students' subjective well-being ( $\beta = 0.450$ ; p-value = 0.05). Regarding the indirect effects, the results demonstrate that student engagement significantly mediates the relationship between school climate and students' subjective well-being ( $\beta = 0.213$ ; p-value = 0.05). Additionally, student engagement mediates the relationship between academic hardiness and students' subjective well-being ( $\beta = 0.185$ ; p-value = 0.05). Overall, all direct effect hypotheses are accepted, as the p-value is  $\leq 0.05$ , indicating a significant relationship among the variables. Similarly, the hypothesis regarding the indirect effect through student engagement mediation is also accepted, with a p-value of  $\leq 0.05$ , confirming the mediating role of student engagement in the relationships between school climate and academic hardiness on students' subjective well-being.

Furthermore, a Sobel test was conducted to assess the significance of the indirect effect in the mediation model. The results indicate that student engagement mediates the effect of school climate on student subjective well-being, with a Sobel test statistic value of 4.635, exceeding the critical threshold of 1.96, and a p-value of 0.000, which is smaller than the 0.05 significance level. Additionally, student engagement also mediates the effect of academic

hardiness on student subjective well-being, with a Sobel test statistic value of 4.448, surpassing the critical threshold of 1.96, and a p-value of 0.000, which is lower than the significance level of 0.05. This suggests that student engagement plays a partial mediating role in the relationship between school climate and academic hardiness with student subjective well-being.

## Discussion

The results of this study present empirical data on the significance of fostering a positive school climate in boarding schools to enhance subjective well-being. A favourable school climate, characterized by strong relationships between students and teachers, support from school staff, and a secure and inclusive learning environment, establishes a conducive setting that nurtures students' well-being. Longitudinal research indicates that positive perceptions of school climate have a one-way temporal association with mental well-being in adolescents, underscoring the importance of promoting mental well-being to enrich positive school experiences (Bjørnøy Urke et al., 2022). Moreover, cultivating a representative school climate can enhance students' and staff's sense of being valued, respected, and actively engaged in school affairs. Consequently, school environment conditions tend to become more robust, leading to enhanced well-being for students (Klik et al., 2023; Na'imah et al., 2022). Schools with high levels of engagement can reduce peer violence and increase life satisfaction (Varela et al., 2019).

This finding confirms the significant role of the boarding school climate in influencing subjective well-being. The boarding school environment possesses distinct characteristics compared to regular schools (Mudzkiyyah et al., 2022; Reardon et al., 2023), thereby playing a unique role in enhancing students' well-being. Students in boarding schools engage in more intensive academic and social interactions, which, in turn, strengthen their social connections and academic involvement. The quality and character of school life, for example school community connections, respect, and meaningful assignments, significantly impacts student well-being (Santhosh & Flower, 2023).

The research findings also demonstrate that students who have a positive perception of the school environment are more likely to be academically engaged. Students who view their school climate positively are more likely to be engaged in their studies. A supportive environment fosters feelings of safety, belonging, and motivation, which are essential for active participation in learning activities. The supportive environment of a boarding school offers students opportunities to exercise autonomy and meet their psychological needs. This sense of autonomy encourages students to take initiative in their learning, resulting in increased academic engagement.

The environment should allow for self-expression and decision-making, which is crucial for fostering intrinsic motivation (Zhou et al., 2021). When students feel cared for and supported by their teachers, they are more likely to actively engage in their learning and take on academic challenges. Clear expectations and consistent enforcement of rules in the school climate help students understand boundaries and expectations, thereby increasing engagement. Students are more likely to respond positively to academic demands when they perceive discipline to be fair (Cornell et al., 2016).

The findings of this study demonstrate that a positive perception of the school climate by students can impact their engagement and subjective well-being. When students feel supported and valued in a positive school environment, they are more likely to participate in both academic and non-academic activities. Increased involvement leads to higher motivation, greater satisfaction with the school experience, and a stronger connection to the school community, ultimately enhancing their well-being. The school climate plays a crucial role in boosting student engagement by fostering a sense of belonging, providing security, and promoting supportive relationships (Lombardi et al., 2019). A positive school environment not

only influences student engagement but also contributes to their well-being experience (Lombardi et al., 2019). When students perceive themselves as part of a supportive community, they are more inclined to actively engage in school life (Djordjic, 2020). Additionally, Boulton et al. (2019) suggested that students who are more actively engaged in their learning, such as through active learning, participation in discussions, or involvement in online learning, tend to experience higher satisfaction and positive emotional states.

The results of this study revealed that the direct effect of school climate on students' subjective well-being was significant ( $\beta = 0.342$ ;  $p\text{-value} = 0.05$ ). Additionally, the indirect effect mediated by student engagement was also significant ( $\beta = 0.213$ ;  $p\text{-value} = 0.05$ ). This indicates that student engagement enhances the positive impact of school climate on students' subjective well-being. The system of habits, discipline, and Islamic values in boarding schools fosters student engagement, thereby contributing to an overall increase in subjective well-being.

In boarding schools, academic hardiness significantly enhances students' subjective well-being ( $\beta = 0.183$ ;  $p\text{-value} = 0.05$ ) by equipping them to confront academic pressures with a positive mindset. Furthermore, the mediation effect of student engagement ( $\beta = 0.185$ ;  $p\text{-value} = 0.05$ ) reinforces this relationship, as students' active participation in boarding activities and learning facilitates the effective application of academic hardiness, thereby maximizing their overall well-being.

Furthermore, students in boarding schools often face stress due to academic demands, social dynamics, and transitions to a more independent lifestyle. Academic hardiness is essential for enhancing students' adaptability and their ability to cope with the unique challenges of boarding school (Karimah et al., 2021). This study found that academic hardiness affects the well-being of boarding school students, which supports Wardani (2020) findings in Indonesia that academic hardiness can directly impact psychological well-being. Spiridon (2022) highlighted that academic hardiness indirectly influences happiness through harmonious desires and positive emotions. This indicates that students with higher levels of academic hardiness are more likely to experience positive emotions and overall well-being. Conversely, students with low hardiness may experience burnout, as those with high hardiness are typically described as strong, optimistic, stable, when facing challenges (Aypi, 2022). Academic hardiness is essential for the well-being of students in boarding schools, who frequently encounter stress from academic demands, social dynamics, and transitions to independent lifestyles. Research indicates that academic endurance is directly associated with psychological well-being, aiding students in adapting and overcoming challenges. High academic endurance contributes to happiness through positive emotions and harmonious passion, while low endurance can lead to burnout. Students with high academic endurance tend to exhibit strength, optimism, and stability when confronted with stress.

This study found that academic hardiness plays a crucial role in student engagement. In boarding schools, academic hardiness can be developed through consistent habituation patterns and the provision of Islamic materials, such as *fiqh* and moral teachings, which instil values of discipline, responsibility, and resilience in the face of academic challenges and everyday life (Akrim & Umiarso, 2022).

This finding is consistent with the findings of Tan et al. (2021) that academic hardiness correlates positively with student engagement. Students who have a high level of academic endurance tend to be more able to cope with academic challenges and difficulties, which in turn increases their involvement in school activities. Hardiness students tend to be more proactive in seeking support, both from peers and teachers. They have a higher perception of the support they receive, which helps them feel more involved in the school environment (Romano et al., 2021).

Student engagement has been proven to influence Student Subjective Well-being (SSWB) in Islamic schools. High engagement in learning can increase student satisfaction with a

learning experience. Engagement helps students to develop more productive learning strategies and overcome failures in healthier ways, which contributes to their well-being (Kotera et al., 2022). Students who show a higher level of hardiness are more likely to engage in academic activities, which can lead to well-being. Engaged students have higher motivation and satisfaction in their academic pursuits. This involvement may lead to improved mental health and wellness, as students who are actively engaged in their learning tend to cope with academic challenges better (Kareem et al., 2022).

The limitation of this research lies in the use of a single research approach, specifically a quantitative approach, which results in a less comprehensive understanding of student well-being in residential schools. Therefore, it is recommended that future researchers employ mixed methods to enhance the depth of student experience and acquire a more holistic insight into the mechanisms underlying the relationship between academic hardiness, school climate, and student engagement.

## CONCLUSIONS

This study revealed that student engagement serves as a mediator in the relationship between boarding school climate and academic hardiness, ultimately contributing to students' subjective well-being. This indicates that a positive boarding school climate and strong academic hardiness enhance students' well-being by fostering greater engagement in academic activities. High student involvement fosters a sense of security, motivation, and learning satisfaction, ultimately enhancing their well-being. The findings underscore the significance of establishing a supportive school environment that bolsters academic hardiness to promote student engagement and enhance well-being.

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## AUTHOR CONTRIBUTION STATEMENT

TN is responsible for the entire research process, including determining research topics, identifying research gaps, and conducting in-depth analysis to enhance understanding of the topic. NR has been instrumental in designing the methodology and collecting data, while SY has made significant contributions to interpreting research findings and writing articles.

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