Psikologi Prima
Vol. 9 No. 2 November 2026
E-ISSN : 2598-8026
ISSN : 2088-3633

The Effects of Future Time Perspective and Parental Involvement on Student Subjective Well-Being among High School Students in Coastal Areas

Hamisyah Ramadhani[a], Asri Mutiara Putri[b], Arung Samudera[c]
[a]Department of Psychology, Malahayati University
Corresponding Author:
[a]hamisyahramadhani16@gmail.com

ABSTRACT
Student subjective well-being merupakan gambaran kesejahteraan subjektif siswa berdasarkan penilaian dan perasaan mereka terhadap pengalaman di lingkungan sekolah. Kesejahteraan ini berkaitan dengan faktor personal dan lingkungan, di antaranya future time perspective dan parental involvement. Penelitian ini bertujuan mengetahui pengaruh kedua variabel tersebut terhadap student subjective well-being pada siswa SMA di daerah pesisir. Penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Subjek penelitian berjumlah 205 siswa SMAN 1 Padang Cermin yang dipilih menggunakan teknik quota sampling. Data dikumpulkan menggunakan Student Subjective Wellbeing Questionnaire (SSWQ), Future Time Perspective Scale for Adolescents and Young Adults (FTPS-AYA), dan Perceptions of Parental Involvement Scale (PPIS) dengan skala Likert. Analisis data menggunakan regresi linear berganda. Hasil menunjukkan bahwa future time perspective dan parental involvement secara simultan berpengaruh signifikan terhadap student subjective well-being (F = 8,541; p = 0,000), dengan kontribusi sebesar 7,8%. Secara parsial, future time perspective tidak berpengaruh signifikan (p = 0,132; sumbangan efektif 1,06%), sedangkan parental involvement berpengaruh signifikan (p = 0,000; sumbangan efektif 6,73%). Dengan demikian, parental involvement memiliki kontribusi lebih besar dibandingkan future time perspective.

Keywords : Future Time Perspective, Parental Involvement, Student Subjective Well-Being.

INTRODUCTION

Adolescence is a developmental period between childhood and adulthood. According to Santrock (2023), adolescence is marked by various changes occurring simultaneously in the physical, cognitive, and socioemotional domains. These changes include bodily development and biological maturation, the development of thinking skills, and changes in social relationships and individuals' understanding of themselves. Therefore, adolescence is an important period of development because individuals begin to experience various changes that affect how they understand themselves, their social environment, and the life they will lead. During this period, emotional changes can occur rapidly, so students may have a range of positive and negative experiences. These conditions may influence how students evaluate and experience their lives at school, as reflected in student subjective well-being (SSWB).

E-ISSN : 2598-8026
ISSN : 2088-3633

Student subjective well-being (SSWB) describes students' subjective well-being as reflected in what they think, feel, and do while at school. Through the Student Subjective Wellbeing Questionnaire (SSWQ), Renshaw (2024) views student well-being in the context of their experiences at school, assessed according to how often students have various positive experiences in the course of their school lives. Thus, SSWB describes students' experiences of well-being as arising from their own appraisals of and experiences with school life, rather than solely from students' externally observable conditions or achievements.

Students with low SSWB may experience various problems in school life. Ahkam et al. (2020) explain that low SSWB may be evident in students' lack of enthusiasm for participating in lessons and school activities. Choi et al. (2025) also show that loneliness may be associated with the emergence of depressive symptoms among students with low SSWB. In addition, excessive use of gadgets and technology may be associated with a decline in students' SSWB (Saputri & Mulawarman, 2022). Low SSWB may also be characterized by boredom and restlessness, which can reduce students' engagement in learning and affect their academic achievement. This situation underscores the importance of understanding factors that can support students' SSWB.

SSWB is associated with several factors, including personal and environmental factors. Environmental factors include relationships with teachers and peers, parental involvement, school conditions, and academic achievement. Meanwhile, personal factors are related to students' circumstances and beliefs. One personal factor that may be associated with SSWB is future time perspective, while one important environmental factor is parental involvement.

Future time perspective is the way individuals view and think about the future and direct their actions toward achieving future goals (Liu & Huang, 2016**)**. Students who have a clear vision and goals for the future may be better able to determine the direction and plans for their lives. Wu (2022) found that students who think about the future more often tend to have higher SSWB. Anggraini (2023) also explained that better motivation and future planning are associated with greater life satisfaction and more positive emotions.

In addition to future time perspective, parental involvement is also significant for student well-being. Parental involvement refers to the participation of parents in their child's life, encompassing emotional, academic, daily, and social aspects (Liu et al., 2025). Parental support and attention can foster a sense of security and being cared for in students. Tillah and Firman (2025) identified a positive correlation between parental social support and student subjective well-being (SSWB); in other words, higher levels of parental support are associated with higher levels of SSWB among students. Research by Liu et al. (2024) further indicates that consistent parental support is linked to better psychological states and greater subjective well-being. Moreover, Zhang and Anuar (2026) found that parental involvement is positively associated with both the psychological well-being and the SSWB of students.

This study was conducted among students at SMA Negeri 1 Padang Cermin, located in a coastal region. Coastal areas possess specific socioeconomic characteristics that warrant attention, as a portion of the local population relies on occupations—such as fishing—that often yield unstable income. Such conditions may shape students' life experiences and potentially influence their perspectives on the future, the level of parental involvement they receive, and their subjective well-being. Borualogo (2021) explains that vulnerable

E-ISSN : 2598-8026
ISSN : 2088-3633

socioeconomic conditions within families in coastal regions can be a factor related to children's well-being.

Based on previous research, future time perspective and parental involvement have been examined as factors related to student well-being. However, research investigating both of these factors simultaneously in relation to student subjective well-being (SSWB)—particularly among high school students in coastal areas—remains limited. Therefore, this study was conducted to determine the influence of future time perspective and parental involvement on the subjective well-being of high school students in coastal regions. The findings are expected to provide information for schools and parents regarding factors that can support student well-being within the school environment.

LITERATURE REVIEW

Student Subjective Well-Being

1 DefinitionStudent Subjective Well-Being

Student subjective well-beingis a form of subjective well-being that specifically describes students' positive experiences in the context of school life. Renshaw (2024) developedStudent Subjective Wellbeing Questionnaire (SSWQ) to measure students' subjective well-being in the school environment through students' perceptions of their experiences during school activities. Thus,student subjective well-beingThe SSWQ is not only related to academic achievement, but also encompasses how students perceive, feel, and evaluate their experiences at school. In the SSWQ, students are asked to rate what they think, feel, and do at school based on their experiences over the past month.

Furthermore, student subjective well-being can be understood as a reflection of how often students experience positive well-being while in the school environment. Renshaw (2024) explains that a higher SSWQ score indicates a higher level of subjective well-being, meaning students experience more positive experiences in their school life. This construct is multidimensional because student well-being at school is not determined by a single experience, but rather is formed from students' connectedness to school, positive experiences in learning, meaning of education, and confidence in their academic abilities. These four aspects together form the basis for describing student subjective well-being.

2 AspectsStudent Subjective Well-Being

According to Renshaw (2024), SSWB is a multidimensional construct consisting of four main aspects, namelyjoy of learning, school connectedness, educational purpose, dan academic efficacy

a. Joy of learning

Joy of learning is an aspectstudent subjective well-beingwhich describes students' positive experiences when involved in learning activities at school. This aspect relates to the emergence of feelings of joy, enthusiasm, interest, and positive emotional experiences while students participate in academic activities. Students who havejoy of learningThey will show interest in new things they learn, be engaged in school activities, and enjoy completing assignments and learning projects. Thus, learning activities are not only seen as an obligation but also as a positive experience for students.

E-ISSN : 2598-8026
ISSN : 2088-3633

In SSWQ,joy of learningmeasured through four indicators that describe students' joy and interest in the learning process, namely enthusiasm for learning new things in class, interest in activities carried out at school, enjoyment of working on projects and class assignments, and feelings of happiness when working and studying at school. These four indicators show that student well-being in the learning aspect can be seen from positive affective and cognitive experiences when students are involved in academic activities.

b. School Connectedness

School connectednessis an aspect that describes the extent to which students feel connected and part of the school environment. This connectedness can be seen through feelings of belonging to the school, feeling accepted, feeling cared for by people in the school environment, and having the opportunity to be themselves. With positive connectedness, students see school not only as a place to obtain education, but also as a social environment where they feel safe, valued, and accepted. In the SSWQ concept,school connectednessbecome an important component in describing the subjective well-being of students at school.

At SSWQ,school connectednessThis is reflected in several student experiences, namely feeling a sense of belonging to the school, feeling able to be themselves at school, feeling that people at school care about them, and feeling treated with respect. This shows that students' relationships with the school environment are part of subjective well-being because positive social experiences can make students feel they have a place and role in the school environment. The more often students experience a sense of acceptance, care, and appreciation at school, the more positive their subjective well-being experiences will be.

c. Educational Purpose

Educational purposeThis aspect describes the extent to which students view education and the various activities they undertake at school as important, meaningful, and beneficial to their lives. This aspect relates to students' assessment of the value and purpose of their educational activities. Students not only participate in school activities because they are required to, but also understand that learning, completing assignments, and achieving good results are essential parts of the educational process and can benefit their lives.

In SSWQ,educational purposeThis is reflected in students' perceptions that school activities are meaningful and should be taken seriously. This aspect encompasses the perception that school activities are important, that school should be taken seriously, that learning success is crucial, and that the knowledge gained in school can be beneficial for students' future lives. Thus, educational purpose demonstrates students' ability to give meaning to their educational experiences.

d. Academic Efficacy

Academic efficacyis an aspectstudent subjective well-beingwhich describes students' perceptions of their abilities and success in meeting academic demands at school. This aspect relates to students' assessments of how well they are able to carry out academic tasks, produce good work, complete class assignments, and achieve expected learning

E-ISSN : 2598-8026
ISSN : 2088-3633

outcomes. Thus,academic efficacynot only related to the academic results obtained by students, but also includes how students view their own abilities in carrying out academic activities effectively.

In SSWQ,academic efficacyThis is reflected through four indicators: students' perceptions of themselves as successful, capable of producing good work at school, capable of completing class assignments well, and achieving good grades. These four indicators indicate that students with higher academic efficacy tend to have a positive assessment of their academic abilities. Therefore, confidence in academic abilities is an important part of students' subjective well-being because it is related to how students assess their success in facing academic demands at school.

3 Factors that InfluenceStudent Subjective Well-Being

Based on a literature review conducted by Dewi & Nasywa (2019), SSWB is influenced by both internal and external factors. Internal factors originate from within the individual, while external factors originate from the individual's social environment. These factors are explained as follows:

a. Gratitude

Gratitude is an internal factor that significantly influences SSWB. Individuals with high levels of gratitude tend to be more able to appreciate their life experiences positively. Gratitude contributes to increased positive affect, decreased negative affect, and increased life satisfaction. Thus, gratitude can strengthen an individual's cognitive and affective evaluation of their life.

b. Forgiveness

ForgivenessForgiveness is also an internal factor influencing SSWB. An individual's ability to forgive others and themselves plays a role in reducing negative emotions such as anger, resentment, and disappointment. Individuals with high levels of forgiveness tend to exhibit more stable emotional states, making it easier to achieve optimal subjective well-being.

c. Personality

Personality is an important predictor of SSWB. Studies show that individuals with extroverted characteristics tend to have higher levels of subjective well-being because they more easily build social relationships and experience positive emotions. Conversely, individuals with high levels of neuroticism tend to be more susceptible to anxiety and negative affect, resulting in lower SSWB.

d. Self-Esteem

Self-esteemSelf-esteem, or self-worth, has a significant relationship with SSWB. Individuals with high self-esteem generally have good self-acceptance, self-confidence, and a positive evaluation of their lives. Healthy self-esteem helps individuals cope with life's stresses and challenges, thus supporting life satisfaction and emotional stability.

e. Spirituality

Spirituality has also been found to be an internal factor influencing SSWB. Individuals with high levels of spirituality tend to have a stronger sense of meaning in

E-ISSN : 2598-8026
ISSN : 2088-3633

life and the ability to accept various life circumstances more positively. Spirituality helps individuals experience a deeper sense of inner peace, hope, and life satisfaction.

f. Social Support

In addition to internal factors, social support is an external factor that significantly influences SSWB. Social support from family, friends, and the surrounding environment provides a sense of acceptance, appreciation, and care. Individuals who receive adequate social support tend to have lower stress levels, higher positive affect, and greater life satisfaction. Therefore, parental involvement may be an external factor that plays a role in improving SSWB. This is in line with research by Zhang & Anuar (2026), which found that parental involvement is positively associated with subjective well-being.

In addition to the factors already explained above,parental involvementis also a factor influencing SSWB in high school students. This is evidenced by research conducted by Anggraini (2023), which explains that the higher the motivation and planning an individual undertakes to design their future orientation, the more satisfied they are with their lives and the more frequently they experience positive emotions, thus increasing their SSWB.

Future Time Persepective

1 DefinitionFuture Time Perspective

Future time perspective (future time perspective) is a psychological construct that describes how individuals view, feel, and direct their behavior towards the future. Lyu & Huang (2016), definesfuture time perspectiveas a personality trait that encompasses the cognitive, affective, and behavioral aspects of an individual's thinking, feeling, and acting regarding their psychological future. This definition emphasizes that future time perspective is not limited to thoughts or hopes about the future alone, but also encompasses emotions and the concrete actions an individual takes in preparing for their future.

Lyu & Huang (2016), viewedfuture time perspectiveas a relatively stable multidimensional construct, particularly in adolescence and early adulthood. During this developmental phase, individuals are faced with various normative developmental tasks, such as planning for education, careers, and social life, making the ability to view and interpret the future crucial.Future time perspective functions as a basis for goal setting, planning, decision making, and the formation of self-identity in adolescents and young adults.

2 Aspack – AspectFuture Time Perspective.

Lyu & Huang (2016), stated thatfuture time perspectiveis a multidimensional construct consisting of six main aspects, namely:

a. Negative views of the future (Future-Negative)

Aspect future-negative describes an individual's tendency to view the future pessimistically and threateningly. According to Liu & Huang (2016), individuals with high levels offuture-negativePeople with high self-esteem tend to have negative expectations for their future lives, accompanied by feelings of anxiety, fear of failure,

E-ISSN : 2598-8026
ISSN : 2088-3633

and helplessness. These negative views often manifest as excessive worry about their future education, career, and personal life.

Future-negativeClosely related to negative emotional states, future-negative concerns can hinder an individual's motivation to plan and pursue long-term goals. Individuals who are dominant in this aspect tend to avoid future planning because they believe their efforts will not yield positive results. In an educational context, future-negative concerns can lead to lower academic engagement and an increased risk of psychological problems.

b. Positive outlook on the future (Future-Positive)

Future-positiverepresents an optimistic and hopeful attitude towards the future. Lyu & Huang (2016) define this aspect as an individual's tendency to view the future as promising, meaningful, and worth fighting for. Individuals withfuture-positiveHigh achievers generally feel positive emotions, such as enthusiasm and hope, when thinking about life in the future.

Future-positiveIt functions as a source of intrinsic motivation that encourages individuals to set goals and strive to achieve them. This aspect is also related to psychological resilience, as optimistic individuals tend to be able to face challenges and failures as part of the process toward a desired future. In the context of adolescent development,future-positiveplays an important role in supporting psychological well-being and adaptive goal orientation.

c. Confusion about the future (Future-Confusion)

Aspectfuture-confusionrefers to the condition of an individual's uncertainty and ambiguity in viewing their future. Lyu & Huang (2016), explain that individuals with a high level of uncertainty and ambiguity in viewing their future.future-confusionHigh achievers often feel confused about their life goals, unsure of the direction they want to take, and have difficulty making long-term decisions. This confusion can be accompanied by feelings of doubt, uncertainty, and a lack of confidence about the future.

Future-confusionis an indicator of weak cognitive structures related to the future. When individuals lack a clear picture of what they want to achieve, they tend to experience obstacles in planning and decision-making. In the context of education,future-confusioncan have an impact on low clarity of academic goals and weak commitment to the learning process.

d. Perseverance towards the future (Future-Perseverance)

Future-perseverancedescribes an individual's tendency to remain persistent, consistent, and persistent in pursuing future goals. According to Lyu & Huang (2016), this aspect reflects the behavioral dimension from a future time perspective, where individuals demonstrate the ability to maintain effort despite facing obstacles and failures.

Individuals with a high level offuture-perseveranceThose with high self-efficacy tend to have a strong fighting spirit and are able to delay gratification in order to achieve long-term goals. Liu & Huang (2016) explain thatfuture-perseveranceplays a vital role in academic success and self-development, as individuals are less easily distracted by

E-ISSN : 2598-8026
ISSN : 2088-3633

temporary difficulties. This aspect demonstrates that future orientation is not only cognitive and affective but also manifests in ongoing, concrete behavior.

e. Clarity about the future (Future-Perspicuity)

Aspectfuture-perspicuityrefers to the extent to which individuals have a clear, structured, and realistic picture of their future. Lyu & Huang (2016) state that individuals withfuture-perspicuityThose who are high are able to understand their life goals, recognize the steps that need to be taken, and have an organized view of the future.

Clarity about the future allows individuals to make more informed and effective decisions. This aspect serves as a cognitive foundation for planning and self-control. In the context of adolescents and young adults,future-perspicuityhelping individuals integrate personal aspirations with developmental demands, such as education and career, thereby supporting more adaptive adjustment.

f. Future planning (Future-Planning)

Future-planningdescribes an individual's tendency to actively plan, set goals, and organize future-oriented actions. Lyu & Huang (2016) define this aspect as an individual's ability to systematically allocate time, resources, and effort to achieve long-term goals.

Future-planningis a concrete manifestation of a healthy future time perspective. Individuals with a strong sense of future planning tend to be more organized, possess good self-control, and are able to balance short-term and long-term demands. In an educational context, this aspect plays a crucial role in academic success, as students are able to plan their learning activities and prepare for their future education more thoroughly.

Parental Involvement

1 DefinitionParental Involvement

Liu et al., (2025), definesparental involvementas the multidimensional involvement of parents in the lives of children that includes not only academic support, but also emotional involvement, management of daily life, and social guidance, as perceived by adolescents. In contrast to previous approaches that emphasize solely school-based involvement, Liu et al., (2025) emphasize the importance of the adolescent perspective (adolescents' perceptions) because children's perceptions of parental involvement often determine their psychological state and behavior more than the objective involvement of the parents themselves. In this framework,parental involvementunderstood as a process of family interaction that influences the emotional, academic, social and lifestyle development of adolescents.

Theoretically, Liu et al., (2025) based their model onFamily Systems Theory, which views the family as a reciprocally influencing system, where parent-child interaction patterns shape the psychological state and behavior of adolescents. In this system, parental involvement is not merely an individual act, but part of a relational dynamic that shapes children's emotional regulation, learning motivation, lifestyle, and social skills. Therefore,parental involvementunderstood as a psychological construct that is manifested

E-ISSN : 2598-8026
ISSN : 2088-3633

through patterns of communication, support, supervision, and guidance in the lives of adolescents.

2 Aspects – AspectsParental Involvement

Liu et al., (2025), identified four main aspectsparental involvementwhich is also the basis of the PPIS measuring tool (Perceptions of Parental Involvement Scale), that is:

a. Emotional Involvement (Emotional Involvement)

Liu et al., (2025), explains thatemotional involvementis a form of parental involvement that focuses on the quality of effective parent-child relationships. This aspect includes emotional warmth, empathy, acceptance, and parental responsiveness to adolescents' psychological needs. In the context of adolescents,emotional involvementcharacterized by the ability of parents to listen actively, understand their child's feelings, and provide support when the child faces academic or social pressure.

Emotionally involved parents not only act as supervisors, but also as safe, supportive, and trustworthy figures. Liu et al., (2025), emphasize that this aspect is the main foundationparental involvementbecause it plays a direct role in forming a sense of psychological security, emotional regulation, and mental health in adolescents. In the PPIS (Perceptions of Parental Involvement Scale), emotional involvementrepresented through items that assess the extent to which children feel understood, supported, and accepted by their parents in various life situations.

b. Academic Engagement (Academic Involvement)

According to Liu et al., (2025), academic involvementrefers to the active involvement of parents in their child's education and learning process. This aspect includes not only direct assistance with assignments, but also indirect forms of support such as monitoring learning progress, providing learning resources, and providing clear motivation and academic expectations. Parents who demonstrateacademic involvementtend to discuss with children about the importance of education, the future, and learning goals, thus helping teenagers build meaning towards school.

In the theoretical framework of Liu et al., (2025),academic involvementplay a role in improvingacademic self-efficacy, intrinsic motivation, and perseverance in learning among adolescents. In PPIS (Perceptions of Parental Involvement Scale), this aspect is measured through items that assess the extent to which parents are involved in supervising, guiding, and supporting children's academic activities, both at home and in relation to school.

c. Involvement in Everyday Life (Life Involvement)

Liu et al., (2025), defineslife involvementParental involvement refers to parental involvement in managing, guiding, and supervising aspects of adolescents' daily lives. This includes managing daily routines, diet, health, physical activity, gadget use, and child safety. Parents who are involved in daily life play a role in creating a structured, stable, and supportive environment, thus helping adolescents develop healthy and disciplined lifestyle habits.

From a developmental perspective, this involvement provides a sense of order and security that is important for adolescents' psychological well-being. Liu et al., (2025), asserted thatlife involvementnot just control, but a form of guidance that aims to form

E-ISSN : 2598-8026
ISSN : 2088-3633

the independence and responsibility of the child. In PPIS (Perceptions of Parental Involvement Scale), this aspect is represented by items that assess the extent to which parents are involved in managing their child's lifestyle, health, and daily activities.

d. Social Engagement (Social Involvement)
According to Liu et al., (2025), social involvementSocial involvement refers to the role of parents in guiding adolescents' social lives and interpersonal relationships. This aspect includes providing advice on choosing friends, discussing social values, and helping them resolve conflicts with peers. Parents who demonstrate social involvement are not overly restrictive but still provide constructive guidance so that children can interact adaptively in their social environment.
Within the framework of emotional socialization theory, Liu et al. (2025) explain that social involvement plays a role in shaping adolescents' social competence, empathy, and communication skills. Furthermore, this aspect also serves as a protective factor against risky behavior and interpersonal conflict. In PPIS (Perceptions of Parental Involvement Scale), social involvement is measured through items that assess the extent to which parents are involved in guiding, monitoring, and discussing their child's social life.

METHODS

This study uses a quantitative approach with a correlational design which aims to determine the influencefuture time perspective And parental involvement to student subjective well-beingon high school students in coastal areas. This study uses two independent variables, namelyfuture time perspective And parental involvement, and one dependent variable, namelystudent subjective well-being. Future time perspectiverefers to the way individuals perceive, think, feel, and direct actions to achieve future goals. Meanwhile,parental involvementis the multidimensional involvement of parents in their children's lives, which includes emotional, academic, daily life, and social involvement.student subjective well-beingdescribes how students assess and perceive their experiences while in the school environment.

The subjects in this study were 205 students of SMAN 1 Padang Cermin who were selected using a quota sampling technique. The research population included high school students in the coastal area of Pesawaran Regency, while the research targets were students of SMAN 1 Padang Cermin. The research sample consisted of students in grades X and XI with the following criteria: (1) registered as active students at school; (2) in grade X or XI; and (3) aged around 15–18 years. Before collecting the main data, the researcher conducted a trial of the instrument on 50 students who had characteristics that matched the research subjects.

Data collection was conducted using a questionnaire with a Likert scale model. This study used three main instruments, namely:Student Subjective Wellbeing Questionnaire (SSWQ), Future Time Perspective Scale for Adolescents and Young Adults(FTPS-AYA), andPerceptions of Parental Involvement Scale(PPIS). The SSWQ scale is used to measurestudent subjective well-beingbased on four aspects, namelyschool connectedness, joy of learning, educational purpose, And academic efficacy, which consists of 16 items. The FTPS-AYA scale is used to measurefuture time perspectivebased on six aspects,

E-ISSN : 2598-8026
ISSN : 2088-3633

namelyfuture-negative, future-positive, future-confusion, future-perseverance, future-perspicuity, And future-planning, with a total of 28 items. Meanwhile, the PPIS scale is used to measureparental involvementbased on four aspects, namelyemotional involvement, academic involvement, life involvement, And social involvement, with a total of 21 items.
Measuring instrument Student Subjective Wellbeing Questionnaire The SSWQ has been adapted by Wangi (2025), with item validity values ranging from 0.322 to 0.651. This indicates that each item has adequate discrimination power in measuring the construct of subjective well-being in schools. Furthermore, the reliability test results showed a Cronbach's Alpha value of 0.838. The instrument's validity was tested usingcorrected item-total correlation, while the reliability of the instrument is tested using the coefficientCronbach's Alpha. On the FTPS-AYA scale, the trial results showed a valuecorrected item-total correlationranged between 0.328–0.935 and all 28 items were declared valid. The results of the reliability test showed a value ofCronbach's Alphaof 0.983. On the PPIS scale, the valuecorrected item-total correlationranges between 0.331–0.824 so that all 21 items are declared valid, with a value ofCronbach's Alphaof 0.942. Thus, all items in the three instruments were declared suitable and reliable for use in research. Data collection was carried out through questionnaires distributed to respondents, then the data was analyzed using multiple linear regression techniques with the help of the programStatistical Package for the Social Sciences(SPSS) for Windows. Multiple regression analysis was used because this study aims to determine the influence of two independent variables, namelyfuture time perspective dan parental involvement, against one dependent variable, namelystudent subjective well-beingBefore hypothesis testing is conducted, the data is first subjected to classical assumption tests, including normality, multicollinearity, and heteroscedasticity tests, to ensure the feasibility of the regression model. Further hypothesis testing is conducted using simultaneous tests (F-test), partial tests (t-test), and the coefficient of determination (R^2).

RESULTS

Based on level groupingstudent subjective well-being, it can be seen that of the 205 respondents, as many as 92 students (44.88%) are in the medium category, 79 students (38.54%) are in the high category, and 34 students (16.59%) are in the low category. Thus, most of the students of SMAN 1 Padang Cermin have a high level ofstudent subjective well-beingin the moderate category. This indicates that, in general, students feel quite well-off with their lives, especially while at school.

Table 1. CategorizationStudent Subjective Well-Being

Categorization	Frequency	Percentage
High	79	38,54%
Currently	92	44,88%
Low	34	16,59%
Total	**205**	**100%**

Based on level groupingfuture time perspective, the majority of respondents were in the medium category, namely 97 students (47.32%). A total of 96 students (96.83%) were in the

E-ISSN : 2598-8026
ISSN : 2088-3633

high category, while 49 students (23.90%) were in the low category. Thus, in generalfuture time perspectivestudents are in the moderate category.

Table 2. CategorizationFuture Time Perspective

Categorization	Frequency	Percentage
High	96	46,83%
Currently	97	47,32%
Low	49	23,90%
Total	**205**	**100%**

Based on level groupingparental involvement, the majority of respondents, 147 students (71.71%), fell into the moderate category. Thirty-six students (17.56%) fell into the high category, while 22 students (10.73%) fell into the low category. Thus, the majority of students perceived good parental involvement in their daily lives, particularly in the educational context.

Table 3. CategorizationParental Involvement

Categorization	Frequency	Percentage
High	36	17,56%
Currently	147	71,71%
Low	22	10,73%
Total	**205**	**100%**

Based on the results of the F test, the F value obtained was 8.541 with a significance level of 0.000, where 0.000 <0.05. This indicates that future time perspective and parental involvement have a joint effect on student subjective well-being.

Table 4. Partial Test (t-Test)

Model	F	Say
Regression	8.541	.000[b]
Residual		

Based on the results of the t-test conducted, the significance value for the variablefuture time perspectivewhich is 0.132, while for the parental involvement variable it is 0.000. This shows thatparental involvementstatistically more significant in influencing the dependent variable compared tofuture tense perspectivee because it has a lower significance value.

E-ISSN : 2598-8026
ISSN : 2088-3633

Table 5. Partial Test (t-Test)

Model	Frequency Standardized Coefficients Beta	T	Say
(Constant)		13.486	.000
Future time	.102	1.512	.132
perspective	.259	3.836	.000
Parental involvement			

DISCUSSION

This study aims to determine the influencefuture time perspective And parental involvement to student subjective well-beingon high school students in coastal areas, especially students of SMAN 1 Padang Cermin. This study uses multiple regression analysis to determine the effect of the two independent variables onstudent subjective well-being. Based on the results of the analysis that has been carried out, it was found thatfuture time perspective And parental involvementsimultaneously has a significant effect onstudent subjective well-being.This is shown through the results of the simultaneous test with a significance value of 0.000 ($p < 0.05$). Thus, the betterfuture time perspective And parental involvementthat students have or feel together, the higher thestudent subjective well-beingowned by students.

The results show thatfuture time perspective And parental involvementare two factors that together can play a role in shaping the subjective well-being of students in the school environment.Future time perspectiverelated to how students view, think, feel, and direct their behavior towards the future, whereasparental involvementThis relates to parental involvement in students' lives, including emotional, academic, daily, and social aspects. In the school context, these two factors can complement each other. Students who have a vision for the future and receive support from their parents can gain psychological and social resources that help them cope with the academic and social demands of school.

Even though both variables simultaneously have a significant effect, the coefficient of determination value shows thatfuture time perspective And parental involvementcollectively only contributed 7.8% to student subjective well-being, while 92.2% was influenced by other factors outside the study. This shows thatstudent subjective well-beingis a complex construct and is not solely influenced by the two variables studied. Other factors such as personality, self-esteem, spirituality, social support, school climate, relationships with teachers and peers, and academic achievement can also play a role in shaping students' subjective well-being.

Based on the partial test results,future time perspectivehas a relatively small influence on student subjective well-being. The variablefuture time perspectiveproviding an effective contribution of 1.06%. The findings in this study differ from Wu's (2022) study, which showed that adolescents with a positive future time perspective tend to have better abilities in setting goals, planning steps to achieve them, and exhibiting better subjective well-being and academic adjustment.

Whereas parental involvementproviding an effective contribution of 6.73%. Thus,parental involvementhas a greater contribution compared tofuture time perspectivein explainingstudent subjective well-beingThis study aligns with research by Saputri and

E-ISSN : 2598-8026
ISSN : 2088-3633

Mulawarman (2022), which found that most students perceived parental involvement as moderate. This study explains that parents generally provide attention and support to their children, but academic involvement still needs to be improved to optimally support student development and well-being.

These results can be understood based on the characteristicsfuture time perspectivewhich is related to orientation towards future goals and consequences. Andre et al. (2017) explain thatfuture time perspectiveIn adolescents, FTP is related to orientation toward educational and career goals and serves as a source of motivation in guiding behavior. Meanwhile, Kooij et al. (2018) showed that the relationship between FTP and various life outcomes can vary depending on the FTP dimension and the context studied. Thus, the presence of a future orientation in students does not necessarily directly improve their subjective well-being in daily school life.

Furthermore, the partial test results show thatparental involvementhas a significant impact onstudent subjective well-being. These results show that the higher the parental involvement felt by students, whether in emotional, academic, daily life, or social aspects, the higher thestudent subjective well-beingowned by students.Parental involvementprovides an effective contribution of 6.73%, so it is a variable that has a greater contribution compared tofuture time perspective.

The size of the contributionparental involvement compared to future time perspectiveResearch can show that the direct support students receive in the present plays a more significant role in their subjective well-being. Parental involvement through attention, emotional support, academic mentoring, positive communication, and social engagement can make students feel cared for, valued, and supported when facing the various demands of school. This support can help students feel more confident, able to cope with challenges, and have a more positive school experience.

Overall, the research results show thatfuture time perspective And parental involvementtogether have an influence onstudent subjective well-being,but the contribution of both is still relatively small, namely 7.8%. Partially,parental involvementmade a larger contribution of 6.73%, whilefuture time perspectiveonly contributed 1.06%. This finding suggests that direct support from the immediate environment, particularly parents, plays a more significant role in students' subjective well-being than future orientation, which is still developing during adolescence.

Thus, studentssubjective well-beingFor students at SMAN 1 Padang Cermin, the impact is not only on how students view their future, but also on how they receive support and experience parental involvement in their daily lives. In the context of students in coastal areas, the relatively vulnerable socioeconomic conditions of families and the unstable employment of parents are also important contexts for understanding student well-being. Therefore, improvingstudent subjective well-being This needs to be done through direct and ongoing support, especially by improving the quality of parental involvement and creating a more supportive school environment so that students feel accepted, valued, and have a stronger connection to the school.

E-ISSN : 2598-8026
ISSN : 2088-3633

CONCLUSION

Based on the results of research and discussion regarding the influence ofFuture Time Perspective And Parental Involvement to Student Subjective Well-Beingin high school students in coastal areas, it can be concluded as follows:

1. Future time perspective And parental involvementsimultaneously have a significant influence onstudent subjective well-beingin high schools in coastal areas. Both variables contributed 7.8% tostudent subjective well-being, while the remaining 92.2% is influenced by other factors outside this study. Although the contribution of both variables is relatively small, both are still factors that play a role in improving student achievement.subjective well-being at school.
2. Future time perspective has a relatively small impact onstudent subjective well-beingAmong high school students in coastal areas, the percentage was 1.06%. This indicates that students' future orientation is not yet a factor that directly influences their subjective well-being in the school environment. Although most students have a moderate to high future time perspective, its impact on student subjective well-being is relatively small.
3. Parental involvementhas a significant impact onstudent subjective well-beingAmong high school students in coastal areas, the figure was 6.73%. Parental involvement in students' lives, particularly in education, will contribute to improving students' subjective well-being at school. The greater the perceived parental involvement, the higher their subjective well-being.

LIMITATIONS

This research has been carried out well and the objectives of this research have been achieved, however, this research still has limitations, including that the research was only conducted on students of SMAN 1 Padang Cermin, which is one of the high schools located in the coastal area, so it is less representative of other coastal areas.

REFERENCES

Ahkam, M. A., Suminar, D. R., & Nawangsari, N. F. (2020). Well-being at school for high school students: Concepts and influencing factors. TALENTA Psychology Journal, 5(2), 143–154. https://doi.org/10.26858/talenta.v5i2.13290

Anggraini, A. (2023). The influence of future orientation on subjective well-being in early adulthood in East Java [Thesis, Maulana Malik Ibrahim State Islamic University of Malang].

Borualogo, I. S., & Casas, F. (2021). Subjective well-being of Indonesian children: A perspective of material well-being. ANIMA Indonesian Psychological Journal, 36(2), 204–230. https://doi.org/10.24123/aipj.v36i2.2880

Choi, H., Lee, J., Kim, E., Youm, Y., Sung, K., Han, D. G., & Park, M. H. (2025). Effects of loneliness and subjective well-being on depression in female adolescents: A longitudinal moderated mediation model of the parental relationship. Psychiatry Investigation, 23(1), 142–153. https://doi.org/10.30773/pi.2025.0297

E-ISSN : 2598-8026
ISSN : 2088-3633

Dewi, L., & Nasywa, N. (2019). Factors influencing subjective well-being. Journal of Applied and Educational Psychology, 1(1), 54–62. https://doi.org/10.26555/jptp.v1i1.15129

Liu, X., Fan, H., Shang, X., Li, W., He, X., Cao, P., & Ding, X. (2024). Parental involvement and children's subjective well-being: Mediating roles of the sense of security and autonomous motivation in Chinese primary school students. Behavioral Sciences, 14(7), 603. https://doi.org/10.3390/bs14070603

Lyu, H., & Huang, X. (2016). Development and validation of Future Time Perspective Scale for adolescents and young adults. Time & Society, 25(3), 533–551. https://doi.org/10.1177/0961463X16662669

Renshaw, T. L., Clark, K. N., Farley, C. D., Franzmann, T. K., & Yang, N. J. (2024). Global and school-specific subjective well-being as predictors of educational outcomes. School Mental Health, 16, 1052–1068. https://doi.org/10.1007/s12310-024-09684-4

Santrock, J. W. (2023). Adolescence (18th ed.). McGraw Hill.

Saputri, F. Q., & Mulawarman. (2022). Description of subjective well-being of students who use social media in public high schools in Karanganyar District. Indonesian Guidance and Counseling Journal, 7(2), 171–176. https://doi.org/10.23887/jurnal_bk.v7i2.1213

Tillah, R. M., & Firman. (2025). The role of parental social support on the subjective well-being of students at risk of dropping out: A correlational study. Jurnal Ilmiah Nusantara, 2(5), 308–320. https://doi.org/10.61722/jinu.v2i5.5454

Wu, Z. (2022). Time perspective in relation to academic performance and subjective well-being among Chinese adolescents. International Journal of Social Science and Humanity, 12(4), 258–263. https://doi.org/10.18178/ijssh.2022.V12.1100

Zhang, Q. Y., & Anuar, N. (2026). How does parental involvement influence students' wellbeing? A moderated mediated model. Frontiers in Psychology, 17, 1733507. https://doi.org/10.3389/fpsyg.2026.1733507.