QALAMUNA
JURNAL PENDIDIKAN, SOSIAL, DAN AGAMA

Optimizing Adolescent Psychological Well-Being through an Environmental Ecological Approach

Murdianto [1], Samsudin [2], Ahmad Kirom [3], Nanik Setyowati [4], Suci Midsyahri Azizah [5]

[1] Institut Agama Islam Sunan Giri Ponorogo, Indonesia; murdianto@gmail.com
[2] Institut Agama Islam Sunan Giri Ponorogo, Indonesia; samsudin@gmail.com
[3] Institut Agama Islam Sunan Giri Ponorogo, Indonesia; ahmadkiromm@gmail.com
[4] Institut Agama Islam Sunan Giri Ponorogo, Indonesia; nanik_s@gmail.com
[5] Institut Agama Islam Sunan Giri Ponorogo, Indonesia; sucimid_azi@gmail.com

Abstract	Psychological well-being is a general term used to describe an individual's mental health concerning the fulfillment of positive indicators of psychological functioning. Psychological well-being can be characterized as an indicator of good mental functioning and the drive to explore the potential of the individual as a whole to achieve success. This writing aims to explain the practice of counseling psychological well-being for adolescents using the benefits of environmental ecology introduced by Uri Bronfenbrenner, a psychologist from Cornell University, United States. Ecological theory views that the environmental context influences human development. The research method uses descriptive qualitative research methods. The researcher explains the activities, starting from preparation, implementation, and evaluation. The research results show that adolescent mental health assistance through an ecological approach goes very well. Great environmental ecology influences adolescents' psychological well-being.
Keywords	Adolescent; Well-Being; Psychological; Ecology

Corresponding Author
Ahmad Kirom
Institut Agama Islam Sunan Giri Ponorogo, Indonesia; ahmadkiromm@gmail.com

1. INTRODUCTION

Adolescence is when a person seeks identity as an adult human being. That search is sometimes easy for a teenager, but many fail or fall into the abyss of wandering for a long time. This is due to adolescents' vulnerability to emotional control (Rahayu & Setiawati, 2019). When an individual experiences adolescence, he is often faced with various challenges that can become obstacles. Not infrequently, adolescents experience significant stress during this period (Deviana et al., 2023). So sometimes we see a lot of attitudes and behaviors of adolescents that are far from the good habits of someone in general. They also want to show an attitude as an adult who wants to be recognized by other adults. The natural transition process of adolescents can influence their behavior. Conditions in which a teenager exhibits deviant behavior can be considered a disruptive act (Saraswati et al., 2023).

Psychological well-being is an individual's interpretation of self and life, indicating the belief that a person has reached the peak of his humanity (Djatmiko et al., 2023). Thus, psychological well-being becomes a determining aspect of the quality of individual life (Putri & Rustika, 2017). In addition,

adolescent psychological well-being is also a form of balance that lies in adolescent self-image (Ulfi, 2021). Psychological well-being is defined as the effort to improve and fulfill the potential of the self, which is related to having a purpose in life and meaning in life, overcoming challenges, and making certain efforts to overcome and achieve worthwhile goals (López et al., 2020). However, the facts around us show a situation that is not yet ideal enough to build adolescents' psychological well-being (Fitri et al., 2017).

The problem of juvenile delinquency in Indonesia is increasingly concerning and has become a critical social problem, along with the changes in time, because it has resulted in various forms of crime (Prabowo, 2016). The number of teenagers in trouble with the law has increased dramatically. By referring to information obtained from the Indonesian Child Protection Commission website, it was revealed that the accumulated data on cases of children facing the law (ABH) from 2016 to 2021 always exceeded 1000 criminal cases involving children as perpetrators (Mozes & Huwae, 2023)—the Kompas. Id report (August 29, 2023) shows that the number of children in conflict with the law increased from 2020 to 2023. Nearly 2,000 children and adolescents face conflicts with the law; 1,467 have been detained and put on trial, and 526 have served sentences as prisoners. Kompas reported the data based on data from the Director General of Corrections of the Ministry of Law and Human Rights in August 2023.

Another quite haunting problem is the emergence of negative adolescent behavior problems, such as casual sex. Data on extramarital pregnancies and marital dispensation are also very significant. The situation is quite complicated in the Ponorogo area as an area with a high number of migrant workers, which has the potential to have an impact on a less positive family situation to build good psychological welfare in adolescents.

Moreover, Grand Dalam (Salsabil & Nuryanti, n.d.) states that several global studies have been conducted to assess the frequency of psychological illness, and these findings are more likely to support this. The results showed that twenty percent (20%) of children and adolescents worldwide could experience a mental health condition throughout their lives. Many studies have been conducted, but the impact on a teenager's mental well-being is entirely unsolved. Children cannot reflect and internalize the moral lessons delivered (Le & Pham, 2023). The known global data show us the need to pay attention to psychological well-being, especially adolescents. If not, the data will continue to grow and worsen the next global human life.

Psychological transition in adolescence occurs dramatically, where cognitive, socio-emotional, moral, and physical motor development develops rapidly (Santrock, 2019). Anxiety due to the process of searching for identity, the conflict of individual orientation with family norms and social norms, on the other hand, causes conflicts within themselves that are quite shocking. It is stated that 14-year-olds begin parental conflicts, loyalty conflicts begin to subside, and children build their personalities rather than get caught up in a collectivist culture (Hania et al., 2022). This situation poses a dilemma between the desire for individual freedom on the one hand and the desire to participate in social life. In this situation, adolescents need a healthy ecosystem both in the micro realm (family, school, and pesantren), macro (community environment and social media), as well as the exo realm, such as state policies regarding educational curriculum and other domains (Santrock, 2019).

Adolescents need social relationships that are conducive to development and mental health. Early adolescence is the right time to have good psychological well-being and later be able to live well into adolescence (Prihandini & Boediman, 2019). This situation can stimulate a condition called psychological well-being. This psychological well-being will allow adolescents to continue caring for positive emotions, happiness, and a sense of satisfaction with the social life around them. To achieve happiness, individuals need to be psychologically prosperous (Suputra et al., 2023). Positive emotions will help individuals to reduce negative emotions and behaviors in adolescence, which are now widely symptomatic in our society. Thus, a teenager really needs guidance or direction to maximize his potential and form a responsible individual (Deviana et al., 2023).

Psychological well-being is a general term used to describe an individual's mental health concerning the fulfillment of positive indicators of psychological functioning. Psychological well-being can be characterized as an indicator of good mental functioning and the drive to explore the potential of the individual as a whole to achieve success (Indrawati, 2017). Psychological well-being, satisfaction, and self-satisfaction cannot be separated from social support (Bano & Sitwat, n.d.). By having psychological well-being, a person can optimize his potential in a positive direction, have life satisfaction, have close relationships and attachments with the community in the surrounding environment, have self-control and emotional stability, and achieve happiness (Sari, 2021). People who achieve a high level of psychological well-being tend to be able to realize, express, and actualize their potential (Danyalin & Tantiani, 2022).

Psychological well-being allows individuals to accept themselves and the conditions that surround them as they are, the ability to build warm and supportive social relationships, and the ability to exercise control and control over the external environment (such as peers, community environment, and social media). This situation will enable a teenager to do self-development well and ultimately set life goals (Ryff, 1989). Individuals who can make their own decisions and are independent and able to resist social pressure to think and behave in the right way according to the individual's value standards can evaluate themselves with personal standards (Harpan, 2021).

Adolescents' quality of life depends on their family's social environment (Omar, 2016). This is supported by Wells' research in Ifdil (Ifdil et al., 2020), which states that being together with parents can lead to more positive feelings and improve *the psychological well-being* of a teenager. Adolescents with high psychological well-being will be able to live their daily lives, feel satisfied with their existing lives, always feel supported by those around them, and always feel happiness. Happiness is the result of psychological well-being and is the ultimate goal that everyone wants to achieve. The impact that occurs when a person has low psychological well-being can be seen through the dimension of self-acceptance. That is, a person is dissatisfied with himself, thus disappointed with what happened in the past, and does not appreciate what he has (Ryff and Keyes, 1995). Alfinuha further explained that the decline in psychological well-being affects cognitive, emotional, physiological, and behavioral aspects (Alfinuha et al., 2019).

Several journals related to adolescent mental well-being have been conducted by Saraswati et al., which discuss how Mindfulness can mediate the relationship between perceived stress and psychological well-being in Dhyana Pura University, Badung, Bali students. The research method used in this study is a non-experimental quantitative approach using regression analysis with mediator variables. The results showed that low psychological well-being can affect adolescents cognitively, emotionally, physiologically, and psychologically. The role of mindfulness in reducing perceived stress and improving psychological well-being can help improve the overall well-being of college students (Saraswati et al., 2023).

Furthermore, research shows that most adolescents are in the medium category with good psychological well-being, especially self-acceptance (Fitri et al., 2017). The descriptive research method uses the double-phased cluster sample technique. Most adolescent boys were in the moderate category of psychological well-being, with 30.03% having high psychological well-being, 54.45% moderate, and 15.51% low. These findings suggest that most adolescent boys have a fairly good level of psychological well-being, especially in self-acceptance.

The study results show that most adolescents have a very high level of psychological well-being (Deviana et al., 2023). The background of this study is that adolescence is a time full of challenges and obstacles, so adolescents often experience pressure and confusion in making decisions. One important aspect of forming a responsible person is psychological well-being. The results showed that most adolescents had a very high level of psychological well-being. Of the 122 students sampled, 71 students (58.2%) had very high levels of psychological well-being, 45 students (36.9%) had high levels of

psychological well-being, and only six students (4.9%) had low levels of psychological well-being. A warm, satisfied attitude and trust in relationships with others, affection and familiarity with others, and the ability to give and take in relationships with others also contribute to the high psychological well-being of adolescents.

Further research was conducted by Ramadan (in Mujahidah, 2015) that discusses the psychological development of adolescents and the way adolescents meet the physical, social, and psychological needs to create a prosperous life. Teenage students who memorize the Quran at the Kampung Tilawah Islamic boarding school have a good picture of psychological well-being. However, they face several problems, such as an environment that is not conducive to memorizing the Quran and hatred of some residents against the existence of the Islamic boarding school. The research method used in this study is a qualitative approach with a phenomenological approach. In addition, data analysis was carried out qualitatively descriptively to understand the picture of psychological well-being in adolescent students who memorized the Quran at the Islamic boarding school in Kampung Tilawah. A different study (Hasanuddin & Khairuddin, 2021) discussed the effect of social support and self-adjustment on psychological well-being in SMA Negeri 2 Binjai students. This study used a quantitative approach with research subjects of as many as 450 students. The results showed a positive influence between social support and self-adjustment on psychological well-being.

Based on the phenomena and explanations above, it is hoped that research related to adolescents can help them realize the importance of mental health and improve their mental well-being. So this study is entitled "**Optimizing Adolescent Psychological Well-Being through an Environmental Ecological Approach.**" Ecological theory is used to improve the well-being of adolescents. This theory is one of the concepts that seeks to develop adolescent character through an environmental approach. The approach is applied in three subsystems, namely: 1) microsystems, which analyze the roles of family, peers, school, and environment in character formation; 2) exosystems, which evaluate children's experiences in social settings where they are not directly active but still play a role in character development; and 3) macrosystems, which examine the role of culture in shaping children's character.

2. METHODS

The research method uses descriptive qualitative research methods. Researchers explain in words related to the activities carried out, starting from preparation, implementation, and evaluation. This study was conducted to analyze the mental well-being of adolescents in Ponorogo. Then, create an ecology or environment from November to December 2023 with this research. Researchers use descriptive research methods in survey research. Descriptive research is a study that aims to collect information about an existing symptom (In this study, the study population was IPNU / IPPNU adolescents in 20 areas in Ponorogo, namely in Ponorogo. In this study, the sampling technique used was double-phased groups (two or more) or multistage sampling. Thus, with the sampling technique used, a total sample of respondents of around 250 students will represent Ponorogo. The psychological well-being instrument uses adaptations from the Scale of Psychological Well-Being (SPWB) compiled by Ryff. This measurement of psychological well-being uses the Likert Scale, which consists of 4 answer choices.

3. FINDINGS AND DISCUSSIONS

Uri Bronfenbrenner, a psychologist from Cornell University in the United States, introduced the ecological theory of child development. Ecological theory views that the environmental context influences human development. The interrelationship between the individual and the environment will shape the individual's behavior. Information about the child's living environment describes, organizes, and clarifies the effects of varied environments.

On the other hand, lecturers with the Student Activity Center (PkM), program of Faculty Lecturers Tarbiyah Insuri Ponorogo collaborated with various parties, Which is called as GKMNU provide facilitation in the form of mentoring for adolescents carried out at Latiban Hotel with psychology practitioners. This activity was facilitated by a team of professional facilitators from LKP3A Fatayat NU Ponorogo Regency, led by Psychologist Walida Asita Sari, S.Psi, M.Psi, Psychologist and team.

The participant registration activity began at 07.30, and the activity's opening was held. This activity was filled with keynote speaker material by the head of the Community Service Team from the Faculty of Tarbiyah, Dr. Murdianto, and partners, namely the head of the GKMNU Task Force, Ponorogo Regency, M Ilham.

Figure 1. Program Documentation: Opening Ceremony

The Head of the Community Team from the Faculty of Tarbiyah, Dr. Murdianto, delivered material on *the logical framework (log frame)* of the community service program Psychological Welfare Guidance for Adolescents activities that selected prospective facilitators will carry out. This training activity aims to create a peer facilitator cluster who will be the main actors of Adolescents and Youth Guidance activities.
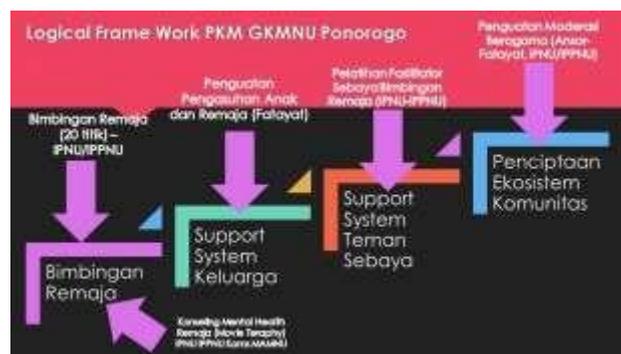
Guidance for adolescents will last for two days. Then, from approximately one hundred and thirty people will spread to become peer facilitators of adolescent guidance in 20 places in Ponorogo, supported by family training, especially young Fatayat mothers, which, when all combined, will be the creation of an ecosystem of adolescents who have mental health or what we call mental well-being.

Meanwhile, M Ilham, Partner of the Head of the Nahdlatul Ulama Maslahat Family Movement Task Force in Ponorogo Regency, conveyed the outline of the GKMNU Program design and the position of Child and Youth Guidance, which is the focus of the partnership. Child and Youth Guidance is one of the priority programs to strengthen Nahdlatul Ulama's services on citizen issues, especially among students and adolescents.

Figure 2. Participants Listening Solemnly to Keynote Speaker Presentation

After the keynote speaker's presentation, the core material of the training began at 08.45. Training materials were guided collaboratively by a team of 3 facilitators (Walida A, M In'am, and Eka Rosdiana). Facilitators use a variety of methods, from brainstorming or mutual sharing groups to reviews, role plays, and assignments. The first material guided by the facilitator is Know Yourself. This material contains information on how to recognize the psychological process of self-concept and techniques that prospective facilitators can use in helping children and adolescents recognize themselves. This activity is treated with group dynamics where this technique can be adapted in guidance activities and ended with a review by the facilitator.

Figure 3. Documentation of Participants Having an Independent Discussion

The second material of this training is about Adolescent Development Psychology. As the first material, the Adolescent Development Psychology material was guided by Walida Asitasari, S.Psi, M.Psi. Facilitators used various Teaching model methods followed by participatory debriefing or review, where participants participated by submitting questions, clarifying and sharing experiences, and then responding and sharpening by the speaker. This material lasted until 11:30. After this activity, participants were allowed to carry out personal activities, namely rest, prayer, and eating.

After the break session, participants received material on Finding the Meaning of Happiness. This material session is a conceptual basis for the psychological well-being of adolescents. In this material, students are introduced to the concept of psychological well-being in adolescents. This material was then sharpened in the next session by practicing a Collaborative Learning session on guidance skills and small group counseling (micro counseling), where participants carried out role-playing activities (figures 7 and 8). This Role-Playing activity is divided into two sub-sessions, namely Micro Counseling skills and Child and Adolescent Guidance practicum, with the theme of Externalization of Adolescent Problems.

The second activity, Strengthening Film-based Mental Health for Adolescent Students and Santri was held on Monday, December 19, 2023, with IPNU partners IPPNU Commissariat MTs Maarif 1 and

MAMNU Ponorogo. The participants of this activity are at least 100 people, including students and students who are members of the MAM Commissariat. This activity is the second time that activities with similar methods have been carried out on October 28, 2023, at the same location and facilitator. Participants get lunch intake consumption and seminar kits in the form of books and stationery as learning media.

The activity was opened at 07.30 by the head of PKM, Dr. Murdianto, M.Si, by conveying the importance of students understanding the importance of mental health. Amid the development of increasingly complex social and digital environmental conditions, adolescents are increasingly vulnerable to psychological problems.

After the opening was held, the next activity was Spiritual Guidance with the reading of Istigatsah and Shalawat together led by PKM member, Gus Ahmad Kirom. In this session, students jointly carried out spiritual strengthening with a series of prayer readings and prayers that had been prepared by facilitator Ahmad Kirom. This activity lasts until 09.00.

After spiritual guidance, continued with Film media-based Guidance and Counseling activities guided by Walida Asitasari M.Psi, Psychologist from GKMNU Task Force and also Psychologist from IAIN Ponorogo. This activity is designed to last until 13.30.

This activity consists of stages: pre-watching, watching films and followed by sessions focusing on films (mindful engagement), observing responses, activities to explain participants' self-experiences (voicing experience), exploring the relevance of films to self-experience (identifying Personal relevance), exploring various possibilities and perspectives from participants) exploring new possibilities.

The film that became the media at this mental health guidance session was the film Keluarga Cemara 2, which depicts healthy family interactions and individual experiences of the characters in the film. This film was chosen based on the selection of several films such as Taare Zamen Par, My Brother Idiot, and My Name Is Khan in addition to this Cemara Family 2 film.

Before watching the film, participants were divided into twelve groups. Group division is carried out using the Group Dynamics approach.

After watching the film, participants were allowed to strengthen their responses by making notes, about various experiences while watching the film, and a random presentation process to reveal the experience.

Participants were also asked to take a position as a character in the film and were asked to take a position and attitude if they experienced the same position as the film. The session was carried out by celebrating together with a simple group dynamics final session. Participants were also asked to take a position as a character in the film and were asked to take a position and attitude if they experienced the same position as the film. The session was carried out by celebrating together with a simple group dynamics final session.

The activity was carried out until 12.30 and ended with the distribution of food intake and healthy consumption for the Guidance participants. Sometimes we know what others don't know and sometimes we don't know what others know about us. From this activity, it is happiness for adolescents where adolescents really need people who are willing to listen to themselves, willing to share happiness and difficulties about the problems they get, therefore the assistance carried out by lecturer Insuri Ponorogo is a concrete step related to adolescent psychology education today.

Discussion

The theory of developmental ecology is one of the concepts that seeks to explain the character development of adolescents through an ecological approach. This approach is applied in three subsystems, namely: 1) microsystems, which analyze the roles of family, peers, school, and environment in character formation; 2) exosystems, which evaluate children's experiences in social settings where they are not directly active but still play a role in character development; and 3) macrosystems, which examine the role of culture in shaping children's character.

Microsystems are the environments in which individuals live, including individual families, peers, schools, and neighborhoods. In microsystems, there is a lot of direct interaction with social agents, such as parents, friends, and teachers. In the process of this interaction, individuals are not only passive recipients but also actively participate in shaping and building microsystem settings. Each gains experience from each activity and has a role in establishing interpersonal relationships with his microsystem environment. The microsystem environment includes parents, younger siblings, teachers, friends, and other social environments. This environment greatly influences individual development, especially in early childhood to adolescence. In this step, we provide peer assistance as a facilitator so that they have a healthy friendship environment. The role play in the guidance illustrates problem-solving for those who have problems so that their comfort in the environment will impact their mental health.

The family subsystem, in particular the role of parents, is considered the most important socializing agent in a child's life, so the family has a great influence in shaping the character of children. Each subsystem in the microsystem interacts, such as the relationship between family experience and school experience, school experience with religious experience, and overall family experience. In this step, we provide young mothers in *Fatayat* assistance as an adult person so that they have a healthy environment. The family environment plays a big role in assisting young people to have good mental health.

Exosystems are larger social systems in which the child does not engage in direct interaction but has a significant influence on the development of the child's character. The subsystem consists of the parent's workplace environment, relationships with siblings such as siblings, siblings, or other siblings, and school regulations. For example, work experience can affect a woman's relationship with her husband and children. A mother who receives a promotion, which demands that she travel more, can increase marital conflict and change parent-child interaction patterns. Other exosystem subsystems that are not directly involved with individual children but have great influence involve newspapers, television, doctors, extended family, and others.

The macrosystem is the system of the outermost layer of the child's environment. Macrosystem subsystems involve state ideology, government, tradition, religion, law, customs, culture, and so on. All of these subsystems exert an influence on the development of the child's character. In this context, "culture" in this subsystem includes patterns of behavior, beliefs, and all products of a group of humans passed down from generation to generation.

Ryff said that psychological well-being is an integration of human development theories, clinical psychology theory, and conceptions of mental health based on the theory, defining psychology as a condition in which individuals have a positive attitude towards themselves and regulate behavior, can create and regulate environments that are compatible with their needs, have life goals and make their lives more meaningful and strive to explore and develop oneself to develop oneself (Ryff, 1989).

Psychological well-being has six dimensions which include: autonomy, environmental mastery, personal growth, positive relations with others, purpose in life, and self-acceptance (Ryff, 1989). Autonomy is related to an individual's ability to be independent and regulate behavior independently. Six dimensions of psychological well-being which are the essence of the positive theory of functioning psychology formulated by Ryff are the first dimension, the dimension of self-acceptance, where an individual is said to have a high value in the dimension of self-acceptance if he has a positive attitude towards himself, appreciates and accepts various aspects of good and bad self-quality. In addition, she also has a high self-acceptance of her past life. Conversely, someone who has a low level of self-acceptance, they are less satisfied with themselves, feels disappointed with what has happened to that life in the past, and hopes to be a different person.

Second, the dimension of positive relationships with others in addition to viewing themselves positively is that people who have positive relationships mean that they have positive relationships with others as a feeling of empathy and affection for those around them and fostering deep relationships and identification with others. A person who has positive relationships with others can foster warm and trusting relationships and has concern for the well-being of others. Such individuals can be seen by showing empathy, affection, and intimacy and understanding the principle of give and take in interpersonal relationships.

The third dimension is the autonomy dimension. The theory of self-actualization proposes autonomy and precision to changes that occur in the environment. Roger suggests that a fully functioning person is described as an individual who has an internal locus of evaluation, where the person does not always need the opinions and approval of others but evaluates himself by personal standards (Rogers, 1961).

The next dimension is the environmental mastery dimension One of the characteristics of mental

health conditions is the ability of individuals to choose and create an environment that suits their psychic condition. A mature individual will be able to participate in activities outside of himself. In developmental theory, it is also stated that a successful adult human being is someone who can create improvements to the environment and make changes that are considered necessary through physical and mental activity and benefit from the environment.

4. CONCLUSION

Psychological well-being is a general term used to describe a person's mental health regarding fulfilling positive indicators of psychological functioning. Psychological well-being can be characterized as an indicator of good mental functioning and the drive to explore an individual's potential for success. The mentoring activities for teenagers carried out by the PKM program lecturer team of the Faculty of Tarbiyah were very good. Youth mentoring by collaborating with Walida and the team as psychologists creates an environment that increases adolescents' psychological well-being. As well as strengthening mental health with various methods used, including Collaborative Learning sessions on guidance skills and small group counseling (micro-counseling), interesting methods such as the use of film media that create a pleasant environment so that it will form a positive character. More importantly, adolescent mental well-being can be achieved by creating a healthy environment with positive activities, as above.

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