
FULFILLMENT OF BASIC PSYCHOLOGICAL NEEDS THROUGH EUDAIMONIC ACTIVITIES ON SUBJECTIVE WELL-BEING OF ISLAMIC ELEMENTARY SCHOOL CHILDREN

Fairuz Tazkiyah¹, Fitri Ariyanti Abidin²

¹²Universitas Padjadjaran; Indonesia

Correspondence email; fairuz22003@mail.unpad.ac.id

Submitted: 16/01/2024

Revised: 14/03/2024

Accepted: 22/05/2024

Published: 18/07/2024

Abstract

This research further examines and analyzes the fulfillment of the basic psychological needs of subjective wellbeing of Madrasah Ibtidaiyah children through Eudaimonic Activities. The mixed methods design used in this research provides a strong framework for capturing the diverse nature of children's experiences with eudaimonic activities. This research was carried out at Jatinarog Elementary School. The population is fifth-grade students at Jatinarog Elementary School. The sampling technique used in data collection is convenience sampling. Participants in this study were pre-adolescent students aged 11 to 12 years. The number of participants in this study was 81 children. Data analysis was carried out by calculating the overall score obtained from the BPNFS and SPANE measuring instruments and then averaging them. The interesting finding was that playing online games was a common form of entertainment among the participants. This suggests that digital play can be an important aspect of children's lives, potentially contributing to their eudaimonic wellbeing if managed appropriately. These insights pave the way for further research into how online games can be integrated into educational environments in ways that support children's developmental needs. Additionally, the results of this study provide concrete examples of eudaimonic activities, which can be invaluable for educators and parents who wish to understand and develop children's innate potential.

Keywords

Basic psychological needs; children; eudaimonic activities; school; subjective wellbeing.



© 2024 by the authors. Submitted for possible open access publication under the terms and conditions of the Creative Commons Attribution-NonCommercial 4.0 International License (CC BY NC) license (<https://creativecommons.org/licenses/by-nc/4.0/>).

INTRODUCTION

Well-being in the realm of psychology is a combination of good feelings and good functioning (Ruggeri et al., 2020). In this case, well-being is not only defined by feelings of pleasure and life satisfaction but also by meaning and functioning as a human being. Well-being also includes levels of happiness, life satisfaction, and other positive aspects that are closely related to a person's mental health and quality of life (Williams & Smith, 2018). Mental health is defined as a mental state characterized by emotional well-being, good behavioral adjustment, freedom from anxiety, and disturbing symptoms (Yulita et al., 2021). One of the characteristics of a mentally healthy individual can be seen in well-being both socially and emotionally (Ryff, 2013). Therefore, a prosperous individual is one who has good feelings, is happy, and can function as a human being by maximizing the potential that exists in him well.

Well-being encompasses the various ways in which individuals experience and evaluate their lives positively. These positive values can be interpreted differently by each individual. Some individuals associate well-being with pleasant feelings, and some also define well-being with life satisfaction. (Ryan & Deci, 2001) Define well-being into two approaches, namely subjective well-being and eudaimonic well-being. Subjective Well-Being (SWB) is well-being that emphasizes the feeling of pleasure or something pleasant, the sense of comfort that individuals feel, and the avoidance of pain, which consists of three components, namely life satisfaction, the presence of positive mood and the lack of bad feelings (the absence of negative mood) (Ryan & Deci, 2001). (Diener et al., 2015) Revealed that individuals with high SWB will feel more confident, establish better social relationships, and show good work performance. Previous research also added that high levels of SWB can provide deep satisfaction.

Another view of well-being is Eudaimonic Well-Being, which is then derived from psychological well-being. The satisfaction of psychological needs is the "common core" of the Eudaimonic Well-Being (EWB) construct (Martela & Sheldon, 2019). Eudaimonic Well-Being is a quality of life that arises from the development of an individual's best potential and its application in the fulfillment of self-expression and goals that are aligned with the individual (Waterman et al., 2010). A recent study (Martela & Sheldon, 2019) combined both the concepts of hedonic and eudaimonic well-being as well as the concept of psychological basic need satisfaction. In self-determination theory, human psychological needs consist of three aspects: autonomy, competence, and relatedness (Ryan & Deci, 2001).

Autonomy refers to an individual's freedom to do things according to their own choices. Thus, individuals have control over themselves. The next aspect is competence, which is defined as something within the individual that can be mastered so that it has an impact that then the individual can do something well. Finally, relatedness is one of the psychological needs of human beings, which is to feel connected to others. This can be related to the closeness of individuals to other people and to the surrounding environment. Previous research states that eudaimonic well-being needs to be measured along with hedonic well-being and basic human psychological needs to build a eudaimonic activity model. However, so far, the research has not found concrete activities that can fulfill the basic needs and subjective well-being of individuals (Martela & Sheldon, 2019).

The satisfaction of human psychological needs is not only related to subjective well-being that focuses on hedonic well-being but involves psychological aspects and meaningfulness that enable individuals to reach their full potential, which will be different in each phase of individual development. One of them is at the pre-adolescence stage of development. Pre-adolescence is one of the important stages in child development. In this phase, psychological aspects in children, such as aspects of the self and social and emotional development, are developing (Santrock, 2002). Pre-adolescence is also the phase in which children are at elementary school age. Measuring the well-being of elementary school children is important because this phase is an important foundation that will take educational experiences to the next level (Wijayanti & Sulistiobudi, 2018).

The research (Suldo & Dedrick, 2014) shows that high school students in accelerated curricula face stressors beyond typical adolescent developmental challenges. The Student Rating of Environmental Stressors Scale (StRESS) is a self-report measure of environmental stressors appropriate for students in Advanced Placement (AP) and International Baccalaureate (IB) courses. We developed the StRESS in parallel with a new measure of coping designed for this same population. Items were derived from sentiments expressed during focus groups and individual interviews with 177 students, 72 parents, and 47 teachers. Multiple iterations of expert review and item analyses focusing on conceptual clarity and comprehensiveness resulted in 75 items reflecting stressors across domains, including school, home, and peers. High school students in AP or IB (N=727) completed the 75-item inventory. Exploratory factor analyses and additional item reviews indicated a five-factor solution with 32 items. Cronbach's alpha reliabilities ranged from .67 to .88. Five additional items representing a composite of Major Life Events were also included. The five factors and Major Life Events composite had test-retest reliabilities greater than .70. These scores

were related to multiple conceptualizations of stress, as well as academic outcomes (GPA and attendance) and mental health (life satisfaction and anxiety), thus supporting the construct validity of the StRESS scores. Further support for the five-factor structure of the StRESS was provided by results of a confirmatory factor analysis (standardized root mean square residual=. 051, root mean square error of approximation=. 048, comparative fit index=. 900) with a separate sample of 2,193 AP and IB students.

Meanwhile, (Rahmawati et al., 2017) results prove that psychological well-being is a balance of physical, psychological, social, and spiritual aspects, which are achieved through efforts to develop high self-quality and spirituality. The findings of this study are built on the results of the synthesis between the perspectives of Western Psychology and Sufistic Psychology in viewing psychological well-being. From the perspective of Western Psychology, psychological well-being is achieved through efforts to develop self-quality. Meanwhile, from the perspective of Sufistic Psychology, it is achieved through increasing spirituality. Therefore, it can be concluded that psychological well-being can be achieved through a combination of paths by developing self-quality and increasing spirituality. The peak of psychological well-being is actualized in good morals and love for others.

On the other hand, the research (Rastegar, 2019) shows that: 1) In both samples of students who live in the UK and in Iran iv social cynicism and fate control are related to well-being. Also, in the Iranian case, reward for application, social complexity, and religiosity have significant relationships with well-being, but in the UK-based students, this is not the case. Results also showed that social axioms can predict well-being over and above the role of country and personality traits. 2) The mediation role of mindful acceptance was not endorsed in the relationship between social cynicism and subjective well-being. It was found that the predictor (social cynicism) and the mediator (mindful acceptance) were not significantly correlated with the outcome (subjective well-being). However, the mediation role of perspective-taking in the relationship between social complexity and psychological well-being was endorsed. 3) The moderation role of attachment to national identity in the relationship between social axioms and subjective well-being was endorsed. 4) The qualitative study indicated that Iranian immigrants have an indigenous strategy for attaining mental well-being in the face of complications and difficulties, relying on their national identity and religious background. This strategy is based on the concepts of free will and predestination of life events. Paying attention to negative events, ignoring positive events, and inefficient problem-

solving strategies can account for the relationship between social cynicism, low well-being, and inattention to cultural elements.

However, the Iranian collective culture, optimal coping style, and excessive insistence on religious elements as a cultural attribute can explain the relationship between religiosity, reward for application, and well-being in the Iranian sample. On the other hand, surrendering to divine will and the belief in divine will and predestination of life events, along with the belief in human free will, account for the role of attachment to national identity in the relationship between social axioms and well-being in the Iranian sample. In conclusion, it seems that though social axioms are related to well-being, different aspects of social axioms seem to be related to different aspects of well-being in different ways, and this relationship is influenced by culture (Cui et al., 2024; Landim et al., 2024; Sanguineti & Maran, 2024).

Lastly, (Salleh et al., 2021) research results showed a low level of self-regulation and self-efficacy among the sample students. However, psychological well-being was found to be high. The study also found that self-regulation, self-efficacy, and psychological well-being are positively correlated and statistically significant. This study concluded that self-regulation was the only factor influencing psychological well-being. Therefore, this research recommends emphasizing students' self-regulation to enhance their well-being.

METHOD

This study used a concurrent mixed method (Creswell & Poth, 2016) with two methods, namely qualitative and quantitative. Qualitative research is aimed at capturing activities that are meaningful to children, while quantitative research is used to measure the level of fulfillment of basic psychological needs and subjective well-being of children. This research was conducted at SD Jatinagor. The population was the fifth students of SD Jatinagor. The sampling technique in data collection was convenience sampling. The participants in this study were pre-adolescent children aged 11 to 12 years. The number of participants in this study was 81 children. Participants were obtained through the help of the school. The exclusion criteria in this study were children who had special needs.

The qualitative method used was semi-structured interviews regarding the most memorable or meaningful and most remembered activities that are routinely carried out by children conducted in class. Eudaimonia activities were explored using the following interview guidelines.

Table 1. Guidelines Interview

No	Questions
1.	What is your most memorable activity/routine?
2.	How often do you do the activity?
3.	Who do you do the activity with?
4.	What do you do in carrying out these activities?

Source: (Seaborn et al., 2020)

In the quantitative method, the instruments used are the Basic Psychological Needs and Frustration Scale (BPNFS) (Abidin et al., 2021) and the Scale of Positive and Negative Experience (SPANE) (Li et al., 2013) by asking participants to fill in statements according to their condition based on the available options. The BPNFS measuring instrument is used to measure the fulfillment of children's basic psychological needs, which include three aspects, namely autonomy, competency, and relatedness. The BPNFS measuring instrument consists of 24 items with a Likert scale of 1 to 5 (very strongly disagree-very strongly agree). This BPNFS scale has a reliability coefficient of $\alpha=0.70$. The BPNFS is used to measure children's basic psychological needs.

To measure subjective well-being, this study used the SPANE measuring instrument. This measuring instrument includes several aspects, such as positive affect, negative affect, and life satisfaction. SPANE consists of 12 items with a Likert scale of 1 to 5 (Almost never- Almost all the time). The validity of the SPANE measuring instrument has a value of $\alpha = 0.837$ for SPANE-P and $\alpha = 0.885$ for SPANE-N. The data obtained were then calculated using SPANE scoring. Positive affect points are subtracted from negative affect values.

Quantitative data analysis was carried out by calculating the overall score obtained from the BPNFS and SPANE measuring instruments and then averaged. Participants' scores from the two instruments will be compared with the average; if the score is above the average, then the activity is a eudaimonia activity that can fulfill basic psychological needs and subjective well-being. Activities that meet these criteria are then analyzed qualitatively by categorizing and describing these activities.

FINDINGS AND DISCUSSION

Findings

This study was conducted to determine memorable activities that can fulfill basic psychological needs in pre-adolescent children. The participants in this study totaled 81 people, 44 boys and 37 girls, with an age range of 10-12 years at the elementary school level. Demographic information is presented in Table 1.

Table 1. Demography Info

Sociodemography		N (%)
Gender	Male	44 (54.32%)
	Female	37 (45.68%)
Age	10 years	15 (18.52%)
	11 years	60 (74.07%)
	12 years	6 (7.41%)
Class	5 SD	81 (100.00%)

This study provides quantitative and qualitative results, with the data in Table 2 being quantitative results and Table 3 being qualitative results. The data in the column section is the result of processing psychological needs fulfillment data using the Basic Psychological Needs Satisfaction and Frustration Scale (BPNFS) instrument, and the data in the row section is the result of processing subjective well-being data using the Scale of Positive and Negative Experience (SPANE) instrument.

Table 2. Quantitative Results

N(%)	Psychological needs -	Psychological needs +
SWB -	22 (27.16%)	16 (19.75%)
SWB +	16 (19.75%)	27 (33.33%)

Table 2 represents the number of participants according to their condition obtained from the SPANE and BPNFS instrument scores. The results in the right column of the bottom row reveal that there are 27 participants (33.33%) of pre-adolescent children who have routine activities carried out daily, which are activities with good subjective well-being scores so that they can fulfill their psychological needs. There are also results that reveal routine activities with good subjective well-being scores but do not meet psychological needs, namely 16 participants (19.75%), then with the same results, namely 16 participants (19.75%) routine activities that do not have good subjective well-being scores but have good psychological need fulfillment scores. In the left column of the top row, 22 participants (27.16%) have routine activities that are carried out daily but do not have a good subjective well-being score and also do not fulfill their psychological needs.

Table 3. Qualitative Results

No.	Motive	Categories	Activities Form	Eudaimonis Activities	Activities	
1.	Individu	Non-akademik	Entertainment	Watching Television Playing HP Reading <i>Wattpad</i>	Watching videos on YouTube Watching <i>Tiktok</i> and <i>animes</i> Reading while listening to songs and fantasizing Playing together, petting.	
2.	Social (with other people)	Non-akademik	Entertainment	Watching Television Playing HP Game online	Watching videos on YouTube Selfie Push rank, strategize to win, search for tutorials and playing tactics on youtube	
			Hobbies Skill	Eating Painting	Talks to family Decorating, coloring, looking at pictures	
			Physical Activities	Taekwondo Basket Ball Bicycle Football Exercise (body)	Technique Exercise Exercise, competing, playing Wandering around, racing Passing Warming	
Total					2	8

Table 3 provides qualitative results from the lower right column in Table 2 in the form of activities included in eudaimonic activities, namely activities that have a good subjective well-being score so that they can fulfill their psychological needs. Eudaimonic activities are divided into two motives, namely individual and social, namely together with other people such as friends and family. Based on the activities of pre-adolescent children, there are academic and non-academic dimensions, but from the results of data processing eudaimonic activities, there are no academic dimensions in participants. Eudaimonic activities carried out with individual motives include several types of activities, such as entertainment and hobby activities. At the same time, activities that have social motives include entertainment activities, hobbies, skills, and physical activities. Playing online games is a eudaimonic activity with the highest frequency in pre-adolescent children, namely 8 participants (29.63%) of the total participants who have eudaimonic activities with 7 boys

and 1 girl.

Discussion

This study aims to explore what eudaimonic activities can fulfill the basic psychological needs and subjective well-being of pre-adolescent children. The fulfillment of psychological needs accompanied by satisfaction felt by individuals is the basis of the Eudaimonic Well-Being (EWB) (Martela & Sheldon, 2019). Well-being in each individual is influenced by the conceptualization of eudaimonic activity, which sees that there are certain motives and activities that contribute to the fulfillment of each individual's psychological needs, which, of course, will be different in each developmental period, one of which is in school-age children (Boatswain-Kyte et al., 2024; King et al., 2024; Marsden, 2020).

Participants in this study are elementary school-age children where based on Erikson's developmental stages. Children aged five to thirteen are at the psychosocial crisis of industry versus inferiority, where school becomes the main activity at this age (Santrock, 2002). Industry or diligent character is fulfilled by children by working hard, while feelings of inferiority arise when children do not receive praise or do not feel accepted by parents or peers. Motivation and self-esteem are needed at this stage (Santrock, 2002). Well-being at primary school age is related to the conditions in the school environment, which is the foundation that will affect how students experience the future with the integration between their personal life and their environment (Karatzias et al., 2001). Activities that have eudaimonic motives can play a role in providing positive feelings for children's lives.

This study divided activities into two motives, namely individual and activities carried out together with others. The results revealed that most activities at school age are carried out with other people, namely family as the closest environment and friends. Friendship (peer relations) is said to play the biggest role in the effects of school-age children's openness in establishing friendships, inviting friends to chat, joke, smile, and spread positive feelings (Wijayanti & Sulistiobudi, 2018). This condition makes every child feel that they have a good friendship relationship and feel accepted in their environment. Peer acceptance is an important developmental stage from childhood to adolescence (Thomson et al., 2015). Activities that have eudaimonic motives in this study are also divided into several types of activities, namely entertainment, hobbies, skills, and physical activities.

Entertainment

Entertainment activities that exist among the participants of this study are playing online games, playing on cellphones, watching television, and reading Wattpad. Entertainment activities are activities that provide pleasure for individuals. The development of today's times has consequences on the diversity of entertaining activities that can not only be done in real daily life but also through the internet or cyberspace with the help of gadgets. From the results of this study, the most common entertainment activity among participants is playing online games. Online games are games that are played online using the internet network (Mertika & Mariana, 2020). Activities carried out by participants when playing online games involve competing to increase the rank to the highest peak together with colleagues, known as push rank. Participants also strategize to win by looking for tutorials and playing tactics on the YouTube application. In line with the inferiority crisis, winning for elementary school-age children can lead to feelings of pride in the success or achievement of their abilities (Faizah et al., 2024), which prevents children from feeling inferior. Previous studies revealed the positive impact of playing online games on elementary school-age children, including making it easier to learn English, sharpening focus and concentration, practicing decision-making, practicing patience, and practicing teamwork (Irmawati & Suhaeb, 2017).

Another activity carried out by participants with the development of the current era is reading Wattpad. According to (Djamdjuri et al., 2022), Wattpad is one of the online literary platforms with various genres for writers and readers (Lifiani & Krismayani, 2020). Participants read stories available on the Wattpad platform while listening to songs and fantasizing. Wattpad can improve literacy and writing skills and provide motivation for school children to produce literary works (Putri, 2019). Based on Piaget's cognitive theory, the age of participants aged ten to twelve years are at the concrete operational stage characterized by the development of organized and rational thinking, which marks the beginning of logical thinking (Ibda, 2015), although elementary school-age children can understand the information presented in the Wattpad platform how they interpret, especially imaginary forms needs adult attention. At this stage, children can solve problems that are empirical (real), not imaginary, so they still have difficulty when faced with abstract problems (verbally) without real objects because children's reasoning capacity is still limited (Andina, 2014).

Playing cell phones and watching television are also eudaimonic activities for participants. Cellphones are used by participants to take pictures, watch anime, and access TikTok social media. Talking about entertainment cannot be separated from popular activities in the children's environment. Anime itself is a spectacle in the form of animated characters from Japan that provide interesting storylines that make anime popular among elementary school children, but the variety of anime genres and not infrequently violent content causes the need for the presence of adults to provide an understanding of the messages conveyed (Andina, 2014). Likewise, supervision is needed to access social media in elementary school-age children. Basically, the TikTok platform is intended to have an age limit of thirteen years and over (Hasanah, 2022), but it cannot be denied that currently, elementary school-age children love social media for various reasons, such as the demands of the times and friendship. Not only TikTok but also elementary school-age children access YouTube, a similar platform that provides video content with their gadgets. Studies say elementary school-age children access entertainment platforms for hours to view content that interests them, such as dance, viral news, edited photos and videos, and others to fill their spare time and improve their mood (Agustyn, 2022). Other findings revealed that school-age children use social media to fulfill their desire to find entertainment that provides well-being (Hikmah et al., 2022).

Hobbies

The next type of activity that becomes a eudaimonic activity in participants is playing with pets, namely cats. In the modern era, pets are an option to help entertain humans, especially children (Girsang & Kurniawan, 2022). Pets have a positive psychological influence on children, including training responsibility and mindset to understand pets and have a sense of responsibility for the daily needs of their pets (Juliadilla, 2018). Having pets in children can help deal with negative emotions by considering animals as entertainment and playmates. A study conducted on pet owners in the city of Bandung found that having a good pet attachment results in higher well-being (Hafizhah & Hamdan, 2021).

Eating is also obtained as a result of eudaimonic activities in participants. The eating activity intended by participants is eating together with family. Eating should be one of the five basic human needs according to Abraham Maslow's hierarchy theory. Every human being has five basic needs, namely physiological needs, security, love, self-esteem, and self-actualization. Eating is one of the physiological needs. Maslow's theory states that humans try to fulfill their low-level needs first

before fulfilling higher needs (Widayat, 2019). Not only fulfilling basic needs, participants who are elementary school-age children associate eating activities with chatting with family. Eating not only fulfills nutritional needs but is an important form of social interaction, such as eating together and sharing food with friends, relatives, and family, which facilitates expressions of care and affection into fun activities and is a form of positive social interaction (Hastuti et al., 2021).

Skills

The drawing skills exhibited by the participants are also a prominent type of activity. The activities carried out by the participants in this context include decorating, coloring, observing pictures, and then drawing them. These activities are crucial in developing children's creativity. Through decorating, children learn to combine colors and shapes, honing their aesthetic sense. Meanwhile, coloring helps children not only recognize different colors but also practice patience and precision in filling in the spaces of the images. Observing pictures and then drawing them back aids children in developing their observation and visual reproduction skills, which are fundamental in drawing. Additionally, this activity stimulates the children's imagination and creativity, as they are encouraged to create and improvise in their drawings. Overall, these drawing activities are not only enjoyable but also educational, providing children with the opportunity to express themselves and develop various important skills that will be beneficial in their future lives (Rizqia et al., 2019).

Childhood is an ideal time to learn certain skills because children inherently enjoy repeating fun activities. This repetition helps to solidify their understanding and mastery of new skills, as their adaptable brains absorb information quickly. Engaging in enjoyable activities like games, drawing, or building blocks not only provides fun but also fosters cognitive, motor, and social development (Hurlock, 1997). Studies explain that drawing allows children to express feelings and imagination about their world (Ariani et al., 2020), and in clinical settings, it helps facilitate understanding of possible problems faced by children (Woolford et al., 2015), as well as understanding needs related to their welfare (Moula et al., 2021).

Physical Activity

The type of physical activity also has a high number, equivalent to the activity of playing online games with eight participants; the difference is in the type of physical activity carried out. The results found are quite diverse, namely taekwondo, basketball, bicycle, soccer, and body sports. In physical activities, the activities carried out by participants include playing, training, and competing. School-age children who exercise at a certain dose will have a positive impact on the

growth and physical development of children and even their psychological state (Saleh, 2019). A literature study conducted by (Sari et al., 2023) revealed that physical activity carried out consistently was found to have a positive effect on a person's psychological condition by improving mental health, increasing perceptions of perceived psychological well-being, and increasing body vitality (Sari et al., 2023). Exercising regularly will make your mood better, happier, energized, and feel a balance in life (Forrest et al., 2019). In addition, the physical activities carried out together with friends will help children develop interaction skills with teamwork. The purpose of physical activity, which is often used as a competition, can also fulfill the satisfaction related to self-achievement in children (Santrock, 2002).

This study provides information on concrete activities that are included in eudaimonic activities. Teachers and parents of participants can utilize the results of this study to maximize the potential of children related to their eudaimonic activities and see the condition of subjective well-being so that they can pay more attention to children's conditions while this study has limitations because the participants of this study are in the upper middle economic status based on their school level, besides that the participants in this study are homogeneous because they have the same religion so it is feared that it will provide different results in other groups. Future research is expected to develop this research in other areas with cultural and religious diversity and a larger number of participants so that it can provide representative results (Darmaji et al., 2022; Duran, 2016; Jannah et al., 2015; Unler & Caliskan, 2019).

CONCLUSION

Eudaimonic activities fulfill the basic psychological needs of school-age children by providing feelings of pleasure that result in better subjective well-being. Some of the activities carried out by participants still require supervision by adults both in terms of content and understanding of the impact caused by the age of participants who are still in elementary school.

REFERENCES

- Abidin, F. A., Joefiani, P., Koesma, R. E., Yudiana, W., & Siregar, J. R. (2021). The basic psychological need satisfaction and frustration scale: Validation in Indonesian adolescents. *J. Legal Ethical & Regul. Issues*, *24*, 1. https://doi.org/https://heinonline.org/hol-cgi-bin/get_pdf.cgi?handle=hein.journals/jnlolletl24§ion=387
- Agustyn, I. N. (2022). Dampak Media Sosial (Tik-Tok) Terhadap Karakter Sopan Santun Siswa Kelas VI Sekolah Dasar. *Jurnal JPGSD*, *10*.

<https://doi.org/https://ejournal.unesa.ac.id/index.php/jurnal-penelitian-pgsd/article/view/46250>

- Andina, E. (2014). Anime Dan Persepsi Budaya Kekerasan Pada Anak Usia Sekolah. *Aspirasi: Jurnal Masalah-Masalah Sosial*, 5(2), 119–130. <https://doi.org/https://dprexternal3.dpr.go.id/index.php/aspirasi/article/view/453>
- Ariani, A., Werdina, W. A., Nugrahadi, G., & Soeriaatmadja, R. (2020). Drawing method with crayons as a medium of expression and imagination for children. *Jurnal Pendidikan Dan Pemberdayaan Masyarakat*, 7(1), 78–88.
- Boatswain-Kyte, A., Hélie, S., & Royer, M.-N. (2024). A critical examination of youth service trajectories: Black children’s transition from child welfare to youth justice. *Children and Youth Services Review*, 157, 107411. <https://doi.org/https://doi.org/10.1016/j.childyouth.2023.107411>
- Creswell, J. W., & Poth, C. N. (2016). *Qualitative Inquiry and Research Design: Choosing Among Five Approaches*. SAGE Publications.
- Cui, M., Cheng, L., & Shang, Y. (2024). The influence of experiencescape of home-based accommodation on tourists’ subjective well-being at cultural heritage sites: The role of value co-creation. *Journal of Destination Marketing & Management*, 31, 100845. <https://doi.org/https://doi.org/10.1016/j.jdmm.2023.100845>
- Darmaji, D., Astalini, A., Kurniawan, D. A., & Putri, W. A. (2022). Science Process Skills and Critical Thinking Ability Assessed from Students’ Gender. *Jurnal Pendidikan Fisika Indonesia*, 18(1), 83–95. <https://doi.org/10.15294/jpfi.v18i1.30534>
- Diener, E., Oishi, S., & Lucas, R. E. (2015). National accounts of subjective well-being. *American Psychologist*, 70(3), 234. <https://doi.org/https://psycnet.apa.org/record/2015-14441-002>
- Djamdjuri, D. S., Yuki, L. K., Supriadi, D., Retnowati, N., Aulia, S. A., & Khairunnisa, A. (2022). The Positive Impact of Extensive Reading Through Wattpad for Students in Learning English as A Foreign Language (EFL). *QALAMUNA: Jurnal Pendidikan, Sosial, Dan Agama*, 14(2), 423–432. <https://doi.org/https://ejournal.insuriponorogo.ac.id/index.php/qalamuna/article/view/3308>
- Duran, M. (2016). An Academic Survey Concerning High School and University Students’ Attitudes and Approaches to Problemsolving in Chemistry. *International Journal of Environmental and Science Education*, 11(5), 819–837.
- Faizah, F., Rahma, U., Dara, Y. P., & Gunawan, C. L. (2024). School Well-Being Siswa Sekolah Dasar dan Siswa Sekolah Menengah Pertama Pengguna Sistem Full-Day School di Indonesia. *Jurnal Kajian Bimbingan Dan Konseling*, 5(1), 14. <https://doi.org/https://citeus.um.ac.id/jkbbk/vol5/iss1/14/>
- Forrest, C. B., Bevans, K. B., Filus, A., Devine, J., Becker, B. D., Carle, A. C., Teneralli, R. E., Moon, J., & Ravens-Sieberer, U. (2019). Assessing Children’s Eudaimonic Well-Being: The PROMIS Pediatric Meaning and Purpose Item Banks. *Journal of Pediatric Psychology*, 44(9), 1074–1082. <https://doi.org/10.1093/jpepsy/jsz046>
- Girsang, H. N. E. B., & Kurniawan, I. (2022). Perancangan Buku Ilustrasi Pengaruh Positif Hewan Peliharaan Pada Psikologi Anak. *DIVAGATRA-Jurnal Penelitian Mahasiswa Desain*, 2(2), 160–173.
- Hafizhah, D. N., & Hamdan, S. R. (2021). Hubungan Pet Attachment dengan Psychological Well-Being pada Pemelihara Kucing Kota Bandung. *Prosiding Psikologi Http://Dx. Doi. Org*, 7(1), 73–76.
- Hasanah, R. (2022). *Penggunaan Tiktok Di Kalangan Ibu-Ibu Di Gampong Ie Masen Ulee Kareng*. <https://repository.ar-raniry.ac.id/id/eprint/28949/>
- Hastuti, R., Soetikno, N., & Heng, P. H. (2021). *Remaja Sejahtera Remaja Nasionalis*. Penerbit Andi.

- Hikmah, L. M., Widyaningrum, A., & Reffiane, F. (2022). *Analisis Dampak Media Sosial Tiktok Terhadap Nilai Moral Pada Anak Sekolah Dasar Di Sdn 3 Ketileng Kabupaten Blora* (Vol. 8, Issue 2, pp. 147–158).
- Hurlock, E. B. (1997). *Psikologi perkembangan: Suatu pendekatan sepanjang rentang kehidupan*.
- Ibda, F. (2015). Perkembangan kognitif: Teori jean piaget. *Intelektualita*, 3(1). <https://doi.org/https://jurnal.ar-raniry.ac.id/index.php/intel/article/view/197>
- Irmawati, I., & Suhaeb, F. W. (2017). Dampak Bermain Game Online pada Hasil Belajar Siswa di SMAN 12 Makassar. In *Jurnal Sosialisasi: Jurnal Hasil Pemikiran, Penelitian Dan Pengembangan Keilmuan Sosiologi Pendidikan* (pp. 95–99). <https://doi.org/http://download.garuda.kemdikbud.go.id/article.php?article=1678791&val=6080&title=DAMPAK%20BERMAIN%20GAME%20ONLINE%20PADA%20HASIL%20BELAJAR%20SISWA%20DI%20SMAN%2012%20MAKASSAR>
- Jannah, S. N., Doyan, A., & Harjono, A. (2015). Pengaruh model pembelajaran kooperatif dengan pendekatan problem posing ditinjau dari pengetahuan awal terhadap kemampuan pemecahan masalah fisika siswa smk. *Jurnal Pendidikan Fisika Dan Teknologi*, 1(4), 257–264.
- Juliadilla, R. (2018). Peran pet (hewan peliharaan) pada tingkat stres pegawai purnatugas. *Jurnal Psikologi Integratif*, 6(2), 153–175.
- Karatzias, A., Power, K. G., & Swanson, V. (2001). Quality of School Life: Development and Preliminary Standardisation of an Instrument Based on Performance Indicators in Scottish Secondary Schools. *School Effectiveness and School Improvement*, 12(3), 265–284. <https://doi.org/10.1076/sesi.12.3.265.3449>
- King, B., Parada, H., Fallon, B., Escobar Olivo, V., Best, L. M., & Filippelli, J. (2024). Latin American children in Ontario child welfare: An examination of investigation disparities. *Children and Youth Services Review*, 156, 107357. <https://doi.org/https://doi.org/10.1016/j.childyouth.2023.107357>
- Landim, A. S., de Menezes Souza, J., Braz dos Santos, L., Machado de Freitas Lins-Neto, E., Tenório da Silva, D., & Ferreira, F. S. (2024). How do cultural factors influence the attitudes of human populations protecting fauna? A systematic review. *Journal for Nature Conservation*, 79, 126605. <https://doi.org/https://doi.org/10.1016/j.jnc.2024.126605>
- Lifiani, M., & Krismayani, I. (2020). Pemanfaatan wattpad sebagai aplikasi self-publishing berbasis online dalam distribusi informasi. *Jurnal Ilmu Perpustakaan*, 8(2), 141–150. <https://doi.org/https://ejournal3.undip.ac.id/index.php/jip/article/download/26803/23654>
- Marsden, B. (2020). Tally Ho Boys' Training Farm, Aboriginal children and the intersection of school, welfare and justice systems, 1950s–1960s. *History of Education Review*, 50(2), 166–180. <https://doi.org/https://doi.org/10.1108/HER-04-2020-0020>
- Martela, F., & Sheldon, K. M. (2019). Clarifying the Concept of Well-Being: Psychological Need Satisfaction as the Common Core Connecting Eudaimonic and Subjective Well-Being. *Review of General Psychology*, 23(4), 458–474. <https://doi.org/10.1177/1089268019880886>
- Mertika, M., & Mariana, D. (2020). Fenomena game online di kalangan anak sekolah dasar. *Journal of Educational Review and Research*, 3(2), 99–104. <https://doi.org/https://journal.stkipsingkawang.ac.id/index.php/JERR/article/view/2154>
- Moula, Z., Walshe, N., & Lee, E. (2021). Making nature explicit in children's drawings of wellbeing and happy spaces. *Child Indicators Research*, 14(4), 1653–1675.
- Putri, R. A. (2019). Pemanfaatan aplikasi Wattpad dalam memotivasi siswa untuk menulis cerita. *Jurnal Interaksi: Jurnal Ilmu Komunikasi*, 3(1), 58–65. <https://doi.org/https://jurnal.umsu.ac.id/index.php/interaksi/article/view/2697>

- Rahmawati, N. R., Handarini, D. M., & Triyono, T. (2017). Relation of emotional intelligence, self-esteem, self-efficacy, and psychological well-being students of State Senior High School. *Jurnal Pendidikan Humaniora*, 5(1), 40–46. <https://doi.org/http://repository.iainkediri.ac.id/id/eprint/466>
- Rastegar, P. (2019). *Social Axioms as Predictors of Psychological and Subjective Well-Being in Iran and England*. <https://doi.org/10.18745/th.20190>
- Rizqia, M., Iskandar, W., Simangunsong, N., & Suyadi, S. (2019). Analisis psikomotorik halus siswa ditinjau dari keterampilan menggambar anak usia dasar SD. *Al-Aulad: Journal of Islamic Primary Education*, 2(2), 45–53.
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being is more than happiness and life satisfaction: A multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18(1), 192. <https://doi.org/10.1186/s12955-020-01423-y>
- Ryan, R. M., & Deci, E. L. (2001). On Happiness and Human Potentials: A Review of Research on Hedonic and Eudaimonic Well-Being. *Annual Review of Psychology*, 52(1), 141–166. <https://doi.org/10.1146/annurev.psych.52.1.141>
- Ryff, C. D. (2013). Psychological well-being revisited: Advances in the science and practice of eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10/282771>
- Saleh, M. (2019). Latihan dan aktivitas fisik untuk meningkatkan kesejahteraan psikologis. *Journal Power Of Sports*, 2(1), 12–22.
- Salleh, R. R., Ismail, N. A. H., & Idrus, F. (2021). The Relationship Between Self-Regulation, Self-Efficacy, and Psychological Well-Being Among the Salahaddin University Undergraduate Students in Kurdistan. *International Journal of Islamic Educational Psychology*, 2(2). <https://doi.org/10.18196/ijiep.v2i2.12572>
- Sanguineti, F., & Maran, T. (2024). Navigating the clouds: Cultural influences on technology acceptance in the workplace. *Technology in Society*, 77, 102553. <https://doi.org/https://doi.org/10.1016/j.techsoc.2024.102553>
- Santrock, J. W. (2002). *Life-span development*. https://amberton.edu/wp-content/uploads/2023/05/CSL6801_E1-1.pdf
- Sari, M. P., Wijaya, A. K., Hidayatullah, B., Sirodj, R. A., & Afgani, M. W. (2023). Penggunaan Metode Etnografi dalam Penelitian Sosial. *Jurnal Pendidikan Sains Dan Komputer*. <https://api.semanticscholar.org/CorpusID:256854660>
- Seaborn, K., Pennefather, P., & Fels, D. I. (2020). Eudaimonia and Hedonia in the Design and Evaluation of a Cooperative Game for Psychosocial Well-Being. *Human–Computer Interaction*, 35(4), 289–337. <https://doi.org/10.1080/07370024.2018.1555481>
- Suldo, S. M., & Dedrick, R. F. (2014). Elizabeth Shaunessy-Dedrick¹, Rachel A. Roth¹, and John Ferron¹. *Journal of Psychoeducational Assessment*, 1(18). https://www.researchgate.net/profile/Shannon-Suldo/publication/277960632_Development_and_Initial_Validation_of_the_Student_Rating_of_Environmental_Stressors_Scale_Stressors_Faced_by_Students_in_Accelerated_High_School_Curricula/links/55fb661f08aeba1d9f3a115f/Development-and-Initial-Validation-of-the-Student-Rating-of-Environmental-Stressors-Scale-Stressors-Faced-by-Students-in-Accelerated-High-School-Curricula.pdf
- Thomson, K. C., Schonert-Reichl, K. A., & Oberle, E. (2015). Optimism in Early Adolescence: Relations to Individual Characteristics and Ecological Assets in Families, Schools, and Neighborhoods. *Journal of Happiness Studies*, 16(4), 889–913. <https://doi.org/10.1007/s10902-014-9539-y>

- Unler, E., & Caliskan, S. (2019). Individual and managerial predictors of the different forms of employee voice. *Journal of Management Development*, 38(7), 582–603.
- Waterman, A. S., Schwartz, S. J., Zamboanga, B. L., Ravert, R. D., Williams, M. K., Bede Agocha, V., Yeong Kim, S., & Brent Donnellan, M. (2010). The Questionnaire for Eudaimonic Well-Being: Psychometric properties, demographic comparisons, and evidence of validity. *The Journal of Positive Psychology*, 5(1), 41–61. <https://doi.org/10.1080/17439760903435208>
- Widayat, W. (2019). Assessing the motives and gratification of virtual community. *Journal of Innovation in Business and Economics*, 3(02), 73–82.
- Wijayanti, P. A. K., & Sulistiobudi, R. A. (2018). Peer relation sebagai prediktor utama school well-being siswa sekolah dasar. *Jurnal Psikologi*, 17(1), 56–67. <https://doi.org/http://download.garuda.kemdikbud.go.id/article.php?article=1405534&val=1286&title=PEER%20RELATION%20SEBAGAI%20PREDIKTOR%20UTAMA%20SCHOOL%20WELL-BEING%20SISWA%20SEKOLAH%20DASAR>
- Williams, G., & Smith, A. (2018). A longitudinal study of the well-being of students using the student wellbeing process questionnaire (Student WPQ). *Journal of Education, Society and Behavioural Science*, 24(4), 1–6. <https://doi.org/http://journal.send2sub.com/id/eprint/1290/>
- Woolford, J., Patterson, T., Macleod, E., Hobbs, L., & Hayne, H. (2015). Drawing helps children to talk about their presenting problems during a mental health assessment. *Clinical Child Psychology and Psychiatry*, 20(1), 68–83.
- Yulita, I. K., Kurniawati, L., Wardhani, A. M. N., & Sinaga, K. E. C. (2021). Sosialisasi Ekonomi Rumah Tangga Dan Investasi Untuk Penanggulangan Rentenir. *Jurnal LeECOM (Leverage, Engagement, Empowerment of Community)*, 3(1).