

BENCHMARKING

JURNAL MANAJEMEN PENDIDIKAN ISLAM

DESCRIPTION OF SUBJECTIVE WELL-BEING AMONG ADOLESCENTS AT AISYIYAH KOTTABARAT ORPHANAGE FOR GIRLS

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Abstract

Living in an orphanage is often perceived as a limitation for adolescents in achieving psychological well-being. However, this study aims to uncover how adolescents living in an orphanage are still able to experience happiness, gratitude, and self-acceptance. This study used a qualitative approach with a case study method. Data were obtained through in-depth interviews, observation, and documentation of several adolescents living in the orphanage. Data analysis was conducted using an interactive model that included data reduction, data presentation, and conclusion drawing. The results showed that adolescents living in an orphanage were able to build subjective well-being through gratitude for their circumstances. They viewed being in an orphanage as not an obstacle to happiness, but rather an opportunity to strengthen themselves. This gratitude was evident in their ability to accept themselves, interpret life experiences positively, and appreciate personal achievements, both small and large. Furthermore, social interactions in the orphanage enriched their experience in understanding the dynamic way life works. In conclusion, despite the limitations of living in an orphanage, adolescents were able to cultivate well-being through self-acceptance, gratitude, and adaptive coping strategies. This shows the importance of providing a conducive environment so that adolescents in orphanages can continue to develop their potential and achieve a prosperous life.

Keywords: *Teens, Well-Being, Orphanages, Happiness.*

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INTRODUCTION

Humans experience various stages of development in their lives, one of which is adolescence. Adolescence is a crucial transition phase from childhood to early adulthood, generally starting at the age of 10 to 12 years and lasting until the age of 18 to 22 years, depending on the biological, psychological, and social aspects that affect the individual (Limbong et al., 2024). Adolescence is characterized by various behavioral changes, both positive and negative, as a result of the developmental transition process from childhood to adolescence. These changes are influenced by the complex physical, emotional, and social dynamics during this period (Fatmawaty, n.d.). Adolescence is a developmental stage in which individuals begin to be trained to form independence, both in decision-making and in establishing healthy social interactions with peers.

Peers often serve as a source of self-esteem and are role models in carrying out daily activities. In early adolescence, there is a strong urge to discuss and gain acceptance from peers and their social groups (Remaja & Permasalahannya, 2018). This condition becomes one of the benchmarks for adolescents in forming a solid and supportive friendship

environment, because the strength and cohesiveness of a group can contribute significantly to increasing self-confidence in adolescents. The participation and attention of parents is very necessary during adolescence, considering that this period is vulnerable to various forms of deviant behavior. Juvenile delinquency has become a social phenomenon that has received widespread attention, both at the local and global community levels (Bobyanti, 2023). During adolescence, one of the main tasks of parents is to monitor and ensure that adolescent development is going well. However, this condition is different for children living in orphanages, where they must go through adolescence without the presence of their parents..

Adolescence is a crucial stage in development, encompassing a significant transition from childhood to adulthood. Middle adolescence is characterized by feelings of inferiority, a normal response in individual development. However, if these feelings are not addressed effectively, they can develop into feelings of low self-esteem, leading to feelings of worthlessness (Farid et al., 2021). Adjustment plays a crucial role in reducing or increasing anxiety in children living in orphanages, as described in various previous research findings (Antara et al., 2024).

In early adolescence, the psychological problems experienced are very complex, because basically adolescents are a group that is vulnerable to mental health problems (Hidayah et al., 2023). Lack of gratitude in adolescents can affect the psychology and positive behavior of adolescents (Rahmawaty, 2017). Life problems are one of the factors that cause the potential for adolescents to experience high depression (Psychogenesis et al., 2018). As many as 46.7% of adolescents living in orphanages experience psychological problems (Dan et al., 2024) in addition to other problems, the number of caregivers and insufficient interaction time, heavy workloads and separation from biological parents also affect psychological problems (Rusmil & Effendi, 2012).

Because adolescents living in orphanages face daily life challenges both inside and outside the home (Ramadhani et al., 2023), this is a particular concern for both administrators and caregivers. It is crucial to ensure that they are not burdened by fear or guilt. A lack of openness between adolescents and caregivers or orphanage administrators can lead to misunderstandings and differences of opinion that could potentially disrupt their adjustment process.

Subjective well-being (subjective well-being) refers to an individual's self-assessment or introspection regarding their quality of life, which involves feelings and evaluations of various aspects of their personal life. (Title, 2022). *Subjective well-being* (SWB) is a well-being related to an individual's self-assessment, which is important for motivating life. This differs from social well-being, which focuses on achieving a prosperous life collectively, with the primary goal of facilitating good adjustment within a social context (Hasanah, 2023). Psychological well-being relates to the extent to which individuals can function optimally and holistically in various aspects of their lives, encompassing emotional, cognitive, and social balance (Pedhu, 2022)..

Aspect *subjective well being* has two dimensions of diener in (Karimah & Anniez, 2023) states that the component *subjective well being* has two main components a) namely the life satisfaction component (*cognitive*) .b) affective components. The affective components of subjective well-being are two, positive affect and negative affect.

Several factors that influence *subjective well-being* (SWB) is divided into internal or personal factors, encompassing several aspects. One of these is gratitude, which tends to be associated with higher levels of positive emotions (Yudhianto et al., 2023). Forgiveness, which involves the ability to forgive oneself and others, is associated with high levels of self-esteem. Individuals with high self-esteem tend to feel more satisfied with their lives and experience fewer negative emotions (Dewi, 2019). Self-compassion, or an attitude of compassion toward oneself, plays a crucial role in helping individuals cope with

failure and stress by providing a more understanding and accepting approach to oneself in difficult situations (Self-compassion & Dan, n.d.).

In addition to internal factors, external or environmental factors also influence individual well-being, including the surrounding environment, such as family, friends, and community. The social support provided by this environment can create a sense of security and support an individual's psychological well-being (Id et al., 2023). Optimal physical health, including adequate sleep patterns and involvement in physical activity, also plays a role in increasing an individual's subjective well-being (SWB) (Doriza et al., 2024). Healthy and satisfying interpersonal relationships (Çiçek, 2024).

RESEARCH METHOD

This research adopted a qualitative method using observation and interviews for data collection. The decision to use a qualitative approach stemmed from the researcher's desire to deeply understand the lived experiences of adolescents residing at the Aisyyah Girls' Orphanage, Kottabarat Branch. Unlike quantitative studies that rely on numerical data and measurable variables, qualitative research emphasizes meaning, interpretation, and context. The daily lives of orphaned adolescents, their sense of belonging, emotional well-being, and interpersonal interactions cannot be captured merely through numbers. Therefore, observation and in-depth interviews were chosen as the primary data collection instruments, allowing the researcher to engage directly with the participants, listen to their stories, and observe their interactions in natural settings.

The research was carried out over four months, following a structured yet flexible timeline that allowed immersion in the daily routines of the orphanage. During the first month, the researcher focused on building rapport with the adolescents and the orphanage's staff. Establishing trust was a crucial step, as the subjects of the study—young girls who had experienced loss or abandonment—needed to feel comfortable before openly sharing their thoughts and emotions. The second and third months involved intensive data collection through systematic observations and semi-structured interviews. Field notes were meticulously written after each observation session, capturing details about behavior, expressions, and social dynamics among the adolescents. The final month was dedicated to cross-checking information, conducting follow-up interviews for clarification, and ensuring data accuracy before proceeding to analysis.

The process of analysis was iterative and interpretive. Each piece of information gathered from observations and interviews was carefully coded and categorized to reveal emerging patterns. The themes that surfaced—such as resilience, gratitude, adaptation, and emotional coping—were examined within the broader context of life in an institutional setting. Data analysis was conducted in compliance with ethical research standards, and all procedures were officially authorized by the orphanage's management. Confidentiality was maintained throughout, ensuring that the identities of the participants remained anonymous. This careful approach not only respected the dignity of the adolescents but also strengthened the credibility and validity of the research findings.

RESEARCH RESULTS AND DISCUSSION

Research Results

The research was conducted on 7 adolescent informants who lived in orphanages from the ages of 12 to 17 years. The first informant had the initials I. The first informant I, I have been living in an orphanage for about 1 year. I like holy activities or sports that are mandatory to do in the orphanage, according to me happiness is when doing activities or something, I feel happy because in the orphanage there are many friends who are invited

to tell stories and feel the love of their caregivers. I do sports 2 times a week to maintain his fitness I have good relationships with people around me because I feel having good relationships with others makes me feel comfortable daily activities also make him happy because many friends and people comfort him when he is sad. According to me being grateful is when we thank God for being given health, I often feel grateful for small things like after eating, being given health and when playing with friends. I also feel confident when appointed to compete and feel proud of his achievements I feel proud of myself because I have been able to survive until now, when I make a mistake I do introspection on myself, it's just that I have a little difficulty holding back my emotions sometimes I hurt myself but he immediately realized and sought help from people he trusted by telling what he experienced. According to me, we can all be happy when we gather and tell stories, watch TV together and exchange stories together.

The second informant P, P is 14 years old and has lived in an orphanage for about 3 years, he likes making beds and reading books the most, happiness according to P is when he is free from problems or when there are no problems, the thing that makes him grateful while at the orphanage is when he can memorize things together and joke with friends, P usually exercises 2 times a week to keep his body fit, here there are people who make him uncomfortable but it does not hinder his daily activities according to P, establishing relationships with people around him is important because it strengthens the bonds of brotherhood, hanging out with friends makes him happy, when at school P can solve problems calmly and that makes P feel happy. When P experiences a problem, he usually immediately talks about it with that person. According to P, being grateful is when someone accepts what he is and feels grateful because he is still met with good people, can still live a good life and is still given the opportunity to worship. Small things make P grateful, such as still being able to gather with his mother, father and friends at the orphanage to express his feelings. Forgiving is when you are open to each other and listen to people's explanations sincerely and sincerely when you have forgiven others. P feels calmer and happier. Sometimes he feels lonely, but when he feels lonely, he shares stories with his older brother and friends at the orphanage and when he is sad, he usually talks to people he trusts. P also feels appreciated when many people want to listen to his story and feels confident when participating in competitions. P is also often proud of his achievements when he has difficulty holding back his emotions. P usually cries and reflects alone. According to P, friends at the orphanage can feel happy when exchanging stories.

The third informant S has lived in the orphanage for 4 years.thhe is 13 years oldthActivities that are liked during free time, according to S, happiness is something that is felt when he feels alive inside, S feels happy when joking with his friends, S still feels satisfied and grateful because he is still given the opportunity to go to school and can learn S sports every day because when going to school S uses a bicycle S's relationship with people around him is normal, you could say there are no problems with people around him, there are people who make him uncomfortable but he can control it himself and it does not interfere with his daily activities, according to S building good relationships with people around him is very important because as a social being he will still need help from others, S himself feels happy when he has his book S feels comfortable with people who want to listen to his story and on the same frequency when asked to joke according to S, being grateful can be done at any time and S himself feels grateful because when there are activities at school S gets comfortable group friends and can be invited to discuss his assignments, and during his stay at the orphanage S has become appreciative of small things such as understanding that the world not as easy as a game because we often see outside the atmosphere of many problems that occur, forgiveness is when we forgive other people's mistakes when it comes to forgiving others S always remembers that people who are making mistakes with him must have done good for him sometimes in the orphanage feel

sad because there are not many friends who can connect to talk to sometimes have tried to be able to connect with others but still can't connect when sad what is usually done is reading books and prefers to be alone because it is more comfortable alone, S feels appreciated when he makes mistakes to others but other people can forgive him and give advice and then forget his mistakes, S himself can be confident when with his close friends S himself has hope to be able to get along with everyone according to S Friends in the orphanage can feel happy with togetherness.

The fourth informant, N, has lived in the orphanage for 3 years and is 17 years old.thN's favorite activity is tapak suci because it can keep his body fit according to N happiness is when he feels happy and healthy his body N also feels happy because he can still live in the orphanage N feels grateful while living in the orphanage and feels he can lighten the burden of his parents N's relationship with the people around him is fine and N feels comfortable with his orphanage friends N is still very grateful because in the orphanage he still has many friends and there are his parents (caregivers) according to N forgiveness is when there is a mistake with the people around him he wants to admit and accept it, the thing that makes N sad when in the orphanage is the feeling of missing his parents when N feels sad he prays according to N his friends in the orphanage feel happy because there are many friends N's wish if he could change the past he would want to change his mistakes in the past with his father and mother (caregivers).

The fifth informant, T, has lived in the orphanage for approximately 1 year and is now 15 years old.thThe activity that is liked in the orphanage is reciting the Quran, happiness according to T comes from small things such as seeing the person he loves smile. T himself feels happy because he can still try on his own which makes T feel grateful while living in the orphanage, namely having many friends and being able to help his parents. T wants to be able to change the family's economy. T usually exercises twice a week. T's relationship with people around him is quite good because maybe he still needs to adapt to the place. Building relationships with other people is important because they will help if there are difficulties for people around him. There are people who make him uncomfortable but do not interfere with his daily activities. There are also people who make him comfortable in the orphanage, people often take care of him when he is sick, then if he is sick, he will take care of him in his daily life. What makes him happy when everything is fine is grateful according to T when he is still given the opportunity to live, given health and smooth daily life. Gratitude is done when in situations after prayer and after doing activities while living in the orphanage makes T appreciate small things such as taking care of each other and giving appreciation to others. Sometimes he feels sad because he has to be far from his family, sometimes there is a feeling of anger because he is tired but when he is quiet he starts to I feel appreciated when someone gives me appreciation. I become confident and proud of my achievements. When I fail to do something, I try again without giving up. My friends at the orphanage feel happy when there are no problems and we can be together.

The sixth informant F is already 4th living in a shelter at the age of 17thThe most favorite activity at the orphanage is relaxing on the bike. According to F, happiness is something that makes emotions stable. Now I feel happy because I can go to school and have good friends and I feel grateful to be living in Dianti because I don't bother my parents. I exercise twice a week. Relationships with people around me are good according to F. Having good relationships with people around me is important because if you don't have good relationships, you will often fight and many unexpected things will happen. Usually, you laugh when you are invited to joke with friends. When you are sad, you often reflect on what you are thinking and feel confident and brave to do other things yourself. When you can control your emotions, your friends at the orphanage feel happy. They are hanging out watching movies and when they are together.

Informant to P 14th It has been almost two years living in the orphanage, favorite activities while cycling, relaxing, happiness when together, feeling grateful at the orphanage because I can still go to school and have lots of friends, P wants to change my slightly stubborn attitude, physical activity twice a week, relationships with people around me are fine because they feel they complement each other, building relationships with people around me is mandatory because they need each other, the thing that makes me the happiest is being able to laugh together when exchanging stories about daily activities at school and when listening to stories, responding well, feeling grateful because there are still many below us and feeling grateful when I'm really happy and can be together and play with friends, exchanging stories, at the orphanage there are also people who make me comfortable and are invited to tell stories when I'm sad, friends at the orphanage also help each other and are proud of their achievements so far, believe in what can be done when I feel like I've failed, make mistakes, want to repeat and try again, friends at the orphanage are happiest when they laugh together and when they're on a picnic because the sense of family is really felt because they feel complete.

Discussion

Adolescents living in orphanages experience a complex set of challenges that influence their emotional, psychological, and social development. The absence of parental figures and consistent emotional support often leaves them vulnerable to feelings of loneliness, insecurity, and anxiety. However, many of these adolescents show remarkable resilience and adaptability, especially when provided with a structured environment that nurtures emotional connections and mutual care. The concept of subjective well-being (SWB) plays a crucial role in understanding the quality of life among adolescents in such conditions. Subjective well-being refers to how individuals evaluate their own lives in terms of happiness, life satisfaction, and emotional balance. For adolescents in orphanages, SWB reflects their ability to find meaning, joy, and gratitude despite life's limitations. This study seeks to explore the subjective well-being of adolescents living in the Aisyiyah Orphanage, Kotabarat branch, and to identify the factors that contribute to or hinder their psychological well-being.

This research contributes theoretically to the broader understanding of adolescent well-being in institutional care settings in Indonesia. The findings are also expected to serve as practical insights for developing programs that enhance the mental health and emotional stability of orphaned youth. Through in-depth interviews and systematic observations, it becomes evident that adolescents at the Aisyiyah Orphanage demonstrate a strong sense of social connectedness and gratitude. Their narratives reveal that togetherness and mutual support among peers and caregivers act as emotional anchors, reducing feelings of isolation and fostering psychological stability. The daily activities within the orphanage — including religious practices, group exercises, and social gatherings — function as meaningful routines that encourage creativity, cooperation, and self-expression. These structured activities not only fulfill physical and educational needs but also enhance emotional resilience by providing opportunities for positive social interactions.

From the qualitative data, it is clear that the adolescents' subjective well-being encompasses three major dimensions: emotional satisfaction, gratitude, and social connectedness. Emotionally, the adolescents express happiness through simple, everyday experiences such as playing, studying together, or participating in communal prayers. The joy derived from these small moments reflects a deeper sense of appreciation and awareness of the present. Gratitude emerges as a dominant theme throughout the interviews. Despite the absence of biological parents, most adolescents expressed thankfulness for the affection of caregivers, the presence of friends, and the opportunity to

pursue education in a safe environment. Gratitude functions as a psychological buffer that helps them cope with feelings of abandonment and loss. Moreover, their social connectedness — characterized by empathy, cooperation, and friendship — strengthens their emotional security. Through companionship and shared experiences, they develop a collective identity that replaces the traditional family structure with a network of care and belonging.

The seven adolescent informants in this study consistently emphasized that happiness is found in togetherness. They find meaning not in material possessions but in shared activities that create emotional warmth and unity. Problems common in adolescence, such as peer conflicts or the need for individual recognition, still occur, but these are generally managed through communication and support within the orphanage environment. Interestingly, their concept of happiness is not individualistic; rather, it is relational and collective, rooted in shared experiences and mutual care. When one adolescent feels sad, others tend to offer comfort and understanding. This sense of solidarity forms the foundation for emotional resilience and collective well-being. Their happiness is not defined by external conditions but by their internal capacity to find joy in communal harmony.

Gratitude plays a profound role in shaping their sense of well-being. Living in an orphanage teaches them to appreciate small blessings — having food to eat, a place to sleep, or friends who listen and care. Gratitude manifests not only as a religious expression but also as a social and emotional coping mechanism. When faced with difficulties, such as missing their families or feeling left out, the adolescents often respond with acceptance and faith. They believe that every challenge carries meaning and that patience and thankfulness lead to peace. This spiritual dimension of gratitude contributes significantly to their emotional stability, as faith gives them strength to reinterpret painful experiences into lessons of growth.

Responsibility and self-reliance also emerge as defining features of their psychological development. The adolescents view their stay in the orphanage as an opportunity to become more disciplined and helpful to others. Many of them express pride in being able to relieve their families' burdens by living independently. This sense of responsibility enhances their self-esteem and self-efficacy — two essential components of subjective well-being. They learn to manage daily routines, follow rules, and participate in collective duties such as cleaning, cooking, or helping younger children. Through these shared responsibilities, they internalize values of cooperation, empathy, and leadership. Such experiences build their sense of purpose and belonging, which are vital for long-term psychological growth.

The environment of the Aisyiyah Orphanage plays a central role in nurturing positive well-being. The caregivers, often referred to as “parents” by the adolescents, act as emotional role models who guide, listen, and provide affection. Their presence reduces the emotional gap created by the absence of biological families. The orphanage also fosters a culture of mutual respect and empathy, where every child is encouraged to support one another. This creates a microcosm of social learning in which the adolescents develop interpersonal skills and emotional intelligence. The sense of safety and predictability in the orphanage allows them to express emotions freely, discuss their aspirations, and seek advice when they face problems.

Moreover, daily religious and spiritual activities, such as prayer, Quran recitation, and moral discussions, contribute significantly to emotional regulation. Spirituality gives these adolescents a sense of transcendence and connection to something larger than themselves. It helps them reinterpret adversity with hope and faith. They believe that gratitude, patience, and forgiveness are paths toward happiness. This internalized belief system becomes a psychological shield that protects them from despair. For example, when

they experience loneliness, they often turn to prayer or talk with caregivers for comfort. In this way, religious practice is not merely a ritual obligation but an emotional sanctuary that restores balance and calmness.

Social interaction among the adolescents also demonstrates a mature understanding of empathy. They are sensitive to one another's emotions and know how to offer comfort in simple yet meaningful ways — through listening, sharing, or engaging in light conversation. These daily interactions strengthen emotional bonds and help them regulate their moods. Even in moments of conflict, they tend to seek peaceful resolutions, understanding that maintaining harmony is more valuable than winning an argument. Their sense of community encourages cooperative behavior, reducing competitive tension and feelings of isolation that are often prevalent among adolescents in institutional care.

It is important to note that although the adolescents exhibit strong emotional resilience, they still experience occasional struggles such as homesickness, emotional outbursts, or self-doubt. However, unlike many adolescents in less supportive environments, they possess coping strategies that allow them to recover quickly. Most rely on reflective practices — journaling, praying, or talking to trusted friends — as a means of emotional healing. Their ability to seek help demonstrates a high level of emotional intelligence and awareness. It also reflects the supportive climate within the orphanage, where asking for help is not stigmatized but encouraged.

CONCLUSION

It can be concluded from interviews with seven informants that teenagers who live in orphanages already have well-being in themselves, seen how teenagers who live in orphanages feel grateful and it is not an obstacle to living in orphanages to remain happy and accept themselves with open hearts. teenagers who live in orphanages feel very grateful and proud of themselves who can achieve something in their own way, to overcome their sadness, teenagers tell each other and listen to each other and give a lot of appreciation to themselves, accepting small things while living in orphanages also makes teenagers understand more about how life works. Living in an orphanage does not make teenagers feel discouraged about what they can do because teenagers also feel comfortable with the environment and friends around them who always support each other and give appreciation. This can be seen from the statement of the seven informants that teenagers who live in orphanages feel happy if they do activities and activities together

SUGGESTIONS/RECOMMENDATIONS

Based on the results of this study, several suggestions can be made to improve the subjective well-being of adolescents living in orphanages. First, orphanage management should enhance programs that support emotional and social development, such as group counseling, peer mentoring, and creative activities that foster self-expression and a sense of belonging. These activities help adolescents develop resilience and emotional stability. Second, caregivers need to receive regular training on adolescent psychology to better understand the emotional needs and behavioral dynamics of teenagers. Third, collaboration with psychologists, educators, and community organizations should be strengthened to provide continuous mental health support and life skills training. Fourth, adolescents should be given opportunities to participate in decision-making processes within the orphanage to promote autonomy and self-confidence. Lastly, future research should explore the long-term effects of social support systems and gratitude-based interventions on subjective well-being. By combining emotional support, educational enrichment, and community engagement, orphanages like Aisyiyah can become nurturing environments that not only meet basic needs but also foster psychological growth, happiness, and a sense of purpose among adolescents.

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