



EXTENDED ABSTRACT BOOK



Rethinking Well-being: Inter-disciplinary &
global perspectives on human flourishing

3rd September 2025

The 1st **INTERNATIONAL PSYCHOLOGY SYMPOSIUM**

Faculty of Psychology
Universitas Negeri Jakarta - Indonesia

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The 1st International Psychology Symposium

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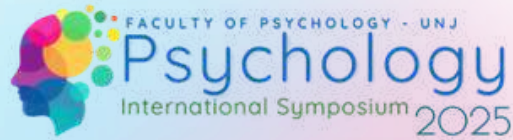
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About the Symposium

The concept of well-being has undergone significant development in recent decades, in line with the growing global awareness of mental health. Mental health, as an essential aspect of human life, requires a thorough investigation of its multifaceted nature, necessitating a more nuanced, interdisciplinary, and culturally attuned approach to its conceptualization and application. In response to this need, the Faculty of Psychology Universitas Negeri Jakarta (UNJ) proudly presents the first International Psychology Symposium that bringing a them of “Rethinking Well-being Interdisciplinary and Global Perspective on Human Flourishing”

This event brings together experts, practitioners, researchers, and stakeholders from different disciplines to share knowledge, best practices, and innovative strategies to further enhance the quality of life by improving well-being. This event also marks a milestone as the first international symposium presented by the Faculty of Psychology at Universitas Negeri Jakarta (UNJ), underscoring the university’s growing commitment to make meaningful contributions to global academic discourse. We aim to foster dialogue that bridges diverse academic disciplines, including psychology, sociology, philosophy, education, public health, environmental studies, and more.

Preface

It is with sincere gratitude and deep appreciation that we present The 1st International Psychology Symposium. This symposium represents not only a compilation of scholarly works collected from the event, but also a collective commitment for us to advancing research and collaboration network.

The organization of this symposium was driven by an important awareness that the accelerating pace of technological, social, and global change demands a renewed and collaborative psychological response.

In recent years, individuals and communities across the world have faced unprecedented transformations. Digitalization has reshaped how we learn, work, and communicate; societal shifts have influenced how we connect and support one another and psychological challenges have become increasingly complex. These developments call for thoughtful reflection and scientific inquiry.

Responding to this need, the Faculty of Psychology at Universitas Negeri Jakarta initiated this symposium to provide a platform for researchers, practitioners, and students to exchange ideas and explore contemporary issues in psychology. This year's themes is digital well-being, positive psychology, and adaptation in a VUCA world, that reflect our shared commitment to strengthening well-being, resilience, and human flourishing in dynamic times.

We are honored by the contributions of our esteemed keynote speakers:

- Dr. Mohsen Joshanloo (Keimyung University & The University of Melbourne),
- Associate Professor Dr. Nor Ba' Yah Abdul Kadir (Universiti Kebangsaan Malaysia),
- Dr. Nurlaila Effendy, M.Si (President, Indonesian Positive Psychology Association).

Their insights enriched our discussions and provided valuable perspectives for addressing the challenges and opportunities of contemporary psychological practice. It is our hope that this book serves as a meaningful reference for researchers, educators, practitioners, and policymakers, inspiring further dialogue, collaboration, and innovation in the field of psychology.

Jakarta, 2025

Gumgum Gumelar Fajar Rakhman
Dean of Faculty of Psychology

Welcome Message

Welcome to the First Psychology International Symposium of Well-Being 2025, hosted by the Faculty of Psychology, Universitas Negeri Jakarta. This year, we bring the theme “Rethinking Well-Being: Interdisciplinary and Global Perspectives on Human Flourishing.” Through this theme, we invite scholars, researchers, and practitioners to engage in meaningful academic exchanges and to contribute to the advancement of well-being studies across a variety of perspectives.

As an emerging center for well-being studies in Indonesia, the Faculty of Psychology is committed to advancing global discourse on psychological well-being. This symposium provides a platform to share insights, highlight current developments, and explore new directions in interdisciplinary well-being research. The contributions compiled in this book reflect the richness of interdisciplinary inquiry and the growing importance of well-being as a central pillar in psychological science.

To ensure broad accessibility, the symposium is conducted fully online, featuring a Plenary Session with distinguished keynote and invited speakers, followed by Parallel Sessions encompassing empirical, theoretical, and applied research. These presentations offer perspectives that enrich our understanding of human flourishing across cultural and disciplinary contexts.

We hope this Book of Proceedings serves as a valuable resource for scholars, practitioners, and students dedicated to advancing well-being research. The works presented here are expected to encourage collaboration, stimulate new lines of inquiry, and contribute meaningfully to global academic conversations.

I extend my sincere appreciation to the keynote and invited speakers for their contributions, to the reviewers for their rigorous evaluations, and to all presenters whose works constitute this publication. My gratitude also goes to the Faculty of Psychology, Universitas Negeri Jakarta, and to the organizing committee for their commitment and professionalism throughout the preparation of this event.

On behalf of the organizing committee, I welcome you to the First Psychology International Symposium of Well-Being 2025.

May this symposium and its proceedings offer meaningful insights and foster continued scholarly engagement.

Reny Rustyawati, S.Pd., M.A.
Chair of the Organizing Committee

Invited Speakers

Dr. Mohsen Joshanloo



Associate Professor
Department of Psychology,
Keimyung University

Honorary Principal Fellow
Centre for Wellbeing Science,
University of Melbourne

Dr. Mohsen Joshanloo is a leading researcher in quality of life and cross-cultural psychology issues whose work explores the link between personality, psychosocial functioning, and the cultural dimensions on optimal development of well-being. With over 190 publications and research collaboration covering six continents, his scholarship offers a comprehensive global perspective on well-being. He is also an expert in data analysis, survey methodology, and applied statistics. Dr. Joshanloo earned his Ph.D. in Psychology from Victoria University of Wellington in 2013.

Dr. Nurlaila Effendy



Associate Professor
Faculty of Psychology,
Widya Mandala University, Surabaya

Head of Indonesian Association of
Positive Psychology

Dr. Nurlaila Effendy is a psychologist and organizational consultant specializing in corporate culture, performance management, and positive psychology. She is currently chair of Indonesian Positive Psychology Association. She also serves as a consultant at Imogena Consultant and lectures at Widya Mandala University. Her work integrates academic insight with practical application, focusing on well-being, organizational behavior, and human potential development. Dr. Effendy earned her psychology degree from Universitas Gadjah Mada.

Invited Speakers

Dr. Nor Ba'yah binti Abdul Kadir



Associate Professor
Department of Psychology,
Universiti Kebangsaan Malaysia

Adjunct Professor
Faculty of Psychology
Universitas Negeri Jakarta

Dr. Nor Ba'yah Abdul Kadir is an Associate Professor at Universiti Kebangsaan Malaysia which also served as clinical a psychologist whose work centers on health psychology, family and adolescent well-being, and vulnerability factors for depression. Her expertise encompasses the care and social-health domain, informed by research in psychosocial functioning, mental health, and human welfare. She is currently an adjunct professor at the Faculty of Psychology, Universitas Negeri Jakarta.

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DIGITAL WELL-BEING: NAVIGATING CONNECTION AND OVERLOAD IN HYPERCONNECTED ENVIRONMENTS

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1. INTRODUCTION

Digital technologies have become deeply integrated into personal, academic, and professional lives. With over 5.3 billion internet users worldwide and mobile devices accounting for more than half of global screen time (DataReportal, 2024), the contemporary human experience is increasingly mediated by screens.

While these technologies enable rapid access to information, seamless communication, and new avenues for creativity, researchers have raised concerns about the psychological consequences of constant digital exposure (Twenge, 2020). Evidence shows associations between high-frequency digital engagement and attention fragmentation (Mark, 2023), sleep disruption (Harvard Medical School, 2020), heightened anxiety (Elhai et al., 2017), and increased loneliness (Holt-Lunstad, 2021). The concept of digital well-being emerges as an essential lens for understanding psychological adaptation to digital environments. Scholars argue that digital well-being is not about reducing technology use, but about fostering a healthy relationship with digital tools aligned with values, goals, and mental health (Vanden Abeele, 2021).

Young adults, particularly university students, represent a population at the intersection of technological opportunity and vulnerability. This paper expands current discussions by emphasizing mechanisms of digital overload, psychological consequences, and evidence-based approaches to strengthening digital well-being. Digital hyperconnectivity has significantly changed how individuals communicate, study, work, and maintain social relationships. More than 5.3 billion people are active internet users globally, with Indonesia recording one of the highest daily screen-time averages at 8.36 hours per day (We Are Social, 2024). While digital technology offers efficiency and global access, its rapid integration into everyday routines has triggered substantial psychological concerns, including anxiety, sleep disruption, attention fragmentation, and loneliness (Twenge, 2020; Holt-Lunstad, 2021).

The concept of digital well-being has emerged to address these challenges. Unlike digital health, which focuses primarily on biomedical and physical outcomes, digital well-being examines how technology influences individuals' cognitive, emotional, social, and psychological functioning (Bakker & de Vreede, 2021). Prior studies demonstrate that social media platforms employ persuasive design techniques—such as infinite scroll, algorithmic personalization, and intermittent reward notifications—that trigger compulsive use and dopamine-based reinforcement (Alter, 2017; Hern, 2018). These design mechanisms increase susceptibility to problematic usage patterns, especially among university students, who rely heavily on digital tools for academic and social engagement. Young adults are especially vulnerable due to developmental tasks such as identity formation and belongingness, which are intensified in online environments (Arnett, 2000). This raises critical questions regarding how digital environments shape mental health outcomes and how digital well-being can be strategically cultivated in academic contexts.



2. METHODS

This study employed a structured conceptual review methodology to synthesize existing theoretical and empirical developments related to digital well-being. Given the multidisciplinary nature of the construct, the review drew upon literature from psychology, communication studies, human–computer interaction, and behavioral science. A comprehensive search was conducted across major academic databases, including PsycINFO, Scopus, Web of Science, PubMed, and Google Scholar using keywords such as *digital well-being*, *persuasive technology*, *attention economy*, *cognitive overload*, and *university students*.

The search focused on publications released between 2009 and 2024 to capture the evolution of digital behavior following the widespread adoption of smartphones and social platforms. Studies were included if they examined psychological, cognitive, emotional, or social implications of digital engagement and provided conceptual or empirical contributions relevant to youth or general populations. Articles centered solely on technical or medical dimensions without psychological components were excluded. From an initial corpus of 132 documents, 62 peer-reviewed sources meeting the stated criteria were retained for analysis. These selected studies were then inductively coded and thematically categorized to identify converging mechanisms and interpretive patterns related to digital overload, attention disruption, emotional consequences, behavioral reinforcement, and student vulnerability. The resulting synthesis served as the evidentiary foundation for the development of the proposed conceptual framework.

3. RESULTS AND DISCUSSION

The synthesis of selected studies reveals that digital ecosystems influence human functioning through interconnected cognitive, emotional, behavioral, and social mechanisms. Digital platforms impose sustained attentional demands through persistent notifications, continuous content streams, and multitasking opportunities that exceed working memory capacity, leading to cognitive overload, attentional fragmentation, and decreased task persistence (Mark, 2023; Sweller, 2011). Persuasive design features, including infinite scroll, algorithmic content delivery, and intermittent reinforcement cycles, activate dopaminergic neural pathways that condition habitual engagement and weaken self-regulation (Alter, 2017; Montag & Walla, 2016). Emotional outcomes are similarly affected, with studies demonstrating that problematic digital immersion heightens anxiety, exacerbates Fear of Missing Out, disrupts mood stability, and interferes with sleep patterns via circadian rhythm suppression (Elhai et al., 2017; Harvard Medical School, 2020). Social findings reveal a paradoxical structure: despite unprecedented connectivity, digital interactions often foster loneliness, identity comparison, and fragile self-esteem, stemming from curated online portrayals and evaluative peer surveillance (Fardouly et al., 2015; Holt-Lunstad, 2021). University students, who navigate complex academic and developmental transitions, show disproportionately high susceptibility to these risks, as evidenced by patterns of nocturnal device use, sleep interference, and reduced academic concentration (Garcia et al., 2024). Overall, these results indicate that digital well-being is not a passive consequence of screen time but emerges from the interaction between persuasive system design, neurocognitive processes, and user behavior. Digital environments therefore constitute behavioral ecologies that must be intentionally managed to prevent overload and sustain psychological well-being.

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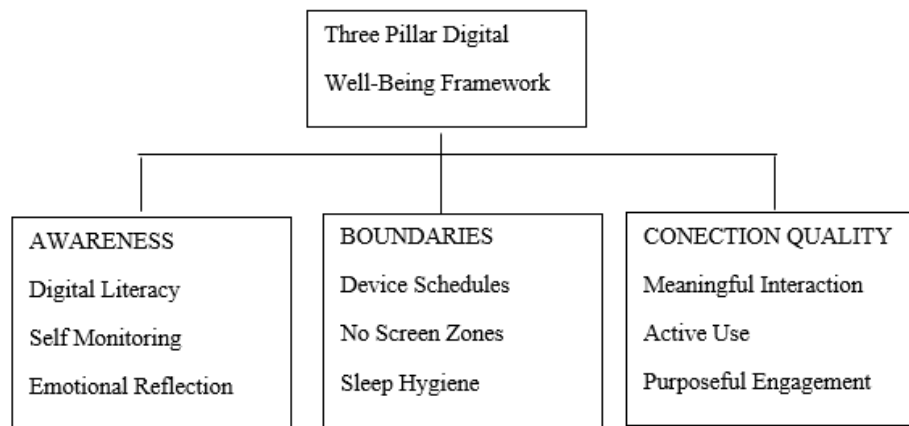


Figure 1. Framework Digital Well-Being

4. CONCLUSIONS & RECOMMENDATION

digital interactions influence attention, emotion, identity, and social connection. The evidence reviewed in this study demonstrates that technology functions not as a neutral tool, but as a behavioral environment that shapes how individuals think, feel, and relate to others. Consequently, discussions on digital well-being must move beyond concerns about screen time and instead focus on how technology is integrated into daily life.

To address this need, the present review proposes the Three-Pillar Digital Well-Being Framework:

1. Awareness; developing reflective understanding of one's digital habits, emotional triggers, and cognitive tendencies to support intentional rather than automatic use.
2. Boundaries; establishing temporal, spatial, and cognitive limits (e.g., device-free periods, notification control, sleep-friendly routines) to prevent digital overload and sustain attentional and emotional balance.
3. Connection Quality; prioritizing meaningful and reciprocal online interactions over passive scrolling and comparison-driven engagement, fostering social support and authentic digital presence.

Together, these pillars reframe digital well-being from a reactive effort to reduce harm toward a proactive strategy that enhances agency, purpose, and psychological flourishing in digital environments.

Higher education institutions are well positioned to advance this agenda. Universities should integrate digital well-being competencies into curricula, provide psychoeducational resources that strengthen emotional and attentional regulation, and model ethical, transparent technology practices. Beyond academic settings, collaboration among policymakers, mental health professionals, and technology designers is crucial to create digital systems that support autonomy and protect users from exploitative design features.

Future research must keep pace with technological change by employing longitudinal and cross-cultural designs, as well as intervention-based studies that assess the effectiveness of mindfulness training, behavioral nudges, artificial intelligence feedback systems, and curricular models that promote healthier digital engagement.



Ultimately, digital well-being is about reclaiming deliberate and values-driven engagement in environments engineered to capture attention. When individuals cultivate awareness, boundaries, and high-quality connections, technology becomes not a source of burden, but an ally in personal growth, resilience, and meaningful human development.

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Exploring The Relationship Between Career Self-Efficacy and Career Anxiety Within Emerging Adults Job Seekers in DKI Jakarta

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1. INTRODUCTION & LITERATURE REVIEW

Emerging adulthood is a crucial developmental period for achieving healthy psychological development, as it involves the process of forming a new sense of identity through exploration and life direction navigation (Arnett, 2000). Arnett (in Syed, 2015) further explains that the emerging adulthood period occurs between the ages of 18 and 29, typically marked by the completion of secondary education and the beginning of preparations for adult life. During this period, individuals undergo massive developmental changes, transitioning from adolescence to young adulthood (Santrock, 2011). These newly developmental changes such as taking responsibility for themselves and meeting personal needs, building deep intimate relationships, and feeling the urgency to improve themselves, particularly in education and career aspects (Arini, 2021). Concerning these developmental tasks, individuals in emerging adulthood commonly experiencing psychological challenges due to their transition from adolescence to adulthood, facing new life challenges such as desire to move away from parents, conflict with partners, or the search for a romantic partners, which increase their perception of uncertainty, leading to higher levels of stress and anxiety (Nekic, 2023; Wood et al., 2018).

Regarding career choice and career decisions, such conflicts are often experienced by final-year students and fresh graduates who are job seekers. This is supported by Ibrahim et al. (2025), who found that final-year students often experience anxiety and low self-confidence when entering the professional career world. Another study by Packard et al. (2012) found that individuals who had just completed higher education (fresh graduates) often experience anxiety due to the difficulties in finding jobs, as access to jobs relevant to their education background is limited. Previous studies have shown that this kind of anxiety is common among final-year students and fresh graduates. Kim et al. (2022) conducted a study on 360 third- and fourth-year students and found that anxiety related to the need to secure a job led participants to exhibit high levels of job preparation behavior. Keane et al. (2021) explained that common causes of career anxiety among final-year students are related to pressures felt about career paths without adequate support and concerns about the appropriateness of career decisions. Not only do final-year students experience this, but Robinson (2019) also found that fresh graduates in his study faced difficulties finding jobs, which created anxiety about not securing employment. Based on these findings, although the perception of anxiety experienced across the age of emerging adulthood, we would like to limit the scope of career anxiety issues to final-year students and fresh graduates.

Tsai et al. (2017) define career anxiety as anxiety experienced by individuals during the transition from being students to workers, a transition that generates uncertainty. Vignoli (2015) further explains that career anxiety is not merely about concerns over career choices or the fear of making the wrong career decisions but is more about the anxiety caused by job market uncertainty and the high perception of unemployment rates, which leads to concerns about potentially being unemployed in the future. The phenomenon of career anxiety is not only present among final-year students and fresh graduates abroad but also in Indonesia. A previous study by Elfina and Andriany (2023) found that both final-year students and fresh graduates with bachelor's and diploma degrees



experience high levels of career anxiety. Furthermore, Muqaramma et al. (2022) outlined that the high career anxiety is generally related to job qualification demands, competition in job hunting, lack of self-confidence, and expectations from parents and social comparisons with peers. Based on these findings, we conclude that career anxiety is a common phenomenon, especially among final-year students and fresh graduates.

This anxiety can be justified considering the complex situations faced by emerging adulthood populations in Indonesia, such as rising inflation and a significant gap between job seekers and available job vacancies, potentially leading to concerns about not finding employment after graduation (Irawan, 2022; Soekapdjo & Oktavia, 2021). Additionally, Christie and Burke (2021) found that final-year students and fresh graduates, particularly from working-class families, often face pressure to find a job quickly and contribute to family finances, with this pressure being displayed both implicitly and explicitly. Therefore, career anxiety is more prominent among final-year students nearing graduation and fresh graduates seeking employment compared to early-year students. In addition to external factors such as family pressures contributing to career anxiety, internal factors are also strongly linked to career anxiety. A study by Sari et al. (2022) found that career anxiety is significantly related to self-confidence, as low self-confidence causes individuals to doubt their competencies, leading to concerns about the certainty of their career paths. Another study by Söner and Yilmaz (2022), which examined career anxiety using the Big Five personality traits, found that as an individual's neuroticism increases, so does the likelihood of experiencing career anxiety. Therefore, it can be concluded that internal factors, such as personality traits and self-confidence, can influence the emergence of career anxiety.

Career anxiety among the emerging adulthood population is also known to be more prominent in urban areas compared to rural areas due to unique socio-economic characteristics and societal demands (Mallya et al., 2024). One urban area with unique socio-economic characteristics in Indonesia is the province of DKI Jakarta, which serves as the administrative capital and economic hub of the country. This makes DKI Jakarta not only offer many job opportunities but also present different challenges compared to other regions (Nur & Rakhman, 2019). Based on data from the Badan Pusat Statistik DKI Jakarta (2023), the labor force in DKI Jakarta amounted to 5,134,126 people in 2022, with an unemployment rate of 410,585 people (8.8% of the total population), and in 2023, the labor force increased to 5,255,242 people, with 397,623 unemployed (8.36% of the population). The number of labor force in February 2025 is recorded to be 5.47 million, an increase of 41,520 people compared to February 2024 (Badan Pusat Statistik DKI Jakarta, 2025). Based on data from 2024, DKI Jakarta is ranked among the top ten provinces with the highest unemployment rates, with this high unemployment rate being one of the reasons for the high levels of anxiety among individuals in DKI Jakarta (Marsidi et al., 2022).

Although having its own unique population and socio-economic characteristics, we have yet found any in-depth studies examining career anxiety among the emerging adulthood population in DKI Jakarta, especially related to job-related anxiety among final-year students and fresh graduates. This claim is based on the recommendations of a previous study by Sarry et al. (2021), which suggested the inclusion of more demographic-specific data, which prior studies over this topic only involving demographic data from Makassar (Muqaramma et al., 2022; Wahyuni et al., 2023) and not in DKI Jakarta. The researcher believes that further exploration of this issue is needed because career self-efficacy is closely related to an individual's psychological well-being (Mahmud et al., 2021), and individuals with high career self-efficacy are less likely to experience career anxiety as they feel more confident in their career choices (Elfina & Andriany, 2023).

Career self-efficacy is based on the concept of self-efficacy, applied in the context of career development, which has evolved into career self-efficacy. Taylor and Betz (1983) define career self-efficacy as an individual's personal belief in their ability to make decisions aligned with their career



goals. Khatijatussalihah et al. (2022) explain that self-efficacy is the belief in one's ability to perform the tasks or activities required in career decision-making. Therefore, career self-efficacy can be concluded as an individual's personal belief in their ability to perform the necessary tasks or activities to achieve their career goals. Career self-efficacy is important for final-year students and fresh graduates because when an individual has low career self-efficacy, they are at risk of failing to achieve their personal goals (Schmitt & Weigelt, 2023). In the context of final-year students and fresh graduates, one of their main achievements is career progression and securing a job. With low career self-efficacy, individuals may struggle to make decisions about their career path because of doubts about their abilities (Pignault et al., 2023). Moreover, low career self-efficacy can affect one's ability to evaluate work environments and adapt to changes in the workplace (Amalia & Kurniawati, 2020; Wood et al., 2018), which is essential for final-year students and fresh graduates transitioning into the workforce.

It can be concluded that career self-efficacy is crucial for final-year students and fresh graduates seeking employment, as it helps with goal-setting, career adaptability, and confidence in career decisions. This conclusion is supported by previous findings from Sitio and Roswiyani (2023), which show a significant positive relationship between career self-efficacy and work readiness among 365 final-year students. Another study by Sarry et al. (2021) found that good career self-efficacy helps individuals cope with job uncertainty, thus reducing anxiety about entering the job market. In conclusion, individuals with high career self-efficacy are better at making career decisions, understanding their personal goals, and navigating their career development with confidence (Baiti et al., 2017). However, the researcher found different results in a study by Larasati (2024) on the relationship between anxiety and self-efficacy in career choice among 60 final-year students in the guidance and counseling program at Universitas Sanata Dharma Yogyakarta, where no relationship was found between career anxiety and self-efficacy in future career choices. Additionally, based on the literature review conducted on both variables with populations of final-year students and fresh graduates, no studies have been found examining these variables among final-year students and fresh graduates in DKI Jakarta. Therefore, due to inconsistencies in research findings with similar variables and the lack of studies with these variables in the DKI Jakarta population, this study aims to fill this research gap.

In summary, career anxiety and career self-efficacy represent two interconnected psychological constructs that significantly affect emerging adults' transition into the workforce. Their interplay has been well-documented in international and national literature, but Jakarta remains an understudied context despite its strategic relevance. Given the socio-economic landscape and cultural pressures faced by emerging adults in the city, it is crucial to explore how career self-efficacy may serve as a buffer against career anxiety. This study, therefore, aims to examine the relationship between career self-efficacy and career anxiety among emerging adults in DKI Jakarta, particularly those who are final-year students or fresh graduates actively seeking employment. It responds to both theoretical and practical concerns, hoping to provide insights for mental health support services, university policy reforms, and future empirical research.

2. METHODS

This study employed a quantitative correlational research design to examine the relationship between career self-efficacy and career anxiety among emerging adults in DKI Jakarta. The correlational approach was chosen to identify and analyze the statistical association between the two variables (Siregar, 2017). This design is appropriate given the established theoretical framework and previous research findings that suggest a potential inverse relationship between career self-efficacy and career anxiety. The study targeted individuals within the emerging adulthood age range, specifically between 18 and 29 years old, as defined by Arnett (2000). The inclusion criteria required



participants to be either final-year university students or fresh graduates who had not yet held formal full-time employment. These criteria were selected to ensure that participants were in the transitional stage between education and employment, a critical period for both career anxiety and the development of career self-efficacy.

The sampling method used in this study was purposive sampling, this non-probability technique allowed the researcher to selectively recruit participants who met specific demographic and psychological criteria aligned with the research objectives (Sugiyono, 2019). Data collection was conducted online using a self-administered questionnaire distributed via Google Forms. The questionnaire link was disseminated through social media platforms such as Instagram, WhatsApp, and LINE. Online distribution was selected for its efficiency, broader reach, and ease of access for respondents, especially considering the time and resource constraints of the researcher.

Two main instruments were utilized to measure the variables. Career self-efficacy was assessed using the Career Decision Self-Efficacy Scale – Short Form (CDSES-SF) developed by Taylor and Betz (1983). This instrument consists of 25 items distributed across five subscales: self-appraisal, occupational information, goal selection, planning, and problem-solving. Career anxiety was measured using the Career Anxiety Scale (CAS) developed by Tsai et al. (2017), which also comprises 25 items. The scale assesses anxiety across four dimensions: personal ability, irrational beliefs about employment, employment environment, and professional education training. Both scales originally made in English and for the purpose of this study was adapted into Bahasa Indonesia using protocol from Abubakar et al. (2013) which are forward translation, backward translation, harmonization, quality check, and statistical evaluation.

Instrument validation involved statistical evaluation using Cronbach's alpha and item-total correlation analyses. The final version of the CDSES-SF used in this study contained 24 valid items with a reliability coefficient of 0.95. The CAS was refined to 19 valid items with a Cronbach's alpha of 0.88. Both instruments demonstrated acceptable internal consistency and construct validity for use in the Indonesian context. Data were analyzed using descriptive statistics and Pearson correlation analysis. Descriptive statistics, including means, standard deviations, and frequency distributions, were used to describe participant characteristics and overall trends in career self-efficacy and career anxiety. The primary hypothesis was tested using Pearson's correlation coefficient to determine the direction and strength of the relationship between the two variables. Data analysis was conducted using the JASP 0.19.3 software.

Ethical considerations were integrated throughout the research process in accordance with Babbie and Roberts' (2018) ethical principles, which emphasize respect for people, concern for welfare, and justice. Informed consent was obtained digitally prior to participation, and respondents were informed of their right to withdraw at any time without penalty. Anonymity and confidentiality of all data were guaranteed, and participants were provided with information regarding the research purpose, procedures, and potential risks.

3. RESULTS AND DISCUSSION

In the data collection process, the researcher involved 263 respondents. From this total respondents, data screening was conducted based on the fulfillment of specific criteria, resulting in the exclusion of three respondents who were not final-year students or fresh graduates, as well as 11 respondents who failed the attention checking. After excluding these data points, final number of respondents analyzed in this study was 249. The following are the results of the analysis regarding the demographic data of the respondents, which includes gender, age, residence area, educational background, current status, internship experience, and job-seeking status:



Table 1. Demographics Data of Research Respondents

Characteristics	Amount	Percentages
Gender		
Male	111	44,57%
Female	138	55,42%
Age Span		
18-21 Years old	70	28,11%
22-26 Years old	176	70,68%
27-29 Years old	3	1,20%
Residence Area		
Jakarta Barat	28	11,24%
Jakarta Pusat	46	18,47%
Jakarta Selatan	101	40,56%
Jakarta Timur	50	20,08%
Jakarta Utara	20	8,03%
Kepulauan Seribu	4	1,60%
Educational Background		
D1	0	0%
D2	1	0,40%
D3	8	3,21%
D4	25	10,04%
Bachelor	206	82,73%
Professional Degree	8	3,21%
Masters	1	0,40%
Current Status		
Final Year Student	81	32,53%
Fresh Graduate	168	67,47%
Internship Experience		
Yes	211	84,74%
No	38	15,26%
Job Seeking Status		
Yes	215	86,34%
No	34	13,65%

Before testing the hypotheses, a normality check was performed to validate the assumptions necessary for parametric statistical analysis and the Kolmogorov-Smirnov Test was used to assess the distribution of scores on both the career self-efficacy and career anxiety datasets. The test results showed the data distribution for career decision self-efficacy value $p\text{-value} = 0.072$ and career anxiety $p\text{-value} = 0.085$ which indicated the data were normally distributed ($p > 0.05$), which justified the use of parametric methods such as Pearson's correlation and independent sample t-tests in this study.

Table 2. Pearson Correlation Test Result for Career Decision Self-efficacy (CDSE) and Career Anxiety (CA)

Variable		CDSE	CA
CDSE	Pearson's r	-	-
	p-value	-	-
CA	Pearson's r	-0.161*	-
	p-value	0.011	-

* $p < 0.05$, ** $p < 0.01$, *** $p < 0.001$

The first statistical analysis conducted was the Pearson correlation to evaluate the relationship between career self-efficacy and career anxiety. The result revealed a significant negative correlation with weak to moderate correlation ($r = -0.161$, $p < 0.05$), indicating that individuals with higher career self-efficacy tend to experience lower levels of career anxiety, the result confirms our proposed theoretical assumptions that self-efficacy acts as a psychological buffer during transitional phases



such as graduation and entry into the workforce and individuals with high self-efficacy likely possess better coping mechanisms and proactive behaviors, reducing the intensity of anxiety when facing employment uncertainty. Such argument supported by previous study conducted by Işık (2012) on undergraduate student found career decision self-efficacy associated with enhancement of positive affect and lowering of negative affect like anxiety. Similar result founded by Putri et al. (2024) that found negative correlation between self-efficacy and anxiety level experienced by college students that undergo their thesis writing. However, since the strength of the correlation falls into the low to moderate category, generalization of this result should be done with caution as it suggest that career self-efficacy might not be the sole factor affecting career anxiety though it plays a substantial role.

This finding resonates with previous research by Elfina and Andriany (2023), who found a similar negative correlation among Indonesian fresh graduates during the COVID-19 pandemic. Their study emphasized the importance of belief in personal capability as a determinant of psychological stability during career transitions. The current study strengthens this evidence by confirming similar patterns in a post-pandemic context. Likewise, Sarry et al. (2021) identified that career self-efficacy enhances individuals' readiness to face uncertain work environments and improves emotional regulation when dealing with difficult job-related decisions. In the present research, the respondents which is final-year students and fresh graduates from DKI Jakarta demonstrated this inverse relationship despite high unemployment rates and fierce job competition. This suggests that psychological factors remain influential even in structurally constrained labor markets and the findings indicate that individual with higher career self-efficacy tend to experience lower level of career anxiety due to self-efficacy protective nature in managing psychological distress caused in the perceived of choosing and exploring career options.

The next step in the analysis was to examine demographic factors that might influence levels of career anxiety, which are gender, internship experiences, status on employment seeking, current academic status, and age. An independent samples t-test was used to compare anxiety levels between gender, internship experiences, status on employment seeking, and current academic status and ANOVA was used to compare anxiety levels between age ranges. This analysis is required to evaluate whether demographic and personal attribute might influence the experience of perceived career anxiety, and more insight and perspective could be acquired through result provided.

Table 3. Career Anxiety Level Analysis Based on Gender Using Independent t-Test

Variable	t	df	p	Cohen's d
Career Anxiety	-0.746	247	0.456	-0.095

The result showed no statistically significant difference ($t = -0.746, p = 0.567$), indicating that gender does not appear to affect career anxiety in this sample. We found this result interesting considering that previous literature often suggests women tend to report higher anxiety levels in general. Walker and Tracey (2012) found that men and women have different career readiness and career anxiety level as women tend to have instrumentality than men but often experiencing career anxiety more than men because of it. Other study from Gomez-Baya et al. (2022) found that in context of anxiety itself women tend to experience higher intensity of anxiety compared to men because of low positive identity that makes them more prone to anxiety. The lack of gender difference may suggest that external pressures related to employment in real life affect both genders similarly in Jakarta's competitive urban setting that cause both genders to experience approximately similar career anxiety level (Sinaga et al., 2025). Alternatively, this may reflect a narrowing of gender gaps in educational and professional expectations among young adults that makes both gender experience similar feelings of anxiety related to their career development.



Table 4. Career Anxiety Level Analysis Based On Internship Experience Using Independent t-Test

Variable	t	df	p	Cohen's d
<i>Career Anxiety</i>	0.870	247	0.385	0.153

A similar t-test was performed to investigate whether internship experience affects career anxiety levels among the participant and the result showed no significant difference between those with internship experience and those without ($t = 0.870, p = 0.385$). Our data analysis result have provide different perspective than previous research done by Wang et al. (2014) that found the experience of internship could help with lowering anxiety related to career because the internship could provide individual with hands-on experience and skills to do their job hence lowering their anxiety level facing the workforce. Other study from Schnoes et al. (2018) further explains that the lowering of career anxiety level after internship might happen because individual who'd been through an internship tend to experience skills development regarding their career and enhancing their self-esteem, which in return lowering the anxiety level. This differences between previous research and our current data raises a question for the next research to evaluate the benefit of internship, it's relevance on career development, and whether the quality of the internship (example : specific competence-based internship) rather than the internship alone that might provide more input into one's career development.

Table 5. Career Anxiety Level Analysis Based on Job Seeking Status Using Independent t-Test

Variable	t	df	p	Cohen's d
<i>Career Anxiety</i>	0.107	247	0.915	0.185

The third independent sample t-test analysis we conduct is comparing career anxiety level between those currently seeking employment and those who are not. The analysis found no significant difference ($t = 0.107, p = 0.915$), suggesting that being actively engaged in job-seeking does not necessarily correlate with heightened or reduced career anxiety. Previous studies argue that fresh graduate or final-year university study tend to experience career anxiety as they are still in transition phase on the psychological development and is expected to obtaining job immediately after finishing their education (Elfina & Andriany, 2023; Keane et al., 2021). This discrepancy in result might implies that career anxiety may be more deeply rooted in perceived readiness and self-efficacy rather than current activity status.

Table 6. Career Anxiety Level Analysis Based on Academic Status Using Independent t-Test

Variable	t	df	p	Cohen's d
<i>Career Anxiety</i>	0.534	247	0.594	0.072

The fourth analysis we conduct is comparing the differences in career anxiety based on academic status: final-year students versus fresh graduates and again, no significant difference was found ($t = 0.534, p = 0.594$). This indicates that anxiety levels are relatively consistent regardless of whether one is still completing their degree or has already graduated. Our result aligned with the previous study from Kim et al. (2022) that argues career anxiety is a common thing to experience for final-year and fresh graduate because they both are expected to have job and is still in the early phase of career exploration and development so the feelings of anxiety is rather expected. The consistency in anxiety across academic status reinforces the notion that career anxiety is not necessarily linked to immediate circumstances, but rather to broader psychological or contextual factors, it could be that both groups perceive the transition into employment as equally daunting. Additionally, the economic climate and labor market competition may contribute to a shared sense of uncertainty.



Table 7. Career Anxiety Level Analysis Based on Age Using ANOVA

Variable	F	df	p	ω^2
<i>Career Anxiety</i>	1.383	2	0.253	0.003

To assess the influence of age on the experience of career anxiety, a one-way ANOVA was conducted among three age groups: 18–21, 22–26, and 27–29 years and the analysis yielded no significant difference in career anxiety among age groups ($F = 1.383, p = 0.253$). This suggests that career anxiety is relatively uniform across the emerging adulthood age spectrum within the sample without any meaningful differences. This result provides similar insight with previous study from Daniels et al. (2011) that conduct research about career anxiety on undergraduate student in Canada and found that age does not provide differentiating factor in the level of experience of anxiety. The developmental theories from Arnette (2000) might be able to explain this phenomena as he propose emerging adulthood is marked by generalized instability and uncertainty it was their part of psychological development on developing themselves and trying new things, hence whether one is 20 or 28, the transitional experience remains similar in the absence of secure employment. Age alone, therefore, may not be a sufficient predictor of career anxiety without considering intersecting variables like financial independence or family support. Wood et al. (2018) argue that within the range of emerging adulthood individuals have the expectation to pursue higher education and develop their own careers, resulting no different career anxiety level as the same expectation is given for those in within the age range.

The lack of significant differences across gender, internship experience, job-seeking status, academic status, and age implies that career anxiety may be more of a universal experience among emerging adults. This finding invites researchers to look beyond demographic variables and focus more on psychological development and contextual dynamics such as self-efficacy, coping strategies, and systemic employment barriers. Thus, interventions targeting anxiety should focus more on strengthening individual psychological resources rather than tailoring solutions based solely on surface-level identity markers like “gen-z career anxiety training” to enhance decision-making confidence, goal clarity, and self-appraisal that may yield more tangible outcomes.

From a theoretical perspective, the results align with Bandura’s (1997) social cognitive theory, which positions self-efficacy as a central mechanism in goal-directed behavior and emotional regulation. From a practical standpoint, the findings suggest that educational and counseling programs that enhance self-efficacy for those who are within emerging adulthood age range may effectively reduce anxiety and improve career outcomes for emerging adults, so institutions that prioritize such initiatives can contribute significantly to student well-being and success. Ultimately, the transition from education to employment is not merely a logistical shift but a psychologically charged process influenced by individual beliefs and societal conditions, so interventions aimed at this stage must therefore address both the internal (self-efficacy) and external (market and social expectations) dimensions of career readiness, for doing so may not only ease anxiety but also empower young adults to make intentional, confident career decisions.

4. CONCLUSIONS & RECOMMENDATION

This study aimed to examine the relationship between career self-efficacy and career anxiety among emerging adults in DKI Jakarta, particularly those who are final-year university students or fresh graduates actively navigating the transition into the workforce. The findings revealed a statistically significant negative correlation between the two variables, suggesting that individuals with higher levels of career self-efficacy tend to experience lower levels of career anxiety. This confirms the proposed hypothesis that self-efficacy acts as a protective psychological factor during periods of career uncertainty, hence reducing the chance of developing career anxiety among emerging adults who is final-year university students or fresh graduates that are actively seeking job.



Other than proposed hypothesis, we also conduct further analysis exploring how career anxiety could differ if evaluated based on demographic factors such as gender, internship experiences, status on employment seeking, current academic status, and age. The results we obtained demonstrated that career anxiety did not significantly differ based on demographic and experiential proposed. These findings indicate that career anxiety may be experienced universally among emerging adults regardless of background, and that self-efficacy rather than external conditions plays a more substantial role in influencing how individuals perceive and respond to career-related stressors. The lack of differentiation across demographic categories also implies that interventions aimed at reducing career anxiety should focus more on internal psychological competencies than on surface-level demographic attributes, especially for the sample used in this research. Career self-efficacy emerged as a more reliable predictor of anxiety levels, reinforcing the importance of building decision-making confidence, planning skills, and goal orientation in youth career development programs. The study also aligns with previous research that identifies career self-efficacy as a central factor in career readiness and psychological adjustment during emerging adulthood. In the context of urban Indonesia like DKI Jakarta, where employment competition is intense, such internal competencies become even more critical.

Based on these results, several practical recommendations can be proposed. Educational institutions, particularly universities, should incorporate structured programs to enhance students' career self-efficacy. These may include workshops on self-assessment, goal setting, career planning, and problem-solving, as well as personalized counseling and mentorship schemes. Integrating such content into the academic curriculum could prepare students not only for the job market but also for their psychological development demands. Furthermore, career development centers in universities should go beyond providing job vacancy information and actively support students in building confidence, identifying competencies, and constructing realistic career trajectories. Collaboration with industries to offer internships that are meaningful and relevant to students' interests could also strengthen their sense of preparedness and reduce anxiety about post-graduation life.

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A Bibliometric Analysis of Employee Well-Being Research: Trends, Collaborations, and Future Directions

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1. INTRODUCTION & LITERATURE REVIEW

Wellbeing is something that is expected by every human being, including workers and families. The topic of well-being has become a concern in all parts of the world, including in Indonesia. The topic of employee well-being has also been widely researched in various contexts. In the work context, the concept of well-being has been recognized since Page & Vella-Brodrick, (2009) introduced the concept of employee well being. Over time, research on employee well-being has increasingly received attention from researchers. This is marked by the development of a well-being measurement model conducted by Zheng et al., (2015). However, research on employee well-being is still considered not fully in line with organizations' increasing need for a comprehensive understanding of this topic.

Page & Vella-Brodrick, (2009) developed a comprehensive theoretical model of employee well-being, including subjective well-being and psychological well-being as the main criteria for workers' mental health. Prior to the development of this model, the concept of employee well-being that only included subjective well-being or psychological well-being had received significant criticism. Research by Rice et al., (1980) stated that general well-being was not yet able to represent well-being in the workplace. This traditional approach was considered insufficiently comprehensive in capturing the complexity experienced by employees in the work environment. This criticism emphasised that employee well-being was more than just happiness or overall life satisfaction.

Daniels, (2000) said specific measures of well-being are needed to represent the diverse and complex experiences of employees. In measuring the level of employee well-being in the workplace, it is important to consider the cognitive and affective conditions that are deeply experienced by employees.

The views expressed by Page & Vella-Brodrick, (2009) are in line with the opinions of Daniels, (2000) and Rice et al., (1980), they assert that measurements that combine general well-being and work-related well-being will more accurately assess employee well-being. Relying solely on subjective well-being is considered insufficient to cover the various important aspects of workplace well-being. It is explained by this critique that understanding employee well-being requires a more comprehensive and specialised approach that involves all aspects of their work experience.

Several previous studies have shown that employee well being has a significant impact on employee performance (Moch. Anas Bachtiar & M. Isa Anshori, 2024; Ngo, Tuyet et al., 2024; Sabil, 2021), therefore, research on employee well-being is increasingly urgent. Empirical research related to well-being has a significant influence on the policies produced. In this case, the results of well being measurements are increasingly being used as a basis for formulating social and economic policies (Rahmi et al., 2021). Apart from its impact on policy and performance, employee well-being is also recognised as a crucial aspect in the modern work environment, especially regarding the balance of roles at work and family (Handayani, 2020; Marecki, 2024).

Based on this, and seeing the positive impact of employee well being, proactive and anticipatory actions are needed to enhance employee well-being, enabling productivity both at work and within the family sphere so that there is harmony between them. The results of employee well being research



can also be used as a guideline to shape the character of employees who are adaptive in family and work. Prior to conducting new research or implementing interventions, the first thing that needs to be done is to review previous research related to employee well being. This research was conducted to review previous studies on employee well being using the Scopus database in 2019-2024. The purpose of this research is to find out the study of employee well being using bibliometric analysis so that further research can be carried out.

2. METHODS

This research uses bibliometric analysis to describe the results of relevant journal publications. Bibliometric is a research method used to identify journal publications and scientific matters used to determine the relationship between variables, the level of collaboration between authors in the use of libraries and other fields (Purnomo, 2019). The term bibliometric was first introduced by Pritchard in 1969, followed by the contributions of Nalimov and Mulchencko in the same period. This method began to develop as a scientific study in library science since the 1980s and continued to expand to be applied to various disciplines (Yu et al., 2023). Bibliometric analysis is a quantitative approach that presents a picture of published literature by collecting bibliographic data. The data is then analysed to answer research questions, such as identifying research trends, measuring the impact of specific publications or authors, and comparing the productivity of different research groups (Yu et al., 2023).

Stages in bibliometric analysis include: formulating research questions, selecting databases, searching data, filtering bibliographies, and inputting data into the application. This research used the VOSviewer application to map the data network. Further analysis was carried out on the resulting network map (Academia, 2023). In carrying out the process, the researcher was assisted by several software including Scopus as a search database for published journals. As the main data source, this research utilises Scopus, which is known as one of the largest literature databases in the world. Scopus provides summaries and citations of various scientific literature that has gone through the review process (Ghozi et al., 2024). The bibliographic data search was limited to three aspects, namely (1) scientific articles written in English, (2) articles published in 2019-2024, and (3) open access journals.

The bibliometric analysis procedure followed a structured approach as recommended in methodological literature (Passas, 2024). The focus on the topic of employee well-being, with the Boolean search term “employee well being,” was determined based on three main considerations: (i) the importance of employee well-being as both a theoretical and practical construct directly related to organizational productivity and employee health; (ii) the capacity of bibliometric analysis to reveal trends, thematic patterns, and collaboration networks through the examination of metadata (titles, abstracts, keywords, affiliations); and (iii) the practical value of providing a comprehensive synthesis of the literature that enables researchers and practitioners to identify key references and future research directions.

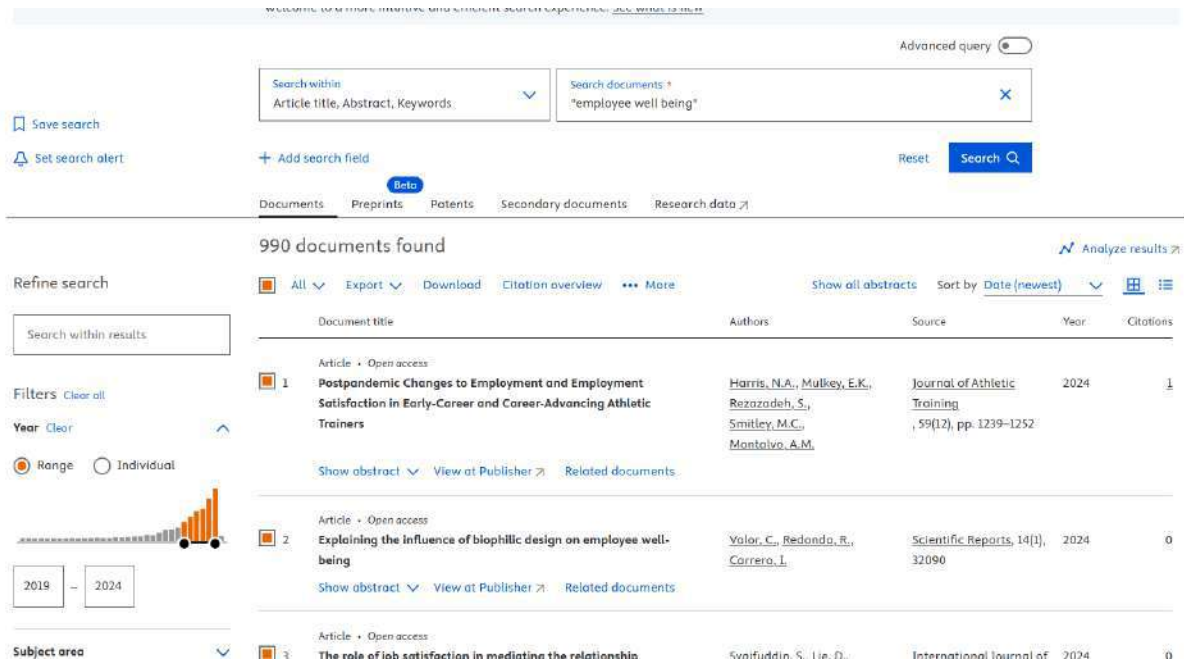


Figure 1. Initial Data Search on Scopus

Table 1. Search Results by Year

Year	Number of Articles
2019	86
2020	144
2021	146
2022	156
2023	212
2024	276
Total	990

In the initial data search based on restrictions on three aspects, 990 journals were obtained. The next step is data analysis based on Scopus data and also bibliometrics using VOSviewer.

3. RESULTS AND DISCUSSION

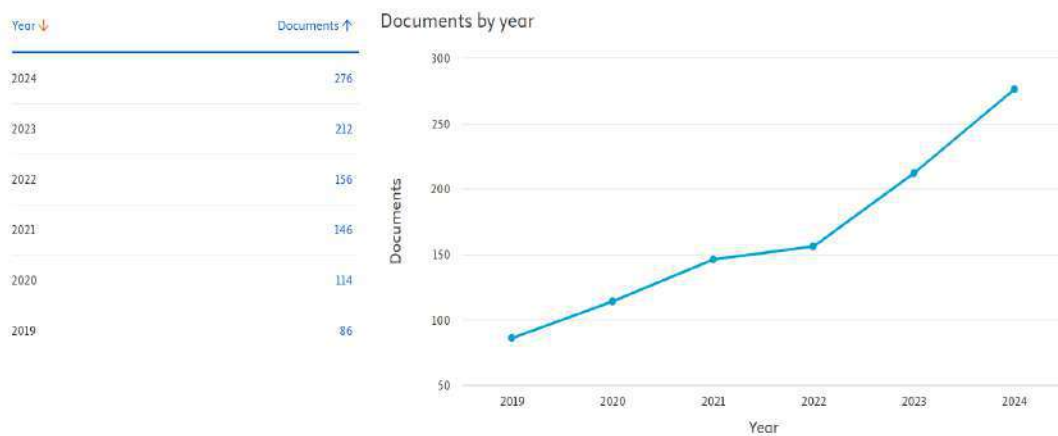


Figure 2. Table and Graph of the Number of Journal Publications on Employee Well-Being (2019–2024)

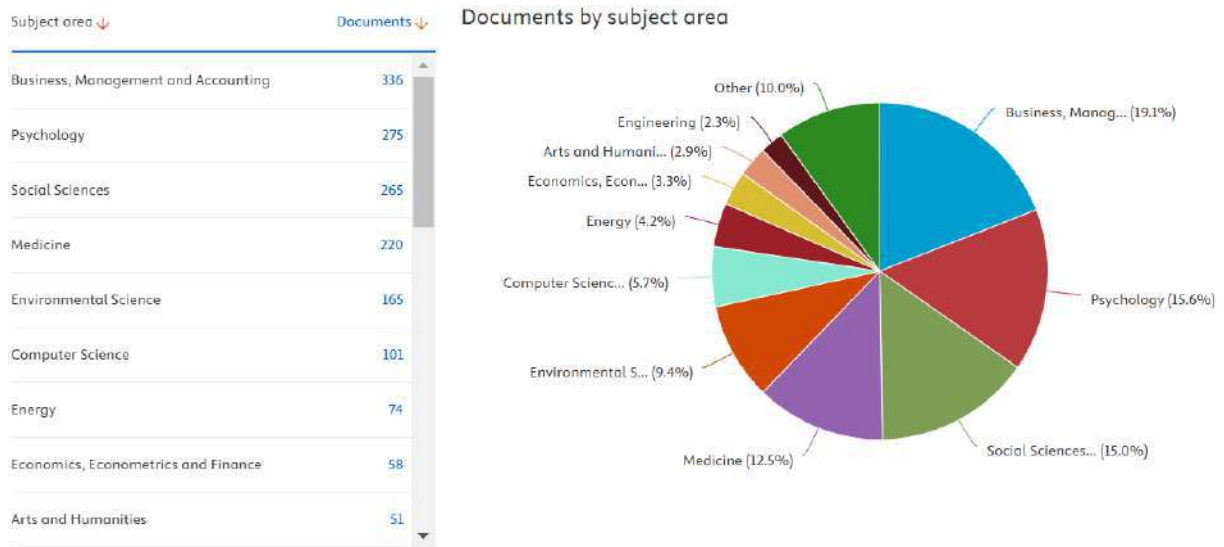


Figure 3. Subject Areas of Research on Employee Well-Being (2019–2024)

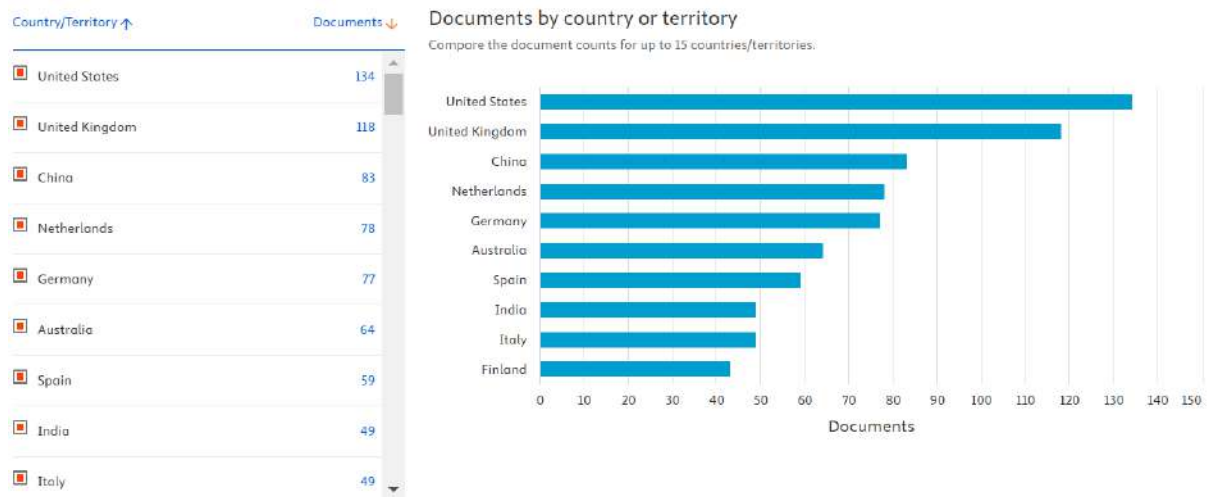


Figure 4. List of Countries Conducting Research on Employee Well-Being (2019–2024)

The data in Figure 2 shows that, in general, research on employee well-being from 2019 to 2024 has increased every year. The highest increase occurred in 2024, with the number of publications reaching 64 journals. The research area of employee well-being in that time span has also expanded, not only in the field of psychology, but also includes business, management and accounting, social science, medicine, environmental science, and other fields as described in detail in Figure 3.

Meanwhile, research related to employee well-being is conducted by various countries, with details shown in Figure 4. In the top ten rankings, almost all continents are represented except Africa. For the Asian continent, China and India are among the top ten countries with the highest number of studies on employee well-being. Based on the data, the United States ranked first with 134 Scopus indexed journals. The UK is ranked second with 118 journals, followed by China with 83 journals, the Netherlands 78 journals, Germany 77 journals, Australia 64 journals, Spain 59 journals, India 49 journals, and Italy 49 journals. Indonesia has not been included in the top ten research on employee



The results of the bibliometric analysis show that this network map gives rise to four main clusters with different colours to group keywords that often appear together, namely: 1) Red Cluster (Employee Well-Being & Organizational Factors) which focuses on employee well-being, leadership, work engagement, sustainability, social responsibility, job crafting, and work-life balance. These keywords relate to organisational factors that influence employee well-being. Strong links to the concepts of job security, work engagement, and leadership. 2) The Yellow Cluster (Individual Differences & Psychological Aspects) has the dominant keywords of career, reliability, personal satisfaction, personality, and health status. This cluster describes the psychological factors and individual characteristics that contribute to work wellbeing. 3) Cluster Blue (Occupational Health & Mental Well-Being) has the main keywords of human, occupational health, psychological stress, mental stress, safety, fatigue, anxiety. It deals with aspects of occupational health, fatigue, mental stress, and psychological well-being. 4) Green Cluster (COVID-19 & Remote Work Impact) which has main keywords: namely sars-cov-2, longitudinal studies, diagnosis, work from home, telecommuting, teleworking, and remote working. Indicates how the COVID-19 pandemic has impacted employee well-being research. Closely related to the concepts of work-life balance and stress due to remote work.

Employee well-being occupies a central position in the research network, as shown by the red cluster in the visualisation. The data shows that research on employee well-being is highly correlated with work engagement, employee engagement, job satisfaction, leadership, workplace, and burnout variables, which reinforces that employee well-being is a multidimensional concept covering cognitive, affective, and behavioural aspects.

In addition, there are several variables that are still rarely researched but have the potential for further research. These variables include work-family dynamics, quality of work life, family conflict, self-efficacy, work-life balance, and job security. These work-family dynamics variables appear in the network but with less connectedness than organisational and mental health factors. This is evident from their smaller node size and scattered position at the periphery of the main cluster. Despite the limited number of studies on work-family dynamics, their linkages with key concepts such as employee well-being and work engagement suggest that this topic remains relevant in supporting employee well-being.

Future research opportunities lie in further exploring the impact of work-family conflict, which is currently not a major focus in employee well-being studies. As attention to work-life balance and work flexibility increases, integrating the work-family conflict perspective in employee well-being research could make an important contribution in the future.

A longitudinal analysis of the collected literature shows that the theme of employee well-being has undergone significant development in recent decades. Initially, research focused more on the physical and safety aspects of work. However, with the development of psychology and the changing dynamics of the world of work, the focus of research has shifted to the psychological, social and emotional aspects of employee well-being.

Furthermore, researchers conducted bibliometric analysis to see the correlation between journal authors. The bibliometric pattern obtained is shown in Figure 9. Of the 148 authors identified, only 13 authors collaborated with each other. The collaboration was visualised with four different colours: yellow, blue, green and red, with details shown in Table 2.

Based on these data, the most collaborations occurred in the green and red groups, each consisting of four authors. The green group includes Li, L., Yang, X., Zhang, X., and Liu, Y., while the red group consists of Chen, Y., McNeely, E., Weziak-Bialowolska, D., and VanderWeele, T.J. The authors with the highest number of links are McNeely, E., Weziak-Bialowolska, D., and VanderWeele, T.J. from the red group, who have eight links.

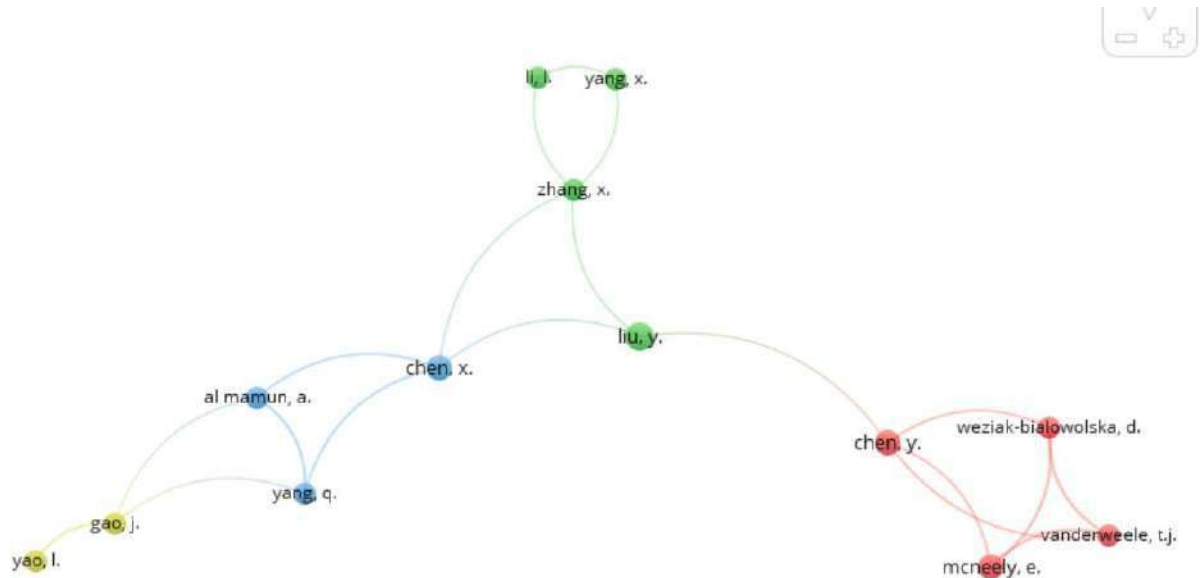


Figure 7. Bibliometric Network of Author Collaboration Patterns

Table 2. Collaboration between Researchers on employee well-being

Cluster	Color	Authors	Total Documents	Total Links
1	Yellow	Yao, I.	3	2
		Gao, J.	3	4
2	Blue	Al mamun, A.	3	6
		Yang, Q.	3	6
		Chen, X.	4	6
3	Green	Li, L.	3	2
		Yang, X.	3	2
		Zhang, X.	3	4
		Liu, Y.	5	3
4	Red	Chen, Y.	4	7
		Meneely, E.	4	8
		Weziak-bialowolska, D.	3	8
		Vanderweele, T.J	3	8

According to bibliometric data, there are 148 authors but only 13 authors collaborate with each other, indicating that the other authors' fields of study are not related to each other. This indicates that the majority of researchers tend to work relatively independently, with limited interconnectedness across studies. Such a finding raises intriguing questions regarding the reasons behind the low level of collaboration, which may be influenced by disciplinary silos, geographical distance, or divergent research priorities. Although these factors are not further explored in the present study, existing literature on academic collaboration dynamics may provide additional insights into this phenomenon. Consequently, the limited collaboration among authors in employee well-being research highlights an important opportunity to strengthen research networks across disciplines and international boundaries in the futur



4. CONCLUSIONS & RECOMMENDATION

The bibliometric analysis in this study found several important findings. From the initial search results, 990 journals were obtained. Based on the trend of publication development from 2019 to 2024, the highest number of publication increases was recorded in 2024 with 64 journals, while the lowest number occurred in 2021 with 2 journals.

In the author collaboration analysis, 148 authors were identified, but only 13 of them collaborated with each other and formed four groups. This finding shows that the level of collaboration between authors is still insignificant. In addition, there are several research variables that have the potential for further research, including quality of work life, family conflict, self-efficacy, work-life balance, and job security. In line with recent recommendations (Öztürk et al., 2024), these topics should not only be considered as technical outcomes of bibliometric mapping but also evaluated in terms of how they align with broader scientific assessments. Such alignment allows for a more comprehensive understanding of employee well-being, ensuring that the identified variables are theoretically grounded and practically relevant for advancing future research agendas.

Based on the above conclusions, this bibliometric study can serve as a foundation for future research on employee well-being. Some variables worth considering in future research include quality of work life, family conflict, self-efficacy, work-life balance, and job security because these topics still show extensive research opportunities.

Nevertheless, this study is subject to certain limitations inherent in the bibliometric approach. First, there is a potential language bias, as only English-language publications were included, which may have led to the exclusion of relevant studies published in other languages. Second, non-open-access articles were excluded from the analysis, which may have narrowed the scope of the reviewed literature. Despite these limitations, the findings of this study remain a valuable foundation for future research on employee well-being. Variables such as quality of work life, family conflict, self-efficacy, work-life balance, and job security deserve further investigation, given the considerable opportunities that remain in these areas.

5. ACKNOWLEDGMENT

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Start-Up Mindset: Building a Growth Mindset to Overcome Psychological Distress in Gen Z Workers (Literature Review)

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1. INTRODUCTION & LITERATURE REVIEW

Generation Z, a cohort born between 1997 and the early 2010s, is increasingly becoming the dominant group in today's workforce. While this generation is recognized for its technological adaptability and strong career aspirations, many of its members face significant psychological distress. This distress is often triggered by factors such as work pressure, role conflicts, social expectations, and career uncertainty. Psychological distress, characterized by symptoms like anxiety, depression, and fatigue, disrupts not only individual well-being but also productivity and adaptability at work.

Existing studies have highlighted the potential of a growth mindset — the belief that abilities and intelligence can develop through effort, learning, and persistence — in enhancing resilience, self-efficacy, and intrinsic motivation. These qualities are crucial for managing stress and challenges more effectively. However, much of the literature has focused on adolescents and student populations in Western or East Asian contexts (e.g., China, the United States), while research on young workers in Indonesia remains limited. This indicates that the contextual and cultural relevance of growth mindset interventions in Indonesian workplaces has not been sufficiently explored.

Another research gap lies in the limited empirical evidence addressing how organizational environments in Indonesia can either support or hinder the effectiveness of growth mindset interventions. Prior reviews (e.g., Hecht et al., 2021) have emphasized the importance of the *Mindset* × *Context* interaction, yet studies rarely examine workplace cultures in Indonesia, where hierarchical structures, collectivist values, and high power distance may shape how feedback and failure are perceived. Without such contextual analysis, it remains unclear whether interventions effective elsewhere can be directly applied to Indonesian Gen Z workers.

Therefore, this study highlights the novelty of linking growth mindset development with the psychological distress experienced by Indonesian Gen Z workers, a group that is particularly vulnerable to workplace stressors. By integrating cross-cultural perspectives with the specific realities of the Indonesian labor market, this review seeks to fill a significant gap in the literature and provide practical recommendations for organizations in Indonesia to design culturally sensitive, growth-oriented interventions.

2. METHODS

A systematic literature review was conducted to comprehensively synthesize findings on the role of growth mindset in reducing psychological distress among Generation Z workers. The search strategy covered several databases, including Google Scholar, Scopus, Web of Science, ScienceDirect, and PubMed. Keywords such as “*growth mindset*,” “*psychological distress*,” “*Generation Z workers*,” “*mental health*,” and “*workplace well-being*” were used to identify



relevant studies. To ensure recency and relevance, only articles published between 2000 and 2024, written in either English or Indonesian, were considered.

The inclusion criteria consisted of empirical studies—quantitative, qualitative, or mixed methods—that examined the relationship between growth mindset and psychological distress or related mental health outcomes, specifically in populations involving Generation Z or young workers. Conversely, non-peer-reviewed sources such as opinion papers and blogs, studies lacking empirical data, and duplicate records across databases were excluded.

The screening process was carried out in three stages. First, titles and abstracts were reviewed to assess relevance to the research focus. Second, full-text screening was conducted to ensure eligibility based on the inclusion criteria. Finally, quality assessment was applied, drawing on established guidelines to retain only articles with sufficient methodological rigor. In total, 150 records were initially retrieved from databases, with 20 articles ultimately meeting the criteria for inclusion after duplicates and irrelevant studies were removed.

The selected studies were analyzed thematically and grouped into three key categories: (1) conceptualizations and characteristics of growth mindset among Generation Z workers, (2) the relationship between growth mindset and psychological distress, and (3) intervention strategies implemented in workplace contexts. This thematic synthesis allowed for the identification of patterns, research gaps, and context-specific implications for Indonesian organizational settings.

3. RESULTS AND DISCUSSION

Results

After searching for scientific articles through Google Scholar, PubMed, and ScienceDirect, 20 articles were found that met the criteria as follows:

Growth Mindset Literature Review Table

No	Authors & Year	Study Title	Purpose	Method	Key Findings	Focus Area
1	Islamy et al. (2023)	The Role of Growth Mindset and Self-Compassion on Subjective Well-Being among Adolescents	To determine the effect of growth mindset and self-compassion on SWB	Quantitative, adolescents aged 13–17 years, quota sampling	Growth mindset not significant, but self-compassion significant; combination positive	Growth Mindset
2	Xia et al. (2022)	The Beneficial Effect of Growth Mindset Intervention in China	To test the effect of a growth mindset intervention in underprivileged areas	Experimental (intervention vs. control)	Intervention increased growth mindset, grit, reduced fixed-trait attribution & anxiety	Growth Mindset
3	Srivastava & Gautam (2024)	The Role of Growth Mindset on Mental Health of Adolescents	To assess the impact of growth mindset on mental health	Quantitative, 403 adolescents	High growth mindset → better mental health	Growth Mindset
4	Park et al. (2020)	The Development of Grit and Growth Mindset During Adolescence	To examine reciprocal relationship between growth mindset & grit	Longitudinal, 2 years, 1667 students	Growth mindset and grit positively influence each other	Growth Mindset
5	Hecht et al. (2021)	Lessons from a Decade of Growth Mindset Interventions	To evaluate effectiveness of growth mindset interventions	Theoretical & empirical review	Effective if context supports it (Mindset × Context framework)	Growth Mindset
6	Lipsey et al. (2023)	A Growth Mindset Intervention to Improve Mental Health During COVID-19	To assess effect of intervention on adolescent mental health	RCT & pre-post, N=1072	Effective for students with high stress, not significant for general population	Growth Mindset
7	Putri et al. (2023)	Comparison of Growth and Fixed Mindset and Their Impact on Academic Achievement	To describe mindset differences on achievement	Qualitative	Growth mindset → positive response to failure & better achievement	Growth Mindset



No	Authors & Year	Study Title	Purpose	Method	Key Findings	Focus Area
8	Sas & Wahidah (2024)	Growth Mindset, Hardiness, and SWB in High School Students	To examine influence of growth mindset and hardiness on SWB	Quantitative, 184 students, multiple regression	Hardiness stronger than growth mindset; combination strengthened SWB	Growth Mindset
9	Zhao et al. (2023)	The Effect of Growth Mindset on Adolescents' Meaning in Life	To test effect of growth mindset on life meaning	Experimental, mediator: self-efficacy, moderator: gratitude	Growth mindset → ↑ meaning in life, mediated by self-efficacy, moderated by gratitude	Growth Mindset
10	Ridner (2004)	Psychological Distress: Concept Analysis	To analyze concept of psychological distress in nursing context	Concept Analysis	Distress = negative emotional state due to inability to cope with stressors	Psychological Distress
11	Delisia et al. (2023)	Psychological Distress in the Quarter-life Crisis: The Role of Psychological Inflexibility	To examine relationship between inflexibility & distress in QLC	Correlational quantitative	Inflexibility contributed 24.9% to distress in QLC individuals	Psychological Distress
12	Viertiö et al. (2021)	Factors Contributing to Psychological Distress in the Working Population	To analyze risk factors for distress, focusing on gender	National survey	Loneliness, work-family conflict, work stress main risk factors	Psychological Distress
13	Drapeau et al. (2012)	Epidemiology of Psychological Distress	To review epidemiology & risk factors	Literature review	Distress includes depression, anxiety, sometimes somatic symptoms	Psychological Distress
14	Saifullah et al. (2020)	Mental Distress in Rural Areas of Indonesia	To determine prevalence and related factors	Descriptive quantitative	Distress higher in rural areas, influenced by age, gender, occupation, illness	Psychological Distress
15	Ningtias & Andriani (2022)	The Effect of Perceived Parental Expectation on Psychological Distress	To examine effect of parental expectations on distress	Simple linear regression	Parental expectations positively affect distress in emerging adults	Psychological Distress
16	Salsabila et al. (2022)	The Relationship between Psychological Distress and Coping Strategies	To examine relationship between distress and coping strategies among thesis students	Pearson correlation	Distress correlates with coping strategies; emotional coping more common	Psychological Distress
17	Maharani (2021)	Overview of Psychological Distress Levels among Students	To describe students' distress levels & counseling access	Triangulation study	No significant differences between groups, but access issues are barrier	Psychological Distress
18	Tandias & Shanti (2024)	Psychological Distress and Attitudes Toward Seeking Help among Transwomen	To analyze relationship between distress and help-seeking attitudes	Quantitative	72% of transwomen high distress, but negative attitudes hinder help-seeking	Psychological Distress
19	Préville et al. (1995)	The Structure of Psychological Distress	To examine psychometric structure of distress	Factor analysis	Distress includes depression, anxiety, anger, cognitive problems	Psychological Distress



Discussion

Generation Z, who are just entering the workforce, face complex and dynamic psychological challenges. Various pressures such as conflicts between work and personal life, social expectations, and career instability are the main triggers for psychological distress within this group. Viertiö et al. (2021) noted that loneliness, work stress, and work-family conflict are dominant factors influencing the emergence of distress among workers. Furthermore, Delisia et al. (2023) added that psychological inflexibility significantly contributes to distress in young adults, including Gen Z workers who often experience quarter-life crises.

A growth mindset — the belief that abilities and intelligence can be developed through effort and learning — has been shown to reduce psychological distress by strengthening resilience and self-efficacy (Srivastava & Gautam, 2024; Zhao et al., 2023). However, most of these findings are derived from studies in Western or East Asian populations, and only a few address Indonesian contexts. Given Indonesia's collectivist culture, hierarchical workplace dynamics, and the influence of familial expectations, interventions proven effective elsewhere may not directly apply. This highlights a crucial research gap: the need to understand how growth mindset strategies can be adapted to Indonesian organizational and cultural settings.

In addition, while prior research emphasizes the importance of supportive environments for maximizing growth mindset benefits (Hecht et al., 2021), empirical exploration of workplace environments in Indonesia remains scarce. Questions such as how Indonesian managers provide feedback, how organizations handle failure, and how employees perceive psychological safety are largely unanswered. Addressing these gaps is essential, as unsupportive environments may not only weaken the benefits of growth mindset interventions but also risk exacerbating psychological distress.

Therefore, this study underscores the novelty of situating growth mindset development within the Indonesian workforce. By examining cultural and organizational factors specific to Indonesia, it contributes to a more contextualized understanding of how growth mindset can serve as an effective psychological strategy for reducing distress among Gen Z workers.

4. CONCLUSIONS & RECOMMENDATION

Conclusion

Based on this literature review, psychological distress emerges as a significant challenge for Gen Z workers, driven by stress, role conflicts, social expectations, and limited coping flexibility. A growth mindset has the potential to reduce this distress by fostering resilience, intrinsic motivation, and adaptive coping strategies.

The novelty of this study lies in its focus on the Indonesian context, where empirical evidence remains limited. Previous research has demonstrated the benefits of a growth mindset in adolescents and student populations, but less is known about how these findings translate into workplace settings in Indonesia. This review highlights the importance of examining how cultural values, organizational hierarchies, and feedback practices shape the success of growth mindset interventions.

Therefore, the application of growth mindset strategies in Indonesian workplaces should be culturally sensitive and contextually adapted. Without considering these contextual factors,



interventions may fail to achieve their intended impact. This literature review contributes not only to theoretical development but also offers practical implications for organizations and HR practitioners in Indonesia to design more effective, growth-oriented workplace programs.

Recommendations

Based on the conclusions drawn from this literature review, several recommendations can be made to optimize the application of a growth mindset as a strategy to address psychological distress among Gen Z workers, particularly in Indonesia.

First, for organizations and companies, it is recommended to integrate growth mindset-based approaches into human resource development programs, but with sensitivity to Indonesia's cultural and organizational context. This can be implemented through personal development training, mentoring, or coaching that not only emphasizes effort and resilience but also adapts to hierarchical structures and collectivist values that influence workplace dynamics. Creating a psychologically safe environment where mistakes are reframed as opportunities for learning is essential.

Second, for psychology practitioners and HR professionals, interventions should be designed with explicit cultural adaptation. Rather than adopting models developed in Western contexts, Indonesian-specific practices—such as incorporating community values, collective learning, and religious or spiritual perspectives—should be considered. Tailoring interventions to Gen Z's unique preferences for flexibility, feedback, and meaningful work will further increase their effectiveness.

Third, for researchers, this review highlights the need for empirical studies that directly examine the effectiveness of growth mindset interventions in Indonesian workplaces. Experimental and longitudinal designs could clarify causal mechanisms, while cross-cultural comparisons would help identify which aspects of interventions are universally effective and which require local adaptation. Special attention should be given to how feedback delivery, organizational hierarchy, and collectivist norms influence the Mindset × Context interaction.

Finally, for Gen Z workers themselves, it is important to cultivate self-awareness about the role of mindset in managing stress and building resilience. Recognizing failure as part of the learning process can help them become more adaptive and less prone to distress. In the Indonesian context, leveraging both personal efforts and community or organizational support will enable them to develop stronger coping mechanisms and long-term well-being.

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The Relationship between Mental Health Awareness and Stress Coping Strategies in Employees

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1. INTRODUCTION & LITERATURE REVIEW

Employees have an important role in the company's productivity; specifically, wellbeing program include physical, psychological, dan work life balance increase productivity significantly. Health is not only about physical health, but also mental health. Employee's mental health can be seen from the employee's ability to adapt and choose the coping stress strategy when facing problems. Coping stress strategy is a person's ability to face problems and how to interpret a problem to decide on a behavior in solving the problem, and the dimensions of coping stress strategy include, (1) positive thinking; (2) active stress coping; (3) social support; (4) support in faith; and (5) alcohol and cigarette consumption (O'Rourke *et al.* 2021).

Workplace stress can affect people when they are under pressure beyond their capacities and coping mechanisms (Siegrist 2016). In the long term, if this work-related stress is not managed, it can lead to burnout characterized by negative feelings towards work, and low efficacy at work (i.e., reduced productivity, retention, absenteeism, and presenteeism). The World Health Organization (WHO) acknowledges that burnout has a significant detrimental influence on employees' personal and professional lives, affecting public health and the economy in many nations, despite the lack of precise figures of its prevalence. (Coppens *et al.* 2023).

Research shows a strong relationship between work and mental health and emphasizes the importance of developing and implementing interventions to create mentally healthier workplaces (Davenport *et al.* 2016). Because of the stigma attached to mental disorder and the inability to identify symptoms, a significant percentage of persons with mental problems do not seek care at this time (Henderson *et al.* 2013). Interventions aimed for mental health problems in the workplace by improving mental health literacy, strengthening early intervention skills, encouraging help-seeking behaviors, and facilitating return to work after absences due to mental problem, appear to be particularly promising (Coppens *et al.* 2023). Currently, a large proportion of people with mental disorder do not seek help, due to factors including not recognizing symptoms and the stigma associated with mental illness (Henderson *et al.* 2013). Self-awareness of mental health, exemplified by knowledge of mental health, that is known as mental health awareness. Mental health awareness can be known by measuring the mental health literacy possessed by a person that contain 4 dimensions including knowledge of mental health problems, misconceptions or beliefs or stereotypes, the ability to seek first aid, and self-help strategies (Campos *et al.* 2022). Thus, researchers want to conduct research to see the relationship between Mental Health Awareness and Coping Stress Strategy in Employees.

2. METHODS

This study used correlational study method. A study that examines the relationship between two or more variables that is, the degree to which one variable is connected to the variation of another is known as a correlational study. The level of relationship between these variables can be seen in the correlation coefficient (Noor 2016). The subjects of this study were employees from various job sectors, with the following criteria: aged 18 years and working in an



official/licensed agency. The term "mental health awareness" refers to an individual's literacy-based understanding of their own mental health. The instrument used, namely the Mental Health literacy questionnaire – young adult form (MHLq-YA) (Campos *et al.* 2022). Furthermore, the Coping stress strategy variable is the attitude taken by a person in a stressful situation. The Stress Coping Inventory (SCI) scale (O'Rourke *et al.* 2021) was used to measure stress coping strategy, which is presented in a 20-item scale. For higher scores indicate better outcomes with the respective coping style. The researcher conducted an analysis using Pearson correlation data analysis to find the potential relationship and nature of the relationship between the two variables being tested. Pearson correlation analysis or also known as Product Moment correlation is an analysis to measure the closeness of the linear relationship between two variables that have a normal data distribution (Priyatno 2013).

3. RESULTS AND DISCUSSION

Related to the result of the data normality test, found that data had a normal distribution with skewness and kurtosis score value between -1.96 and +1.96 with statistical explanation in the following table 3:

Table 1. Statistical Test of Data Normality

	MHA	CSS
Skewness	-0.352	-0.450
Std. Error of Skewness	0.165	0.165
Kurtosis	-0.484	0.093
Std. Error of Kurtosis	0.329	0.329

Based on the results of data collection, 217 participants were obtained with the following explanation:

Table 2. Demographic cata of participants

Usia (Tahun)	Frekuensi	Prosentase
20-25	34	16%
26-35	135	62%
36-45	28	13%
46-60	20	9%
Total	217	100%
Pendidikan Terakhir	Frekuensi	Prosentase
SMP	1	0%
SMA	19	9%
Diploma	8	4%
S1	151	70%
Magister	38	18%
Total	217	100%
Status	Frekuensi	Prosentase
Menikah	217	100%
Lama bekerja (dalam tahun)	Frekuensi	Prosentase



0-10	169	76%
11-20	31	15%
21-30	17	9%
Total	217	100%

Thus, data analysis can be continued to correlation analysis using the Pearson Correlation Test with the following results:

Table 3. Correlation Between Variables
 Correlation Between Variables

	Pearson's Correlation	
	<i>r</i>	<i>p</i>
Mental Health Awareness		
Coping Stress Strategy	.427	<.001

Based on the table above, it is proven that there is a positive relationship between Mental Health Awareness and Coping Stress Strategy in Employees with a significance of $p < 0.001$ and a relationship of 0.472 which is included in the moderate category.

This study involved married employees, with the majority aged 26–35 years, and had a Bachelor's degree. All respondents worked in various sectors, dominated by the community, social, and personal services sectors. Most had 0–10 years of work experience. This profile reflects the population of young, highly educated workers who are active in the service sector, who often face significant work pressure. In accordance with the percentage of the working population, which is 11% aged 25–29 years and 11% aged 30–34 years of the total workforce, the number of these two age groups is greater than the percentage of other age groups, which averages only 9% (BPS 2024). It is known that the highest work stress conditions are experienced by generation Z employees, which is 6.9 times compared to generation Y (Septama and Darmawan 2024). Most respondents showed a level of mental health awareness in the moderate category (78%), with only 10% in the high category. Similarly, Coping Stress Strategy is mostly in the moderate category (68%), with 18% in the high category. This finding shows that despite awareness and efforts to manage stress, there is still room for improvement in both aspects. Good coping strategies will affect employees' work-life balance, especially in the aspect of problem-focused coping (Aras *et al.* 2023). On the other hand, the mental health condition of employees is also a consideration for further discussion. The survey shows that the highest prevalence and mental health issues are found in laborers, drivers, and domestic workers in Indonesia, so further efforts are needed regarding the provision of preventive, promotive, curative, and rehabilitative efforts (Yuningsih 2024).

The impact of stress on workers can lead to various types of performance, the highest experiencing reduced job satisfaction, and decreased work productivity (Jamil *et al.* 2023). Pearson correlation analysis showed a significant positive relationship between mental health awareness and stress coping strategies. This suggests that increased mental health awareness is associated with the use of more effective stress coping strategies. This finding is consistent with previous studies showing that individuals with high mental health awareness tend to use more adaptive coping strategies, such as positive reframing and acceptance (Torinomi *et al.* 2022, Elsary and El-Sherbiny 2023). Positive reframing is a technique from a positive psychology perspective by changing the perspective of a situation or event to be more positive, by re-understanding negative thoughts to increase coping abilities and reduce stress (Bennett 2024).

The results of this study highlight the need for workplace interventions to improve mental health awareness and stress coping strategies. Organizations can implement mental health training programs, provide access to counseling services, and create a work environment that



supports employee psychological well-being (WHO 2022). Companies that implement mental health programs provide significant benefits to employee psychological well-being, job satisfaction, productivity, and reduced turnover (Hidayat and Ahmadi 2025). In addition, it is important to pay attention to groups of employees who are more vulnerable to stress, such as young and female workers, as well as workers with disabilities who, according to research, are more likely to experience psychological distress, including their self-efficacy. Study explained that there is a significant relationship between social support and self-efficacy on disability workers (Muhdhor *et al.* 2025). Support programs tailored to the needs of these groups can increase the effectiveness of interventions. For example, research shows that female employees experience higher work stress than male employe (Fatimah 2019).

4. CONCLUSIONS & RECOMMENDATION

The research found a significant positive relationship between employees' Mental Health Awareness and their Coping Stress Strategy, indicating that higher awareness is linked to better coping abilities. Therefore, companies are advised to maintain and enhance mental health awareness among employees, while future studies could explore applied interventions such as training programs.

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OVERVIEW OF PTSD AFTER EXPRESSIVE WRITING THERAPY IN FEMALE SURVIVOR CHILD SEXUAL ABUSE IN CENTRAL JAVA , INDONESIA

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1. INTRODUCTION & LITERATURE REVIEW

Data from the National Commission on Violence Against Women (Komnas Perempuan) in 2024 showed an increase in cases of violence against women, which were dominated by cases of child sexual abuse (CSA) totaling 10,592 cases (Komnas Perempuan, 2025). Research shows the impact of sexual violence with mental disorders experienced by victims, including depression, posttraumatic stress disorder (PTSD), bipolar, obsessive-compulsive disorder, amnesia, schizophrenia (Snow et al., 2022; Spataro et al., 2004). This research will explore PTSD experienced by victims of CSA. The urgency of this study research shows survivors of CSA in Indonesia experience prolonged psychological problems such as PTSD, trauma symptoms (nightmares, sleep problems, withdrawal), impaired emotional and cognitive functioning, prolonged trust issues, helplessness, and stigmatization that often persist into adulthood (Dhyatmika et al., 2024)); the need for trauma-focused therapy, counseling interventions tailored for Indonesian children, as the current legal framework and support are inadequate (Damayanti et al., 2022). Meta-analysis confirmed that CSA is one of the strongest predictors of PTSD in childhood, adolescence and adulthood, regardless of gender (Alves et al., 2024).

There are factors that can reduce PTSD such as research reports increased positive psychological change and the ability to find meaning after trauma, with effects observed even months after the writing intervention. Physiological benefits include that expressive writing can attenuate neuroendocrine stress responses (e.g., cortisol reactivity) when trauma survivors are exposed to trauma-related memories, indicating enhanced stress regulation capacity. Writing helps integrate fragmented trauma memories and express deep emotions in a personal way, fostering honesty and insight. This integration can reduce fear and avoidance associated with trauma, leading to better emotional and cognitive processing (Okonkwo & Dlamini, 2024; Smyth et al., 2008). The intervention usually includes several structured sessions (usually 3-8), each lasting about 75-120 minutes, conducted over weeks. It can be used individually or in groups and serves as both a primary and adjunctive therapeutic tool (Hapsari & Retnowati, 2020; Okonkwo & Dlamini, 2024).

Expressive writing therapy has unique psychological dynamics in overcoming shame and stigma, mainly due to its private and non-verbal nature. Overcoming barriers to disclosure as writing therapy provides a safe and private space for survivors to express their experiences without having to face the fear of judgment or invalidation from others. For survivors who feel embarrassed to talk, writing can be a less intimidating way to begin the disclosure process (Passmore et al., 2013). This research will explore PTSD in female survivors of CSA after participating in expressive writing therapy. The researcher will focus more on the changes in PTSD experienced by survivors of CSA, as well as the background of this condition.



2. METHODS

This study employed a quasi-experimental, one-group time-series design to evaluate the effectiveness of expressive writing therapy on PTSD symptoms in childhood sexual abuse survivors. This design was chosen due to ethical and practical constraints that precluded the use of a randomized controlled trial, as providing the intervention to all participants in need was deemed essential (Creswell & Creswell, 2018). This study involved survivors of childhood sexual abuse who were abused between the ages of 6 and 17, excluding rape. The researchers recruited participants from psychological counseling agencies and asked for their consent to participate in this study. The participants gave their consent to the researchers before the study began. Before the expressive writing therapy intervention was carried out, the PCL-5 was administered as a pre-test. After that, during the 6-month period, evaluations were carried out by re-administering the PCL-5 and monitoring the participants. A post-test was administered in the 7th month. At the beginning of the study, researchers recruited 35 participants. However, during the course of the study, many participants withdrew, leaving 13 participants at the end of the study. This study has obtained ethical approval No. 2326/B/UN3.FPSI/III/TA.00.03/202. This study was conducted in the former Residency of X City, Central Java, Indonesia.

At the beginning of the session, the participants were assessed using the PCL-5 and an individualized clinical interview. An overview of the expressive writing therapy intervention was also presented. The study utilized the expressive writing paradigm developed by Pennebaker, which involves writing about one's innermost thoughts and feelings relating to traumatic experiences for 15-20 minutes daily for several consecutive days (Pennebaker & Chung, 2007). After the intervention, researchers conducted monthly follow-ups and evaluations for five consecutive months to monitor participants' psychological progress. During each follow-up, additional assessments were conducted to identify significant life events experienced during the previous month. In the sixth month, a final follow-up and post-test assessment was conducted to measure the overall outcome of the intervention.

3. RESULTS AND DISCUSSION

The results of the PCL-5 assessment conducted at pre-test, during monthly follow-up, and post-test, along with statistical analyses were conducted to evaluate changes in PTSD symptoms over time. The following PCL-5 data was obtained in this study:

Tabel 1. Skor PCL-5

Initial	Pre-Test	Evaluation 1	Evaluation 2	Evaluation 3	Evaluation 4	Evaluat ion 5	Post-Test
A	2,3	2,3	2,2	2,2	1,5	1,15	2,15
W	2,6	2,05	2,1	1,7	1,6	1,5	1,3
M	3,05	2,65	2,85	2,2	2,25	1,95	1,95
F	2,15	1,8	2,45	1,8	1,17	1,4	1,35
I	2,5	1,7	1,9	1,5	1,3	1,1	1,1
B	2,6	2,2	1,6	1,95	1,75	1,45	1,35
N	2,8	2,4	1,5	1,6	1,4	1,35	1,2
R	2,5	2,1	2,35	2	2,45	1,65	1,8
D	2,15	1,9	1,5	1,55	1,5	1,15	1,15
RE	2,48	1,55	1,6	1,75	1,7	1,35	1,35
K	2,3	1,6	2,2	1,9	1,55	1,55	1,55
L	2,5	1,7	1,3	1,7	1,65	1,1	1,1
S	2,48	1,75	1,15	1,65	1,6	1,95	2

Bagian berikut ini menyajikan analisis data yang dikumpulkan dengan menggunakan Daftar Periksa PTSD untuk DSM-5 (PCL-5), bersama dengan hasil statistik yang menilai perubahan gejala PTSD partisipan. The following section presents the analysis of data collected



using the PTSD Checklist for DSM-5 (PCL-5), along with statistical results assessing changes in participants' PTSD symptoms:

Table 2. Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum	Percentiles		
						25th	50 th (Median)	75th
Pre-Test	13	52,31	4,461	47	63	49,00	51,00	54,50
Evaluation 1	13	40,46	7,007	31	55	34,50	40,00	45,00
Evaluation 2	13	38,38	9,794	23	57	31,00	38,00	46,50
Evaluation 3	13	36,15	4,580	30	44	32,50	35,00	39,50
Evaluation 4	13	33,38	5,363	26	45	30,00	33,00	34,50
Evaluation 5	13	28,69	5,765	22	39	23,00	28,00	32,00
Post-Test	13	29,62	6,740	22	40	23,50	27,00	37,50

Table 3. Test Statistics^a

N	13
Chi-Square	56,403
df	6
Asymp. Sig	.000

1. Friedman Test

3.2 Discuccion

The results of the analysis were significant with $p = .000$, which means there was a change in PCL-5 scores in survivors after therapy. Researchers follow up once a month. A 12-week (3-month) PAJ (Positive Affect Journaling) study conducted surveys at baseline and the end of months 1 to 3, showing decreased mental distress and increased well-being in months 1 and 2 (Smyth et al., 2018). The approach is similar and relevant for a monthly evaluation design. Research reveals expressive writing therapy can reduce PTSD through cognitive processing, allowing survivors to explore, structure and reflect on their traumatic experiences. This helps integrate the trauma into a meaningful narrative, reducing the intrusion of traumatic memories and intense emotional responses (Pulverman et al., 2017). An analysis of language use (LIWC) found that reduced use of the word me and negative emotions followed by increased positive emotions correlated with reduced PTSD and depression symptoms (Pulverman et al., 2015). There are fluctuating changes in PCL-5 scores. Researchers conducted follow-ups to obtain data related to the events behind the condition or fluctuations in the survivor's PCL-5 score. Various uncomfortable events become precipitating events for survivors to experience unstable conditions. The results of the researcher's assessment of the survivor include: meeting with the perpetrator and conflict, failing the test, meeting the opposite sex, menstruation, losing a loved one (family / friend), being cheated on, conflict with family, revictimization.

Research suggests survivors may experience hypervigilance (extreme alertness) to cues associated with trauma. The presence of the opposite sex can trigger a "sense of danger", even if the person does not pose a real threat. Survivors also experience distorted trust and attachment disruption. Due to the concept of childhood sexual abuse being perpetrated by supposedly trusted figures (e.g. father, uncle, neighbor), victims often experience a breakdown of trust systems and interpersonal relationships, including difficulty trusting the opposite sex emotionally or physically (Lee, 2020). Research mentions the betrayal trauma theory by Freyd in 1996, explaining that trauma involving high-level betrayal (e.g., perpetrated by someone close or trusted) is more likely to result in severe psychological symptoms compared to trauma involving lesser or no betrayal (e.g., by a stranger). Feelings of betrayal disrupt a child's sense of security and attachment, leading to increasingly severe PTSD symptoms, dissociation, depression, anxiety and long-term distrust of others (Gómez, 2021).

The literature suggests that family conflict can exacerbate emotional dysregulation, increase dissociation, and deepen insecurity as described in the conceptual review of complex trauma in



survivors of CSA (Langevin et al., 2021). Research suggests the combination of overwhelming trauma, shattered trust, emotional deregulation, and deeply embedded cognitive distortions make survivors of child sexual abuse particularly vulnerable to PTSD and various forms of mental instability. The earlier and longer the abuse occurred, and the closer the relationship with the perpetrator, the greater the risk and severity of adverse mental health outcomes (Herbert et al., 2020). Survivors often develop cognitive distortions such as chronic self-blame, self-criticism and low self-esteem. These thought patterns keep them trapped in a cycle of depression, anxiety, paranoia and even suicidal thoughts (Dhyatmika et al., 2024).

4. CONCLUSIONS & RECOMMENDATION

4.1 Conclusions

The results of this study show that expressive writing therapy has a contribution in reducing PTSD experienced by women survivors of CSA. The sample of this study includes 13 women who have experienced the CSA event, so it cannot be generalized. Although the results showed changes, almost all survivors experienced fluctuations in PTSD due to triggering events. Research has shown expressive writing to be a safe, acceptable and cost-effective intervention for trauma survivors, although caution is advised shortly after a traumatic event due to the potential for immediate distress from reliving the trauma (Glass et al., 2019; Smyth et al., 2008).

4.2 Recommendation

Researchers recommend increasing the duration of expressive writing treatments to consolidate gains and maintain improvements over time (Pulverman et al., 2017). It is recommended to expand the research sample both involving age criteria, gender education, status and the number of research samples. In addition, the existence of factors that are beyond the control of researchers also results in suboptimal results. It is recommended that writing therapy be accompanied by other therapies in the hope of being more optimal. Field findings in this study show that there are participants who need encouragement to carry out the therapy process.

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THE RELATIONSHIP BETWEEN IMPLICIT ATTITUDES AND WORK MOTIVATION IN TEACHERS WHO TEACH STUDENTS WITH SPECIAL NEEDS

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1. INTRODUCTION & LITERATURE REVIEW

Students with special needs often belong to marginalized groups. They face academic difficulties, sometimes repeating grades, partly due to negative implicit attitudes from teachers, such as low academic expectations (Cate & Glock, 2019; Landrum et al., 2003). This situation can lower not only students' motivation but teachers' work motivation. Teacher with a negative attitude will show the lower level of motivation teaching the student (Van den Bergh et al., 2010). Theoretically, the relationship between implicit attitudes and teachers' teaching motivation has been widely discussed, but there is a gap in empirical evidence testing the relationship between implicit attitudes and teachers' work motivation in a single research model. Therefore, this study aims to fill both gaps by presenting empirical evidence on the relationship between implicit attitudes and work motivation in a specific population of special education teachers in Indonesia. This research uses implicit attitude, because the implicit attitude can measure unconscious level and explicit attitude can't measure unconscious level.

2. METHODS

This research uses quantitative method: correlational. Instrument for this research use Implicit Association Test (IAT) Greenwald et al., (1998) for measure implicit attitude ($r_{sb} = 0,853$), and for measuring the work motivation in teacher, this research use The Work Task Motivation Scale for Teacher (WTMST) Fernet et al., (2008) ($\alpha > 0.7$). The participants in this study were 50 special education teachers (special school for the blind, deaf, mentally disabled and physically disabled). The correlation test in this study used Spearman's rank correlation test.

3. RESULTS AND DISCUSSION

Based on the correlation test between implicit attitude and work motivation, only one dimension of work motivation has significant correlation with implicit attitude, $r_s(48) = -.290$, $p = .041$. This study shows that the implicit attitudes of special education teachers are related to internal motivation and not to external motivation. The results of this study are consistent with research conducted by Legault et al., (2007), which shows a negative correlation between implicit attitudes and intrinsic motivation against black people among undergraduate students. The similarity if these findings demonstrates the consistent role of implicit attitudes in influencing aspects of motivation, bot in social and professional context. By focusing on special education teachers, this study expands the scope of existing literature and shows that the implicit attitudes of special education teachers are related to internal motivation and not to external motivation.



4. CONCLUSIONS & RECOMMENDATION

It's only one dimension of variable work motivation that has correlation with implicit attitude namely intrinsic motivation. The results of this study expand the context of research in the field of special education. Special education teachers can improve their implicit positive attitudes towards students with special needs, thereby increasing their work motivation. For better research in the future, the researcher should use more participant, so that the data obtained is more representative.

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The Gaming Paradox: Between Helping and Hindering Well-being

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1. INTRODUCTION & LITERATURE REVIEW

1.1 Introduction

Almost 70 years since the first video game was made in 1958 (Tretkoff, 2008), the gaming industry has made significant technological advancements and improvements in video game features. This development was also followed by various studies due to its psychological effects on humans, regardless of whether they are positive or negative. In the last five years, researchers have most likely focused on the negative effects of video games, especially in addiction and its relationship to gambling addiction (e.g., Gibson et al. 2024). This kind of discussion was first ignited by one of the features of video games called *loot boxes*, which have a close resemblance to gambling (Schwiddessen & Karius, 2018). Contrary to this topic, several studies have found positive effects of video games on players' well-being (e.g., Tushya et al. 2025). Moreover, the discussion about how video games could be positive or negative has not been clearly described. Given the urgent need to understand the polarizing effects of video games on players' well-being, this research aims to identify the conditions under which video games may be beneficial or detrimental to player well-being based on previous research, discussions, and author reflections.

1.2 Video Games and Problematic Gaming Behaviour

Video games are visual motion technologies created for playing activities that involve rules and have a goal to achieve (Wolf, 2008). Video games are usually used for entertainment and to gain certain emotional effects. However, if players lose their ability to control the urge to play video games, they may develop problematic gaming behaviour, a term used interchangeably with gaming addiction. Based on the biopsychosocial model of addiction, problematic gaming has six components that distinguish problematic gaming from "normal" gaming (Griffiths, 2005). *Salience*, refers to condition that gaming become the most important thing in someone's life, *Mood modification*, subjective experiences that appear as consequence when someone engaging in gaming activity, *Tolerance*, increase of play time (dose) needed to achieve the former effects, *Withdrawal*, the unpleasant feeling which occur when someone discontinue or reduce playing game, *Conflict*, refer to conflicts between game players and people around them or even themselves as consequences when they are playing game excessively, *Relapse*, the tendency to repeat earlier excessive patterns of playing game after several times of stopped or controlled playing.

1.3 Well-Being

This discussion will focus on the current well-being theory proposed by Martela (2024). It said that well-being refers to a life that is good for the person living that life. This theory also introduced the mode of existence concept, which encompasses four basic ways of



being and relating to the world: having, loving, doing, and being. *Having* addresses basic biological and material needs like food, drink, sleep, and security, which are essential for well-being. *Loving* represents human social needs, emphasising relatedness and inclusiveness. *Doing* views humans as active beings, requiring them to fulfil the need of autonomy and competence to experience well-being. Finally, *Being* is the culmination of the other three modes, representing perceived well-being, encompassing both affective and evaluative aspects.

2. METHODS

This research employs a narrative review as its method. It assists in describing specific phenomena from a researcher's perspective, supported by relevant literature, in a more flexible manner (Sukhera, 2022). Various databases and Artificial Intelligence (AI) tools, such as Scopus, PubMed, Consensus.ai, and Scispace.com, were utilised to find pertinent literature for this topic. Several strategies were also employed for finding relevant literature, for example: (gaming OR “video game” OR game OR “digital game”) AND well-being in databases, video games and addiction in AI tools, etc. Additionally, the first author's reflections on personal gaming experiences were used to contextualise findings from the literature and inform the exploration of themes within the well-being framework.

3. RESULTS AND DISCUSSION

Several aspects of video games that may affect an individual's well-being, both positively and negatively, have been identified. Their potential impact on well-being is discussed below.

2.1 Video Games and Having

Video games nowadays are not only made for casual playing, but also professional schemes (ie, esports) and entertainment industries (streaming and content creation). These are opening career opportunities for those who are interested in game-related careers. Earnings from such careers can amount to substantial sums. For example, in professional esports, one of *Counter Strike* esports teams, Falcons, could give a monthly salary to each player \$240,000 (Webb, 2025). Windah Basudara, as an Indonesian gaming content creator and streamer, could earn an estimated 1.72 million - 10.3 million dollars per month (Windah Basudara, 2021). These made video games possibly fulfill human safety and security needs through game-related careers.

2.2 Video Games and Loving

Players could also fulfil their social needs by utilising the social aspects of video games. Most video games, especially in multiplayer games, have their own social features (ie, *clan*, *guild*, *friend list*, etc). These features allowed players to communicate with each other, whether discussing the game itself or topics pertaining to their personal lives. Every game also has its own offline or online communities, opening up opportunities to expand social relationships. Tushya et al. (2025) found that gaming communities could provide social-emotional support, increase members' social skills, and decrease loneliness. Interestingly, friendships in the gaming community could transfer to real life. Socialising in video games is not limited to multiplayer games, but also single-player games through *tandem play* (Bowman et al., 2022). Tandem plays are defined as when two or more players engage with a single-player game together, moving through the game with a variety of potential



motives (Consalvo et al., 2018). Thus, this kind of interaction possibly increases the quality of relationships.

2.3 Video Games and Doing

Unfortunately, there is still a lack of evidence that video games could positively fulfil the need for competence and autonomy, whether for casual players or esports professionals. Kaya et al. (2023) have found that players with a lack of competence and autonomy tend to develop gaming addiction through escapism. In esports athletes, the need for competence is possibly fulfilled by achievements in esports schemes, but not with autonomy needs. A study by Hong et al. (2022) found that high levels of competence in Korean esports athletes were not associated with intrinsic motivation. This is probably because esports athletes are sometimes forced to upgrade their competence by external parties, such as a team manager/coach, rather than of their own will.

2.4 Video Games and Being

It's challenging to ascertain if video games influence *Being*, as it encompasses a holistic evaluation of an individual's life. However, if video games positively impact someone's other modes (Having, Loving, and Doing), it's conceivable they might perceive their life as meaningful. For instance, professional gamers or those pursuing related careers may find meaning in their ability to fulfill safety needs through earnings, connect with others in communities, and feel competent through career achievements. When a single passion like gaming so thoroughly satisfies these core aspects of a well-rounded existence, it provides a powerful foundation for that person to view their life as successful and purposeful.

2.5 Video Games and Addiction

One of the main concerns regarding video games is their potential to cause addiction. Every video game has its own way to reinforce players (Rehbein et al., 2021), depending on its genre, such as a ranking system, daily missions, battle pass, and others. Reinforcement also exists from environmental factors like peers or communities (Király et al., 2023). However, each person has their own responses to these reinforcements. Some individuals are more vulnerable to developing an addiction due to factors such as lower self-control, for example, adolescents, people with ADHD, people with high neuroticism personality, and other individual factors (Király et al., 2023). Video gaming poses a significant risk of addiction and negatively impacts an individual's well-being, owing to a combination of game-specific, personal, and contextual factors.

4. CONCLUSIONS & RECOMMENDATION

By applying Martela's (2024) theory, this review has demonstrated that video games are not monolithically 'good' or 'bad'; rather, their impact on well-being depends on which fundamental needs they fulfill or frustrate. The relationship between video games and *being* in this research is still lacking evidence due to limited literature. Further empirical research is needed to validate Martela's theory in the context of video games. Additionally, a qualitative exploration of professional players' or streamers' well-being could help explain how video games specifically affect their lives.



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THE ROLE OF GRATITUDE, LIFE SATISFACTION, AND SELF-COMPASSION ON PSYCHOLOGICAL WELL-BEING IN WOMEN WHO MARRIED AS CHILDREN IN SOUTH KALIMANTAN

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1. INTRODUCTION & LITERATURE REVIEW

Marriage is a significant life goal for many individuals, including adolescents. However, child marriage is widely regarded as a serious issue that requires prevention. The most fundamental approach to prevention involves countries establishing a minimum legal age for marriage. In Indonesia, the legal minimum age for both men and women is 19, as stipulated in Law No. 16 of 2019 on Marriage. This legislation supersedes the previous regulation (Law No. 1 of 1974), which set the minimum age at 19 for men and 16 for women. UNICEF (2020) explicitly states that child marriage constitutes a violation of human rights. Child marriage is considered a human rights violation due to its significant negative impacts on young girls. These include the loss of educational opportunities because of domestic responsibilities (Wodon & Al-Qatab, 2018), impaired future economic independence (Field & Ambrus, 2008), social isolation (Narayanan & Narayanan, 2018), increased risk of domestic violence (UNFPA, 2020), and a higher prevalence of mental health issues such as depression, anxiety, and suicidal behavior among victims (Raj, 2010; WHO 2021).

According to data from the Central Statistics Agency (BPS), South Kalimantan ranks fourth nationally for child marriage, with 15.30% of girls marrying before the age of 18 (Radar Banjarmasin, 2022). This phenomenon is driven by various factors, including economic hardship, social norms, parenting styles, cultural practices, and low parental education levels (Habar Kalimantan, 2022). Banjar Regency is a major contributor to South Kalimantan's child marriage statistics. In 2021, out of 3,666 marriages, 163 brides were under the age of 19 (Habar Kalimantan, 2022). The percentage of marriage dispensation applications granted by the Banjarbaru Religious Court remains high, at over 85% (Radar Banjarmasin, 2022). Previous study indicates that women who marry young are vulnerable to mental health issues, including depression, anxiety, and low psychological well-being (Cantor & Sanderson, 2012). However, several protective factors—such as gratitude, life satisfaction, and self-compassion—can help young brides achieve psychological well-being (Siddiq, 2020). Psychological well-being is defined as optimal human functioning (Ryff, 1989). Gratitude is a positive habit in which individuals recognize and respond to the positive experiences and outcomes they receive throughout their lives (McCullough, Emmons & Tsang, 2002). Life satisfaction is an individual's cognitive assessment of how well and satisfying their life has been, considering essential life domains such as health, relationships, work, income, and spirituality (Diener & Biswas-Diener, 2008). Self-compassion is the effort an individual makes to be open and connected to their pain and to treat themselves with kindness, even when in a state of distress (Neff, 2023).



2. METHODS

This study employed a quantitative approach with a cross-sectional study design. Sampel penelitian ini sejumlah 97 partisipan dengan teknik non Probabilitas (*non-probability sampling*) jenis teknik purposive sampling. Adapun karakteristik partisipan adalah: menikah atau pernah menikah pada usia di bawah 19 tahun, berusia 20-60 tahun, berdomisili di Kabupaten Banjar atau Kota Banjarbaru. The measurement instruments used were the Psychological Well-Being Scale (PWBS) 18-item version (Ryff, 1989), the Self-Compassion Scale (Neff, 2003), the Gratitude Questionnaire Six Item Form (McCullough, Emmons, Tsang, 2002), and the Satisfaction with Life Scale (Diener et al, 1985). Data dianalisis menggunakan analisis regresi berganda untuk menguji peranan variabel bebas yaitu gratitude, life satisfaction, dan self-compassion terhadap variabel terikat psychological well-being (Cohen et al., 2003). Selain itu, analisis regresi parsial juga dilakukan untuk menguji kontribusi dari masing-masing variabel prediktor (Field, 2018).

3. RESULTS AND DISCUSSION

This study categorized data for each variable, as shown in Table 1. The table indicates that participants in the study were distributed across all categories, from "very low" to "very high," for all four variables. The highest frequency for psychological well-being was found in the "moderate" category (39 participants, 40.21%). Gratitude was predominantly in the "moderate" category (41 participants, 42.27%), and life satisfaction was also in the "moderate" category (40 participants, 41.24%). Self-compassion, however, was dominated by the "very high" category (28 participants, 28.87%). The data analysis thus reveals that the majority of respondents were at a moderate level for gratitude, life satisfaction, and psychological well-being, while their self-compassion tended to be predominantly at a very high level.

Tabel 1. Kategorisasi Data

Variable	Score Range	Category	Frequenc y	Percentage (%)
Gratitude	$X < 26.74$	Very Low	5	5.15
	$26.74 \leq X < 31.77$	Low Sedang	22	22.68
	$31.77 \leq X < 36.79$	Moderate	41	42.27
	$36.79 \leq X < 41.82$	High	22	22.68
	$X > 41.82$	Very High	7	7.22
Life Satisfaction	$X < 20.46$	Very Low	11	11.34
	$20.46 \leq X < 24.91$	Low	13	13.40
	$24.91 \leq X < 29.35$	Moderate	40	41.24
	$29.35 \leq X < 33.80$	High	29	29.90
	$X > 33.80$	Very High	4	4.12
Self- compassion	$X < 53.36$	Very Low	12	12.37
	$53.36 \leq X < 58.44$	Low	20	20.62
	$58.44 \leq X < 63.52$	Moderate	18	18.56
	$63.52 \leq X < 68.60$	High	19	19.59
	$X \geq 68.60$	Very High	28	28.87
Psychological well-being	$X < 52.75$	Very Low	5	5.15
	$52.75 \leq X < 58.10$	Low	23	23.71
	$58.10 \leq X < 63.46$	Moderate	39	40.21
	$63.46 \leq X < 68.81$	High	24	24.74
	$X \geq 68.81$	Very High	6	6.19

The F-test in this study was conducted to determine whether the independent variables (self-compassion, gratitude, and life satisfaction) collectively have a significant effect on psychological well-being. Table 2 shows an R-squared value of 0.124. This indicates that self-compassion, gratitude, and life satisfaction jointly explain 12.4% of the variance in psychological well-being.



Furthermore, Table 3 presents an F-statistic of 4.370 with a significance value (Sig.) of 0.006. Since the p-value (0.006) is less than the alpha level of 0.05, it confirms that self-compassion, gratitude, and life satisfaction simultaneously and significantly influence psychological well-being.

Tabel 2. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.352 ^a	.124	.095	5.078

Tabel 3. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	338.055	3	112.685	4.370	.006 ^b
1 Residual	2397.966	93	25.785		
Total	2736.021	96			

A t-test was conducted to evaluate the individual roles of each independent variable on psychological well-being. Table 4 reveals that gratitude has a significant effect on psychological well-being ($t=2.230, p=0.028 < 0.05$). The regression coefficient ($B=0.269$) indicates a positive relationship, meaning higher levels of gratitude are associated with higher levels of psychological well-being. In contrast, self-compassion did not have a significant effect on psychological well-being ($t=0.717, p=0.475 > 0.05$), and life satisfaction also did not show a significant effect ($t=1.171, p=0.245 > 0.05$).

Tabel 3. Coefficients

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B		Correlations		
	B	Std. Error	Beta			Lower Bound	Upper Bound	Zero-order	Partial	Part
1 (Constant)	44.680	4.772		9.363	.000	35.204	54.156			
Self-compassion	.049	.068	.080	.717	.475	-.087	.185	.224	.074	.070
Gratitude	.269	.121	.252	2.230	.028	.029	.508	.323	.225	.216
Life Satisfaction	.143	.122	.119	1.171	.245	-.100	.386	.204	.121	.114

4. CONCLUSIONS & RECOMMENDATION

The results of the multiple regression analysis showed that while gratitude, life satisfaction, and self-compassion simultaneously affected psychological well-being, only gratitude emerged as a strong and significant predictor. This phenomenon can be explained by multicollinearity (Cohen et al., 2003), which occurs when theoretically distinct variables, such as gratitude, life satisfaction, and self-compassion, are highly correlated because they all measure similar positive psychological constructs.

Due to this conceptual overlap, the variables "share" their predictive power on psychological well-being (Hair et al., 2019). As the variable with the strongest correlation, gratitude absorbs most of this shared influence, making its unique contribution statistically significant, while the unique effects of other variables are suppressed. This overlap is evident in the items themselves; for example, both gratitude and life satisfaction focus on appreciating positive aspects of life (Diener et al., 1985), and gratitude also intersects with the Common Humanity dimension of self-compassion, as it involves recognizing that suffering and shortcomings are universal human experiences (Neff, 2003). This finding is consistent with other studies, such as those by Kardaş and Yalçın (2019) and Ritmiani (2021), which also found gratitude to be the most central and robust predictor. In other words, gratitude, as a proactive attitudinal orientation (Emmons & McCullough, 2003), appears to be a



foundational psychological trait that influences key dimensions of both self-compassion and life satisfaction, making it the most dominant variable in predicting psychological well-being.

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THE IMPACT OF MATERNAL AUTHORITATIVE PARENTING STYLE ON THE MENTAL WELL BEING OF UNIVERSITY STUDENT

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1. INTRODUCTION & LITERATURE REVIEW

University students in the age range of 18–25 years are in a transitional stage known as emerging adulthood. During this stage, they face various developmental challenges, including academic demands, social adjustments, and identity exploration. These challenges often trigger stress, anxiety, depression, and burnout, which can negatively affect their mental well-being. Mental well-being is not merely the absence of mental illness, but also refers to a state of positive psychological functioning characterized by happiness, life satisfaction, meaningful relationships, and personal growth. The importance of mental well-being in university students lies in its contribution to academic achievement, social functioning, and long-term life satisfaction. Students with high mental well-being are more resilient, capable of managing stress effectively, and more adaptive in facing academic and personal demands. In contrast, students with low mental well-being may experience difficulties in concentration, motivation, and interpersonal relationships, which could potentially lead to academic failure and mental health problems.

In the Indonesian cultural context, mothers play a central role in parenting and are often seen as primary caregivers. Among various parenting styles, authoritative parenting has been recognized as the most effective style in fostering positive psychological outcomes. Authoritative parenting is characterized by warmth and responsiveness combined with firm demands and clear boundaries. This parenting style is believed to promote self-regulation, resilience, autonomy, and self-efficacy in children, which are essential components of mental well-being. Considering the pivotal role of parents, particularly mothers, in shaping students' psychological development, this study aims to examine the influence of maternal authoritative parenting on the mental well-being of university students. This research is expected to provide theoretical contributions in the field of developmental and educational psychology as well as practical insights for parents, educators, and policymakers.

Research on authoritative parenting in Indonesia has consistently shown positive effects on children's development, particularly in emotional, social, and moral domains. For instance, authoritative parenting has been linked to emotional regulation among young children (Mulyati & Sari, 2021) and has been associated with moral development in rural settings (Rahmawati, 2022). More recent studies also highlight its role in enhancing empathy and social interaction in early childhood (Aminah, 2025).

In addition, most Indonesian studies tend to examine "parents" collectively, without differentiating between mothers and fathers. Yet, in many Indonesian families, mothers play a dominant role in daily parenting. The lack of studies focusing specifically on maternal contributions to authoritative parenting constitutes an important research gap that deserves further investigation.

Keyes (2007) defined mental well-being as a state of flourishing where individuals experience positive emotions, engage meaningfully in life, and function effectively in society. Seligman (2002) introduced the concept of flourishing through the PERMA model (Positive emotion, Engagement, Relationships, Meaning, and Accomplishment). Huppert (2009) also emphasized that psychological well-being involves resilience, optimism, autonomy, and effective social functioning. Factors influencing mental well-being include personal attributes (e.g., age, gender, personality traits), social



resources (e.g., family and peer support), and environmental conditions. Baumrind (1991) categorized parenting styles into authoritarian, permissive, neglectful, and authoritative. Among them, authoritative parenting is associated with the most positive developmental outcomes. It combines demandingness (setting rules, expectations, and responsibilities) with responsiveness (warmth, support, and open communication). Children raised by authoritative parents tend to have higher levels of self-esteem, independence, social competence, and emotional regulation. In addition, cultural and socioeconomic contexts may influence how authoritative parenting is practiced and perceived.

Arnett (2015) described emerging adulthood as a distinct life stage between adolescence and adulthood, typically ranging from ages 18 to 25. It is characterized by identity exploration, instability, self-focus, and a sense of being in transition. University students during this period face heightened academic pressures, social role changes, and emotional challenges, making them particularly vulnerable to fluctuations in mental well-being. Despite striving for independence, many still rely heavily on parental support, particularly maternal involvement, for emotional and practical guidance. Research consistently shows that parenting styles play a crucial role in shaping children's psychological outcomes. Positive parenting practices, such as authoritative parenting, are linked with higher levels of mental well-being, resilience, and coping abilities. Conversely, negative parenting styles, such as authoritarian or neglectful parenting, are associated with higher risks of anxiety, depression, and low self-esteem. In the context of Indonesian culture, where parental authority is deeply respected, maternal authoritative parenting is expected to significantly contribute to the development of students' mental well-being.

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In addition, most Indonesian studies tend to examine "parents" collectively, without differentiating between mothers and fathers. Yet, in many Indonesian families, mothers play a dominant role in daily parenting. The lack of studies focusing specifically on maternal contributions to authoritative parenting constitutes an important research gap that deserves further investigation. Accordingly, although existing evidence affirms the benefits of authoritative parenting, there remain unanswered empirical questions concerning the specific role of mothers in the context of Indonesian university students. This gap underscores the relevance of the present study and strengthens its scholarly contribution.

2. METHODS

This study involved a population of active undergraduate students in the Greater Jakarta area (Jabodetabek) aged between 18 and 25 years. A non-probability sampling technique was employed, specifically convenience sampling. The researchers distributed the questionnaire online over a four-month period and obtained 770 responses. After data cleaning, a total of 736 responses were retained for analysis.

Two primary instruments were employed to collect data: the Warwick-Edinburgh Mental Well-being Scale (WEMWBS) to measure mental well-being, and the Parental Authority Questionnaire (PAQ) to assess maternal authoritative parenting. For the WEMWBS instrument, the researchers adopted a measurement tool that had previously been used and validated by Ramdani (2024). This adoption process indicates that the researchers did not develop a new instrument from the ground up but rather employed an existing version that had already been tested in prior studies. In the earlier research, the instrument demonstrated established validity and reliability, with a reliability coefficient



of 0.843. Maternal authoritative parenting was measured using the Parental Authority Questionnaire (PAQ), originally developed by Buri (1991) to assess three dimensions of parenting styles: authoritative, authoritarian, and permissive. For the purposes of this research, the PAQ was adapted to specifically measure the authoritative parenting style of mothers as perceived by university students. A pilot study was conducted specifically for the PAQ instrument to examine its validity and reliability within the Indonesian context. The pilot test was administered online and yielded responses from 49 participants. Item–total correlation analyses indicated that all items met the minimum threshold for construct validity ($r > 0.30$). Reliability testing using Cronbach’s Alpha demonstrated satisfactory internal consistency, with $\alpha = 0.901$ for the PAQ. These findings confirmed that the PAQ is both valid and reliable for use with the Indonesian undergraduate student population.

3. RESULTS AND DISCUSSION

In this study, several statistical tests were conducted, beginning with the normality test. The normality test was performed to examine whether the data distribution met the assumption of normality, which is essential for ensuring the appropriateness of subsequent statistical analyses. The Kolmogorov-Smirnov test was employed for this purpose. The results indicated that the data were normally distributed, as evidenced by the significance value of 0.200, which exceeded the threshold of 0.050. Accordingly, it can be concluded that the sample used in this study was drawn from a normally distributed population.

Table 1. Results of Normality Test

Mod el	Coefficient ^a		t	Sig.
	Unstandardiz ed	Coefficien ts		
One-Sample Kolmogorov-Smirnov Test				
				Unstandardized
				Residual
N				736
Normal	Mean			0,000000
Parameters ^{a,b}	Std. Deviation			8,34883037
Most Extreme	Absolute			0,021
Differences	Positive			0,021
	Negative			-0,017
Test Statistic				0,021
Asymp. Sig. (2-tailed) ^c				0,200
Monte Carlo Sig. (2-tailed) ^e				0,645
	99% Confidence Interval	Lower Bound		0,633
		Upper Bound		0,658

Based on the results of the regression analysis, the significance value (p -value < 0.001) indicates that parenting has a highly significant influence on mental well-being. Furthermore, the R test results show that the coefficient of determination (R^2) for the relationship between maternal authoritative parenting and students’ mental well-being is 0.15, or 15%. This finding suggests that maternal authoritative parenting explains 15% of the variance in students’ mental well-being, indicating a meaningful contribution of this parenting style to their psychological outcomes.



Table 2. Results of the Simple Linear Regression Hypothesis Test

Model	Unstandardized Coefficients	Coefficient ^a		t	Sig.
		B	Standard Error		
1	(Constant)	32,923	1,645	20,013	<0,001
	Pola_Ashuh	0,517	0,044	11,733	<0,001

a. Dependent Variable : Mental WellBeing

Table 3. Results of the Simple Linear Regression Hypothesis Test

Model	R	R Square	Model Summary	
			Adjusted R Square	Std. Error of the Estimate
1	0,397	0,158	0,157	8,355

The findings confirm that maternal authoritative parenting is positively associated with higher mental well-being in university students. Students who experience a balance of parental warmth and clear expectations tend to develop stronger emotional regulation, resilience, and coping strategies. This aligns with Baumrind's (1991) framework, which highlights the benefits of authoritative parenting, and with Keyes' (2007) model of flourishing mental health. Compared with authoritarian parenting, which emphasizes control without warmth, or permissive parenting, which lacks clear boundaries, authoritative parenting fosters both autonomy and connectedness. This dual approach helps students adapt to academic pressures, social demands, and the identity challenges typical of emerging adulthood. In the Indonesian context, where maternal roles are central in family life, authoritative parenting provides both emotional security and motivational support, enhancing students' psychological adjustment.

The results are consistent with previous research showing that children and adolescents raised in authoritative households report higher levels of well-being, self-esteem, and social competence (Huppert, 2009). Moreover, the cultural dimension reinforces that in collectivist societies like Indonesia, maternal involvement plays a pivotal role in transmitting values and providing support systems that shape psychological outcomes. These findings highlight the protective role of maternal authoritative parenting against stress, depression, and academic burnout in university students. However, the R² value also suggests that while parenting contributes significantly, other factors, such as peer relationships, academic environments, and economic conditions, also play important roles in determining mental well-being. Future research should incorporate these variables to gain a more holistic understanding of student well-being.

The limitation of this study stems from its exclusive focus on maternal authoritative parenting, whereas parenting is a multifaceted process that often involves both parents (mother and father) as well as other significant caregivers. In addition, the reliance on self-report measures



may introduce potential bias, and the sample being limited to undergraduate students living with their mothers restricts the generalizability of the findings.

Based on the findings of this study, the results demonstrate that maternal authoritative parenting exerts a significant influence on students' mental well-being. Although the correlation was weak, it was statistically significant. Maternal authoritative parenting accounted for 15% of the variance in students' mental well-being. In this research, the focus was specifically on maternal parenting. This is supported by the work of Hallers-Haalboom et al. (2015), which indicated that mothers are more frequently engaged in parenting activities. Such evidence may further reinforce the findings of the present study, in which maternal authoritative parenting significantly influenced students' mental well-being.

Focusing on maternal parenting is highly relevant, particularly in the Indonesian context, where mothers hold a central role in the family as the primary figures who provide affection, shape character, and instill values (Setiadi & Kolip, 2011). Mothers who adopt an authoritative parenting style not only create a supportive emotional environment but also serve as role models for their children in facing challenges and making decisions. Open communication, a hallmark of authoritative parenting, further enables children to express emotions, seek solutions, and build healthy interpersonal relationships. These skills are essential for university students who are immersed in the dynamic and complex social environment of campus life (Hasan & Wahyudi, 2019).

One relevant example is the study conducted by Ambarita (2019), which found a positive relationship between maternal authoritative parenting and adolescents' mental well-being. Although Ambarita's research focused on adolescents, the findings strongly suggest that the foundation of mental well-being developed through authoritative parenting in early life may extend into adulthood, including the university stage. Consistent maternal parenting that combines guidance, structured autonomy, and emotional support fosters an environment conducive to healthy psychological development. Skills internalized during adolescence—such as problem-solving ability, self-regulation, and positive self-perception—become valuable resources for students to achieve optimal mental well-being in the midst of the complex challenges of university life.

When mothers implement clear boundaries and realistic expectations, children learn self-discipline, responsibility, and emotional regulation. According to Steinberg (2001), children raised in authoritative households tend to develop stronger social competence and independence. These competencies, formed early in life, serve as essential assets for students. Those with higher levels of mental well-being are more likely to demonstrate strong adaptability, effectively manage both academic and non-academic stress, and show resilience in recovering from setbacks (Santrock, 2011). Thus, the positive influence observed in this study indicates that the foundations instilled through maternal authoritative parenting in earlier stages of life remain relevant and continue to contribute to students' mental well-being during their university years.

In line with the research conducted by Nila Angita et al. (2024), it can be concluded that parenting received from parents has a significant impact on children's overall well-being and mental health. Authoritative parenting, characterized by support for autonomy, open communication, and attention to children's emotional needs, has been shown to foster positive outcomes, including enhanced self-confidence, readiness to face challenges, and greater overall happiness.

4. CONCLUSIONS & RECOMMENDATION

Based on the findings of this study, the results indicate that maternal authoritative parenting has a significant influence on students' mental well-being. The relationship is positive, suggesting that the higher the level of maternal authoritative parenting, the higher the students' mental well-



being. Maternal authoritative parenting was found to account for 15% of the variance in students' mental well-being. This demonstrates that authoritative parenting is one of the factors contributing to students' mental well-being. Thus, it can be concluded that authoritative parenting, particularly when applied by mothers, serves as an influential factor in shaping their children's mental well-being, even as they enter early adulthood and face challenges within the academic environment.

The recommendations of this study can be directed toward several parties. For mothers, it is suggested to consistently apply authoritative parenting by providing emotional support, fostering open communication, and establishing clear boundaries. Even as children enter early adulthood, the presence of mothers as supportive figures continues to play a crucial role in maintaining and enhancing their mental well-being. For students, it is important to recognize that the family environment, particularly the parenting style adopted by mothers, has a significant influence on their mental well-being. Such awareness is expected to help students better understand their personal dynamics and develop more adaptive strategies in coping with academic and everyday challenges. For future researchers, this study may serve as a foundation for further development to provide a more comprehensive understanding of the influence of maternal authoritative parenting on students' mental well-being. Moreover, future research is recommended to explore paternal parenting specifically, or to examine the combined effects of both maternal and paternal parenting styles, in order to present a more holistic picture of the family's role in supporting students' mental well-being.

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THE INFLUENCE OF FAMILY SUPPORT AND ACADEMIC STRESS ON SUICIDAL IDEATION AMONG UNIVERSITY STUDENTS EXPERIENCING DEPRESSIVE SYMPTOMS

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1. INTRODUCTION & LITERATURE REVIEW

Mental health disorders, particularly depression and suicidal tendencies, represent a critical concern affecting Indonesian university students. Students face numerous stressors including overwhelming academic burdens, insufficient family emotional support, and various social pressures that collectively contribute to elevated depression rates. According to WHO (2023), individuals aged 15-29 years demonstrate heightened suicide risk compared to other demographics, as this developmental period involves complex transitions toward adulthood encompassing educational, career, interpersonal, and family challenges. This condition not only affects psychological well-being but, in more extreme situations, can also trigger suicidal ideation among vulnerable student populations.

The Indonesian National Police Criminal Information Center reported a concerning escalation in suicide cases, documenting 971 incidents from January to mid-October 2023, representing an increase from 900 cases in 2022 (Anwar, 2023). Several tragic incidents illustrate this crisis, including a University of Indonesia student who jumped from an 18th floor apartment in South Jakarta in March 2023 (Ramadhan, 2023), an 18-year-old female student who died after falling from a UMY dormitory in Yogyakarta allegedly due to depression (DetikJogja, 2023), a medical student in West Sumatra who could not cope with internship program pressures (Redaksi, 2023), and a UGM engineering student found dead in his dormitory with a history of mental illness (Kompasiana.com, 2023). These cases tragically demonstrate how academic pressures and mental health issues can lead to devastating outcomes among Indonesian university students.

Suicidal ideation, defined as thoughts involving desires to harm oneself or end one's life, constitutes a distinct but related phenomenon within the suicidal behavior spectrum (Idham et al., 2019). Research indicates suicide ranks as the second leading cause of death among university students (Muslim et al., 2024). Student life inherently involves multiple stressors, including intensive academic workloads and internship requirements that limit leisure time, while many must simultaneously adapt to unfamiliar living environments away from home (Lew et al., 2019). The American Institute of Stress characterizes stress as emotional responses occurring when perceived demands exceed available personal and social resources (Kania, 2014). Severe stress levels can precipitate anxiety, depression, and social dysfunction (Aihie & Ohanaka, 2019).

Family support plays a crucial protective role in student mental health outcomes, with research by Wistarini & Marheni (2019) demonstrating that family social support significantly influences academic stress levels among students. Conversely, negative family interactions may intensify depression and suicidal tendencies (Amiya et al., 2014). Empirical evidence shows that suicidal ideation increases with elevated academic stress, particularly among individuals with limited coping abilities (Okechukwu et al., 2022). Studies indicate that students receiving higher family support exhibit weaker correlations between stress and depression (Pratiwi & Undarwati, 2014; Umam & Soeharto, 2022; Suwinyattichaiorn & Johnson, 2020). Alarming, research reveals that 58.1% of students report significant suicidal ideation or attempts (Idham et al., 2019), with comparative studies



showing more intense suicidal urges among students than non-student peers in equivalent age groups (Reynolds, 1991). These findings underscore the urgent need for comprehensive investigation into how family support and academic stress influence suicidal ideation among Indonesian university students.

2. METHODS

This study employed a quantitative approach with a correlational design aimed at examining the influence of family support and academic stress on suicidal ideation among university students experiencing depressive symptoms. The participants consisted of 165 Indonesian students selected through a purposive sampling technique, with inclusion criteria requiring them to be active students who reported experiencing depressive symptoms.

The psychological instruments used in this study measured suicidal ideation, family support, academic stress, and depressive symptoms. Construct validity was assessed using *Confirmatory Factor Analysis* (CFA) with LISREL 8.70, and the results confirmed that all measurement models met the required fit indices. Reliability testing further demonstrated adequate internal consistency, with *Composite Reliability* (CR) values exceeding the recommended threshold. Previous research also reported Cronbach's alpha coefficients of 0.84 for the Suicidal Ideation Scale, 0.67 for the Family Support Scale, and 0.70 for the Academic Stress Scale, supporting the reliability of these instruments.

Data were collected through online questionnaires distributed to students. Subsequently, the data were analyzed using multiple regression analysis with the assistance of SPSS version 25.0 to determine the relative contributions of family support and academic stress in predicting suicidal ideation among students with depressive symptoms.

3. RESULTS AND DISCUSSION

Table 1. Characteristics of Respondents

Characteristics	Category	Number	Percentage
		Respondents	
Age	19-26	146	88%
	27-34	19	12%
Gender	Male	57	35%
	Female	108	65%
Domicile	In Java Island	76	45%
	Outside Java Island	89	55%
Living Status	Living with Parents	64	38,8%
	Living in Dormitory	39	23,6%
	Living in Boarding House	60	36,4%
	Living in Other Places	2	1,2%
Education	Bachelor's Degree (S1)	151	91%
	Diploma (D3/D4)	13	8%
	Master's Degree (S2)	1	1%

The study involved 165 students aged between 19 and 34 years, with the majority (88%) in the 19–26 age group, indicating that most participants were at a typical undergraduate age, while only 12% were in the 27–34 age group. In terms of gender, female participants dominated the sample at 65%, while male students accounted for 35%, reflecting a higher representation of women in this



study. Regarding domicile, 55% of the respondents reported living outside Java Island, whereas 45% lived within Java, showing that the data represented students from diverse geographical regions of Indonesia. In terms of living arrangements, 38.8% stayed with their parents, 23.6% lived in dormitories, 36.4% in boarding houses, and a small portion, 1.2%, resided in other types of accommodation, highlighting various living conditions that may influence students' experiences. For education level, the vast majority were pursuing a Bachelor's degree (91%), while 8% were Diploma students and only 1% were Master's students, showing that most respondents were in the undergraduate stage of higher education. These demographic details provide an essential context for interpreting the findings and help explain the diversity within the student population examined in this research.

Table 2. Construct Validity Test Results (CFA)

	Chi-square(X^2) $p \geq 0.05$	RMSEA ≤ 0.10	TLI ≥ 0.90	CFI ≥ 0.90	Categorization
Suicidal Ideation Scale	103,32	0,091	0,93	0,96	Valid
Family Support Scale	85,78	0,076	0,95	0,96	Valid
Academic Stress Scale	83,34	0,092	0,93	0,95	Valid

Construct validity was assessed using Confirmatory Factor Analysis (CFA), which is a statistical method designed to test whether the measured variables reflect the intended theoretical constructs. The results indicated that the three instruments employed—Suicidal Ideation Scale, Family Support Scale, and Academic Stress Scale—successfully met the required model fit indices. Specifically, the Chi-square values were 103.32, 85.78, and 83.34, respectively, with significance levels of $p \geq 0.05$, suggesting that the models did not significantly deviate from the empirical data. In addition, the RMSEA values were all ≤ 0.10 , and both TLI and CFI exceeded 0.90, which further confirmed that the instruments demonstrated good construct validity. These indicators show that the tools used in this study are robust enough to measure the intended psychological constructs accurately. By meeting these statistical benchmarks, the instruments can be confidently used in further analysis to test the hypotheses of this research.

Table 3. Reliability Analysis of Research Instruments

	LF	LF*LF	e	CR
Suicidal Ideation Scale	Σ 6,76 Σ^2 45,7	Σ 4,23	Σ 6,77	0,87
Family Support Scale	Σ 6,63 Σ^2 43,96	Σ 4,05	Σ 6,95	0,86
Academic Stress Scale	Σ 6,15 Σ^2 37,82	Σ 3,97	Σ 6,03	0,86

The reliability analysis demonstrated strong Construct Reliability (CR) across all instruments, further confirming their consistency in measuring the intended variables. The Suicidal Ideation Scale obtained a CR value of 0.87, the Family Support Scale 0.86, and the Academic Stress Scale 0.86, which all exceeded the commonly accepted threshold of 0.70. These results indicate that the scales had good internal consistency, meaning that the items within each scale were closely related and measured the same underlying construct. Strong reliability is essential because it ensures that the data collected are stable and can be replicated under similar conditions, reducing the likelihood of measurement error. The findings suggest that the instruments are not only valid but also dependable for use in psychological



and educational research settings. With both validity and reliability established, the measures provide a solid foundation for analyzing the relationships among family support, academic stress, and suicidal ideation in this study.

Table 4. Multiple Regression Analysis

Variable	Beta	Standard Error	t	Significance	Tolerance	VIF
constant		2,104	5,497	0,000		
Family Support	-0,288	0,059	-6,516	0,000	0,921	1,086
Academic Stress	0,186	0,044	3,516	0,002	0,921	1,086

The multiple regression analysis revealed that family support had a significant negative effect on suicidal ideation ($\beta = -0.288$; $t = -6.516$; $p = 0.000$). This means that higher levels of family support were associated with lower suicidal ideation among students. Conversely, academic stress showed a significant positive effect on suicidal ideation ($\beta = 0.186$; $t = 3.516$; $p = 0.002$), indicating that increased academic stress heightened the risk of suicidal ideation.

Table 5. Coefficient of Determination

Adjusted R Square
0,205

Study results revealed an Adjusted R² value of 0.205, indicating that family support and academic stress collectively accounted for 20.5% of variance in suicidal ideation among students with depressive symptoms, while the remaining 79.5% was attributed to other factors. Family support demonstrated a negative correlation with suicidal ideation, suggesting that reduced family support increased suicidal thoughts among students by diminishing emotional and psychological resources needed to cope with various pressures. Additionally, family support contributes to developing self-esteem and healthy identity formation, which are crucial since low self-esteem consistently correlates with higher suicidal ideation. These findings align with Umam and Soeharto (2022) who emphasized family social support's role in reducing academic stress, and Suwinyattichaiorn and Johnson (2020) who reported negative correlations between family support and mental health problems. However, Amiya et al. (2014) found that negative family interactions were significantly associated with elevated depressive symptoms and suicidal ideation, underscoring the importance of family support quality in students' mental health.

Analysis also demonstrated a significant positive correlation between academic stress and suicidal ideation among students with depressive symptoms, indicating that higher academic stress increased the likelihood of suicidal thoughts. Prolonged academic stress may exacerbate existing depressive symptoms, creating a destructive cycle that becomes difficult to break, particularly when students possess limited coping resources. These results support Okechukwu et al. (2022) findings that academic stress positively correlates with suicidal ideation, especially among students with low to moderate coping abilities. Research by Khan et al. (2016) revealed that adaptive coping styles can reduce suicidal ideation risk by decreasing perceived stress, while Abdollahi and Carlbring (2017) found that maladaptive coping styles intensify academic stress's negative effects. Liu et al. (2019) demonstrated that academic stress had both direct and indirect effects on suicidal ideation, with depressive symptoms serving as a mediator, and Rosiek et al. (2016) confirmed that medical students experiencing high stress levels faced greater risks of depressive symptoms and suicidal ideation.

Among 165 respondents with depressive symptoms, 19 students (11.5%) reported high suicidal ideation levels, 79 students (47.9%) had moderate levels, and 67 students (40.6%) showed low levels.



This distribution pattern aligns with Idham et al. (2019) who reported that most students with depressive symptoms tend to experience moderate to high suicidal ideation. Students with mild depressive symptoms primarily reported low suicidal ideation, while those with moderate to severe depressive symptoms were more likely to report moderate to high suicidal ideation. These findings correspond with Riziana et al. (2023) who confirmed significant relationships between depressive symptoms and suicidal ideation, and Lew et al. (2019) who explained that depressive symptoms such as deep sadness, loss of interest, and feelings of worthlessness strongly contribute to suicidal thoughts. Klonsky et al. (2016) further emphasized that hopelessness acts as a key cognitive bridge linking depressive symptoms with suicidal ideation.

The complex relationship between family support, academic stress, and suicidal ideation necessitates comprehensive approaches to student mental health management. This study supports Turecki et al. (2019) arguments that suicide prevention requires multifaceted interventions integrating psychological, pharmacological, and social dimensions. Higher education institutions should address not only academic achievement but also psychosocial factors affecting student well-being, as family support and academic stress explained only a portion of suicidal ideation variance. Other significant contributing factors include excessive social media use (Twenge et al., 2016), perfectionism (Smith et al., 2018), cyberbullying (John et al., 2018), LGBTQ+ identity and rejection experiences (Liu et al., 2019), and protective factors like resilience (Matel-Anderson et al., 2019). Therefore, effective interventions must encompass stress management and family engagement while considering broader psychosocial, environmental, and individual aspects in preventing suicidal ideation among students.

4. CONCLUSIONS & RECOMMENDATION

This study confirms that family support negatively correlates with suicidal ideation, while academic stress positively correlates with suicidal ideation among students with depressive symptoms. These two factors explain 20.5% of the variance in suicidal ideation, with the remaining 79.5% influenced by other factors such as social media use, perfectionism, cyberbullying, and resilience. Among 165 respondents with depressive symptoms, 59.4% experienced moderate to high levels of suicidal ideation, indicating the urgency of addressing student mental health issues. These findings emphasize the importance of a holistic approach that considers not only family support and academic stress management, but also various other psychosocial factors in suicide prevention.

Higher education institutions need to develop comprehensive suicide prevention programs by providing accessible counseling services and structured stress management programs. Families should improve the quality of emotional support through effective communication and avoid negative interactions that may worsen students' mental conditions. The government needs to allocate resources for developing mental health systems in universities and facilitate further research exploring the 79.5% of unexplained factors. A multidisciplinary approach that integrates psychological, social, and pharmacological interventions is required to effectively address the complexity of student mental health issues.

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Refining the Measurement of Individual Work Performance: A Discriminant Content Validity Approach

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1. INTRODUCTION & LITERATURE REVIEW

Individual work performance (IWP) is a critical factor for both organizational success and employee effectiveness, as organizations rely on high-performing employees to achieve goals and maintain a competitive edge. It also constitutes a crucial foundation that enhances organizational effectiveness while simultaneously supporting employee flourishing and well-being. When employee work effectively and mentally healthy, it will encourage flourishing in the workplace and improve organizational performance (A'yunnisa et al., 2024).

Individual Work Performance encompassing three principal components which are Task Performance, Contextual Performance, and Counterproductive Work Behavior. Task Performance refers to employee's competence in executing core job responsibilities, including proficiency in organizing and executing duties, focus on achieving outcomes, and task execution. Contextual performance refers to discretionary behaviors beyond core job tasks that indirectly enhance organizational performance, including taking on additional responsibilities, showing initiative, accepting challenging assignments, and fostering a positive work environment. Counterproductive work behavior refers to actions that against organizational goals and can negatively impact the organization. This includes harmful behaviors to the organization, such as theft, absenteeism, sabotage, bullying, or insubordination.

Although individual work performance measurement instruments have been used several times, none have been able to capture all relevant aspects comprehensively. Many inadequate psychometric properties and show restricted generalizability across contexts. At that time, performance appraisal is also one of the measurement tools used to evaluate employees work outcomes. The Individual Work Performance Questionnaire (IWPQ) constructed to address these issues (Dwiliesanti & Yudiarso, 2022) building on a systematic review of prior conceptualizations. Hence, this research focused on assessing suitability of modified IWP items through Discriminant Content Validity (DCV).

This study contributes to the literature by strengthening the conceptualization of Individual Work Performance (IWP). By applying Discriminant Content Validity (DCV), it addresses limitations of previous instruments that lacked comprehensiveness and psychometric validity. From a practical perspective, the validated IWP items can be utilized to enhance sustainable organizational effectiveness. Organizations can not only improve productivity and innovation but also create conditions that promote employee growth, well-being, and flourishing in the workplace.

2. METHODS

Based on previous research by this study employs the Individual Work Performance instrument, which consists of 18 items organized into three main dimension. The first dimension is task performance, the second dimension is contextual performance and the final dimension is



counterproductive work behavior. The panel (expert judgment) consisted of 10 (ten) experts from in several different categories such as psychometrician, researchers, state civil and professional industrial organizational psychologists. Each panelist had at least an undergraduate degree in psychology and they were invited to participate through direct personal communication with researcher

To assess the alignment of the items with the the core theoretical concepts, the researchers applied the Discriminant Content Validity approach, adapted from (Johnston et al., 2014). The DCV process consisted of five stages:

Step 1. Construct Definition and Items Preparation

Researcher has to make sure that definition based on the literatur review, because the construct domain of IWP has been described through several frameworks in previous research.(Sireci & Benitez, 2023). As mention earlier, individual work performance encompassing three principal components The conceptual definitions and dimensions of individual work performance presented in Table 1

Items for the Discriminant Content Validity evaluation were generated through a literature review and adapted from (Koopmans et al., 2014b). To enhance linguistic and conceptual validity, the translation procedure applied a multi-translation and reconciliation approach, supplemented by a pilot test to evaluate item readability to and ensure participant understand the items

Step 2. Recruitment and Selection of Expert Panelists

Out of the 12 experts initially contacted, 10 agreed to participate as panelists in the research and complete the form. Among these panelist, it is contain several different background such as psychometrician, researchers, state civil and professional industrial organizational psychologists. The expert panel evaluated the item-theory congruence for item alignment with dimensions and concepts. Form of Expert Judgment Identity for the Individual Work Performance Measurement contains full name of panelist (with academic title), profession, institution, educational background, TOEFL/IELTS Score (if any) and research publications (if any)

Step 3. Development of the Construct IWP Scale

Panelists evaluated Individual Work Performance using a yes/no assessment combined with a confidence scale (0–100% in 10% increments), facilitated through a Google Sheets worksheet. The worksheet included the construct definition, items of task performance, contextual performance, and counterproductive work behaviors, as well as scale columns for the panelists ratings

Step 4. Execution of the Content Validity Assessment

After developing of construct, researchers executed statistical analyses inter-rater reliability and DCV analysis. The first step is quantify the extent to which panelists agreed on each item, with intraclass correlation (ICC) values above .900 reflecting strong reliability. The nest step, a one-sample t-test was conducted to assess the panelists mean scores with predefined criteria. Ratings falling between 10 and 100 indicated that the panelists agreed with the item, while scores from -10 to -100 indicated disagreement about the item.

Step 5. Examination of item-level Discriminant Content Validity

During the last stage, the researchers reviewed and interpreted the DCV findings for each item, classifying them into DCV and non-DCV. Items categorized as DCV exhibited strong content validity, confirming the effectiveness construct. Non-DCV items were further classified into three subcategories: mixed-dimension (indicating items that were positively and significantly associated with multiple constructs), non-dimension (referring to items showing a significant negative association with any constructand) and wrong-dimension (denoting items that were positively significant positive association with a different construct)



Table 1. Definition and dimension Individual Work Performance

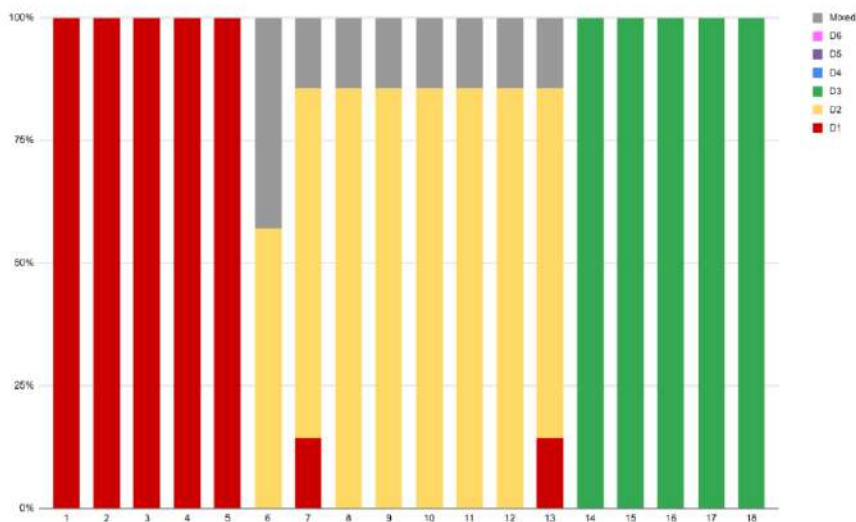
Construct	Definition
Task Performance	Refers to individuals competence in executing core job responsibilities, including proficiency in organizing and executing duties
Contextual Performance	Extra behavior beyond core job tasks that indirectly enhance organizational performance, including taking on additional responsibilities, showing initiative, accepting challenging assignments, and fostering a positive work environment
Counterproductive work behavior	Behavior that against organizational goals and can negatively impact the organization. This includes harmful behaviors to the organization, such as theft, absenteeism, sabotage, bullying, or insubordination

3. RESULTS AND DISCUSSION

The degree of agreement among panelists was assessed using SPSS Statistics. Reliability based on mean consistency was assessed using a two-way mixed-effects intraclass correlation (ICC) model (N = 10 average measures), with all panelists rating the same items. The ICC estimates for the Individual Work Performance subscales ranged from .772 to 0.96, indicating satisfactory reliability and consistent judgments among panelists.

Discriminant Content Validity was evaluated using a one-sample t-test. First Dimension (Task Performance), all items showed positive and significant t-values ($p < 0.05$), indicating effective measurement. Second Dimension (Contextual Performance) and Third Dimension (Counterproductive Work Behaviors), the majority of items were positive and significant ($p < 0.05$), and thus categorized as DCV items.

Figure 1 Fit Rating by Panelists Assessing of Items and Dimensions of Individual Work Performance



18 items of Individual Work Performance

The findings represent the panelists assessment of the alignment between items and their respective dimensions. First dimension highlighted in red, indicate the majority of panelists agreed that the items appropriately measured the construct (Task Performance). Second Dimension highlighted in yellow, shown at least 60% of the panelists confirmed that the items represented the intended dimension, although some panelists noted that certain items were less suitable for categorization under this dimension (Contextual Dimension). Third dimension highlighted in green, the majority of panelists concurred that the items effectively measured the intended construct



(Counterproductive Work Behavior). These results provide evidence of content validity by demonstrating the extent to which each item aligns with its corresponding dimension.

Variations in the measurement of several items for the intended construct are consistent with previous research that reported inconsistent items. This discussion begins with items that lack discriminant content validity (non-DCV) and fall into the non-dimensional category. Overall, any non-dimensional items were identified as items that do not accurately represent the individual dimensions of work performance. This finding reinforces the need to revise or re-develop these items to better align with the constructs they are intended to measure.

In the contextual performance items, although all items have good discriminant content validity, there are several inputs from the panelists which will later be used as a reference for the author to consider compiling the items. The item had a score of -34.19, which indicated that panelists were not sure that the item was included/in accordance with the intended dimension, are presented in Table 2

Table 2. Item Recommendation from Panelist

Dimension	English Version	Translation in Bahasa Indonesia	Note from Panelist
Contextual Performance	I took on challenging tasks when they were available	<i>Saya bersedia menjalankan tugas-tugas yang menantang sesuai dengan tuntutan tempat saya bekerja</i>	<i>Challenging tasks may be classified as core responsibilities (Task Performance) rather than as aspects of Contextual Performance, as they primarily reflect an individual's effectiveness in fulfilling essential job duties</i>
	I actively participated in meetings and/or consultations	<i>Saya bersedia terlibat aktif dalam rapat dan/atau konsultasi tertentu</i>	<i>Participating in meetings should be regarded as a core responsibility (Task Performance) rather than as an extra behavior as it constitutes an essential aspect of fulfilling job duties.</i>
Counterproductive Work Behavior	I talked to colleagues about the negative aspects of my work	<i>Saya membicarakan hal-hal negatif dalam pekerjaan dengan rekan rekan kerja</i>	<i>It is acceptable to discuss or express work-related pressure or workload, provided that company confidentiality is upheld</i>

4. CONCLUSIONS & RECOMMENDATION

This study investigates the discriminant content validity (DCV) of the Individual Work Performance instrument, aiming to enhance its measurement effectiveness. The findings contribute significantly to addressing dimensionality issues in work performance assessment. Among the 18 items in the Individual Work Performance instrument, 15 were confirmed to demonstrate DCV, validating their ability to accurately capture the intended coping strategies. Additionally, two items were found to be unrelated to contextual performance, instead capturing task performance.

In terms of theoretical implications, this study strengthens the conceptualization of IWP by providing evidence of discriminant content validity (DCV) across most items and highlights areas where measurement overlap exists. From a practical standpoint, the revised IWP instrument can serve as a more accurate and reliable tools for enabling organizations to evaluate employees with greater precision. The use of a validated IWP instrument also encourages the design of performance management systems that not only enhance productivity and organizational outcomes but also support job flourishing and sustainable workforce



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THE INFLUENCE OF LEARNED HELPLESSNESS ON DEPRESSION IN WOMEN EXPERIENCING DATING VIOLENCE.

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1. INTRODUCTION & LITERATURE REVIEW

Early adulthood is a crucial period for forming intimate relationships, a phase that, according to Erikson's psychosocial theory, focuses on balancing intimacy with isolation. While dating is often seen as a romantic journey toward a long-term commitment, the reality for many is far from ideal. Despite the ideal of a safe and supportive space built on love and affection, dating violence (DV) is a widespread and often overlooked phenomenon (Safitri, 2013). This is particularly concerning as data from the Ministry of Women Empowerment and Child Protection (KemenPPPA) in 2025 reveals that the most frequent perpetrators of violence against women are boyfriends or friends, not husbands or fathers.

Dating violence manifests in various forms, including physical abuse (hitting, kicking), psychological and emotional abuse (threats, insults), and sexual abuse (forced sexual acts) (Luhulima, 2000). The rise of technology has also led to cyber sexual harassment (Januri, et al., 2023). Women are disproportionately affected by this violence, often due to patriarchal cultures and gender stereotypes that normalize male dominance and portray women as submissive (Wahyuni & Sartika, 2020). Despite the harm, many women stay in these relationships because of external pressures like the desire to get married, social and economic dependence, and threats from their partners (Putri, 2012).

The repeated experience of violence creates a vicious cycle for victims. This cycle, which includes phases of tension building, acute battering, and a brief tranquil phase, traps the victim in a continuous loop of destructive control (Zimmer-Gembeck, 1989). This constant exposure to violence, threats, and control can lead to a state known as learned helplessness (Seligman, 1975). In this psychological condition, victims come to believe they have no control over their situation and that any attempt to escape is futile. This belief is a key factor in why victims, despite the obvious harm, struggle to leave.

Learned helplessness is strongly linked to a pessimistic explanatory style or attributional style (Abramson et al., 1978). Individuals with this style tend to blame themselves for negative events (internal), see problems as permanent (stable), and generalize failure to all areas of their lives (global) (Sweeney et al., 1986). The violence from their partners acts as a trigger, activating and reinforcing these negative thought patterns. This psychological state directly contributes to the development of depression, a condition characterized by low motivation, hopelessness, and negative cognitions about oneself, the world, and the future (Beck, 1967).

The findings from this background research highlight a critical connection between learned helplessness and depression. While not every victim of dating violence will develop this condition as it is influenced by pre-existing psychological tendencies the combination of repeated abuse and a pessimistic attributional style significantly increases the risk. The inability of victims to leave, despite knowing the harm, strongly suggests that they are psychologically trapped by a sense of



powerlessness. This research, therefore, aims to thoroughly investigate the influence of learned helplessness on depression in women who are victims of dating violence.

2. METHODS

This study included 200 female participants selected through purposive sampling. The inclusion criteria for participants were as follows: 1) women aged 18-25 years old in Indonesia; 2) currently in a dating relationship that has lasted for at least six months; and 3) have experienced physical, sexual, verbal, or emotional violence within the last 6-12 months. All participants took part voluntarily after receiving a full explanation of the research objectives and data collection procedures. The participants' identities and responses were kept confidential to ensure anonymity and protect their personal data.

Learned helplessness was the independent variable (X) and was measured using the Learned Helplessness Scale (LHS) (Quinless & Nelson, 1988). The LHS is a 20-item, 4-point Likert scale designed to assess the level of hopelessness and perceived lack of control. The pilot test showed a high internal consistency reliability with a Cronbach's alpha of 0.977. The operational definition of learned helplessness in this study includes three dimensions: Internal-External, Stable-Unstable, and Global-Specific. Depression was the dependent variable (Y) and was measured using the Beck Depression Inventory-II (BDI-II) (Beck, Steer, & Brown, 1996). The BDI-II is a 21-item self-report questionnaire with a 4-point Likert scale ranging from 0-3. The total score indicates the severity of depression (minimal, mild, moderate, or severe). The pilot test for this instrument also showed high reliability with a Cronbach's alpha of 0.984. The operational definition of depression was categorized into three aspects: Somatic, and Cognitive.

After the research was approved, participants were recruited through an online questionnaire (Google Form) distributed via direct messages to social media accounts and communities focused on women's issues and violence. The questionnaire included the LHS and BDI-II. All data was collected online and then analyzed using IBM SPSS 26. Prior to hypothesis testing, normality and linearity tests were performed to meet the statistical assumptions. The hypothesis was tested using a simple linear regression analysis to determine the positive and significant influence of learned helplessness on depression. The significance level for all statistical tests was set at $p < 0.05$.

3. RESULTS AND DISCUSSION

Based on the demographic data analysis of 200 respondents who met the study criteria women aged 18-25 who have experienced dating violence a varied profile was found. The respondents' educational backgrounds were predominantly high school graduates (60.5%) and Diploma/bachelor's degree holders (39.5%), indicating an educated sample. Furthermore, most commonly 7-12 months (49%). The frequency of violence reported also varied, with the majority experiencing it "sometimes" (1-2 times) (40.5%). Emotional (44%) and verbal (42.5%) violence were the most common types experienced, while physical and sexual violence were reported in much smaller proportions. Consistent with the study's focus, the majority of perpetrators were their current boyfriends (89.5%).

Based on empirical data distribution, the scores for Learned Helplessness were categorized. The majority of respondents (59.5%) fell into the "Low" to "High" categories, with the largest proportion (34.5%) in the "Low" category. This suggests that while there is variation, most of the sample did not fall into the "Very Low" or "Very High" extremes of learned helplessness.

Conversely, based on the standard scoring categories of the Beck Depression Inventory-II (BDI-II), the results for Depression were stark. Almost the entire sample was found to have significant levels of depression. Specifically, 1% of respondents were in the "Moderate Depression" category, and a staggering 99% were in the "Severe Depression" category. The mean



score of 44.60 further reinforces that the sample as a whole experienced severe depression. This finding indicates that the study participants were a highly relevant sample for the research context.

Table 1. Simple Linear Regression Test Results

Model	β	R Square	Sig.
<i>Constant</i>	1.224	0,819	0,000
<i>Learned Helplessness</i>	0,699		0,000

Based on the results of the simple linear regression analysis, it was found that learned helplessness has a strong and significant influence on depression. An R-squared value of 0.819 indicates that 81.9% of the variance in depression among female victims of dating violence can be explained by learned helplessness. This positive and significant relationship (beta = 0.699, p = 0.000) confirms that the higher the level of learned helplessness experienced, the higher the level of depression (Hair et al., 2014). Based on Cohen's conventions, this indicates a very large effect size, suggesting that learned helplessness is a very strong predictor of depression in this study's sample.

Female victims of dating violence are often trapped in a cycle of violence (Wilson, 2019) that creates a psychological state of learned helplessness. Repeated traumatic experiences, exacerbated by patriarchal culture and the manipulative tactics of perpetrators (Leone & Conroy, 2019), teach victims that their efforts to escape or change their situation are futile.

This feeling of powerlessness is reinforced by a pessimistic attributional style (Abramson et al., 1978; Peterson & Seligman, 1993). Victims tend to blame themselves (internal attribution), view the problem as permanent (stable attribution), and generalize their helplessness to all aspects of life (global attribution) (Dayakisni & Hudaniah, 2003). This negative attributional process directly contributes to depressive symptoms, such as loss of motivation and a passive response to the violence (Ananda & Hamidah, 2020).

Despite the strong correlation, descriptive analysis revealed a crucial nuance: 100% of the sample had moderate to severe depression, even those with relatively low levels of learned helplessness. The experience of violence itself can directly trigger severe depression, independent of learned helplessness (Campbell, 2002; Herman, 1997). The model only accounts for 81.9% of the variance in depression. Other factors, such as a lack of social support, maladaptive coping mechanisms, or a history of trauma, likely play a significant role in the high depression levels observed (Kendler et al., 2001; Thoits, 2011; Zlotnick et al., 2008).

In conclusion, this study's findings are consistent with the argument that learned helplessness, exacerbated by negative attributional patterns, directly contributes to emotional distress (Seligman, 1975; Puteri & Santoso, 2025). The results highlight the urgent need for therapeutic interventions that focus on restoring a sense of control and correcting negative attributional styles in victims of dating violence.

4. CONCLUSIONS & RECOMMENDATION

This study finds that learned helplessness significantly influences depression in victims of dating violence, explaining 81.9% of the variance in depressive symptoms. This effect is particularly strong with verbal abuse and in older, more highly educated women. This indicates that violence is exacerbated by psychological and social factors, not just external ones. These findings provide a basis for interventions focused on restoring a victim's sense of empowerment. For victims, it's recommended to rebuild a sense of control by setting boundaries, challenging negative thoughts, and seeking support from friends, family, or professionals. It's also important for them to develop healthy coping strategies and have the courage to end the abusive relationship.



For society, there is a need for continuous education on the impacts of dating violence and the creation of safe environments. Society must stop normalizing violence and become agents of change by daring to report or intervene. For future research, it's advised to conduct a longitudinal study, diversify the sample, and use qualitative methods (in-depth interviews) and clinical collaboration for a more accurate and profound understanding.

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THE INFLUENCE OF SELF-ESTEEM ON FEAR OF INTIMACY AMONG EMERGING ADULTS WHO HAVE EXPERIENCED GASLIGHTING IN DATING RELATIONSHIPS

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1. INTRODUCTION & LITERATURE REVIEW

Gaslighting is a form of psychological abuse characterized by emotional manipulation so that victims doubt their own memories, perceptions, and sanity (Klein et al., 2023; Darke et al., 2025). This phenomenon has received increasing attention because it not only impacts mental health, but also significantly damages the victim's self-esteem (Astriani, 2021; Pandey & Dangwal, 2025). Data from CATAHU Komnas Perempuan (2024) recorded 11,475 cases of psychological violence in Indonesia, with 26.94% of them affecting women aged 18-24 years. Meanwhile, SIMFONI-PPA as of January 2025 reported 5,207 cases of psychological violence, and 2,736 cases were committed by boyfriends. This fact shows that psychological violence, especially gaslighting, is most commonly experienced by individuals in the early adult phase.

The early adult phase (18-25 years old) is a developmental stage characterized by the search for identity, the formation of intimate relationships, and making major life decisions (Santrock, 2012). According to Erikson's psychosocial theory, individuals in this phase face a crisis of intimacy vs isolation. Those who succeed in building intimate relationships will experience positive psychosocial development, while failure in relationships risks leading to isolation and loneliness (Qinthara, 2021). Dating relationships, which are generally a space for exploration of intimacy, often turn into an arena for psychological manipulation when gaslighting is present, thus interfering with an individual's ability to build healthy emotional closeness.

Self-esteem is defined as an individual's subjective evaluation of themselves, whether they feel valuable, competent and worthy of respect (Tafarodi & Swann, 2001). Tafarodi & Swann (2001) divided Self esteem into two aspects, namely self competence (an individual's belief in his/her effectiveness) and self liking (an assessment of whether the individual likes him/herself or not). Gaslighting victims generally show a decrease in self-esteem, with symptoms such as feelings of worthlessness, loss of autonomy, and negative self-concept (Astriani, 2021; Sengkey & Illahibaccus-Sona, 2024).

Low self-esteem has direct implications for the emergence of fear of intimacy, which is anxiety in sharing meaningful thoughts and feelings with others (Descutner & Thelen, 1991). Fear of intimacy includes three aspects: content (barriers to interpersonal communication), emotional valency (hesitation to share personal emotions), and vulnerability (fear of vulnerability). Individuals with low self esteem will tend to judge themselves as unworthy of being heard so that they close themselves in communication (content). They are also more reluctant to share intimate feelings for fear of being seen as weak (emotional valency). Meanwhile, low self esteem encourages individuals to avoid vulnerability, worried that openness will lead to rejection or humiliation (vulnerability).

Previous research confirms a significant negative relationship between Self esteem and fear of intimacy (Fatah & Hartini, 2022; Obeid et al., 2020). However, most previous studies have



highlighted other variables such as parenting, attachment style, or parental divorce (Kurniawan & Kusumaningrum, 2023), and not many have related them to the experience of gaslighting in dating relationships. Therefore, this study closes the gap by examining the influence of self esteem on fear of intimacy in early adult victims of gaslighting.

2. METHODS

This study used a quantitative approach with 150 early adult individuals (aged 18-25 years) who had experienced gaslighting in a dating relationship, obtained through convenience sampling techniques by distributing online and offline questionnaires. Self esteem was measured using the Self Liking Self Competence Scale-Revised (SLCS-R) (Tafarodi & Swann, 2001; $\alpha = 0.844$) and fear of intimacy using the Fear of Intimacy Scale (FIS) (Descutner & Thelen, 1991; $\alpha = 0.903$), both of which have gone through an adaptation process to the Indonesian language. Data analysis was conducted with IBM SPSS Statistics 26, including classical assumption tests (normality and linearity) and hypothesis testing using simple linear regression to determine the direction and magnitude of the effect of self esteem on fear of intimacy.

3. RESULTS AND DISCUSSION

This study involved 150 early adult individuals who had experienced gaslighting in a dating relationship.

Table 1. Description of Research Subjects

Demographic Aspects	Category	Number	Percentage
Gender	Female	125	83.3
	Male	25	16.7
Total		150	100

Most of the participants were female (83.3%), while 16.7% were male.

Table 2. Normality Test Results of Self esteem and Fear of intimacy Variables

Variable	Significance	Description
Self esteem	0.200	Data are normally distributed
Fear of intimacy	0.200	Data are normally distributed

The table of normality test results on the Self esteem and fear of intimacy variables produces a significant coefficient of 0.200 ($p > 0.05$). These findings indicate that both variables are normally distributed. The linearity test is conducted to determine whether or not there is a linear relationship between the Self esteem variable and the fear of intimacy variable significantly (Sugiyono, 2019).

Table 3. Linearity Test Results

Variable	Significance	Description
Self esteem	0.582	Data have a linear relationship
Fear of intimacy	0.582	Data have a linear relationship

The linearity test results in a deviation from linearity significance value of 0.582 ($p > 0.05$), indicating the relationship between Self esteem and fear of intimacy is linear. After conducting normality and linearity tests, it was found that the data on the variables were normally distributed and had a linear relationship. Furthermore, hypothesis testing was carried out using simple linear regression analysis.

Table 4. Test Results of Simple Linear Regression Analysis

Predictor	B	β	R ²	p
Constant	—	—	0.238	< .001
Self-esteem	—	-0.488		< .001



The results of simple linear regression analysis show that *Self esteem* has a significant effect on *fear of intimacy* ($p < 0.005$). The beta regression coefficient of -0.488 indicates a negative direction of influence, meaning that the higher the individual's *self-esteem*, the lower the *fear of intimacy* they have. The R^2 value = 0.238 indicates that *Self esteem* explains 23.8% of the variation in *fear of intimacy*.

Table 5. Two-Variable Regression Test Results on Gender

Gender	N	R ²	p	β
Female	125	0.268	< .001	-0.518
Male	25	0.119	0.092	-0.345

In more detail, the analysis by gender shows that the effect of *Self esteem* is significant in women ($\beta = -0.518$; $R^2 = 0.268$; $p < 0.05$), but not significant in men ($\beta = -0.345$; $R^2 = 0.119$; $p = 0.092$).

The findings of this study confirm that Self esteem is an important predictor of fear of intimacy. Individuals with low self-esteem tend to have negative evaluations of themselves, feel worthless, and doubt their abilities. These conditions interfere with their ability to open up, share their emotions, and show vulnerability to their partners, which corresponds to the three aspects of fear of intimacy: content, emotional valency, and vulnerability (Descutner & Thelen, 1991). In contrast, high self-esteem allows individuals to assess themselves positively, be confident, and be more secure in building intimate relationships.

The results of this study are in line with the findings of Obeid et al. (2020) and Fatah & Hartini (2022) which show a negative relationship between Self esteem and fear of intimacy. Individuals with low self-esteem are more prone to experiencing anxiety in establishing closeness, while those with high self-esteem find it easier to communicate openly and build emotional intimacy. The difference in influence based on gender shows that women are more prone to experiencing fear of intimacy due to low self-esteem. This can be understood through socio cultural factors, where women tend to get normative pressure that limits self-expression, so low self-esteem exacerbates the fear of opening up (Azizah et al., 2024). In contrast, in men, a more dominant social position makes Self esteem not significantly related to fear of intimacy. The duration of the relationship also affects the magnitude of Self esteem's influence on fear of intimacy. In shorter relationships (<1 year), Self esteem has a stronger influence, because individuals are still at the stage of resistance to gaslighting, so a decrease in self-esteem directly impacts intimacy anxiety (Pratiwi, 2020). However, in longer relationships, the victim begins to adapt to the gaslighting pattern through passive acceptance mechanisms, so that although Self esteem remains low, fear of intimacy becomes more stable and its statistical influence weakens.

Overall, the results of this study reinforce the understanding that gaslighting can lower Self esteem which in turn increases fear of intimacy in early adulthood. This suggests the importance of psychosocial interventions that focus on restoring victims' self-esteem so that they are able to build healthy intimate relationships in the future.

4. CONCLUSIONS & RECOMMENDATION

This study shows that self-esteem has a significant negative effect on fear of intimacy in early adults who have experienced gaslighting in dating relationships. The higher the self esteem, the lower the level of fear of intimacy, and conversely the lower the self esteem, the higher the tendency of individuals to experience barriers in building intimacy. These results confirm the importance of self esteem as a protective factor in building healthy intimate relationships, especially for victims of gaslighting.



This research has implication to strengthens Erikson's theory (intimacy vs. isolation) and expands the literature on the impact of psychological violence on intimate relationships; practical: interventions based on enhancing self-esteem (self-esteem training, assertiveness training, CBT)

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THE EFFECT OF DEPRESSION ON SPIRITUAL WELL-BEING IN EARLY ADULT WOMEN WITH BREAST CANCER AT A SHELTER

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1. INTRODUCTION & LITERATURE REVIEW

Breast cancer is the most common cancer in women, with 2.3 million new cases globally each year (Global Cancer Observatory, 2022). In Indonesia, 68,858 new cases were recorded in 2024, accounting for 16.6% of all cancers (Ministry of Health, 2024). This growing burden, especially in developing countries, reflects challenges in early detection and holistic care.

A breast cancer diagnosis affects women not only physically but also emotionally and spiritually. Young adults (20–35 years) are particularly vulnerable, as this period marked by Erikson’s stage of intimacy vs. isolation is often disrupted by cancer, leading to body image issues, reduced self-esteem, and psychological distress (Distinarista et al., 2020; Santrock, 2012; Arnett, 2016). Depression is highly prevalent, affecting up to 65.5% of Indonesian breast cancer patients (Kemenkes RI, 2023), with symptoms such as hopelessness and suicidal ideation (Beck & Alford, 2009). Younger women are at greater risk due to disrupted identity and lost future expectations (Carpenter et al., 2018).

Spiritual well-being plays a critical role in coping, encompassing existential meaning and religious faith (Fisher & Ng, 2017). High spiritual well-being promotes resilience, reduces anxiety, and improves adherence (Koenig et al., 2021), while low levels exacerbate depression and existential crises (Smith et al., 2020).

Despite its importance, research in Indonesia on how depression influences spiritual well-being among young adult breast cancer patients is limited. This study therefore examines the effect of depression on spiritual well-being and explores the moderating roles of cancer stage, treatment type, and diagnosis duration.

2. METHODS

This research used a quantitative correlational design to determine the effect of depression on spiritual well-being. Data were analyzed using simple linear regression, with depression as the independent variable and spiritual well-being as the dependent variable. Subgroup analyses were conducted to explore differences across clinical characteristics.

The sample included 204 female respondents aged 20–35 years diagnosed with breast cancer. Participants were recruited using purposive sampling from hospitals and cancer shelters in Indonesia. The sample distribution was as follows:

Table 1 Summary of Patient Characteristics

Variable	Summary Result
Cancer Stage	42% Early stage (I–II) 58% Advanced stage (III–IV)
Treatment Type	8.3% Chemotherapy 6.4% Chemo+Surgery 27.5% Chemo+Radiotherapy <u>57.8% Combination</u>



Diagnosis Duration	11.8% < 1 year
	77.9% 1–3 years
	10.3% 3–5 years

Most participants were undergoing intensive treatments such as chemotherapy or mastectomy, which often exacerbate both psychological and spiritual.

Table 2 Measurement Instruments

Variable	Instrument	Details
Depression	Beck Depression Inventory-II (BDI-II)	21-item self-report, assesses cognitive, affective, and somatic symptoms Indonesian validated version Reliability: Cronbach's $\alpha = 0.951$
Spiritual Well-Being	Spiritual Well-Being Scale (SWBS)	20 items, covers existential and religious well-being Reliability: Cronbach's $\alpha = 0.966$

Ethical clearance was obtained prior to data collection. Informed consent was obtained from all participants. Data collection was conducted both in-person and online (via Google Form) depending on accessibility. Respondents were assured of anonymity and confidentiality. Data were analyzed using SPSS v25. The analysis included: descriptive statistics to describe participant characteristics, assumption testing (normality and linearity), regression analysis to test the effect of depression on spiritual well-being, and subgroup analyses based on cancer stage, treatment type, and diagnosis duration.

3. RESULTS AND DISCUSSION

From a total of 204 participants, 60% reported moderate-to-severe depression, while only 12% showed minimal symptoms. In terms of spiritual well-being, nearly half of the respondents (48%) scored low, 32% scored moderate, and only 20% reported high levels. These descriptive findings reflect that most young women with breast cancer face considerable psychological distress and spiritual challenges, which is consistent with prior studies reporting high psychological morbidity among cancer patients (Mitchell et al., 2011; Kemenkes RI, 2023; Shi et al., 2023; Yang et al., 2023).

Table 3 Regression Model Results

Model	β (Beta)	R Square	Sig
Constant	76.114	0.382	0.000
Depresi	-0.790		0.000

The regression analysis confirmed that depression significantly predicted spiritual well-being ($R^2 = 0.382$, $F(1,202) = 124.5$, $p < 0.001$). A negative relationship was found ($\beta = -0.790$, $p < 0.001$), meaning that higher levels of depression were associated with lower levels of spiritual well-being. The regression constant (76.114) represented the baseline spiritual well-being score in the absence of depression, with depression explaining 38.2% of the variance. These findings are consistent with Koenig et al. (2021) and Izgu et al. (2024), who emphasized that depression and poor spirituality often coexist, reducing resilience and treatment adherence.

The analysis revealed that cancer stage affects the strength of depression's impact on spiritual well-being. At Stage I, the effect was strongest (62.7%) due to the initial shock of diagnosis disrupting spiritual stability (Kissane, 2012; Steinhauser et al., 2023). At Stages II–III, the effect was moderate (27.6%–28.6%), but at Stage IV it rose again (40.9%) as advanced disease and symptom burden intensified spiritual decline (Goudarzian et al., 2025).



Treatment type also influenced the effect of depression. Patients undergoing chemotherapy combined with surgery experienced the strongest effect (65.3%), reflecting the dual physical and emotional toll. Those receiving chemotherapy alone (32.4%) or chemotherapy with radiotherapy (28.2%) showed moderate effects, while full combination treatments still produced a strong effect (47.7%). These findings align with research showing that treatment complexity increases psychosocial and spiritual burden (Arving et al., 2007, 2024; Salsman et al., 2023).

Diagnosis duration further shaped the effect. Among patients diagnosed less than one year, depression explained 49.7% of the variance, reflecting the early psychological and spiritual shock. For those living with cancer for 1–3 years, the effect was moderate (33.9%), likely due to temporary adaptation (Andrykowski & Lykins, 2008; Surbone & Tralongo, 2024). However, among those diagnosed for 3–5 years, the effect became strong again (50.9%), reflecting the cumulative burden of prolonged treatment and existential fatigue (Surbone & Tralongo, 2016; Goudarzian et al., 2025).

Overall, depression exerts a significant negative effect on spiritual well-being, with the strongest impacts at the onset of illness, during intensive treatments, and in long-term survivorship. These results are consistent with Beck's Cognitive Triad theory (1967) and prior studies (Abdalahim et al., 2023; Chen et al., 2021; Shi et al., 2023), and are particularly relevant for young women facing disrupted body image and reproductive concerns (Carpenter et al., 2018; Salsman et al., 2023).

The findings also highlight a cyclical effect: depression erodes spiritual well-being, while weakened spiritual well-being further aggravates depression. Without intervention, this cycle can worsen suicidal ideation, reduce treatment adherence, and diminish quality of life (Vakili-Sadeghi et al., 2025; Goudarzian et al., 2025). Spirituality, however, has a protective effect, buffering existential distress and promoting resilience (Koenig, 2021; Izgu et al., 2024).

Clinically, this underscores the need for integrated psychological and spiritual care:

- Early-stage patients require immediate counseling after diagnosis.
- Patients undergoing combined treatments need holistic support addressing both physical side effects and spiritual needs.
- Long-term survivors benefit from sustained interventions to prevent spiritual exhaustion and depressive relapse.

4. CONCLUSIONS & RECOMMENDATION

This study concludes that depression significantly influences spiritual well-being in young adult breast cancer patients. Depression explained nearly 40% of the variance in spiritual well-being, with the strongest effects observed among early-stage patients, those undergoing combined treatments, and patients approximately nine months post-diagnosis. The study highlights the importance of addressing both psychological and spiritual domains in cancer care. Integrative interventions can help improve patients' quality of life, adherence to treatment, and resilience in the face of illness.

4.1 Recommendations

- Incorporate routine psychological and spiritual assessments in oncology settings.
- Encourage patients to engage in adaptive coping strategies such as mindfulness, meditation, and religious practices to enhance resilience.
- Provide psychoeducation to families and communities to strengthen emotional and spiritual



support networks.

- National cancer programs should integrate psychosocial and spiritual care into standard treatment protocols.
- Further studies should examine mediators such as coping style, social support, and resilience, as well as test intervention programs combining psychological therapy with spiritual counseling.

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When Love Meets Money: Exploring The Effect of Money Attitude on Compulsive Buying in Newly Married Couples in Bandung City

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1. INTRODUCTION & LITERATURE REVIEW

Marriage in early adulthood is a pivotal stage in one's life, ideally undertaken with physical, emotional, and financial readiness (Novianti, Purba, Noer, & Kendhawati, 2018). Often, young people marry driven by strong emotions love and the assumption of readiness for domestic life (Shofwatillah & Indriana, 2018). However, in practice, many young couples enter marriage well-prepared emotionally but poorly prepared for the realities of household dynamics, especially regarding finances. Early adulthood marriages face significant socio-emotional challenges (Hakim & Masfufah, 2023), and financial issues frequently serve as a primary source of marital conflict (Rossalia & Priadi, 2018). Indeed, the early years of marriage especially the first and second often necessitate mutual adjustments due to differences in background, values, and financial habits (Indrawati & Fauziah, 2012; Wahyuni, Hafiz, & Lestari, 2024). Insufficient financial literacy can jeopardize marital harmony and may ultimately lead to divorce. Data from the West Java Provincial Statistics Bureau (2023) indicate that Bandung ranks sixth in divorce cases, with economic factors being a leading cause (Aurellia, 2024).

One manifestation of emotional instability and financial stress within households is compulsive buying, often used as an escape from stress (Faber & O'Guinn, 1989). Edward (1993) describes compulsive buying as an abnormal behavior characterized by strong, uncontrollable, chronic, and repetitive urges to purchase, which serve to alleviate negative feelings or stress. Such behavior not only undermines psychological well-being but also exacerbates financial strain (Hikmah, Worokinasih, & Damayanti, 2020). In this context, money attitude a person's mindset and disposition toward money is a critical determinant of consumption behavior. Since marriage unites two individuals with potentially divergent financial histories and approaches (Wahyuni, Hafiz, & Lestari, 2024), money attitude reflects how individuals think about the purpose of money, influenced by personal values and emotional goals. As per Yamauchi and Templer (1982), money attitude encompasses a steady and consistent approach to money related issues, including evaluation, perception, and reaction. Prihastuty and Rahayuningsih (2018) further note that such attitudes significantly influence how individuals use, save, and spend money. In summary, rational, well-formed attitudes toward money foster prudent spending and decision-making, while negative attitudes may precipitate unhealthy, even compulsive, consumption behaviors. Previous work (Ong, Lau, & Zainud, 2020) has identified associations between specific dimensions of money attitude such as money anxiety or prestige seeking and compulsive buying. In light of these findings, the current study seeks to explore the impact of money attitude on compulsive buying in newlywed couples in Bandung, aiming to deepen our understanding of financial dynamics in young marriages.

2. METHODS

Data Analysis

The research method used in this study is quantitative, with analysis emphasizing data. According to Creswell (2014), quantitative research is defined as a type of research that focuses on the use of statistical methods to collect and analyze empirical data and draw conclusions based on that analysis. The data analysis technique used in this study is a simple linear regression test to test the hypothesis.

Population and Sample

The population in this study consisted of newly married couples residing in Bandung City. The sampling technique employed was non-probability purposive sampling, with specific criteria: couples who had been married for 1 to 3 years and were in the emerging adulthood age range (18–25 years old). Since the total population size was unknown, the sample size was determined using the Lemeshow formula (1977), resulting in a minimum required sample of 96 respondents who met the criteria. Data collection was conducted online using a Google Form, which was distributed via social media platforms such as Instagram, Telegram, and WhatsApp to reach participants who matched the sampling requirements.

Instrument

The instruments used in this study were measurement tools that had been previously employed in earlier research and were adapted to fit the context of this study. The money attitude variable was measured using the Money Attitude Scale developed by Yamauchi and Templer (1982), consisting of 29 items divided into four dimensions: power-prestige, retention time, distrust, and anxiety. This scale utilized a 7 point Likert format, ranging from 1 = “Always” to 7 = “Never.” Meanwhile, the compulsive buying variable was assessed using the Compulsive Buying Scale (CBS) developed by Edwards and Elizabeth A. (1993), comprising 13 items that cover five dimensions: tendency to spend, frequency of shopping and spending, feelings experienced while shopping, post-purchase guilt, and dysfunction surrounding spending. This scale applied a 5 point Likert format, ranging from 1 = “Strongly Disagree” to 5 = “Strongly Agree.”

The study conducted content validity procedures by adapting the two measurement tools the Money Attitude Scale by Yamauchi & Templer (1982) and the Compulsive Buying Scale by Edwards & Elizabeth A. (1993). The adaptation process involved translation, back translation, language adjustment, and expert review in terms of content and construct validity. The researcher carried out these procedures to ensure the instruments were suitable for the study’s context. Construct validity was tested using the Corrected Item-Total Correlation method with a pilot sample of 30 respondents. The results indicated that all items in the money attitude scale (29 items, correlation scores ranging from 0.473 to 0.879) and the compulsive buying scale (13 items, scores from 0.571 to 0.777) were considered valid, as they exceeded the minimum threshold of 0.30 (Azwar, 2012). In addition, reliability testing using Cronbach’s Alpha yielded a coefficient of 0.967 for money attitude and 0.929 for compulsive buying, indicating that both instruments were highly reliable and suitable for use in this study.

3. RESULTS AND DISCUSSION

Demographics

Table.1 Demographic Data

Research Characteristics		N	Percentage
Gender	Female	59	61,5%
	Male	37	38,5%
Marriage Duration	1 Year	46	47,9%
	2 Years	28	29,2%
	3 Years	22	22,9%

Based on the data in Table 1, the demographic profile of the respondents who are the focus of this study is presented. These demographic characteristics were selected based on a preliminary survey, where the majority of respondents fell into the researched categories. In terms of gender, the composition of respondents shows that females dominate at 61.5%, while males account for 38.5%. Regarding the duration of marriage, respondents were predominantly couples married for 1 year (47.9%), followed by those married for 2 years (29.2%) and 3 years (22.9%).

Categorization

Table.2 Categorization

Variable	Mean	High	Low	N
Money Attitude	85.355	50%	50%	96
Compulsive Buying	36.444	52,1%	47,9%	96

Based on Table 2, the respondents categorized under money attitude a total of 48 respondents representing 50.0% of the sample are categorized into the high and low groups. For the compulsive buying variable among respondents, 50 individuals (52.1%) fall into the high category, while 46 individuals (47.9%) fall into the low category.

Hypotesis Test

Table. 3 Simple Linear Regression Test Results

Variable	β (Beta)	R^2	Significance value - p	Description
Money Attitude	-.732	0.535	0.000	Significance ($p < 0.05$)
Compulsive Buying				

Based on Table 3, a significance value of 0.000 was obtained. According to Sugiyono (2019), when the significance value is less than 0.05 ($p < 0.05$), it can be concluded that there is a significant effect between the variables in this case, money attitude and compulsive buying behavior among newly married couples in Bandung City. The coefficient of determination, $R^2 = 0.535$, indicates that 53.5 % of the variance in compulsive buying behavior can be explained by the money attitude variable. This relatively high R^2 value demonstrates that money attitude contributes substantially to explaining respondents' compulsive buying behavior. Furthermore, the regression coefficient (β) is

-0.732. The negative sign of the coefficient suggests an inverse relationship between money attitude and compulsive buying; in other words, as money attitude increases, compulsive buying behavior decreases.

DISCUSSION

The study reveals that money attitude significantly influences compulsive buying behavior among newly married couples in Bandung City, with a determination coefficient of 53.5% ($R^2 = 0.535$; $p < 0.05$), highlighting its critical role during the early stages of marriage when couples face lifestyle adjustments, joint financial responsibilities, and the development of consumption habits. Money attitude refers to an individual's perception of money shaped by values, experiences, and emotional goals, which affects how they think, feel, and act financially (Yamauchi & Templer, 1982). Individuals who associate money with power, status, or social recognition especially those with low self-control are more prone to compulsive buying. In this context, the power-prestige and anxiety dimensions are key drivers of excessive spending, particularly in materialistic environments (Ramadani, 2019). Conversely, those with a positive money attitude characterized by planning (retention time) and skepticism toward promotions (distrust) are more rational and resistant to impulsive purchases, as supported by Lestari and Wibowo (2020). The study's balanced distribution of respondents across high and low money attitude (50% each), and across compulsive buying categories (52.1% high, 47.9% low), reflects diverse financial behaviors. Notably, 52.1% of participants displayed high compulsive buying tendencies, suggesting many young couples remain vulnerable to impulsive spending, which could threaten their financial stability. Therefore, money attitude emerges as a key predictor in understanding and managing consumption behavior among young couples.

4. CONCLUSIONS & RECOMMENDATION

Based on the analysis and discussion in this study, the research demonstrates that money attitude has a significant effect on compulsive buying behavior among newly married couples in Bandung City, particularly those in early adulthood (ages 18–25) and within 1–3 years of marriage. This finding underscores the importance of cultivating healthy financial attitudes early in marriage as a preventive measure against excessive consumerism. Money Attitude are reflected in how couples understand the roles of money as a means to meet needs, a symbol of social status, or a source of psychological security. Couples with a positive money attitude for instance, those who are able to manage a budget, curb shopping impulses, and maintain open financial communication tend to be more prudent with their spending and less prone to compulsive buying behavior. Conversely, couples with negative money attitudes characterized by excessive anxiety or a lack of trust in joint financial management are more vulnerable to such behavior. The practical implications of this research encourage young couples to enhance financial literacy, establish shared financial goals, and manage emotional aspects in purchasing decisions. Future research is recommended to explore additional variables such as financial literacy and self-control, expand the geographical scope, and distinguish between husband and wife perspectives to gain a deeper understanding of financial dynamics within young households.

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ROLE STRESSORS AND MENTAL HEALTH IN THE BANI ERA: THE CRITICAL MEDIATING FUNCTION OF NEGATIVE EMOTIONS AMONG WORKERS

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1. INTRODUCTION & LITERATURE REVIEW

The contemporary world of work is increasingly characterized by a BANI environment (Brittle, Anxious, Non-Linear, and Incomprehensible), shaped by disruptive technological advances and unpredictable global socio-economic and political dynamics (Podolchak et al., 2023). Individuals with limited adaptive capacity are more vulnerable to mental health problems (Bushuyev et al., 2023). In South and Southeast Asia, approximately 150–200 million people are diagnosed with mental disorders (Koly et al., 2021). The World Health Organization (2022) reports that depression and anxiety account for nearly 12 billion lost workdays annually, with an estimated global economic loss of US\$ 1 trillion per year. In Indonesia, the prevalence of mental health problems increased significantly in 2023, affecting around 20% of the population, compared to the previous year (Basrowi et al., 2024). Furthermore, 49% of emotional disorders occur among the productive age group (15–64 years) (Tim Riskesdas, 2019), and psychological distress is more prevalent among informal workers (83.1%) compared to those in the formal sector (Dhani et al., 2023). These conditions contribute to absenteeism, presenteeism, job turnover, declining income, unemployment, homelessness, and crime (Khoirunissa & Sukartini, 2020).

Although maintaining the mental health of the productive workforce is integral to achieving Sustainable Development Goal (SDG) 3: Good Health and Well-Being, this issue remains a low policy priority in Indonesia, with services perceived as costly and less accessible compared to physical health services under the national health insurance system (Khoirunissa & Sukartini, 2020).

Mental health is broadly defined as the ability to cope with life stressors, recognize one's potential, work productively, and contribute to society (Galderisi, 2024). In contrast, workplace mental disorders refer to conditions that undermine employees' work quality (Nezu et al., 2003). Based on the Affective Events Theory (AET), job performance, satisfaction, and well-being are shaped by emotional responses to workplace events, both positive and negative. Such responses are influenced by dispositional factors, including personality traits (Junça-Silva et al., 2021; Weiss & Cropanzo, 1996).

In this context, emotional intelligence is frequently emphasized as a dispositional resource that enables individuals to manage stress, regulate emotions, and foster resilience (Bartz, 2020; Hutabarat et al., 2023). Nevertheless, findings remain inconsistent. Evidence suggests that emotional intelligence does not consistently predict job performance among Indonesian employees (Akimas & Bachri, 2016; Borman & Westi, 2021). Moreover, emotionally intelligent individuals are not necessarily more effective in problem-solving, conflict

management, or negotiation (Pooya et al., 2013). One possible explanation is that emotional intelligence emphasizes general emotional competencies rather than the awareness, acceptance, and flexibility in dealing with difficult emotions directly—skills that are increasingly vital in the BANI workplace (Gutiérrez-Cobo et al., 2017). This indicates a research gap: emotional intelligence alone may be insufficient to explain how employees adapt to work-related stressors in today's volatile and unpredictable environment.

The ability of individuals to recognize, accept, and manage emotions and thoughts in order to act adaptively is referred to as emotional agility (David, 2016). Unlike emotional intelligence, which emphasizes awareness and regulation of emotions, emotional agility highlights flexibility in responding to situations, making effective decisions, fostering innovation, and adapting to change (Bartz, 2020). In the workplace context, emotional agility has been shown to buffer the impact of role stress on psychological disorders such as depression (Mérida-López et al., 2017; Yasmeeen et al., 2024). This suggests that individuals with higher emotional agility possess more effective coping capacities to deal with occupational pressures and demands in the dynamic BANI environment. Based on the framework of Affective Events Theory (AET), role stress at work can trigger negative emotions (e.g., anxiety, frustration, anger), which in turn undermine employees' mental health. In this regard, negative emotions may serve as a mediator, explaining how role stress translates into adverse mental health outcomes. Conversely, emotional agility, as a dispositional factor, is expected to moderate this pathway by reducing the intensity of negative emotions in response to stress, thereby strengthening individuals' capacity to maintain psychological well-being. Accordingly, this study seeks to address the following research questions:

1. To what extent do emotional agility, role stress, and negative emotions predict the mental health of productive-age workers in Indonesia?
2. Does negative emotion mediate the relationship between role stress and mental health?
3. Does emotional agility moderate the relationship between role stress and negative emotions, which subsequently affects mental health?

2. METHODS

This study employed a quantitative cross-sectional design with data collected through a survey. The research protocol was approved by the Ethics Committee of the Faculty of Medicine and Health Sciences, Universitas Lambung Mangkurat (Approval No. 051/KEPK-FKIK ULM/EC/VI/2025). A purposive sampling technique was applied, targeting 300 workers aged between 18 and 58 years from urban areas. Prior to the main study, the measurement instruments were piloted with 50 respondents who met the same inclusion criteria to evaluate their psychometric quality.

Respondents who agreed to participate were asked to complete an informed consent form, which explained the purpose of the study, participant rights and responsibilities, and the option to withdraw at any point without coercion. All participants received a token reward for their contribution.

All instruments were adapted into Bahasa Indonesia following the International Test Commission (2017) guidelines for cross-cultural adaptation of psychological measures. The instruments included, emotional agility measured by the *Emotional Agility Scale* (Kamilah, 2021), negative emotions measured by the *Job-Related Affective Well-Being Scale* (Van Katwyk et al., 2000), role stress measured by the *Role Stressor Scale* (Febriana et al., 2022), mental health measured by *The Mental Health Inventory* (Aziz, 2015).

3. RESULTS AND DISCUSSION

A total of 318 participants 92 men and 226 women with an average age of 27 years ($M=27.25$; $SD=6.19$) were included in the data collection.



Tabel. 1
Demographic Data

Variabel	n	%
Ages	318	100
Gender		
Man	92	28.9
Women	226	71.1
Residence		
Urban	272	85.5
Rural	46	14.5
Employment status		
Permanent	144	45.3
Contract	174	54.7
Job title		
Entry Level	224	70.4
Lower Management	68	21.4
Middle Management	20	6.3
Top Management	6	1.9
Marrital Status		
Single	207	65.1
Married	104	32.7
Divorce	7	2.2

The Structural Equation Modeling (SEM) analysis was employed to test the research hypotheses. Model fit was evaluated using several cutoff criteria. A model was considered acceptable when the chi-square test with degrees of freedom (χ^2 [df]) was nonsignificant ($p > .05$). In addition, values of the Comparative Fit Index (CFI) and the Tucker–Lewis Index (TLI) close to or above 0.90 indicated good fit. The Root Mean Square Error of Approximation (RMSEA) was expected to be below 0.06, with a nonsignificant “close fit” probability ($p > .05$). Finally, the Standardized Root Mean Square Residual (SRMR) was considered acceptable when approaching or below 0.08 (Hu & Bentler, 1999; Brown, 2015).

Table 2.
Bivariate Correlations

	MH	RC	RO	RA	NA	EA
MH	1	-.136*	-.444**	-.434**	-.674**	.390**
RC	-.136*	1	.176**	.112*	.146**	.285**
RO	-.444**	.176**	1	.377**	.466**	-.194**
RA	-.434**	.112*	.377**	1	.378**	-.344**
NA	-.674**	.146**	.466**	.378**	1	-.206**
EA	.390**	.285**	-.194**	-.344**	-.206**	1

(MH: mental health; RC: role conflict; RO: role overload; RA: role ambiguity; NA: negative affect; EA: emotional agility)

*. Correlation is significant at the 0.05 level (2-tailed).

**. Correlation is significant at the 0.01 level (2-tailed).

The analysis revealed that role ambiguity had a significant negative effect on mental health ($\beta = -0.326$, $z = -4.582$, $p < .001$), indicating that higher role ambiguity was associated with lower levels of mental health. In contrast, role conflict showed a nonsignificant negative effect on mental health ($\beta = -0.028$, $z = -0.485$, $p = .627$), suggesting that role conflict did not meaningfully influence mental health in this sample. Meanwhile, role overload demonstrated a significant negative effect on mental health ($\beta = -0.376$, $z = -4.861$, $p < .001$), meaning that greater role overload was linked to poorer mental health outcomes. The present study’s findings highlight the distinct effects of role-related stressors on mental health among Indonesian urban workers. Specifically, role ambiguity was found to have a significant negative effect on mental health, indicating that unclear or undefined job expectations increase employees’ psychological strain. This result is consistent with prior research demonstrating that role ambiguity is strongly associated with emotional exhaustion in healthcare services (Ngussa et al., 2024) and with depressive symptoms in broader occupational samples (Örtqvist & Wincent, 2006).

In contrast, role conflict did not significantly predict mental health in this study, suggesting that conflicting job demands may not universally lead to psychological distress. This finding resonates with Ngussa et al. (2024), who also found role conflict to be nonsignificant in predicting emotional exhaustion among healthcare employees in Tanzania. One possible explanation is that the presence of adequate job resources or cultural coping mechanisms may buffer the detrimental effects of role conflict. Meanwhile, role overload demonstrated a significant negative association with mental health. This implies that employees burdened with excessive responsibilities are more likely to experience impaired psychological well-being. Prior studies have reported similar findings, showing that role overload depletes employees’ cognitive and emotional resources, thereby lowering overall well-being (Wu et al., 2024). Evidence from government employees also confirms that role overload, particularly when combined with burnout, negatively impacts both physical and psychological health (Sultana et al., 2022).

The findings can be further explained using the Job Demands–Resources (JD-R) model, which posits that high job demands, such as role ambiguity and overload, drain individual resources and lead to strain when not counterbalanced by sufficient job resources (Bakker & Demerouti, 2007). This model provides a useful theoretical framework for understanding why role ambiguity and overload, but not necessarily role conflict, emerged as significant predictors of mental health in this study. The

overall model fit indices (RMSEA = 0.079; CFI = 0.915; TLI = 0.905) indicated an acceptable fit to the data (Hu & Bentler, 1999; Brown, 2015), thereby supporting the robustness of the tested model.

Table 3.
Model Fit Results for Multiple Regression of Role Stress and Mental Health

Path	β	RMSEA [90% CI]	CFI	TLI
RA → MH	-0.326***			
RC → MH	-0.028	.079[.074, .084]	.915	.905
RO → MH	-0.376***			

Keterangan: RMSEA = root mean square error of approximation; Cfit = probability close fit RMSEA; CI = confidence interval; CFI = comparative fit index; TLI = tucker lewis index; SRMR = standardized root mean square residual; * = $p < .05$; ** = $p < .01$; *** = $p < .001$

The analysis revealed that role conflict was positively and significantly associated with negative emotions ($\beta = 0.186$, $z = 2.678$, $p = .007$), indicating that higher levels of role conflict are related to greater experiences of negative emotional states. In contrast, role ambiguity showed a positive but nonsignificant association with negative emotions ($\beta = 0.051$, $z = 0.943$, $p = .346$), suggesting that unclear job expectations did not meaningfully predict the level of negative emotions in this sample. Meanwhile, role overload demonstrated a strong and significant positive relationship with negative emotions ($\beta = 0.480$, $z = 7.620$, $p < .001$), implying that excessive job demands are a key contributor to the intensification of negative emotional experiences.

Table 4.
Fit Model Results for Multiple Regression of Role Stressor and Negative Emotion

Path	β	RMSEA [90% CI]	CFI	TLI
RA → NA	.186***			
RC → NA	.051	.067[.060, .075]	.960	.955
RO → NA	.480***			

Keterangan: RMSEA = root mean square error of approximation; Cfit = probability close fit RMSEA; CI = confidence interval; CFI = comparative fit index; TLI = tucker lewis index; SRMR = standardized root mean square residual; * = $p < .05$; ** = $p < .01$; *** = $p < .001$

The findings of this study indicate that role conflict significantly increases negative emotions, supporting prior evidence that conflicting role demands are a source of emotional strain in the workplace (Beehr & Glazer, 2005; Rizzo et al., 1970). When employees face contradictory expectations, they often experience frustration, anger, and anxiety, which exacerbate negative affective states (Eatough et al., 2011). This aligns with the Affective Events Theory (Weiss & Cropanzano, 1996), which posits that stressful work conditions evoke emotional responses that influence employees' well-being. Interestingly, role ambiguity was not found to have a significant impact on negative emotions. This result contrasts with earlier studies suggesting that uncertainty in job responsibilities is

a critical stressor leading to psychological strain (Kahn et al., 1964; Bowling et al., 2017). One possible explanation is that participants in this study may have developed adaptive coping strategies or benefited from contextual factors such as supervisory support, which mitigated the emotional consequences of ambiguous roles. On the other hand, role overload exhibited a strong positive relationship with negative emotions. This is consistent with previous findings indicating that excessive job demands trigger emotional exhaustion and heightened negative affect (Schaufeli & Bakker, 2004; Alarcon, 2011). Within the framework of the Job Demands-Resources (JD-R) model, role overload can be viewed as a demanding condition that depletes individual resources, thereby amplifying negative emotional experiences and increasing vulnerability to stress-related outcomes (Bakker & Demerouti, 2017). Taken together, these results suggest that among different role stressors, role conflict and overload are particularly salient predictors of negative emotional experiences, whereas role ambiguity may not exert a direct emotional impact in certain organizational contexts

Table 5.
Results of the Fit Model for Simple Regression of Negative Emotion and Mental Health

Path	β	RMSEA [90% CI]	CFI	TLI
NA → MH	- .771***	.056[.050, .062]	.912	.902

Keterangan: RMSEA = root mean square error of approximation; Cfit = probability close fit RMSEA; CI = confidence interval; CFI = comparative fit index; TLI = tucker lewis index; SRMR = standardized root mean square residual; * = $p < .05$; ** = $p < .01$; *** = $p < .001$

The analysis revealed that Negative Emotion had a significant negative effect on Mental Health, with a path coefficient of $\beta = -0.77$. This indicates that the higher the level of negative emotion experienced by individuals, the lower their level of mental health. Thus, Indonesian workers who experience negative emotions tend to have poorer mental health.

Furthermore, the mediation model with negative emotion as a mediator in the relationship between role stressors (Role Conflict [RC], Role Overload [RO], and Role Ambiguity [RA]) and mental health demonstrated adequate model fit indices (RMSEA = 0.064, 90% CI [0.060, 0.068], CFI = 0.925, TLI = 0.919, SRMR = 0.071). For role ambiguity, the indirect effect through negative emotion was significant ($\beta = -0.137$, SE = 0.040, $z = -3.392$, $p = .001$), while the direct effect remained significant ($\beta = -0.215$, SE = 0.049, $z = -4.363$, $p < .001$). This pattern indicates partial mediation, suggesting that role ambiguity decreases mental health both directly and indirectly through an increase in negative emotion. In contrast, for role conflict, neither the indirect effect ($\beta = -0.042$, SE = 0.033, $z = -1.275$, $p = .202$) nor the direct effect ($\beta = 0.005$, SE = 0.045, $z = 0.109$, $p = .913$) was significant. This finding suggests that role conflict in this context does not substantially trigger negative emotions or reduce mental health, possibly due to individuals' adaptive mechanisms or sufficient social support to manage conflicting role demands. Meanwhile, for role overload, the indirect effect through negative emotion was significant ($\beta = -0.264$, SE = 0.040, $z = -6.600$, $p < .001$), whereas the direct effect was not significant, indicating full mediation. This result highlights that excessive workload reduces mental health primarily through the increase in negative emotions. In other words, without the emergence of negative emotions, role overload may not directly affect mental health.

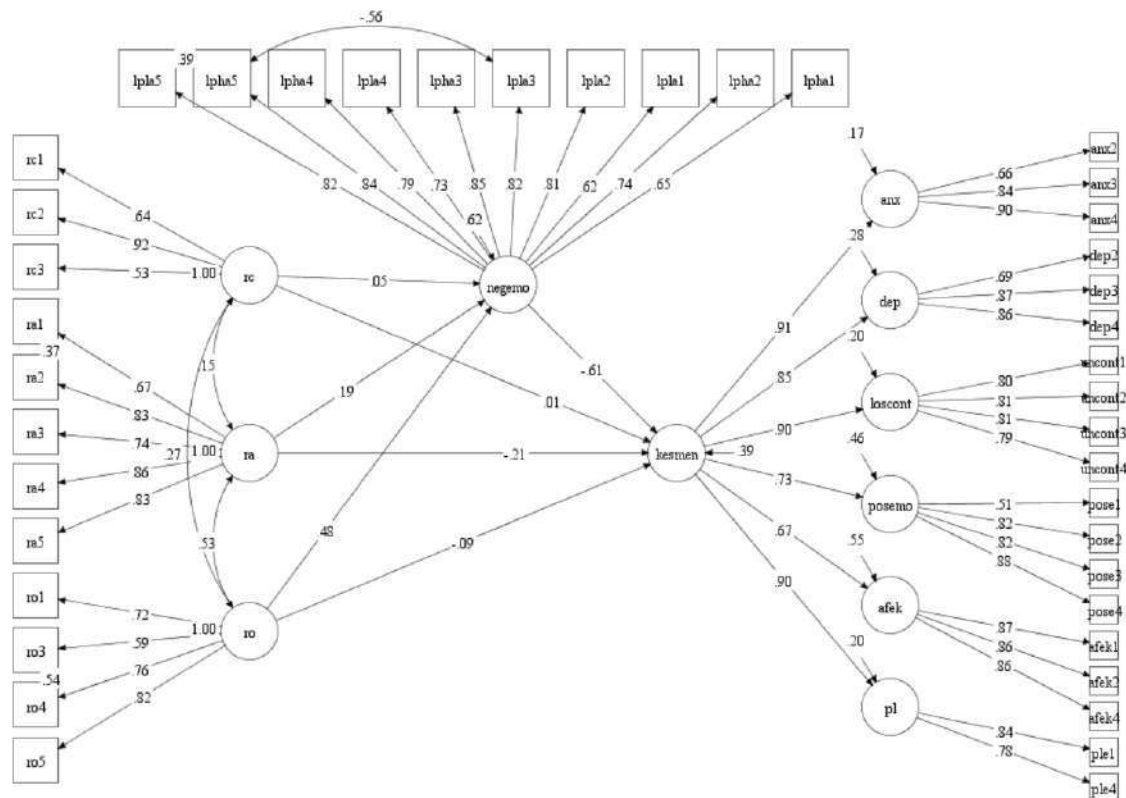


Figure 1. Testing the Mediation Model of Role Stressors on Mental Health through Negative Emotions

These findings underscore the critical role of negative emotions as a psychological mechanism linking role stressors and mental health outcomes. Role ambiguity and role overload were found to undermine employees' mental health, with role overload exerting its impact entirely through negative emotions, while role ambiguity showed both direct and indirect effects. This supports prior research suggesting that unclear role expectations and excessive demands are key stressors that deteriorate psychological well-being (Beehr & Glazer, 2005; Schaufeli & Taris, 2014). Conversely, role conflict did not significantly influence mental health in this study, which may indicate the presence of protective factors such as coping strategies or workplace support (Karasek & Theorell, 1990). Overall, the results highlight the importance of organizational interventions that minimize role ambiguity and overload, while simultaneously developing strategies to help employees regulate negative emotions to preserve mental health.

Table 6.
 Standardized Mediation Effect Results

Mediation effects	β	SE	Z	p
Indirect Effect				
RA → NA → MH	-.137	.040	-3.392	<.001
RC → NA → MH	-.042	.033	-1.275	.202
RO → NA → MH	-.264	.040	-6.600	<.001
Direct Effect				
RA → MH	-.215	.049	-4.363	<.001
RC → MH	.005	.045	.109	.913
RO → MH	-.078	.061	-1.283	.200

This study further examined the moderating role of emotional agility (EA) in the regression models linking role stressors—role conflict (RC), role ambiguity (RA), and role overload (RO)—to negative emotion (NA). The findings revealed that the interaction effects were not globally significant across the models. Specifically, the interactions between role overload and EA ($RO \times EA$: $b = 0.195$, $SE = 0.133$, $t = 1.467$, $p = .142$), role ambiguity and EA ($RA \times EA$: $b = -0.099$, $SE = 0.111$, $t = -0.892$, $p = .372$), and role conflict and EA ($RC \times EA$: $b = 0.020$, $SE = 0.128$, $t = 0.153$, $p = .878$) were not significant. This suggests that, overall, EA does not significantly alter the slopes of the regression lines across the full range of the moderator. In other words, the relationships between role stressors and negative emotion were not consistently influenced by emotional agility. However, a more nuanced picture emerged in the simple slopes analysis. At higher levels of EA, the relationship between role overload and negative emotion was significant ($b = 0.629$, $SE = 0.168$, $t = 3.742$, $p < .001$). Conversely, at lower levels of EA, this effect was not significant ($b = 0.239$, $SE = 0.154$, $t = 1.552$, $p = .121$). This indicates that although the overall moderating effect was not statistically significant, specific conditional effects were present, particularly when EA levels were high. In this sense, the link between role overload and negative emotion becomes more pronounced among individuals with greater emotional agility. The moderated mediation analysis provided further insight into the combined effects of role stressors, negative emotion, and emotional agility on mental health. The results indicated that role overload significantly predicted negative emotion ($b = 0.431$, $SE = 0.092$, $p < .001$), suggesting that heavier role demands are associated with increased negative affect. In contrast, neither role ambiguity nor role conflict showed significant effects on negative emotion. Negative emotion, in turn, negatively predicted mental health ($b = -0.626$, $SE = 0.095$, $p < .001$), confirming its detrimental role. Additionally, RA showed a significant direct effect on mental health ($b = -0.178$, $p = .004$), while RC and RO did not.

Regarding the moderating effects, emotional agility did not significantly interact with role stressors in predicting negative emotion, indicating that EA does not consistently buffer or exacerbate the impact of role stressors on emotional outcomes. Yet, when examined at specific conditional levels of EA, an indirect effect of role overload on mental health via negative emotion emerged as significant under conditions of low emotional agility ($b = -0.384$, $p < .001$), but not at high levels. This pattern was further supported by total effect analysis, where the overall impact of role overload on mental health remained significant at low EA ($b = -0.481$, $p < .001$) but attenuated at high EA. A similar, though weaker, pattern was observed for role ambiguity, where effects varied depending on the path analyzed. Taken together, these findings indicate that while emotional agility does not consistently moderate the relationships between role stressors and negative emotion, it plays a more subtle role in shaping the strength of indirect effects in certain pathways. Importantly, when EA was incorporated into the model, the mediating effect of negative emotion in the RA–mental health link disappeared, whereas the direct effect of RA became more salient. This suggests that the inclusion of EA redistributed variance within the model, altering the pathways through which RA influences mental health. In sum, emotional agility did not operate as a robust moderator in this study but appeared to refine or shift the dynamics of mediation, particularly for role overload and role ambiguity.

The present findings contribute to the growing literature on occupational stress by clarifying the mechanisms through which role stressors affect employees' mental health. Consistent with previous research, role overload and role ambiguity emerged as more influential stressors compared to role conflict (Eatough et al., 2011; Örtqvist & Wincent, 2006). Specifically, role overload was strongly associated with negative emotion, which in turn predicted poorer mental health. Interestingly, this relationship was fully mediated by negative emotion, underscoring the central role of affective responses in linking excessive role demands to mental health deterioration (Bowling et al., 2015). In contrast, role conflict did not show significant direct or indirect effects, which may reflect the presence

of adaptive coping strategies or organizational support systems that buffer the impact of conflicting demands (Beehr & Glazer, 2005). The moderating role of emotional agility yielded more nuanced results. Although the overall interaction effects were not significant, simple slopes and conditional indirect effects indicated that emotional agility may alter the strength of the role overload–negative emotion pathway. At lower levels of emotional agility, the indirect effect of role overload on mental health via negative emotion was significant, suggesting that employees with less flexibility in managing emotions are more vulnerable to the detrimental effects of heavy workloads. Conversely, when emotional agility was high, this indirect effect weakened, highlighting its potential as a protective psychological resource (David & Congleton, 2013; Kashdan & Rottenberg, 2010).

These findings suggest that interventions aimed at enhancing emotional agility could help mitigate the adverse emotional and psychological consequences of role overload and role ambiguity. However, the absence of robust moderation effects across all models indicates that the protective function of emotional agility may not be universal, but rather context-specific. Future research should examine additional boundary conditions, such as social support or organizational climate, that may interact with emotional agility to shape employees' responses to stressors.

4. CONCLUSIONS & RECOMMENDATION

This study shows that role stressors affect employees' mental health in Indonesia primarily through the mechanism of negative emotions. Role overload strongly predicts negative emotions, which in turn reduce mental health, reflecting a full mediation process. Role ambiguity contributes both directly and indirectly to lower mental health, indicating partial mediation. In contrast, role conflict does not show a significant impact in this context, suggesting that workers may rely on coping strategies or social support to manage conflicting demands. Negative emotions emerged as a central pathway linking workplace stressors to mental health outcomes, highlighting their critical role in understanding employee well-being. Furthermore, emotional agility was found to moderate these relationships in nuanced ways. While it does not act as a universal buffer, it influences how negative emotions translate into mental health outcomes, indicating that employees with higher emotional agility may better regulate the psychological impact of stress.

Organizations should prioritize strategies to reduce role overload and ambiguity, as these are key drivers of negative emotions and poor mental health. Providing clear job expectations, fair workload distribution, and supportive leadership can help mitigate these stressors. At the same time, interventions that foster emotional agility such as mindfulness training, coaching, and emotional regulation programs may equip employees with the skills to handle stress more effectively. By addressing both structural stressors and individual emotional skills, organizations can create healthier, more resilient workplaces.

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THE RELATIONSHIP BETWEEN QUALITY OF LIFE AND PERCEIVED SOCIAL SUPPORT AMONG ELDERLY PEOPLE IN JAKARTA

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1. INTRODUCTION & LITERATURE REVIEW

The growth of the elderly population in Indonesia continues to increase significantly, becoming a serious concern in the fields of health and social welfare. According to a report by the Central Statistics Agency (BPS, 2024), the percentage of elderly people reached 11.75% of the total population, equivalent to 33.1 million people. This figure is projected to reach 19.9% by 2045, making Indonesia a country with an ageing population (BPS, 2024). This phenomenon highlights the need for various parties to consider strategies to improve the quality of life for the elderly, as this age group is vulnerable to physical decline, psychological changes, and social limitations that impact overall well-being.

Quality of life is one of the key indicators in assessing the well-being of the elderly. According to WHOQOL (2012), quality of life encompasses four main dimensions: physical, psychological, social relationships, and environment. The physical dimension relates to the ability to engage in activities and overall health, while the psychological dimension pertains to emotional well-being and cognitive function. The social relationships dimension reflects the intensity and quality of interactions with others, and the environmental dimension includes feelings of safety, access to services, and living comfort. In the context of elderly life, these four dimensions often decline due to advancing age and associated limitations (WHO, 2012).

Research shows that elderly individuals with low quality of life are more likely to experience depression, feelings of loneliness, and withdrawal from social environments. A study by Idaiani & Indrawati (2021) using data from the 2019 Riskesdas also reported that older adults with functional limitations are at higher risk of depression. The general prevalence ranges from 6–9% and increases to 30% if physical illness or mobility limitations are present (Idaiani & Indrawati, 2021). In urban life, such as in Jakarta, many elderly people live alone or with their spouses without their children, so social interaction is limited. High mobility and individualistic lifestyles in big cities reduce the intensity of relationships between family members. This places the elderly in a vulnerable position psychologically and socially, which then impacts their overall quality of life.

One important factor that influences quality of life is perceived social support which refers to an individual's perception of the extent to which they feel supported by others, whether emotionally, informatively, or instrumentally (Nazari et al., 2020). A study by Setyowati et al. (2023) found that older adults who feel supported by their families have higher quality of life (Setyowati et al., 2023). A similar finding was reported by Syaharuddin et al. (2023), who found that perceived support from spouses and friends also plays a role in improving older adults' life satisfaction, particularly in maintaining mental health and positive emotions (Syaharuddin et al., 2023).

2. METHODS

This study uses a quantitative approach analyzed using statistical methods. The research design used by the researcher is non-experimental associative. The type of research used in this study is the correlational method. This study is part of an umbrella study with the main topic of social prescription. The population sampled consists of elderly individuals over the age of 60 who are active and reside in Jakarta. The inclusion criteria are elderly individuals over the age of 60 who are physically and mentally healthy and able to speak Indonesian. The sample size that met the criteria in this study was 43 individuals. This study used two instruments as guidelines: (1) The WHOQOL- BREF Questionnaire (The Bref Version of the World Health Organization's Quality of Life Questionnaire); (2) The Multidimensional Scale of Perceived Social Support (MSPSS). The data collected were analyzed using



correlation tests to determine the significant relationship between the dimensions of quality of life and the dimensions of perceived social support among elderly people in Jakarta.

3.RESULTS AND DISCUSSION

One hundred and twenty-two (122) elderly people participated in this study. The participants were elderly people aged 55–90, physically healthy, active, and living in Jakarta. Majority of the participants were female (84.43%) and aged between 66 and 74 years old (45.9%). Most participants had completed high school (36.07%), and most participants were not employed (65.57%). Regarding income, many participants chose not to disclose their income, with the majority reporting an income of approximately ±1,000,000 to ±5,000,000 (26.23%). Most participants in this study were married (63.11%), and the number of children they had was between 1 -3 children (73.77%). Many participants lived with their families (63.93%).

Tabel 1. Results of Correlation Test Between WHOQOL-BREF and MSPSS Measurement Tools

Dimensi	Significant Other	Family	Friends
1. Physical health	0.213*	0.295***	0.236**
2. Psychological	0.030	0.231*	0.095
3. Social relations	0.421***	0.317***	0.378***
4. Environment	0.317***	0.335***	0.353**

Note: *p<.05, ** p< .01, *** p < .001

The social and environmental relationship dimensions show the most consistent and significant relationship with all forms of perceived social support, whether from spouses, family, or friends. These findings indicate that the higher the perceived support received by older adults from various parties, the more positive the quality of social interaction and the living environment they experience. This can be explained through a psychosocial approach that emphasizes the importance of interpersonal connections and emotional support in maintaining feelings of acceptance, safety, and having a role within the community. Older adults who have access to intensive social support tend to experience improved quality of life in social and environmental aspects (Gunawan et al., 2020); (Juniarni & Wulandari, 2020).

Additionally, the physical health dimension also shows a significant positive relationship with perceived social support from all sources. This reinforces the view that perceived social support can encourage healthy living behaviours, improve adherence to treatment, and reduce psychological stress related to the physical condition of the elderly. When the elderly feel supported by those around them, they are more motivated to maintain their physical condition, attend healthcare services, and engage in daily activities. This support serves as a source of motivation and recovery, as also emphasized in the findings of Okfrima et al. (2021), which show that older adults with strong family support are more physically active and have better health perceptions (Okfrima et al., 2021).

Unlike the previous dimension, the psychological dimension only shows a significant relationship with perceived social support from family. This indicates that the role of family in



supporting the mental health of the elderly is much more dominant than that of spouses or friends. In the Indonesian cultural context, family is considered the primary support system that provides emotional security, especially in old age. Older adults who feel cared for by their children and grandchildren are more likely to have psychological well-being because they feel they still have a role and are recognized for their existence. Support perceived from partners and friends may have less significant impact on psychological aspects because older adults rely more on emotional comfort from intergenerational relationships within the nuclear family. This finding is consistent with literature stating that family involvement in the daily lives of the elderly can reduce stress levels and enhance psychological resilience.

However, not all dimensions of quality of life show a significant relationship. Perceived support from spouses and friends does not show a meaningful relationship with psychological dimensions. This suggests that the presence of a spouse or friends does not necessarily guarantee inner peace or emotional stability in the elderly. It is possible that some elderly individuals no longer have a spouse, or the frequency of interaction with friends decreases with age, so their role is not as significant as that of family. This finding indicates that while perceived support from friends and spouses is important, in terms of the mental health of the elderly, family relationships remain the primary foundation.

4. CONCLUSIONS & RECOMMENDATION

Overall, this study shows that the quality of life of the elderly is closely related to their perception of social support. The social and environmental dimensions appear to have the strongest relationship with perceived support, followed by the physical aspect, and finally the psychological aspect. However, the strength of the correlation is not interpreted hierarchically because each dimension has a different contextual relationship. This study also shows that positive perceptions of social support can serve as a buffer in facing the challenges of old age and strengthen overall quality of life. These findings underscore the importance of maintaining strong social networks for the elderly, particularly those from close family ties.

These findings reinforce that older adults' perceptions of perceived social support, particularly from partners and friends, play an important role in improving quality of life, especially in the social and environmental dimensions. Meanwhile, although perceived social support from family is also important, its influence is not as strong as support from partners and friends. Therefore, meaningful social interaction with various parties can be the key to forming a more positive outlook on life for older adults.

For future research, it is recommended that researchers prepare more thoroughly by coordinating earlier with relevant agencies or institutions. This is important to enhance the effectiveness and efficiency of the research process, particularly regarding permits, data collection, and participant involvement, so that the research can proceed more smoothly and in accordance with the planned schedule.

5. ACKNOWLEDGMENT

This study has several strengths that support the validity and relevance of the results obtained. One of its main strengths lies in the use of the WHOQOL-BREF and MSPSS measurement tools, which have been internationally validated and are relevant in measuring quality of life and perceptions of social support in the elderly population. Additionally, the relatively large sample size (122 participants) and their distribution across various regions in Jakarta provide a sufficiently representative snapshot of the urban elderly population. Data collection was conducted in a structured manner through a well-designed questionnaire, thereby minimizing interpretation bias.

However, this study also has several limitations that need to be noted. First, the cross-sectional design of the study prevents researchers from drawing causal conclusions between perceived social support and quality of life. The relationship found is only correlational and cannot yet explain the direction of the relationship with certainty. Second, this study did not control for or consider the influence of other variables that may also play a role, such as chronic physical health conditions, living arrangements



(living alone or with family), or participants' levels of social activity. Third, although the participants came from various areas in Jakarta, the socio-cultural characteristics in other regions may differ, so the results of this study cannot be generalized broadly to the entire elderly population in Indonesia. Finally, because the instruments used were self-reported, the results obtained were highly dependent on the participants' subjective perceptions and understanding, which may have been influenced by their mood or temporary condition at the time of completing the questionnaire.

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The Relationship Between Quality of Life and Self-Esteem Among Elderly School Participants with Islamic Perspective

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1. INTRODUCTION & LITERATURE REVIEW

In 2020, Indonesia's population structure officially entered an ageing population phase (Badan Pusat Statistik, 2024a). An ageing population is a phenomenon in which the number of elderly people increases and begins to dominate the population structure (Puri & Wasudewa, 2022). Statistical data shows a significant increase in the number of elderly people over the past five years. The quality of life of older adults in Indonesia is a matter of great concern due to the continuously increasing life expectancy (LE), which reached 73.5 years in 2021 (Badan Pusat Statistik, 2020). The life expectancy of women in Jakarta even reached 75.61 years in 2023, while men reached 71.88 years (Badan Pusat Statistik, 2024). This increase in life expectancy reflects the significant potential for the elderly to remain active and empowered. A long lifespan accompanied by good health enables the elderly in Jakarta to continue working, socializing, and living a quality life (Rumawas, 2021).

Ji et al (2024) found that there is a positive relationship between self-esteem and quality of life in elderly patients with chronic diseases. In another study, a significant relationship was also found between self-esteem and quality of life among elderly individuals living in post-disaster shelters (Widiastama, 2018). Through participation in social activities, elderly individuals can directly obtain social support from those around them, such as family, friends, or the community environment. Participation in social activities not only enhances self-esteem but also positively impacts the quality of life of the elderly.

In Jakarta, the Elderly School is one form of empowerment activity for the elderly, promoting the concept of education for the elderly with the themes of education, health, and art for the elderly. Through this program, the elderly not only have a space for physical and social activities, but also gain meaningful experiences that have the potential to improve their self-esteem and quality of life. The initiative to develop the Elderly School holds great potential in improving the quality of life and self-esteem of the elderly through the various benefits they receive. Therefore, further research is needed as an initial step to understand to what extent a good quality of life can impact the self-esteem of Elderly School participants.

2. METHODS

The research method used in this study is a quantitative research method because it aims to measure the relationship between variables objectively and measurably and the measurement tools used in this study were the WHOQOL-BREF and the Rosenberg Self-Esteem Scale (RSES). The research design used is correlational research because this study aims to determine the relationship between quality of life and self-esteem among elderly school participants. The population used in this study consists of elderly individuals who are participants of the Fatmawati and Mahira Kirana Elderly Schools in Jakarta. The sampling technique used in this study is Accidental Sampling. Data analysis in this study was conducted using the JASP software (Jeffreys's Amazing Statistics Program). The analysis methods used include descriptive analysis, normality tests, and correlation tests to examine



the relationship between the quality of life variable and the self-esteem variable.

3. RESULTS AND DISCUSSION

Spearman's correlation test was conducted to determine the relationship between quality of life scores and self-esteem variables. A positive relationship was found between the environmental dimension ($r=0.355$; $p=0.005$) and the social relationship dimension ($r=0.294$; $p=0.022$) in quality of life with self-esteem among elderly school participants. Meanwhile, the results for the physical health and social relationship dimensions did not show a positive relationship with self-esteem. The researcher also conducted a correlation test on the combination of items 1 and 2 in the WHOQOL-BREF to examine the relationship between the overall quality of life perception indicator and self-esteem among elderly school participants. The results showed a significant correlation between quality of life scores (Q1&Q2) and self-esteem ($r=0.295$; $p=0.021$).

Table 3 Spearman's Correlation Test Results

Kualitas Hidup	Self-Esteem	Sig.
Kualitas Hidup Umum	0.295	0.021
Dimensi Kesehatan Fisik	0.192	0.139
Dimensi Psikologis	0.087	0.504
Dimensi Hubungan Sosial	0.294	0.022
Lingkungan	0.355	0.005

Based on the results of data analysis, a significant relationship was found between the environmental dimension and the social relationship dimension on the self-esteem of participants in the Elderly School. These findings indicate that a safe environment and good social relationships play an important role in shaping the self-esteem of the elderly. Elderly individuals who live in a safe environment, have access to information and health services, and are able to establish good social relationships tend to have higher levels of self-esteem.

A safe and comfortable environment that provides access to public facilities and health services, as well as convenient transportation, enables older adults to move around independently. This independence may lead older adults to view themselves positively and not see themselves as a burden to others, especially other family members. This finding aligns with the results of Meira et al (2017) study, which showed that positive perceptions of the environment, including comfort, safety, and social support in the living environment, are closely associated with increased self-esteem and psychological well-being among the elderly.

Through involvement in social activities, older adults can directly obtain social support from the people around them, such as family, friends, and the community environment. This is in line with the findings by Shah et al (2021), who state that the higher the level of social support received, the higher the level of self-esteem among older adults. The significant relationship between social interaction and self-esteem is also consistent with research conducted by Šare et al (2021), which shows that older adults living in communities have higher self-esteem levels compared to those living in nursing homes. Active social interaction and community involvement have been proven to reduce anxiety and significantly enhance self-esteem.

In this case, the Elderly School plays an important role in meeting the basic needs of the elderly through various meaningful activities that actively involve them. Activities at the Elderly School not only stimulate physical and cognitive abilities, but also create a positive social space for the elderly.

4. CONCLUSIONS & RECOMMENDATION

Based on the findings of the study, it was found that there was a positive and significant



relationship between the Quality of Life dimensions of Social and Environmental Relationships and Self-Esteem among elderly school participants. This relationship indicates that the better the quality of social relationships and the environment, the higher the level of self-esteem among participants. However, no significant relationship was found between the dimensions of physical and psychological health and self-esteem among participants in the Elderly School. A practical recommendation in this study is for the government to pay attention to social relationships and the environment as factors that influence the self-esteem of older adults by promoting and providing a safe and elderly-friendly environment, as well as facilitating community programs that encourage social interaction and emotional support for older adults. Meanwhile, the recommendation for families and communities is to consistently provide emotional support and motivation to the elderly to actively participate in social activities, such as the Elderly School. A suggestion for further research is that it should be conducted in more elderly schools, so that the data obtained can be more diverse and representative of a wider population. The number of respondents in this study is still limited, so it would be better if future research involved more participants from various elderly schools.

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FLOURISHING AS A PREDICTOR OF ORGANIZATIONAL CITIZENSHIP BEHAVIOR AMONG CUSTOMER SERVICE EMPLOYEES IN YOGYAKARTA

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1. INTRODUCTION & LITERATURE REVIEW

The service industry plays a strategic role in determining organizational success, particularly through customer service, which serves as the frontline in establishing direct interactions with customers. Beyond handling complaints, customer service also shapes a company's image through quality interactions. In an increasingly competitive business environment, service quality strongly influences customer satisfaction and loyalty (Wijaya & Suharmiati, 2022). Yogyakarta, known both as a student city and tourist destination, is experiencing rapid growth of service-based businesses, where cultural values of politeness further raise customer expectations (Susiyanto & Rohman, 2022). Consequently, the role of customer service is crucial in ensuring strong and sustainable customer relationship.

Customer service employees are expected to perform not only in-role behaviors but also extra-role behaviors, known as Organizational Citizenship Behavior (OCB), which benefit the organization (Putri & Fauzi, 2023). OCB is defined as discretionary behavior that goes beyond job description and is not part of employee's formal role requirements, but contributes effective functioning of the organization, consisting of altruism, conscientiousness, sportsmanship, courtesy, and civic virtue (Organ et al., 2006). The importance of OCB is highlighted in enhancing overall organizational effectiveness, particularly for employees who directly interact with customers, such as customer service representatives (Robbins & Judge, 2015).

However, the study conducted by Susanti & Wahidi (2020) on 113 nurses at Mekar Sari Hospital, showed that 82 subjects (72.57%) had low OCB, 24 subjects (21.23%) had moderate OCB, and 7 subjects (6.2%) had high OCB. Employees with low OCB tend to lack persistence in performing their tasks and responsibilities, show low motivation to complete work optimally, and are often involved in activities unrelated to their primary job function (Kusumajati, 2014).

The emergence of OCB can be influenced by internal psychological factors such as flourishing, a state of optimal psychological well-being in which individuals are not only free from problems but also experience positive growth across multiple life domains. Flourishing encompasses five dimensions of the PERMA model: positive emotions, engagement, relationships, meaning, and accomplishment (Keyes, 2002; Seligman, 2013). Employees with higher levels of flourishing tend to be more enthusiastic, resilient, socially connected, and capable of finding meaning in their work (Rothmann, 2013).

Previous research has shown that flourishing has a positive relationship with OCB. Tentama & Yuliantin (2021) found that employees with high levels of flourishing tend to display prosocial behavior more frequently and actively participate in organizational activities. Oliveira-silva & Porto (2021) emphasized that flourishing enhances employee involvement in organizational activities, thereby strengthening overall organizational functions. Pex-Apeh et al. (2021)



demonstrated a positive correlation between flourishing and OCB, showing that individuals who experience flourishing at work tend to develop positive emotions that encourage voluntary extra-role behavior. The purpose of this research is to determine the relationship between flourishing and OCB among customer service employees in Yogyakarta.

2. METHODS

The research subjects were 120 customer service employees in Yogyakarta with a minimum of three months of work experience. The sampling technique used in this research was purposive sampling. The scale method used in this research employed the Likert scale. Flourishing in this research was measured using The PERMA Profiler adapted by Elfida et al. (2021). OCB was measured using Organizational Citizenship Behavior Scale (OCBS) developed by Tentama & Subardjo (2018). The data analysis method in this research used Spearman's rank correlation with the help of the SPSS version 30.0 program.

3. RESULTS AND DISCUSSION

The researcher collected data from 120 customer service employees using questionnaires, which were analyzed with SPSS version 30.0 program. Based on the data processing results, the following descriptive statistics were obtained:

Table 1. Descriptive Statistics

Variable	N	Hypothetical Data				Empirical Data			
		Mean	Score		SD	Mean	Score		SD
			Min	Max			Min	Max	
Flourishing	120	42.00	14	70	9.33	46.33	22	66	12.388
OCB	120	51.00	17	85	11.33	44.19	23	70	14.975

Note: N: Number of subject; Mean: Average; Min: Minimum or low score
 Max: Maximum or high score; SD: Standard Deviation

The descriptive statistics results, as shown in the Table 1 above, indicate that the flourishing variable, the hypothetical mean score was 42.00 with a minimum score of 14 and a maximum score of 70, and standard deviation of 9.33. Meanwhile, the empirical mean score was 46.33, with a minimum score of 22, a maximum score of 66, and a standard deviation of 12.388. As for the OCB variable, the hypothetical mean score was 51.00, with scores ranging from 17 to 85, and a standard deviation of 11.330. The empirical mean score was 44.19, with a minimum of 23, a maximum of 70, and a standard deviation of 14.975.

Normality Test

The normality test in this study was conducted using the one-sample Kolmogorov-Smirnov (K-SZ) technique via SPSS. The guideline used is that if the significance value p of K-SZ > 0.050 , the data is considered to be normally distributed, if the significance value $p \leq 0.050$, the data is not normally distributed (Azwar, 2012). From the normality test result, the Flourishing variable obtained a K-SZ value of 0.158 with a significance value of $p < 0.001$ ($p \leq 0.050$), while the OCB variable showed a K-SZ value of 0.233 with a significance value of $p < 0.001$ ($p \leq 0.050$). These results indicate that both the flourishing and OCB variables do not follow a normal distribution.

Correlation Test

The correlation test was conducted using a non-parametric correlation technique, Spearman's Rho, as the data did not follow a normal distribution. The analysis results show that the correlation coefficient (r_{xy}) between flourishing and OCB is 0.257 with a significance value



$p = 0.005$, where the p -value is less than 0.050 ($p < 0.050$). Therefore, it can be concluded that there is a positive relationship between flourishing and OCB among customer service employees. Furthermore, the data analysis result also show a coefficient of determination (R^2) of 0.090 , indicating that flourishing contributes 9% to the level of OCB.

Table 2. Correlation Test

		Flourishing	OCB	
Spearman's rho	Flourishing	Correlation Coefficient	1.000	0.257**
		Sig. (2-tailed)	.	0.005
		N	120	120
	OCB	Correlation Coefficient	0.257**	1.000
		Sig. (2-tailed)	0.005	.
		N	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

The results confirm that flourishing is positively related to OCB among customer service employees, consistent with previous findings (Peña et al., 2024; Pex-Apeh et al., 2021; Podsakoff et al., 2014). Employees who experience flourishing—characterized by positive emotions, engagement, and a sense of meaning—are more likely to voluntarily engage in behaviors that support their colleagues and enhance organizational performance.

In the context of customer service in Yogyakarta, this relationship is particularly significant. Customer service employees act as the frontline of the organization, facing high demands for emotional regulation, empathy, and proactive interaction with customers. Flourishing provides psychological resources that help them remain resilient, maintain positive affect, and contribute beyond their formal job descriptions. Consequently, employees with higher levels of flourishing show greater willingness to assist others, demonstrate courtesy, and uphold service quality—dimensions of OCB that are essential for sustaining customer satisfaction and loyalty.

However, the effect size of the relationship was modest, with flourishing explaining only 9% of OCB variance, suggesting that other factors—such as job satisfaction, work motivation, leadership style, and organizational culture—likely play a stronger role in shaping OCB.

4. CONCLUSIONS & RECOMMENDATION

This study demonstrates a significant positive relationship between flourishing and OCB among customer service employees in Yogyakarta. Employees with higher flourishing are more likely to engage in voluntary behaviors that support colleagues and enhance organizational effectiveness. Although flourishing contributes 9% to OCB, most of the variance is explained by other factors, indicating that OCB is a multidimensional construct influenced by both individual and organizational determinants.

Organizations are recommended to design and implement initiatives that foster flourishing among employees, such as well-being programs, emotional intelligence training, and recognition systems for extra-role contributions. These strategies may enhance psychological resources and subsequently increase OCB levels. Future research should investigate additional predictors of OCB, such as job satisfaction, work motivation, and leadership style, using multivariate or longitudinal designs to capture the complexity of employee behavior.

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EXPLORING FACTORS THAT INFLUENCE ACADEMIC HARDINESS AMONG STUDENTS IN INDONESIA: A LITERATURE REVIEW

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1. INTRODUCTION & LITERATURE REVIEW

Education is a fundamental pillar for individuals, serving not only as a means of transmitting knowledge but also as a process that shapes their cognitive, affective, and social capacities. Through education, this process takes place systematically and constantly, especially at the university level. Higher education is the tertiary phase of education, encompassing educational institutions that demand high levels of ability, motivation, prerequisite knowledge, skills, and perseverance from students (Terlouw, 1997). These demands place a unique pressure on students during their higher education.

Some of the demands felt include the transition from high school to college. In this case, students are required to adapt to new learning processes and environments, which can cause stress (Knoster & Goodboy, 2020). Another demand is the heavy course load. Unlike previous levels, in college, students are required to study more complex and in-depth material, which requires a higher level of independent learning, making the potential for stress among students relatively high (Lubis et al., 2025). In addition to academic demands, students are also faced with non-academic demands such as time management (Ioannidi, 2025) and financial constraints (Medani et al., 2024). These demands not only cause stress but can also lead to other mental health problems.

Mental health is one of the issues that needs more serious attention. Research conducted by Salma et al. (2017) found that 45.7% of students in Indonesia are at risk of experiencing common mental health problems. Mental health problems that occur in students vary considerably. Research conducted by El-Matury et al. (2018) found that a quarter of students at one of the universities in Indonesia experienced severe stress. Meanwhile, research conducted by Setyanto (2023) found that 29% of students experienced anxiety, and 25% of other students experienced depression. These percentages highlight the need for both students and educational institutions to implement protective measures, thereby reducing mental health problems and supporting students in completing their university-level educational requirements.

Protective measures that students can take include possessing or developing a resilient personality trait, commonly known as hardiness. Hardiness is a personality trait that plays an important role in helping individuals cope with and reduce the negative impact of stressful situations (Kobasa, 1979). This trait is essential for students, given the many demands they face, as it can reduce stress levels and prevent other mental health problems. In an academic context, this concept is known as academic hardiness, which is a personality trait reflected in consistent efforts to achieve academic success, courage in facing challenging academic tasks and experiences, and self-confidence in effectively managing academic pressure (Benishek & Lopez, 2001). In other words, students who possess hardiness generally exhibit three main dimensions: commitment, challenge, and control in facing the difficulties they experience.

The first dimension, commitment, refers to students' willingness to consistently make efforts



and sacrifices to achieve academic success, regardless of the course's difficulty, personal interest in the material, or the lecturer's teaching methods. The second dimension, challenge, refers to students' tendency to accept and face challenging academic experiences as opportunities to hone their skills and deepen their understanding. The third dimension is control, which reflects students' belief that academic results can be influenced through personal effort, while also demonstrating their ability to regulate their emotional responses to academic pressure. These three dimensions play an important role in helping students navigate the demands of college, especially those related to mental health.

Academic hardiness has a buffering effect that allows students to protect themselves or recover from stressful experiences, thereby contributing to improved physical and psychological health (Hamed et al., 2025). Students' hardiness personality in an academic environment is also associated with increased engagement and achievement, which play an important role in mental health (Meng & Jia, 2023). This means that students who are actively involved in their studies tend to experience academic fatigue less often and are more persistent in completing their courses, thereby reducing the risk of mental health problems. Thus, students need to possess and develop hardiness personality traits, especially when pursuing higher education.

In addition to the three dimensions described above, which can be categorized as personal factors, other factors have the potential to influence the level of academic hardiness in students. These other factors include self-efficacy (Zhang et al., 2023); perfectionism (Sepiadou, 2024); social support (Zhang, 2024); sense of belonging (Yi et al., 2024); and quality of university life (Tho, 2019). Some of these factors were found to be related to hardiness personality. However, these findings are still limited to studies conducted outside the Indonesian context, so there may be differences in results when studied in the context of Indonesian students, given the cultural variations, education systems, and social dynamics that can influence academic hardiness. In addition, previous studies have been limited to exploring the level of academic hardiness among Indonesian students in various groups (Sutanto & Nurcahyo, 2025), without reviewing the factors that may contribute to it. Therefore, this study will explore the factors that may influence academic hardiness among students in Indonesia.

The research question in this study is what factors influence the level of academic hardiness among Indonesian students. With this research question, the purpose of this study is to explore and identify factors that can influence the level of academic hardiness among Indonesian students. The results of this study are expected to provide information and serve as a reference for both students and educational institutions to create awareness of the importance of hardiness personality characteristics and how to develop such a personality. In addition, this study is also expected to contribute to the advancement of psychological science and serve as a basis for further research, such as the development of academic hardiness instruments or interventions relevant to Indonesian culture.

2. METHODS

This study is a literature review using a traditional review approach. A literature review is an activity of searching and reviewing literature through reading and analyzing various journals, books, and other publications relevant to the research topic, to produce a paper that focuses on a specific issue or theme (Marzali, 2017). The stages of conducting a literature review include review design, implementation, analysis, and compilation of review results (Snyder, 2019).

The databases involved are Google Scholar and Garuda. In literature searches, each database has its own keywords. With Google Scholar, the keywords used are (“academic hardiness” OR “academic resilience” OR “academic endurance” OR “student hardiness” AND “students” AND “university” AND ‘Indonesia’). In contrast, for Garuda, the keywords used are (“academic hardiness” AND “students”). The inclusion criteria for this study were literature published between 2015 and 2025, research articles written in Indonesian or English, freely accessible, empirical research using



quantitative/qualitative methods, and focusing on students in Indonesian universities. Meanwhile, the inclusion criteria were limited to literature review articles and articles focusing on school students. The inclusion and exclusion criteria in this study were applied to clarify the limitations of relevant articles. The inclusion and exclusion criteria are described in Table 1.

Table 1. Research Inclusion and Exclusion Criteria

Criteria	Inclusion	Exclusion
Year	2015-2025	Articles published outside of that year
Type	Research article	Literature other than research articles
Language	Indonesian or English	Articles other than those in Indonesian or English
Access	Open access	Closed access
Focus	Empirical research using quantitative or qualitative methods	Literature review research
	Research with Indonesian university students as subjects	Research with school students as subjects

After the review design was completed, the following process was implemented. The literature search began on May 2, 2025, with 403 results from Google Scholar and 18 from Garuda, for a total of 421 pieces of literature. Screening based on publication date within the last decade (2015-2025) left 376 literature. Further screening was based on document type, title, and abstract. In this case, the researchers eliminated literature in the form of books and theses and focused only on research articles with relevant titles and abstracts. This screening resulted in 10 research articles written in Indonesian and freely accessible. The final stage of screening involved reading the entire articles to ensure that the focus of the research articles was relevant to the objectives of this study. The final result of the screening left seven articles to proceed to the analysis stage.

3. RESULTS AND DISCUSSION

Based on the seven selected articles, each has different characteristics in terms of the variables studied, research objectives, and results obtained. However, there is an important similarity, namely that all articles use quantitative methods with academic hardiness as the dependent variable. In addition, not all studies were conducted at universities; two articles were conducted at colleges and polytechnics. Another difference is apparent in the concept of hardiness used. This study focuses on academic hardiness, but due to the limited number of articles that can be reviewed, the researcher also included articles that use the concept of general hardiness. This inclusion remains relevant considering that the concepts of general hardiness and academic hardiness both cover three main dimensions, namely commitment, challenge, and control, and all studies were conducted in the context of higher education. Thus, the use of articles that examine general hardiness still supports the objectives of this study. A summary of the reviewed articles can be seen in Table 2.

Table 2. List of Selected Articles

Author and Year	Variable	Methods	Instrument	Sample and Locations	Results
Cahyasari et al. (2022)	Religiosity and hardiness	Quantitative	Religiosity scale 40-item (construction based on Stark and Glock (in Kristiani &	91 university students in Surabaya (not specified)	Religiosity is positively related to hardiness ($r=0.555$, $p<0.05$).



Author and Year	Variable	Methods	Instrument	Sample and Locations	Results
Carine et al. (2023)	Academic self-concept and hardiness	Quantitative	Susilo, 2021)) and hardiness scale 24-item (construction based on Kobasa et al. (1982)) Academic self-concept scale 20-item (Basith et al., 2021) and multidimensional hardiness inventory 18-item (Octavia et al., 2021)	204 students from Lambung Mangkurat University	Academic self-concept has a positive effect on hardiness ($R^2=0.229$).
Hardianty et al. (2022)	Optimism and hardiness	Quantitative	Hardiness scale 42-item (construction based on Maddi (2013)) and optimism scale 13-item (construction based on Seligman (2006))	226 students from Malikussaleh University	Optimism has a strong positive relationship with hardiness ($r=0.693$, $p<0.05$).
Juliana et al. (2022)	Transition of learning models and academic hardiness	Quantitative	Transition of learning models questionnaire and academic hardiness questionnaire (not specified)	74 students from Nani Hasanuddin Health Sciences College	The transition of learning models effectively increases academic hardiness ($p=0.002$).
Mardiyah and Rahmandani (2019)	Self-efficacy and hardiness	Quantitative	Self-efficacy scale 48-item (construction based on Bandura (in Maddux, 2013) and hardiness scale 44-item (construction based on Kobasa (in Southwick et al., 2011) and Maddi (2011))	101 cadets at Semarang Maritime Polytechnic	Self-efficacy is positively correlated with hardiness ($r=0.731$, $p<0.001$).
Salma and Sawitri (2021)	Peer social support and academic hardiness	Quantitative	Peer social support scale 40-item and academic hardiness scale 34-item (not specified)	127 students at Diponegoro University	Peer support is positively associated with academic hardiness ($r=0.305$, $p<0.001$).
Susanto and Kiswantomomo (2020)	Social support and hardiness	Quantitative	Social support scale 20-item (construction based on Cohen (2000)) and hardiness scale 28-item (construction based on Maddi et al. (2006))	204 students from University X (not specified)	All types of social support significantly contribute to hardiness; the largest being tangible support (20.9%).

As explained earlier, each article has different variables. In this case, each independent variable can be identified as a factor that influences the level of academic hardiness in college students. These factors include personal (internal) factors and environmental (external) factors. Personal factors consist of religiosity, academic self-concept, optimism, and self-efficacy. Meanwhile, environmental factors consist of learning model transition and social support (including social support from peers).



Religiosity

Religiosity is one of the personal factors that play a role in shaping students' academic hardiness. Cahyasari et al. (2022) in their research showed that religiosity and hardiness have a positive relationship. Although this study was primarily aimed at Catholic students, the results showed that there was no difference in the level of hardiness between Catholic and non-Catholic students. The relationship between the two arises because religiosity itself provides a spiritual foundation that enables students to view academic pressure not only as a burden but also as a part of a life journey with a higher purpose. With their religious beliefs, students tend to feel calm and can manage pressure more adaptively. This makes religiosity function as a coping strategy that not only calms students but also strengthens their commitment to completing their academic responsibilities.

Religiosity can foster optimism and acceptance of academic challenges. A spiritual relationship with God and others gives students the perspective that academic difficulties are part of a meaningful learning process. This perspective encourages them to be more consistent (commitment), brave in facing challenges (challenge), and confident in their ability to control outcomes through personal effort (control). This is relevant to the research by Linuhung and Yusuf (2019), which shows that individuals with high levels of religiosity can interpret their religious activities as a resource for coping with stress, thereby strengthening the dimensions of commitment, challenge, and control as characteristics of a hardy personality. Therefore, religiosity not only strengthens psychological aspects but also expands students' social and emotional resources, thereby supporting their academic hardiness as a whole.

Self-Concept

Academic self-concept is students' perception of their abilities, competencies, and self-worth in the context of education. Research by Carine et al. (2023) found that there is a positive relationship between self-concept and students' hardiness personality. Students with a positive academic self-concept are better able to assess themselves as competent individuals with the capacity to complete academic demands, including completing their thesis. With confidence in their abilities, students do not easily give up when faced with obstacles, but rather tend to seek constructive problem-solving strategies. This is in line with the principle of hardiness, which views pressure not as a threat but as an opportunity for growth.

A positive academic self-concept is also associated with increased student commitment and engagement in the learning process. Students with a positive academic self-image tend to be more enthusiastic about participating in lecture activities, even when faced with difficulties. Belief in one's academic abilities strengthens the aspect of control in hardiness because students feel they can direct their learning outcomes through their efforts. In addition, a strong academic self-concept gives students the courage to accept challenges, encouraging them to persevere in stressful academic situations. This is relevant to the research by Miškolciová and Ďuricová (2015), which shows that self-concept plays an important role in strengthening an individual's ability to cope with stress and other life challenges. Thus, it can be understood that academic self-concept is an important factor underlying the formation of academic hardiness, as it provides a psychological foundation of confidence, motivation, and direction in facing academic demands.

Optimism

Optimism is one of the personal factors that has a significant influence on the formation of academic hardiness. Hardianty et al. (2022) found in their research that optimism and hardiness have a strong positive relationship. Students who have an optimistic attitude tend to view difficulties as temporary and surmountable. This positive outlook helps them reduce the tendency to feel trapped in failure and encourages the belief that every academic challenge can be overcome with consistent



effort. Because of this, optimism functions as a framework of thinking that allows students to persevere under pressure while maintaining motivation to achieve academic goals.

Optimism strengthens the three dimensions of hardiness, namely commitment, challenge, and control. Optimistic students find it easier to maintain their commitment to their studies despite facing obstacles because they believe that their efforts will yield positive results. They are also more willing to see challenges as opportunities for growth, rather than simply threats to be avoided. This is in line with the findings of Tyas and Cahyadi (2022), which explain that individuals with a hardiness personality exhibit an optimistic attitude, enabling them to view changes and obstacles as opportunities that can be faced constructively and produce positive impacts. An optimistic attitude makes students feel more capable of controlling their academic situation because they believe that difficulties can be overcome through the right strategies. In other words, optimism is not just a passive attitude of hope, but a psychological strength that reinforces students' resilience in facing academic demands.

Self-Efficacy

Self-efficacy is an individual's belief in their ability to perform tasks and achieve specific goals. In an academic context, self-efficacy plays an important role because it determines the extent to which students dare to face difficulties and persevere under pressure. Findings in the research by Mardiyah and Rahmandani (2019) show a significant positive relationship between self-efficacy and student hardiness. Students with high self-efficacy are better able to assess academic challenges as something that can be controlled through personal effort. This belief makes them less likely to give up when faced with obstacles, but rather try to adjust their strategies so that they can still achieve their set targets. In other words, self-efficacy serves as a psychological foundation that supports the formation of academic hardiness.

It is important to understand that self-efficacy strengthens every dimension of hardiness. In the commitment dimension, belief in one's abilities keeps students consistent in carrying out their coursework even when faced with heavy workloads. In the challenge dimension, students with high self-efficacy tend to be more open to new experiences because they believe that challenges are opportunities to test and develop their competencies. Meanwhile, in the control dimension, self-efficacy helps students maintain the perception that they can influence their academic outcomes through their efforts. This explanation is in line with the findings of Jang and Liang (2016), who emphasize that self-efficacy has a significant relationship with all three dimensions of student academic hardiness. Ultimately, self-efficacy is not only a protective factor against stress but also a catalyst that strengthens students' resilience in pursuing their academic life.

Transition of Learning Models

The transition of learning models, particularly from online to face-to-face systems after the pandemic, has become one of the external factors that influence students' academic hardiness. Juliana et al. (2022) found in their research that there is an effect on students' academic resilience due to the transition of learning models. This indicates that sudden changes in the learning system necessitate students to adapt to various learning patterns, encompassing both material delivery methods, interaction with lecturers, and accompanying academic demands. This adaptation process can cause stress, but at the same time, it also provides an opportunity for students to hone their academic resilience. Students who can adapt well tend to be more resilient in the face of pressure. In contrast, those who have difficulty adapting are at risk of experiencing a decline in motivation and academic performance.

The transition to a new learning model is also understood to influence students' perceptions of academic challenges. A learning system that is considered adequate will strengthen students' confidence in facing academic demands, thereby supporting the control dimension of hardiness.



Conversely, the uncertainty that arises from system changes, such as limited online facilities or difficulties in attending face-to-face learning, can weaken students' resilience if not balanced with adequate coping strategies. This is relevant to the research by Wang et al. (2025), which shows that students who are involved in more active learning activities and receive clear goals and standards from their instructors are more likely to demonstrate resilience. Therefore, the experience of adapting to the transition of learning models can be an important factor that strengthens or weakens academic hardiness, depending on how students interpret it and the support available in their environment.

Social Support

Social support is an environmental factor that plays an important role in shaping students' academic hardiness. Susanto and Kiswantomo (2020) found that social support has a positive relationship with students' academic hardiness. The study explains that social support comes in various forms, such as emotional support, information, and even tangible material support. The presence of this support makes students feel that they are not alone in facing academic pressure, thereby reducing the psychological burden they experience. When students receive help in the form of advice, motivation, or even just a calming presence, they are better able to maintain their academic commitment. Social support also helps students develop the perception that difficulties can be overcome, thereby strengthening the control dimension of resilience.

This explanation aligns with the findings of Salma and Sawitri (2021), who specifically highlight the role of peer support in student academic hardiness, where the two have a strong positive relationship. In everyday college life, peers are the closest social group where students can share experiences, challenges, and strategies for dealing with academic pressure. The support provided by peers serves a dual function: on the one hand, it provides a sense of connection that strengthens the emotional aspect, and on the other hand, it provides a space for collaborative learning that strengthens academic skills. This condition enables students to manage pressure better and view academic challenges as part of a collective process, rather than a burden that must be borne alone.

When viewed more broadly, the findings of the two studies show that social support is not only protective but also transformative. Support from various sources, including peers and the wider social environment, encourages students to remain actively committed to academic activities. They are also encouraged to accept change or difficulties as opportunities for growth (challenge) and believe that they can influence outcomes through joint efforts (control). These two findings are also in line with the findings of Widhi et al. (2023), which confirm that social support in study groups helps students share experiences and provide support to each other, thereby strengthening their interest and hardiness in facing academic pressure. Thus, social support is an external foundation that complements personal factors, thereby synergistically forming a strong academic hardiness in students.

This study shows that personal factors contribute significantly to the formation of academic hardiness. Religiosity, as found by Cahyasari et al. (2022), strengthens students' ability to interpret academic challenges through their spiritual values. This finding is in line with the role of academic self-concept as proposed by Carine et al. (2023), where a positive perception of one's abilities encourages students to be more consistent in facing academic pressures. Hardianty et al. (2022) also emphasize that optimism plays a role in building confidence in better outcomes even in difficult situations, while self-efficacy (Mardliyah & Rahmandani, 2019) strengthens students' self-control in facing academic difficulties. Overall, these personal factors form internal resources that support the dimensions of commitment, challenge, and control in academic hardiness.

In addition to personal factors, the social and academic environment also plays a significant role. Juliana et al. (2022) highlight the transition of learning models as a factor that influences students' adaptation levels, where the ability to cope with changes in the learning system is an important indicator of academic resilience. Meanwhile, social support has been proven to provide



external reinforcement. Susanto and Kiswantomo (2020) emphasize the role of peer support, while Salma and Sawitri (2021) highlight family and lecturer support as pillars of academic success. These findings show that a conducive learning environment and adequate social support can strengthen students' resilience in facing pressure, complementing the internal strengths they already possess.

These findings indicate that academic hardiness is not only determined by personal factors but is also greatly influenced by interactions with the social and academic environment. The commonality among various studies is that these factors function as protectors against the effects of stress. However, the approaches used differ, with some emphasizing intrapersonal strengths and others highlighting external support. The implication of these findings is the need for a more integrative approach in developing student hardiness, namely by strengthening internal resources such as religiosity, optimism, self-efficacy, and academic self-concept, while also creating an educational environment that supports adaptation and provides ongoing social support. In this way, academic hardiness can function optimally as a buffer against academic stress, thereby maintaining students' mental health.

4. CONCLUSIONS & RECOMMENDATION

This study confirms that academic hardiness is an important characteristic needed by Indonesian students to cope with academic demands that cause stress and potentially disrupt mental health. Through a literature review of seven research articles, it was found that personal factors such as religiosity, academic self-concept, optimism, and self-efficacy, as well as environmental factors such as learning model transition and social support, play a significant role in strengthening academic hardiness. The synergy of these two factors not only helps students manage the demands of higher education but also functions as a protective mechanism against stress, anxiety, and depression, which students commonly experience. Therefore, developing academic hardiness is a strategic step that supports academic success while maintaining the mental well-being of students in higher education.

Based on the findings of this study, several recommendations can be proposed. First, students need to develop personal factors such as religiosity, optimism, and self-efficacy through reflective activities, coping skills, and strengthen their academic self-concept in order to be more resilient to academic pressure. Second, educational institutions need to create an adaptive and supportive learning environment, for example, by providing learning models that are responsive to student needs and strengthening social support through counselling services, student organizations, and academic communities. Third, for future researchers, it is recommended to expand the scope of the study by conducting a meta-analysis or bibliometric analysis of academic hardiness to obtain a more comprehensive understanding of the trends, directions, and strength of empirical evidence in this research, both in Indonesia and in an international context. In addition, further research should also focus on developing instruments and interventions that are appropriate for Indonesian culture, so that the results not only have academic validity but also practical relevance in supporting student resilience in higher education. Thus, the results of this study are expected to form the basis for the development of practical strategies and further research focused on improving student academic hardiness in a broader and more in-depth manner.



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SELF-REGULATION AND STRESS COPING STRATEGIES OF ADULTS WITH ADHD

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1. INTRODUCTION & LITERATURE REVIEW

Attention-Deficit/Hyperactivity Disorder (ADHD) is widely recognized as a neurodevelopmental disorder that begins in childhood and, for many individuals, continues into adulthood. According to the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision* (DSM- 5-TR; APA, 2022), ADHD is characterized by symptoms of inattention and/or hyperactivity– impulsivity that appear before the age of 12 and persist across the lifespan. This means that an adult may receive a diagnosis even if ADHD was not formally identified during childhood, as long as the early signs were present.

Barkley (2010) explains that ADHD in adults is not simply about failing to know what to do, but rather about struggling to carry out what they already know in the right way, at the right time. As he famously noted, ADHD “is not a disorder of knowing what to do, it’s a disorder of doing what you know at the right times and places” (as cited in Tuckman, 2024). This perspective highlights that the challenges of ADHD lie less in knowledge and more in self-regulation and executive functioning.

Epidemiological studies show that ADHD affects about 2.5% of adults worldwide, compared to 7.2% among children (APA, 2022). However, the prevalence varies greatly between countries, ranging from as low as 0.1% to as high as 10.2% among young populations. In Indonesia, data from the 2022 National Health Survey (*Survei Kesehatan Indonesia, SKI, 2023*) estimated a prevalence of 0.5% among adolescents aged 10–17 years.

Beyond prevalence, growing research has shown that adults with ADHD often face significant challenges with executive functioning and self-regulation (Barkley, 2010). These difficulties can increase vulnerability to comorbid mental health problems, while also interfering with education, career development, and interpersonal relationships. Because executive functioning is closely tied to self-regulation, deficits in these domains can limit an individual’s ability to cope effectively with daily stressors, underscoring the importance of understanding self-regulation and coping strategies in adults with ADHD.

2. METHODS

This study employed a quantitative correlational design. Participants were 22 adults (aged 18– 59 years) formally diagnosed with ADHD. Self-regulation was measured using the Short Self-Regulation Questionnaire (SSRQ; Carey et al., 2004), while coping strategies were assessed using the Stress Coping Inventory (SCI; O’Rourke et al., 2021). Data were analyzed using Pearson correlation to examine the relationship between self-regulation and coping strategies.

3. RESULTS AND DISCUSSION

The result showed a Pearson correlation coefficient of $r = .717$, with a p -value = .000 ($p < .01$),

based on a sample size of $N = 22$. This value reflects a strong positive correlation, meaning that individuals with higher levels of self-regulation tend to employ more adaptive coping strategies in stressful situations.

Correlations

		SSRQ	SCI
SSRQ	Pearson Correlation	1	.717**
	Sig. (2-tailed)		<.001
	N	22	22
SCI	Pearson Correlation	.717**	1
	Sig. (2-tailed)	<.001	
	N	22	22

** . Correlation is significant at the 0.01 level (2-tailed).

Figure 1. The figure of Pearson Correlation

4. CONCLUSIONS & RECOMMENDATION

The results of this study show a strong positive correlation between self-regulation and coping strategies in adult individuals with ADHD. These findings indicate that individuals with better self-regulation skills tend to use more adaptive strategies in dealing with stress. Although the sample size of this study was limited, the patterns found were consistent with previous evidence regarding the role of executive function and emotion regulation in shaping responses to stress. Therefore, these results can be conceptually generalized to the broader ADHD population as well as other groups with self-regulatory challenges.

Theoretically, this study is useful for strengthening self-development in adult individuals with ADHD. This also strengthens Social Cognitive Theory and Self-Determination Theory which state the importance of self-regulation as a central factor in adaptive behavior and actualization of individuals with ADHD. Meanwhile, its practical benefits can strengthen the understanding of health workers in providing mental health services for adults with ADHD so that they can integrate self-regulation and stress coping strategies to be more optimal in daily self-functioning.

This study suggests that self-regulation plays an important role in shaping coping strategies among adults with ADHD, although further research with larger samples is needed to establish significant associations.

Recommendations:

1. Future research should include a more diverse and larger sample to increase statistical power.
2. Intervention programs for adults with ADHD should integrate self-regulation training (e.g., mindfulness, executive function coaching) to promote adaptive coping strategies.
3. Cross-cultural studies are needed to explore how cultural contexts shape coping mechanisms in individuals with ADHD.

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DEATH ANXIETY AMONG GRAVEDIGGERS: EFFECT OF RELIGIOSITY AND SOCIAL SUPPORT

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1. INTRODUCTION & LITERATURE REVIEW

Gravedigger is one of the very close professions with death and high-risk death anxiety. The gravedigger is those who dig land for put the body to the grave (UIN Syarif Hidayatullah, 2020). The gravediggers stated that they saw the body every day, and of course, saw death very closely. Continuously bury corpse in range near future can bring up thoughts related death in yourself. Not only dig a grave, digger graves also do maintenance grave. If currently there is the body that needs to be interred (Shadan, 2025), such as sweeping dirt around grave, pruning grass, and watering grass graveyard. Working as gravedigger need strong commitment as well as readiness every moment if needed. The body come anytime, and gravedigger must ready for digging a grave even at dawn day (Shadan, 2025).

The effects of occupational exposure with death is emergence anxiety (Raphael et al., 1984), exposure to suffering and sadness from the death of another person (Linley and Joseph, 2005). According to Flynn, McCarroll, and Biggs (2015), workers have stress before handle corpse. Death anxiety has a negative impact for psychological well-being and quality of life (Shukla & Rishi, 2014; Varae et al., 2017), could be indicators of psychopathology (Menziez et al., 2019). Another deal, death anxiety can cause a decline in physical function and religious beliefs, life dissatisfaction, poor resilience (Semenova & Stadlander, 2016), fear of rejection, meaninglessness, and also unfulfillment of happiness (MacLeod et al., 2019).

Death anxiety defined as a emotion or feeling uncomfortable when individual think about death (Templer, 1970). Meanwhile, Richardson et al. (1983) say that death anxiety is negative reaction because of fear from imaging dying. Death anxiety is a constant condition for individual in feel discomfort because of much thinking about the process dying, death loosing, or life after death (Langs, 1997), discomfort such as anxious (Abdel-Khalek & Al-Sabwah, 2005).

According to Templer (1970) death anxiety involved thoughts about death, pain of death, conditions of death, time of life, and anxious about the future. Thoughts about death is recurring thoughts of death, followed by fear will death. Pain of death is the suffering felt by an individual because think too deep about death. Conditions of death are an individual's imagination about what condition or disease will occur. bring it going to death. Time of life is described as an individual's unpreparedness to face death due to remembering the brevity of life, which is only filled with sin and mistakes. Worries about the future is shown by high levels of death depression due to an individual's belief in a religion that says that there is a future torture in life.

This aim study is to know effect of religiosity, social support, age, education and duration become gravedigger effect to death anxiety.

Previous studies shows religiosity is related to death anxiety (Doff & Hong, 2000; Wen, 2010; Beit-Hallahmi, 2014; Routledge and Vess, 2018; Risnawati et al., 2022). The level of religiosity can keep individuals away from negative thoughts that trigger anxiety when imagining death (Doff &



Hong, 2000 ; Wen , 2010). High religious beliefs will reduce death anxiety as a study of 60 Muslim middle-aged adults by Merizka et al. (2019).

Social support has a positive effect on life and self-development, as well as act as a buffer against negative effects, such as stress and anxiety (Sarafino and Smith, 2011; Pearlin et al., 1981). Kisomi et al. (2024) in their study found that social support is significantly related to death anxiety. A similar study was conducted by Bibi and Khalid (2019) on breast cancer patients in Pakistan. The results showed that death anxiety was negatively correlated with social support among breast cancer patients. This means that patients with high social support will experience low death anxiety , and vice versa. Further research conducted by Poordad et al. (2019) on 220 members of the Kahrizak Charity Foundation resulted in death anxiety having a significant negative correlation with acceptance.

Death anxiety can be experienced by anyone, not just the elderly, but also individuals still in their productive years. Although society generally believes that death is associated with old age, Russac et al. (2007) demonstrated that age is a significant factor in death anxiety. This research aligns with Cicirelli (2006), who found that middle-aged and elderly individuals experience greater death anxiety due to a mismatch between life expectancy (time) and reality. Besides age, education is another demographic factor that influences death anxiety.

According to Peal, Handal, and Gilner (1981), there is an impact or influence of the frequency of exposure to death. They stated that the longer a mortician has been a mortician, the greater the exposure to death.

2. METHODS

Target population in the study is gravediggers who live in Jabodetabek. Samples are 181 gravediggers who selected with accidental sampling technique. Data collection is carried out with individual paper pencil or self-report. Exceptions to a number of groups, such as elderly and individuals who are not can read or write, researchers help them.

The measurement scale used is a Likert model consisting of from Death Anxiety Scale (DAS) from Templer (1970), Religiosity use The Centrality of Religiosity Scale (CRS) of Huber and Huber (2012) and the Multidimensional Scale of Perceived Social Support (MSPSS) by Zimet et al. (1988). Validity test scale using CFA (confirmatory factor analysis) while the hypothesis test use analysis multiple regression to know influence together all IVs effect to DV. The CFA test results showed 11 items from Death anxiety with model one factor is valid (chi-square = 57.44; df = 42; p-value = 0.05657; RMSEA = 0.045). CFA with second order model from scale religiosity produce All items are valid (chi-square = 36.19; df = 32; p-value = 0.27932; RMSEA = 0.027). All items from scale support social is valid (chi-square = 19.01; df = 16; p-value = 0.26826; RMSEA = 0.032).

3. RESULTS AND DISCUSSION

Results overview study started with results description respondents . As the table below This.

Description table respondents

Description	Number (N)	Percentage (%)
Last education		
Not Going to School	3	1.66%
Elementary School	36	19.89%
junior high school	36	19.89%
senior high school	104	57.46%
S1	2	1.10%
Duration to Become Digger Grave (Year)		
0–10	90	49.72%
11–20	50	27.62%
21–30	32	17.68%



Description	Number (N)	Percentage (%)
31-40	5	2.76%
>40	4	2.21%

Based on the table above known that the total respondents in the study This is as many as 181 diggers graves that live in Jabodetabek. All respondents various sex male and Muslim . Average age respondents is 44 years old.

This table is categorization score variables

Variables	Categorization table score			
	Frequency (%)			
	Low		High	
<i>Death anxiety</i>	100	(55.2%)	81	(44.8%)
<i>religiosity</i>	76	(42%)	105	(58%)
<i>Social support</i>	50	(27.6%)	131	(72.4%)

From the table above, we know that death anxiety gravedigger is at a low level (55.2%), religiosity dominated by groups high (58%) and support social be in a group high (72.4%). The proportion test variance show mark R-Square of 0.151 or 15.1%. This means that the variation death anxiety can be explained by religiosity, social support, education, duration as a gravedigger, and age is by 15.1%. Meanwhile, the other 84.9% explained by other variables outside variables study.

Analysis results regression multiple show that in a way together all over independent variables (religiosity, support social, education, experience, and age) have significant influence to anxiety will death ($F=2.2727$, $sig=0.003$).

In a way more details, influence every variable can see in the table regression below.

Regression table		
IV	B	sig
<i>Religiosity</i>	-,187	,018*
<i>Duk_sos</i>	-,173	,042*
Age	-,040	,604
Long Time to Become gravedigger	,093	,235
Education	-2,189	,124

The results above show that religiosity and support social own significant influence to anxiety will death . Second variables influential in a way negative . The one that means that the more somebody committed to his religion and increasingly high social support acceptable from other, death anxiety is lower. Commitment towards religion is shown with belief absolute (ideology) towards existence reality transcendent, teaching about life after death, causing decline death anxiety. Belief to religious teachings that emphasize that one of determinant reply Good after death is the chosen religion (Islam). will can suppress death anxiety. Part of religiosity plays a role is practice religious practices that are carried out in a way together (public practice). Involvement in group religious, attending study and worship in a way together, can reduce death anxiety. When individuals attend activity religious in nature public , then will there is an acceptance process information or learning related to religion that is absorbed by the individual . During this process takes place, then what happens is disappearance thought negative



and implanted thought positive results reception information or religious learning that has been attention (Saleem & Saleem, 2020).

Support social in form proximity with family , friends , and close people cause low death anxiety. Culture communal Still executed with well by the diggers grave . Closeness with other people, each other help and emergence confidence that there are people who will involve at the moment difficulties that arise because death anxiety can be reduced. Support emotional or physical condition obtained from family has a strong meaning for calm moment think about death . Environment social acceptance , presence colleague moment needed Good like and sad appeared in the environment of the diggers grave . So that when individual feel anxious , they feel own support and know Where to must tell a story or even request help .

Awareness will death that can come When just No depends age , education , and duration pursue profession as digger grave . The truth own influence is belief that death can overwrite Who just without differentiate age. Common belief that death near with old people, doesn't relevan anymore for gravedigger. Experience become gravedigger has no effect for community of gravediggers is those who reside live around burial or own bond family with digger another gravedigger. Exposure will death already become a common thing.

Notes For study This is homogeneity from respondents who all are Muslim and there are a number of respondents who experienced problem with reading and writing. All gravedigger is there are Muslims a number of respondents elderly people who do not can reading and writing.

4. CONCLUSIONS & RECOMMENDATION

Study This produce findings that religiosity and support social give significant influence against the digger's death anxiety grave. The other side, demographic factor as age, level of education, and duration time to be profession have no significant effect. The recommendations are research on other populations that are close with death. Join in community religious, carrying out worship regularly congregation, following study religious, will reduce death anxiety.

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HAPPINESS AT WORK IN THE HOSPITALITY INDUSTRY: A NARRATIVE REVIEW

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1. INTRODUCTION & LITERATURE REVIEW

Employee happiness at work has been acknowledged in studies on work and organizations, including the hospitality industry. The concept of happiness at work stems from positive psychology frameworks (Rastogi, 2019). Weiss and Cropanzano (1996) argue that happy employees contribute more efficiently, innovatively, and creatively to their organizations while generating greater stability and lower turnover rates. These positive outcomes have attracted considerable attention from researchers examining workplace dynamics (De Waal, 2018).

Employees are recognized as the key stakeholders in hospitality organizations (Lee et al., 2015). Customer perceptions of service quality are heavily influenced by employee behavior, personality, and overall attributes during interactions (Muralidhar et al., 2017). Therefore, maintaining high levels of employee happiness enables better management of job-related pressures while enhancing productivity and well-being (Bibi et al., 2022).

Despite this significance, existing tourism literature has predominantly focused on tourist experiences rather than employee perspectives (Alhammad & Alshurideh, 2023; Vada et al., 2020). While broader employee well-being studies provide valuable insights (Saito et al., 2025), specific examinations of happiness at work within hospitality contexts remain limited. This narrative review examines the literature on happiness at work by analyzing existing studies and identifying themes within hospitality research.

2. METHODS

This study employed a narrative literature review methodology following the framework proposed by Ferrari (2015) and Juntunen and Lehenkari (2021). The review consisted of four key stages: determination of search strategy, establishment of inclusion and exclusion criteria, development of narrative discussion, and formulation of conclusions. Literature searches were conducted using Scopus and Taylor & Francis databases with keyword combinations focusing on happiness at work within hospitality contexts. The search was limited to English articles published between 2016-2025. After duplicate removal and screening processes, 16 articles met the inclusion criteria and underwent narrative synthesis analysis to identify thematic patterns and key insights related to happiness at work factors, organizational outcomes, and effective practices in hospitality settings.

3. RESULTS AND DISCUSSION

The analysis revealed multiple factors influencing happiness at work in hospitality, including working environment, job characteristics, colleague relationships, work-life balance, and compensation (Han et al., 2024). Corporate Social Responsibility initiatives demonstrated significant positive relationships with happiness at work, with both instrumental and volunteer CSR contributing through different psychological mechanisms (Bibi et al., 2022; Ma et al., 2024). Happiness at work



emerged as a crucial mediator between organizational support and employee outcomes, particularly mediating relationships between high-commitment human resource management and job engagement (Kim, 2019).

Organizational outcomes consistently showed that happiness at work leads to enhanced creativity, innovation, job engagement, and organizational commitment while reducing burnout and job insecurity (Ahmad et al., 2024; Atan et al., 2021; Bani-Melhem et al., 2018; Bibi et al., 2022; Han et al., 2024; Kim, 2019; Ma et al., 2024; Toros et al., 2022). Effective interventions included high-commitment HR practices, spiritual leadership, recognition systems, and comprehensive organizational support mechanisms (Akgunduz et al., 2023; Chia & Chu, 2016; Kim, 2019; Melief et al., 2020; Ravikumar & Shagirbasha, 2025). The findings suggest that happiness at work functions as both an outcome and a psychological resource that amplifies other organizational initiatives, creating multiplier effects for performance enhancement.

4. CONCLUSIONS & RECOMMENDATION

The findings demonstrate that happiness at work represents a universal yet culturally-adapted phenomenon in hospitality, governed by consistent principles across different contexts. The mediating role of happiness at work establishes its importance beyond being merely an employee outcome, functioning as a psychological resource that enhances organizational effectiveness. Intervention approaches are required that address immediate working conditions and long-term development opportunities.

Practically, hospitality organizations should develop integrated strategies combining high-commitment HR practices, CSR initiatives, and recognition systems to maximize happiness at work outcomes. The protective role of happiness at work during crises suggests its importance for organizational resilience, though organizations must balance happiness initiatives with sustainable work practices to avoid employee over-dependency on external recognition. Future research should explore temporal dynamics of happiness at work and personalized approaches considering individual differences. These insights provide hospitality managers with evidence-based frameworks for enhancing employee well-being while achieving competitive advantages through improved organizational performance.

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