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The Effect Of Individual Counseling On Psychological Well Being Broken Home Students At High School Medan

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Abstract

This study aims to determine the effect of individual counseling on the psychological wellbeing of broken home students at high school Medan in the 2020/2021 academic year. This type of research is a quasi-experimental with a pre-test-post-test one group design. The subjects in this study were 4 broken home students with low levels of psychological wellbeing. The instrument used is the psychological wellbeing scale of broken home students. The data were analyzed using the Wilcoxon test to see if there was an effect of individual counseling on the psychological wellbeing of broken home students. The results of the analysis of the average pre-test score obtained were 106, while the average post-test score was 198.25. then the difference in score changes is 92.25, meaning that of the four subjects, there is an increase in psychological wellbeing of 87.02%. From the results of the Wilcoxon test, it is obtained that Count = 4 while Jtable = 0. From the table of critical values J for the Wilcoxon marked level test with $n = 4$, $\alpha = 0.05$, the result is $J_{count} > J_{table}$, which is where $n > 0$, meaning the hypothesis that reads There is an acceptable effect of individual counseling on the psychological wellbeing of broken home students at high school Medan.

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Introduction

Students who are currently in high school are students who are in the stage of adolescent development, where adolescence is a period of transition or commonly referred to as the transition period from childhood to adulthood. Adolescence takes place when a person is aged from 13 to 18 years (Hurlock, 2011, p. 206). When a person is a

teenager, at this age there are many changes, both psychological changes and physical changes. The psychological changes that occur in adolescents are intellectual changes, changes in emotional life, and also social life. While the physical changes experienced by adolescents include changes in sexual organs that have begun to reach maturity and begin to function properly in accordance with the function of the reproductive organs in humans (Hurlock, 2006, p.210). And often the problems experienced by adolescents are caused by these changes, both physical and psychological. There are so many problems experienced by teenagers because of physical and psychological changes, someone who is a teenager is mostly still unstable in acting or making decisions, but on the other hand, teenagers are very happy to try new things and want to always get recognition from the surrounding environment for their actions. Existence, or identity as an adult.

But in reality, In Indonesia, the problem of juvenile delinquency is very worrying until in the end these delinquencies continue to become serious problems such as criminal acts that are very dangerous to the people around them or even themselves. There is a lot of information and various surveys from various agencies about juvenile delinquency which is increasing drastically. BNN in February 2021 published to newspapers and electronic media that at least 50% to 60% of 3.8 million to 4.2 million teenagers were registered as drug users in Indonesia. On the other hand, an agency that examines sexual behavior obtains data that 64% of teenagers have had sexual relations outside of marriage due to pornography and pornography that are widely circulated in the mass media today. As a result of the high number of cases, the number of abortions carried out by teenagers has increased. Another survey conducted by the Indonesian Child Protection Commission KPAI in 2012 found that there were at least 139 cases of juvenile brawls, and these brawls were carried out by junior high school and high school youth (Liputan 6.com, Tuesday, 02 February 2021). The problems that the authors describe above occur because at this stage of development, adolescents are in a critical period. There are many changes regarding his mental, physical, and psychological functioning (Syamsu, 2016, p.195). So it is very necessary assistance for youth.

In the last few decades, discussions about psychological well being have become hotly discussed as an important discussion in the 4.0 era. Psychological well being or in Indonesian, namely psychological well-being is something that really needs to be considered, especially in the growth and development of adolescents. Adolescents have enormous potential to realize the goals and ideals of the nation so that the role of adolescents is very important (Asori, 2012, p.144). Because teenagers have a very important role for this nation, teenagers need to be considered so that teenagers in their development period can have a good and prosperous life so that the problems that lead to crime in adolescents can be minimized.

Psychological well being or psychological well-being itself is a condition when a person has a healthy mental condition and functions optimally, and is not just free from stresses or mental problems. According to Ryff & Keyes (1995, p.643) psychological well being is the condition of a person whose positive psychology is maximally fulfilled. And in their research, Ryff & Keyes in detail divides psychological well being into six main dimensions which include the extent to which a person's ability is able to accept himself as a whole, the extent to which individuals are able to have positive quality relationships with others, have independence, master their environment, have a purpose in life, and are able to

develop the potential that exists within themselves.

Misero & Hawadi (2012, p.76) in their research found that adolescents who have high psychological well-being, namely having the characteristics of being able to feel pleasure and peace, being able to cope with stress, being very effective in solving many problems, and having high enthusiasm for achievement in the academic field. Research was also conducted by Megawati (2016) who found that psychological well-being is very positively related to a person's prosocial behavior, which means that a high psychological well-being condition must be followed by a person's high prosocial behavior. Looking at the situation and conditions that occur in the field, Priyoto (2014, p.37) explains that the emergence of interpersonal conflicts is caused by the many problems experienced by adolescents, and not only interpersonal problems, rather, intrapersonal problems such as depression are accompanied by symptoms. Adolescents who suffer from depression experience changes in their feelings, and the dominant ones are negative feelings and deep sadness. This is supported by research conducted by Darmayanti (2015) that a person's level of depression increases a lot starting from childhood and adolescence, and this is an indication of a teenager who has low psychological well-being.

When conducting a preliminary study in February 2021, researchers found that at least 24 out of 60 students experienced anxiety, fear, stress, could not accept their weaknesses, relationships with people around them were not harmonious, always depended on others, had no goals. Life, which are some indicators of a person's low psychological well-being. Meanwhile, 36 other teenagers have harmonious relationships with those around them, accept themselves as a whole, are independent, can adapt to their environment, which are some indicators of a person's high psychological well-being. And the researcher also conducted further interviews with the teacher, it was found that the data found that students who committed many violations at school were students who had a broken home family background, not all, but most. Basically, we know that the family is the first and foremost place of education for a child, in the growth and development of a child, the role of the family is very important, especially when a child has entered adolescence. The role of parents as the first educator of a child is very important for the success of their children in school, both morally, materially, or other support. Families also have an obligation to provide a sense of security for their children. However, due to the high level of problems carried out by adolescents who have families with broken home backgrounds, it indicates that the importance of handling problems related to adolescent psychological well-being. Living in a family condition that is not harmonious, makes teenagers not get directions to act properly. In a family that is not harmonious, attention and affection for children are lacking, even though to achieve optimal development, adolescents really need a good family environment, namely a complete and harmonious family in which efforts can be made to develop the personality of teenagers in a more mature (manner, 1984). Disharmony in the family can lead to family divisions or broken homes.

If the problem of psychological well-being in adolescents who have a broken home family background is not handled properly, it will result in other psychological problems which can later have an impact on education, family, environment and even their future. Sudarman (1984, p.136) also added that the condition of teenagers who come from broken home families is a person who is worthless, lacks confidence, and is closed. He cannot find happiness, protection and peace of mind in his family or in the environment around him. For teenagers this can cause psychological stress such as tension, anxiety, and disappointment. This situation has a negative influence on the social and mental development of adolescents. This can lead adolescents to behave negatively which can harm themselves and interfere with community life. And to

overcome adolescents whose psychological well-being is low, it is necessary to contribute Guidance and Counseling in schools which are part of education and have a very strong impact and influence. Therefore, it is very necessary for the contribution of Guidance and Counseling in schools which is part of education and has a huge impact and influence on the success of a student when studying at school. Problems that arise from within students must receive immediate attention and must be addressed so that students can avoid other problems that can have a negative impact on these students which can endanger even their future.

In counseling guidance, there are many services that can be used according to the students' problems to fulfill their duties. In the problem of psychological well being, one of the services that can be used is individual counseling services. Individual Counseling is one of the services provided by a counselor to the counselee to alleviate the problems faced by the counselee (Prayitno, 2015, p. 288). Counseling services themselves have many approaches that can be used in the counseling process, one of which is the rational emotive behavior therapy (REBT) approach. This REBT approach is an approach that uses a way of restructuring the mind to solve problems that are being experienced by the counselee. The character of the REBT approach, namely Albert Ellis, holds that an event and a person's experience does not cause emotional disturbances but depends on the understanding given by someone in his mind to events or experiences that have been or are being experienced. The cause of emotional disorders is a person's irrational thoughts about events and experiences he has gone through (Willis, 2014, p.75). The REBT approach was chosen with the hope of changing irrational thoughts about himself, his environment, and even his irrational future. The REBT approach is expected to be able to improve the psychological well being of broken home students.

Research Methods

This research is a type of quantitative research with a quasi-experimental or quasi-experimental approach. Sugiyono (2010) defines experimental research as a method of research that aims to find out whether an action has an effect on something else in a controlled situation. The actions that will be taken in this study are in the form of providing individual counseling services with the REBT approach to the psychological wellbeing of students from broken home families. This research was conducted at High School Medan which is located at Jl. Ansari No.34, Kelurahan Sei Rengas I, Kec. Medan Kota, Medan City, North Sumatra 20214. This research will be carried out for two months in the even semester of the 2020/2021 academic year starting from the end of June to August 2021. The research subjects were determined as many as 4 people who were obtained through information provided by the BK teacher where the four people according to the Bimbingan Konseling (Counselling Guidance) teacher had criteria as students who had problems.

Psychological wellbeing and has a broken home background. This research is a pre-experimental research design in the form of one group pre-test post-test design. The treatment that will be given is in the form of providing individual counseling services with a rational emotive behavior therapy approach to broken home students who have low psychological wellbeing. This study was conducted twice measurements, the first is called the pre-test, this measurement is carried out before the action is given (O1), while the second measurement is given after the action (O2). Before and after conducting the research, several controlled variants were carried out, namely internal variants and external variants.

Dantes (in Menanti, 2013: 45) several threats to validity: (1) Characteristics of the subject (2) loss of the subject (mortality) (3) Location (4) Instrumentation (5) Testing (6) History (history) (7) Maturity (8) Subject's attitude (9) Statistical regression (10) Implementation (implementer effect). Data collection is done by using instruments. Research instrument is a tool used in research related to the data collection process. According to Arikunto (2002: 126) the instrument is a tool that is chosen and used by researchers in data collection activities so that these activities are more systematic and facilitated. The instrument in this study is guided by the Likert scale with four alternative answers, namely: Very Appropriate (SS), Appropriate (S), Not Appropriate (TS) and Very Disagree (STS). The Likert scale has two statements, namely favorable statements, which indicate that the subject supports the statement, and unfavorable statements indicate that the subject does not support the statement. For statements that are favorable are given a value range of 4-1 and statements that are unfavorable are given a range of values of 1-4. Data analysis is an important stage in research. The hypothesis can be proven through data analysis. The data analysis technique used by the researcher in this study is non-parametric statistics with the Wilcoxon-marked level test. This level test can be used if the researcher wants to determine two different conditions, for example to see the psychological wellbeing score before and after being given treatment in the form of individual counseling services with the REBT approach. The steps in the Wilcoxon level test are:

1. Sort all the absolute value of the difference ($X_1 - Y_1$). The smallest absolute price is serial number 1, then number 2. And so on until all absolute prices are serialized. If there are absolute values of the same value, then the average value is taken.
2. Each number is given a serial number obtained from the difference $X_1 - Y_1$
3. Counting the number of negative and positive serial numbers
4. The serial number that has been obtained in point 3, then the smallest absolute value is taken. The smallest number is called J. Then the value of J is then used to test the hypothesis.

Results And Discussion

This research was conducted at High School Medan which is located at Jl. Ansari No.34, Kel. Sei Rengas I, Kec. Medan City, Medan City, North Sumatra Province, 20214. Access to the location of High School Medan is via the Ar. Hakim highway to Jl.Sutrisno. High School Medan has 2 entrances to the school, namely the gate Jl. Ansari and the gate of Jl Sutrisno but the gate that is often used as an entry and exit route is the school gate which is located on Jl. Ansari. The location around High School Medan is surrounded by tall shop houses belonging to the surrounding community, so if you want to find this school, you have to look carefully because the building is not too big from the front view. High School Medan is equipped with adequate facilities as evidenced by the completeness of educational tools such as library rooms, laboratories and student sanitation. High School Medan has 18 classrooms, including class X, which has 6 classes, class XI, which has 6 classes, and class XII, which has 6 classes, with the division of each MIA and IIS majors. In addition to these rooms, this school has buildings for teachers, principals, vice principals, TU and picket desks.

High School Medan is led by Mrs. Dra. Hj. Erlinda and assisted by the deputy principal, homeroom teachers, subject

teachers, Bimbingan Konseling (Counseling Guidance) teachers and all administrative staff. The number of educators in this school is 48 people and the total number of students is 621 students consisting of 289 male students and 332 female students. The average number of students per class is 35 students. Based on the calculation of the results of the hypothesis test carried out, namely the Wilcoxon test where $J_{\text{count}} = 4$, with $\alpha = 0.05$ and $n = 4$ so that the value of J_{table} is 0, it can be seen that $J_{\text{count}} > J_{\text{table}}$ where $4 > 0$, then the hypothesis is accepted and it can be concluded that "There is an influence of individual counseling services on the rational emotive approach behavior therapy for the psychological wellbeing of students who are victims of broken homes at High School Medan. The data above proves that individual counseling activities with the REBT approach have an influence and are able to improve psychological wellbeing in students who are victims of broken homes at High School Medan. The improvement of psychological wellbeing in students is also inseparable from their volunteerism and openness in telling their irrational thoughts related to the six aspects of psychological wellbeing.

These data are supported by the opinion of Komalasari, et al (2011, p.201-202) where the REBT approach is a cognitive behavior approach that deals with the relationship between feelings, behavior, and thoughts. This therapy is a directive approach, which is an approach that teaches the counselee to be able to understand the cognitive inputs that cause emotional disturbances, try to change the counselee's mind to allow his irrational thoughts or learn to anticipate the consequences of the counselee's behavior that often arises. The results of this study are also supported by previous studies regarding the rational emotive behavior therapy (REBT) approach as follows seen from previous research conducted by Rosya Linda Hasibuan and Lita Hadiati who used REBT counseling with the title "Effectiveness of REBT Counseling to improve psychological wellbeing in students". Based on this research, it shows that REBT counseling services are effective to improve students' psychological wellbeing.

Another research related to the implementation of Rational Emotive Behavior Therapy Counseling written by Ivon Hartono and Soemiarti Patmonodewo about the therapy to improve psychological wellbeing with the research title "Well Being Therapy to Improve Psychological Well Being in adolescents. The results showed that REBT has a role in improving the psychological wellbeing of adolescents. Another study that also supports these results is the research conducted by Nisa Fajar and Mmoichmad Nursalim (2019) entitled Individual Counseling with the REBT Approach to reduce academic stress for high school students. The results of the calculation of the mean there is a decrease in academic stress scores, namely the Pre- test mean of 212.4 and the Post-test mean of 186.4 so that it shows a difference in the decrease in score of 26. Data analysis uses non-parametric Wilcoxon test statistics using SPSS version 24. When referring to the determination of (error level) of 5%, the results show that $0.021 < 0.05$ so that it can be concluded that H_0 is rejected and H_a is accepted. So, based on the research hypothesis, it can be concluded that individual counseling with the REBT approach can reduce students' academic stress.

Based on research data and other relevant studies, the changes in psychological wellbeing experienced by these students prove that individual counseling with the REBT approach can be used to solve psychological wellbeing problems. This is in accordance with what Albert (in Willis, 2014) said that the REBT approach seeks to change irrational thoughts into rational ones by questioning and discussing the counselee's irrational beliefs so that the counselee finds new beliefs. Based on the overall analysis of 4 respondents, the total pre-test score before being given services was 424, and the total

post-test score after being given the service was 793, with a difference in the total score *psychological wellbeing* which is equal to 369, then there is an increase in *psychological wellbeing* by 87.02%. Score the average score of the pre-test psychological wellbeing of the four counselees is 106 and the average score of the post-test psychological wellbeing is 198.25, then the difference between the average scores of the pre-test and post-test psychological wellbeing is 92, 25 so that the overall increase in psychological wellbeing is 87.02%.means the average score *psychological wellbeing* lower before getting service individual counseling with the REBT approach, and after being given individual counseling services with the REBT approach, then *psychological wellbeing* students increase.

The four subjects experienced an increase in psychological wellbeing after being given individual counseling services with a rational emotive behavior therapy approach. The changes in the results of psychological wellbeing scores before being given individual counseling services with a rational emotive behavior therapy (REBT) approach and after being given individual counseling services with a rational emotive behavior therapy (REBT) approach with the calculation of each aspect are as follows;

1. Counsel NA

The NA counselee obtained a psychological wellbeing pre-test score of 117 and a post-test psychological wellbeing score of 212, then the difference between the pre-test and post-test psychological wellbeing scores on the NA counselee was 95, which means that the NA counselee experienced an increase in psychological wellbeing 81.19%.

The results of the calculation of the six aspects of the NA counselee showed that NA experienced the greatest increase in the aspects of environmental mastery, self-acceptance, and life goals. This is in accordance with the observations made by the researcher to the counselee during the counseling process. NA counselees experience problems related to aspects of self-acceptance which ultimately affect their relationships with family, friends, and their environment. The counselee voluntarily tells what he feels and thinks about the problem so that the problem can be resolved properly.

2. RS Counselor

The hospital counselee obtained a psychological wellbeing pre-test score of 87 and a post-test psychological wellbeing score of 182, then the difference between the pre-test and post-test psychological wellbeing scores for the hospital counselee was 95, which means that the hospital counselee experienced an increase in psychological wellbeing 109.9%. The results of the calculation of psychological wellbeing from the six aspects indicate that the hospital counselee experienced the greatest increase in aspects of self-acceptance, life goals, and independence. Among the other three counselees, the RS counselee is the counselee whose changes are very visible after the NA counselee. Although after being given individual counseling services with a rational emotive behavior therapy (REBT) approach, the psychological wellbeing category of hospital counselees is moderate, but changes in psychological wellbeing aspects are quite high, such as in the aspect of self-acceptance, NA counselees are counselees whose acceptance scores are high. He is the lowest at 12. This is in accordance with the observations made by the researcher to the counselee during the counseling process, the counselee had difficulty opening up at the first meeting, but at the second meeting until the third meeting the

hospital counselee began to dare to openly tell about his thoughts so that the counselee process could run smoothly.

3. Counsel AW

The counselee AW obtained a pre-test score of psychological wellbeing of 104 and the post-test score of psychological wellbeing of 199, then the difference between the pre-test and post-test scores of psychological wellbeing on the counselee AW was 95, which means that the counselee AW experienced an increase in psychological wellbeing by 91.34%.

The results of the calculation of psychological wellbeing from the six aspects indicate that the counselee AW experienced the greatest increase in the aspects of developing potential in oneself, self-acceptance, and life goals. This is in accordance with the observations made by the researcher to the counselee during the counseling process, the counselee has the abilities in him but feels he does not have so that he cannot develop the potential that is in him. After being given individual counseling services with a rational emotive behavior therapy (REBT) approach, the counselee has new beliefs about himself and the potential that exists in him as evidenced by the high increase in the counselee's AW score on the aspect of developing potential in himself, as well as with aspects of environmental mastery and aspects of self-acceptance. AW counselee.

4. Counselor MS

The MS counselee obtained a psychological wellbeing pre-test score of 116 and a post-test psychological wellbeing score of 200, then the difference between the pre-test and post-test psychological wellbeing scores for the MS counselee was 84, which means that the MS counselee experienced an increase in psychological wellbeing 72.41%.

The results of the calculation of psychological wellbeing from the six aspects show that MS counselees experience the greatest increase in aspects of self-acceptance, development of inner potential, and life goals. MS counselees experience problems related to aspects of self-acceptance which ultimately affect their belief in developing their potential as well as confidence in achieving their life goals. After being given individual counseling services with a rational emotive behavior therapy (REBT) approach, the counselee has new beliefs about himself and the potential that exists within him as evidenced by the high increase in the counselee's AW score on the aspect of self-acceptance, as well as with the aspect of developing potential in himself, as well as aspects his life purpose.

Based on the discussion of research results and information obtained from other relevant studies, the changes in psychological wellbeing experienced by these students prove that individual counseling with the REBT approach can be used to solve psychological wellbeing problems. This is in accordance with what Albert (in Willis, 2014) said that the REBT approach seeks to change irrational thoughts into rational ones by questioning and discussing the counselee's irrational beliefs so that the counselee finds new beliefs.

This can be done through the provision of individual counseling services with the REBT approach. And individual counseling with the REBT approach is an effort to overcome the low psychological wellbeing of students at High School

Medan. In general, all counselees experienced an increase in psychological wellbeing. One possibility why this happens is because of the student's own (internal) factor, namely being open about their irrational thoughts so that it is very helpful during this counseling process.

Based on the results of the evaluation sheet given, it can be seen that each student progressed in understanding how the condition of their psychological wellbeing, and each of them began to continue to develop rational thoughts within themselves. This is also supported by the results of the post-test given to students where the results show that their psychological wellbeing has increased. Some of the difficulties researchers experienced when carrying out this research were due to the absence of an adequate special room to conduct individual counseling, so researchers had to use the classroom to carry out counseling, but with the help of the subject teacher and also the help of the homeroom teacher of each student of High School Medan, through the agreement made, this research can run well.

Conclusion

There is a significant effect of providing individual counseling services with the Rational Emotive Behavior Therapy (REBT) approach to the Psychological Well Being of students who are victims of broken homes. The results of data analysis obtained from this study are the value of Count = 4 with $\alpha = 0.05$ and $n = 4$, so that the value of J_{table} is 0. From these data it can be seen that $J_{count} > J_{table}$ where $4 > 0$ thus the hypothesis is accepted then overall occurs change. The pretest data after being given individual counseling with the REBT approach obtained an average of 106, while the post-test data after being given individual counseling services with the REBT approach obtained an average of 198.26. Then the difference in score obtained is 92, 25 means that the average score of students after being given individual counseling with the REBT approach, there has been an increase in the psychological wellbeing interval of 87.02%. Thus, it can be concluded that "there is an influence of individual counseling services with the Rational Emotive Behavior Therapy (REBT) approach on the psychological wellbeing of students who are victims of broken homes at High School Medan."

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