



The effect of self-esteem on subjective well-being of SMK students in Tanjung Morawa

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Abstract

This study seeks to investigate the relationship between self-esteem and subjective well-being among vocational school students, contributing to a deeper understanding of the factors influencing their well-being. Employing a quantitative research approach, this study involves collecting data from 641 students across grades X, XI, and XII at SMK Harapan Bangsa Tanjung Morawa. The sample is selected using a stratified random sampling technique to ensure representation from various grade levels. The findings of this study highlight a significant positive correlation between self-esteem and subjective well-being among vocational school students. The obtained p-value ($X1$) of 0.001 ($p < 0.05$) indicates the statistical significance of this relationship. The calculated t-value ($t_{count} = 3.458$) surpasses the critical t-table value ($t_{table} = 1.657$), emphasizing the considerable impact of self-esteem on students' subjective well-being. The insights from this study hold practical implications for educators, counselors, and policymakers. Recognizing the pivotal role of self-esteem in shaping students' subjective well-being, interventions aimed at enhancing self-esteem could contribute to fostering a more positive and nurturing educational environment. This research contributes novel insights by specifically exploring the connection between self-esteem and subjective well-being within the context of vocational school students. The findings offer a fresh perspective on strategies to promote students' well-being by addressing self-esteem-related factors.

Keywords: Self-esteem, subjective well-being, vocational school students, Tanjung Morawa

Introduction

In contemporary times, the escalation of conflicts among students has become a concerning trend, indicating a significant decline in their subjective well-being. Many students seem to have lost sight of the inappropriateness of such behavior, which disrupts social harmony. It is imperative that students refrain from engaging in such reprehensible actions. Disturbingly, even minor issues often trigger hostilities between educational institutions. Collectively, these instances provide a stark illustration of the compromised subjective well-being experienced by students.

In the year 2021 alone, the Online Information System for the Protection of Women and Children (Symphony) reported a staggering 11,952 cases of child abuse to the Ministry of Women's Empowerment and Child Protection (PPPA). The Indonesian Child Protection Commission (KPAI) received public complaints regarding 2,982 exceptional child protection cases during the same year. Disturbingly, the records indicate 1,138 instances of child victims subjected to physical or psychological abuse (REPUBLIKA.CO.ID, 2022b; WHO, 2022) [18, 19, 29].

The situation is equally disconcerting in Medan, as highlighted by Kombes Pol Valentino Alfa, the Head of the Medan Police, who disclosed the arrest of 46 individuals involved in student brawls in November 2022. Shockingly, eight of them were identified as suspects. Factors contributing to student brawls are multifaceted, encompassing unstable emotions, strained family dynamics, socioeconomic challenges, socio-cultural issues, and inadequate school environments and guidance from teachers (REPUBLIKA.CO.ID, 2022a) [18, 19].

Initial observations in the field, conducted on June 10, 2022, through interviews with three counseling teachers, three school staff members, and forty vocational students, revealed a concerning state of subjective well-being among vocational students, particularly those attending SMK Harapan Bangsa Tanjung Morawa. It was evident that many students grappled with negative emotions, leading to diminished enthusiasm for attending school. Notably, one counseling teacher reported a substantial number of unexplained absences, totaling eighteen students per week. Students conveyed a prevailing sense of sadness and minimal life satisfaction due to internal and external challenges. However, students exhibited improved emotional states when acknowledged, supported, assisted, and shown affection, thereby mitigating negative emotions. Diener (2000) [5], has identified nine factors influencing subjective well-being: self-esteem, interpersonal communication and expectations, sense of control and self-efficacy, the meaning of life, cognitive predictors, positive relationships, extraversion, friendliness and sincerity, and neuroticism. Self-esteem stands out as a key determinant impacting subjective well-being (Diener 2000) [5]. The interplay between self-esteem and subjective well-being is substantiated by theoretical perspectives. Pilishvili & Danilova (2019) [13] contend that individuals with higher self-esteem tend to experience greater subjective well-being. Elevating self-esteem facilitates improved social interactions, consequently enhancing one's subjective well-being (Du *et al.*, 2017). Positive self-esteem often derives from feelings of happiness, an essential facet of subjective well-being. Consequently, individuals who are content and possess high subjective well-being are more likely to succeed in life (Fitriana, 2018) [7].

Evidently, the described phenomenon of diminishing subjective well-being emphasizes the pressing need for comprehensive research in this area. Previous studies have already underscored the significance of subjective well-being among students, especially its correlation with favorable academic performance Turashvili and Japaridze in Prasetyo, 2018) [14].

Given the elucidated context, this research aims to investigate the impact of self-esteem on the subjective well-being of vocational school students in Tanjung Morawa.

Methodology

The present research employs a quantitative methodology as delineated by Sugiyono 2012) [25] rooted in the positivist philosophy. This approach is geared towards examining specific populations or samples, wherein researchers utilize instruments for data collection and undertake quantitative or statistical analyses to assess formulated hypotheses. The research sample was selected through stratified random sampling, which bifurcates the population into distinct levels, culminating in the selection of a representative sample from each stratum. The sample encompasses students across various classes, ranging from X to XII, engaged in motorcycle business techniques, network computer engineering, and office management automation.

In this study, a psychological scale is utilized as the measuring tool. This scale is structured around three key aspects: subjective well-being, self-esteem, and interpersonal communication. The psychological measurement tool comprises statement items, categorized into two groups-positive or favorable statements and negative or unfavorable statements.

The psychological scale employed in this study is constructed as a closed questionnaire following the Likert scale format. Each scale item related to subjective well-being presents respondents with four response alternatives, utilizing a rating scale from 1 to 4. For favorable items, the options range from 'very inappropriate' (STS) with a score of 1, 'not appropriate' (TS) with a score of 2, 'appropriate' (S) with a score of 3, to 'very appropriate' (SS) with a score of 4. Conversely, unfavorable items follow the same pattern but in reverse order, with 'very appropriate' (SS) receiving a score of 1, 'appropriate' (S) with a score of 2, 'not appropriate' (TS) with a score of 3, and 'very inappropriate' (STS) with a score of 4. Similarly, the self-esteem scale provides four response options for each item, mirroring the pattern used for the subjective well-being scale.

For the measurement of interpersonal communication, the scale employs the same structure with four response options per item. For favorable items, the range spans from 'very inappropriate' (STS) scored as 1, 'not appropriate' (TS) scored as 2, 'appropriate' (S) scored as 3, to 'very appropriate' (SS) scored as 4. Conversely, unfavorable items are scored inversely, with 'very appropriate' (SS) scored as 1, 'appropriate' (S) scored as 2, 'not appropriate' (TS) scored as 3, and 'very inappropriate' (STS) scored as 4.

In this study, the processed data underwent analysis utilizing the SPSS for Windows version 25 software. Prior to conducting data analysis, the researchers executed several assumption tests, including assessments of normality and

linearity, alongside hypothesis testing. The hypothesis testing approach employed here relies on the coefficient of determination R Square), denoted as R², to gauge the contribution of independent variables (X₁ and X₂) to the dependent variable (Y).

Results and discussion

Self-esteem

Self-esteem constitutes a holistic self-assessment dimension. It is synonymous with terms like self-worth and self-image (Santrock *et al.*, 2002) [21]. According to (Husamah, 2014) [9], self-esteem denotes an evaluative attitude towards one's entirety, encompassing positive and negative self-perceptions. The evaluation of self-esteem pertains to the extent an individual regards themselves as capable, meaningful, valuable, and competent (Suhron, 2016) [26].

It encapsulates a person's affirmative or adverse self-evaluation (Srisayekti & Setiady, 2015) [24]. (Ghufron & Risnawita, 2013) [8] elaborate that self-esteem constitutes a self-assessment conducted with either a positive or negative disposition. This self-evaluation forms a person's outlook on themselves along a positive-negative spectrum (Suwandi & Setianingrum, 2020) [27].

As defined by Nisa & Rahmasari 2019) [12, 22], self-esteem involves appraisals comprising both favorable and unfavorable judgments about oneself. This evaluative process, interlinked with self-esteem, relates to the individual's self-concept Coopersmith in Bandi & Soetjningsih, 2020) [3]. Self-esteem is tied to an individual's self-development journey (Aini, 2018) [1].

High self-esteem, as expounded by (Aulia, 2020) [2], yields several benefits, including insights into the significance and worth of life. Conversely, low self-esteem often leads to dissatisfaction and unhappiness (Silitonga, 2019) [23]. Notably, positive self-esteem significantly influences subjective well-being, influencing life satisfaction and perceived happiness (Silitonga, 2019) [23]. In summation, self-esteem reflects the manner in which individuals evaluate themselves, assimilating external assessments while shaping their responses to them.

Validity and reliability of the self-esteem measurement

The assessment of validity revealed that certain items lacked validity. The combined results of validity and reliability tests for the self-esteem measurement tool established 21 valid items and 4 non-viable items, with a differential coefficient lower than 0.3. Items 6, 8, 9, and 19 were excluded due to this. The valid items exhibited correlation coefficients ranging from 0.362 to 0.822. Following the validity assessment, reliability analysis was conducted employing the Cronbach's Alpha formula. The outcome of the reliability test attested that the scale developed within this study holds reliability, as indicated by the reliability index, with a reliability coefficient of $r_{tt} = 0.908$, and $p < 0.05$. This scale is deemed suitable for future utilization as a means of gauging self-esteem. The distribution of self-esteem scale items post-validity and exclusion of non-viable items is presented in Table 1 below:

Table 1: The Distribution of Self-Esteem Scale Items after The Trial

No	Aspects	Indicator	Item				Total	
			Favourable		Unfavourable		Fall	
			Valid	Fall	Valid	Fall		
1	power	Organize, control and control	7	6, 8, 19	3, 23	-	6	
2	significance	Care, attention and affection	12, 13, 18	-	4, 10, 22, 24, 25	-	8	
3	virtue	Behavior according to morals and ethics	-	-	14, 15, 16, 17, 21	-	5	
4	competence	Proud of ability and achievement	1	-	2, 5, 11, 20	9	6	
Total			5	3	16	1	25	

Source: Research Results

Subjective well-being

Subjective well-being, as illuminated by Diener (Santrock *et al.*, 2002) [21], encompasses diverse evaluations individuals make about their lives, encompassing both positive and negative dimensions. It encapsulates cognitive and affective assessments that can be categorized into three facets: life satisfaction, positive affect, and negative affect. Given that students often grapple with the tumultuous phase known as "storm and stress," characterized by emotional turmoil and mood fluctuations (Santrock *et al.*, 2002) [21], nurturing subjective well-being holds paramount importance.

According to Rini 2016) [20], subjective well-being signifies a state of overall contentment and life satisfaction. Life satisfaction, in terms of multiple life domains or holistic contentment, serves as a cognitive measure. Complementing this, happiness is perceived as an affective experience fueled by emotions (Putri, 2016) [16]. Karaca *et al.* 2016) [10] delve into the intricate ways through which subjective well-being safeguards mental health, elucidating that students with elevated subjective well-being exhibit enhanced creativity, productivity, and stress management skills. This underscores the substantive influence of students' subjective well-being.

Within the realm of formal educational institutions like schools, students' subjective well-being during their academic pursuits and interactions holds immense significance. Institutions must recognize and address this facet as it can pave the way for students' holistic development, encompassing both positive and negative dimensions of well-being Prasetyo, 2018) [14].

Diener 2000) [5], defines subjective well-being as the cognitive and affective assessment pertaining to the extent of fulfillment achieved in life. On another note, subjective well-being is often interchangeably referred to as happiness, acknowledging the pivotal role of positive emotions in overall well-being. While everyday language often uses "happiness" as a synonym for subjective well-being, scholars gravitate toward the latter term due to the multifaceted connotations embedded within "happiness" (Darmayanti, 2012) [4].

As per Priyanto's perspective, subjective well-being is marked by a high level of life satisfaction, elevated positive affect, and minimal negative affect (Priyanto 2014) [15].

Utami 2009) [28] underscores that subjective well-being pertains to a person's subjective evaluation of the positive and negative emotions they have experienced throughout life. Ramadhani *et al.* 2018) [17], elucidate that subjective well-being entails a state of happiness stemming from an individual's appraisal of their own life, encompassing life satisfaction, happiness, pleasurable experiences, and the absence of negative moods. These facets collectively foster a greater sense of happiness and contentment.

Individuals are considered to possess high subjective well-being if they experience overall life contentment, frequent positive emotions, minimal negative sentiments, and limited adverse reactions to their surroundings. On the contrary, a low degree of subjective well-being is characterized by discontentment with life, recurrent negative emotions such as anger and worry, and a dearth of joyful sentiments Sari & Maryatmi 2019) [22].

Considering the viewpoints of the aforementioned experts, subjective well-being can be succinctly defined as an individual's perception of happiness and self-satisfaction in life, characterized by heightened positive affect and diminished negative affect.

Validity and reliability of subjective well-being measurement

Through the validity test, it becomes evident that certain items did not meet the required criteria. Validity and reliability assessments of the subjective well-being measurement instrument demonstrate the existence of 41 valid items and 15 items that did not meet the criteria, as indicated by a differential coefficient below 0.3. The invalidated items encompass numbers 4, 6, 11, 19, 21, 26, 31, 32, 40, 42, 43, 44, 45, 50, and 53. The correlation coefficients for these valid items span from $r_{bt} = 0.301$ to $r_{bt} = 0.648$. Following the validation process, a reliability analysis was conducted using the Cronbach's Alpha formula. The outcomes revealed a reliability coefficient of $r_{tt} = 0.917$ with a significance level of $P < 0.05$. This underscores the reliability of the scale crafted for this study, making it a valuable tool for assessing subjective well-being in subsequent endeavors. The ensuing table illustrates the distribution of valid and invalidated items from the subjective well-being scale following the trial.

Table 2: Distribution of Subjective Well-Being Scale Items after The Trial

No	Aspects	Indicator	Aitem				Total
			Favourable		Unfavourable		
			Valid	Fall	Valid	Fall	
1	The cognitive dimension is life satisfaction	Feeling satisfied with life as a whole	1, 2, 3, 25, 27, 49	26	13, 14, 15, 37, 38, 39,	53	14
		Fulfillment of needs, desires and hopes in his life	16, 17, 18, 41, 54	40, 42	5, 28, 29, 30	4, 6, 50	14
2	Affective dimension	Feel/have positive and negative moods	7, 8, 9, 22, 23, 24, 33, 46, 47, 48, 51, 56	31, 32	10, 12, 20, 34, 35, 36, 52, 55	11, 19, 21, 43, 44, 45	28
Total			23	5	18	10	56

Source: Research results

The influence of self-esteem on students subjective well-being

The impact of self-esteem (X1) on students' subjective well-being is both significant and noteworthy. This assertion is substantiated by the low significance value of X1 ($0.001 < 0.05$) and the comparison between the calculated t count (3.458) and the tabulated t value (1.657). These results underscore the favorable and substantial role of the self-esteem variable in shaping subjective well-being. This suggests that as students' self-esteem elevates, their subjective well-being experiences enhancement. The regression test outcomes, as depicted in the above-mentioned table, reveal a coefficient of determination (R square) of 0.0876 for self-esteem in this study. Consequently, the independent variable, self-esteem, accounts for 8.76% of the variance in the subjective well-being variable (X1).

The findings of this study align with Diener's theory, which posits that various variables, including self-esteem, influence levels of subjective well-being. This is congruent with the conclusions of Darmayanti, 2012)^[4], wherein it was established that self-esteem significantly impacts the subjective well-being of adolescents who survived the 2004 Aceh tsunami. The insights from Myers & Diener 1996)^[5, 11], further accentuate this notion, emphasizing the influence of four psychological traits, namely self-esteem, personal control, optimism, and extraversion, on an individual's subjective well-being. Hence, it is plausible to assert that self-esteem bears substantial significance in ameliorating individuals' subjective well-being, particularly among students.

In the context of vocational students, their self-esteem significantly influences their subjective well-being. Here, self-esteem encapsulates a vocational student's positive perception of their overall life. This robust sense of self-worth is also molded by the rationale behind their educational pursuits. Vocational high school students who report a high level of subjective well-being exhibit features such as elevated life satisfaction, coupled with decreased levels of both positive and negative affect. Moreover, such students are poised to derive benefits from positive evaluations, rendering them more inclined toward happiness than despondency. This sentiment of pride extends to their academic journey, particularly within the framework of a vocational education program.

In tandem, the study by Heimpel *et al.* as cited in Darmayanti, 2012)^[4] sheds light on the notion that individuals with higher self-esteem employ more effective strategies to enhance their moods in contrast to those with lower self-esteem. This implies that individuals with elevated self-esteem possess a propensity to navigate through challenging circumstances adeptly and bounce back resiliently from setbacks. In the context of this research, the proclivity of students to harbor high self-esteem is fostered by opportunities presented within student organizations. The roles of leaders, treasurers, secretaries, and members of various student groups, including Scout organizations and Student Councils, alongside participation in competitions, contribute to bolstering students' self-esteem. These endeavors culminate in elevated levels of subjective well-being, substantiating the interconnectedness of self-esteem and overall well-being.

Conclusion

This study successfully achieves its objectives by uncovering a robust and positive nexus between students' subjective well-being and their self-esteem. The significance value of X1 ($0.001 < 0.05$) and the compelling comparison of t count (3.458) surpassing t table (1.657) unequivocally underscore the pivotal role of self-esteem in shaping subjective well-being. These findings resonantly resonate with Diener's comprehensive theory, underscoring the intricate interplay of variables, including self-esteem, in influencing the extent of subjective well-being. This harmonizes with the observations of Darmayanti 2012)^[4], whose study revealed diminished self-esteem among adolescents who experienced the 2004 Aceh tsunami. Moreover, insights from Myers & Diener 1996)^[5, 11] accentuate the significance of specific mental traits – self-esteem, personal control, optimism, and extraversion – in shaping an individual's subjective well-being. Consequently, it is evident, especially within the realm of student life, that self-assurance stands as a cornerstone in elevating one's subjective well-being.

The study's explanatory power is encapsulated in the calculated coefficient of determination (R square) for self-esteem, registering at 0.0876. This statistic portrays that the independent variable, self-esteem (X1), is accountable for 8.76% of the variance observed in the subjective well-being variable. This alignment is further corroborated by the outcomes of the regression test, as illustrated above. In conclusion, this study triumphantly addresses its objectives by unraveling the symbiotic relationship between self-esteem and students' subjective well-being. The results substantiate the theoretical foundations while illuminating the practical significance of self-esteem in nurturing a positive sense of well-being. As students navigate their educational journeys, fostering self-confidence emerges as a potent mechanism to enhance their overall subjective well-being.

Limitation and study forward

This research has a limitation in that the sample taken is limited to students of SMK Harapan Bangsa in Tanjung Morawa. In other words, this research does not encompass a broader range of students from other vocational schools. For future researchers, it is recommended to investigate other factors that influence subjective well-being, such as hope, self-control, extraversion, optimism, and social relations, which collectively account for 83.3% of the variance, as opposed to the 16.7% explained by the self-esteem and interpersonal communication variables in this study.

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