



THE INFLUENCE OF SELF-ESTEEM ON PSYCHOLOGICAL-WELL-BEING THROUGH STRATEGY-COPING MEDIATION IN GRADE XII STUDENTS OF MEDAN STATE HIGH SCHOOL

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Abstract

When students are in class XII, students experience stress in determining their future. There are also students who are under pressure from their parents' wishes in determining their college major. This research aims to manage stress experienced by students through Strategy-Coping, and to see the influence of Self-Esteem on Psychological-Well-Being through Strategy-Coping. The research used quantitative methods by distributing questionnaires to 200 class XII students at SMA Negeri Medan. The scales used are: 1) Adolescents-COPE (Patterson & McCubbin) 2) Psychological-Well-Being (Ryff) 3) Self-Esteem (Rosenberg). Data analysis using SPSS 26 for Windows software. The calculated r value in a 2-sided test with a Sig. of 0.05 and a number of respondents of 200 is 0.1388. The validity test results stated that 55 items had a calculated r value > 0.1388 , all items were declared valid. All instruments were declared reliable because the results of the Statistical Reliability test showed a Cronbach Alpha value of < 0.888 or a value of > 0.6 . Heeroscedasticity test results show that heteroscedasticity does not occur because the Sig values for all variables are > 0.05 . The results of the hypothesis test show that Strategy-Coping mediates the relationship between Self-Esteem and Psychological-Well-Being, so that the influence of Self-Esteem on Psychological-Well-Being becomes stronger after being mediated by Strategy-Coping. The results of research on class XII students of Medan State High School showed high Self-Esteem and Psychological-Well-Being in students. High Self-Esteem is the way a person views, appreciates and loves themselves well and can influence high Psychological Well-Being (PWB) so that a person has a positive, balanced and sustainable life and has a positive attitude towards themselves and other people, so they can manage and control stress through Strategy-Coping. The results of students' Problem-focused-coping were higher than Emotional-focused-coping.

Keywords: Adolescents, Stress, Strategy-Coping, Psychological-Well-Being, Self-Esteem

Introduction

Adolescence is defined as a transition period between childhood and adulthood that contains biological, cognitive, psychosocial, and social emotional changes (Santrock, 2014). Adolescence is also referred to as a period of learning to grow and develop from childhood to adulthood, which involves developmental tasks (Muhith, 2015). Adolescence is a transition period from childhood to adulthood. Various changes occur in adolescents, both physical and psychological, which require them to be able to adapt. Adolescent development includes changes related to psychological development, changes in their relationships with their parents, their ideals, and their environment. The formation of ideals is the process of forming future orientation (Hurlock, 2011). A survey conducted by the

American Psychological Association (APA) in 2014 found that adolescents are more likely to experience stress than adults. In fact, stress is a natural thing to happen to anyone. However, prolonged stress also has a negative impact on the physical and mental health of adolescents. In general, stress can affect mood, sleep time, energy, and reduce appetite. In addition to these signs, teenagers who are stressed tend to try to solve their problems on their own. After failing to solve them, they may cry and feel like the world is ending. These drastic changes or reactions indicate that stress levels are unhealthy. Unfortunately, not all parents are able to recognize the symptoms of stress in teenagers. In fact, this is important to do for the mental and emotional health of teenagers who are still developing. (Fadhli Rizal Makarim, 2022).

Stress by (Lazarus and Folkman, 1984) is defined as a physical and psychological reaction to the demands of life that burden a person's life and will disrupt his or her well-being. Stress comes from Latin, namely *strictus* which means misery, difficulty and suffering. The concept of stress then developed in France and England known as *estresse*, the concept of stress is used in medicine, psychology, physiology and behavior (Romas & Sharma, 2000). Adolescence is a period of completing the childhood phase to enter adulthood which is marked by biopsychosocial growth and development. During adolescence, individuals tend to experience many problems related to the social environment starting from family, friends, school, environment, even with the individual's personality. This situation triggers adolescents to be susceptible to mental disorders and stress. One way to overcome and manage stress is through coping. Coping is a person's ability to react or respond to stressors effectively (Achour et al., 2011). Individual, group, and organizational coping strategies focus on solving problems, acting to change sources of stress, and focusing on efforts to reduce or manage emotional stress related to the situation (Achour et al., 2011).

Coping mechanisms are ways that individuals use to solve problems, cope with changes that occur, and threatening situations, both cognitively and behaviorally. Coping is a process by which a person tries to regulate the differences received between desires (demands) and income (resources) that are assessed in a stressful situation, coping can be directed to improve or master a problem can also help change perceptions of inconsistencies, accept danger, escape or avoid stressful situations (Nasir and Muhith, 2011). According to (Ryff, 1989), psychological-well-being is a condition of a person who is free from pressure or from mental problems, but is a condition of a person who has the ability to accept themselves well, can develop well, is able to manage their lives, and their environment effectively, and is able to determine their own actions. Psychological-well-being in the sense of a new concept focuses on the characteristics of positive self-growth and development (Karimah & NRH, 2016). According to Ryff in (Purba, Matulesy, & Haque, 2021) a person's ability to live happily based on their past experiences and assess those experiences as something valuable and something to be proud of is known as psychological-well-being. Psychological well-being is needed so that individuals are able to improve the various potentials that exist within themselves so that they can influence their lives. Psychological-well-being is the ability of individuals to accept themselves, be in a balanced psychological condition, and be able to develop their potential. Adolescents who are able to accept their strengths and weaknesses are able to see the future more positively and are less likely to be involved in problems such as juvenile delinquency. This will also have a major impact on their daily lives (Linawati & Desiningrum, 2017). (Rosenberg, 1995) states that individuals who have high self-esteem will respect themselves and consider themselves useful individuals. Meanwhile, individuals who have low self-esteem cannot accept themselves and consider themselves useless and lacking in everything. Rosenberg also stated that self-esteem is an affective, cognitive, and evaluative component that is not only a personal or psychological issue but also a social interaction. Self-esteem is an attitude based on the perception of one's value where self-esteem is a positive or negative attitude towards the individual (Rahmania, 2012). Rosenberg defines self-esteem as a pleasant or unpleasant attitude towards the individual. Self-esteem is a component of self-concept where individuals assess

themselves positively and negatively in the affective and cognitive aspects in general towards themselves.

In this study, especially students of grade XII of Medan State Senior High School. Many students experience stress due to various factors, including: Fear of not being accepted at the desired college, family problems, peer relationships, excessive parental demands on their future and social relationships that make students have unstable emotions and are easily stressed. For this reason, research was conducted in managing student stress and emotions through strategy-coping. Strategy-coping is a way to overcome problems or situations that are considered obstacles, challenges, or threats. And with psychological-well-being research which is a picture of individuals who have balanced mental health so that they can fully actualize themselves in facing the challenges of problems in their lives. Adolescents who have high psychological well-being are individuals who feel satisfied with their lives, positive emotional conditions, and are able to overcome the stress they experience. Psychological-well-being can be characterized by obtaining happiness, life satisfaction and the absence of symptoms of depression (Ryff, 1989). Happiness is the result of psychological well-being and is the highest goal that every human being wants to achieve. Meanwhile, through research on self-esteem, which is the way a person views, values, and loves themselves. Adolescents with high self-esteem can declare themselves as someone who is quite good and tend to respect themselves more. Adolescents with high self-esteem also show characteristics as someone with good mental health, academic success, can cope with stress well and have low internal problems. Good psychological well-being and self-esteem can have a positive effect on adolescent stress levels, so that they can help build good mental health. This study has a background aiming to explore the effect of self-esteem on psychological well-being through coping strategies among grade XII students at Medan State High School. In understanding this relationship, it is hoped that it can provide deeper insight into how to improve adolescent mental well-being through developing self-esteem and implementing more effective and targeted coping strategies.

Some of the problem formulations in this study are as follows: 1) How can self-esteem influence coping strategies in managing and controlling stress and emotional instability experienced by grade XII students at Medan State High School? 2) How can coping strategies act as a mediator between self-esteem and psychological well-being in managing and controlling stress and emotional instability experienced by grade XII students at Medan State Senior High School?

Benefits of the Research: 1) Through psychological-well-being (PWB) in adolescents will provide scientific contributions and expand the treasury of knowledge, especially in the fields of clinical psychology and positive psychology and with well-being 2). In terms of theory, researchers hope that the results of this study can provide insight into how self-esteem and psychological-well-being influence coping strategies in grade XII students at Medan State High School. In addition, this study is expected to be a useful source of information for other researchers who are interested in deepening their understanding of clinical psychology. Especially more detailed information about the concepts of self-esteem, psychological-well-being, and coping strategies.

Method

The research approach uses quantitative methods. Based on the method, this research is a survey research, namely research that collects data without making changes to the variables studied. Based on the objectives, this research method is applied research, namely research that can be applied as a collection of information about aspects of situations, issues, problems or phenomena so that the information collected can be used to solve certain problems.

In this study, the independent variable (variable X) is Self-Esteem, the dependent variable (variable Y) is Psychological-Well-Being and the mediator variable is Strategy-Coping. The population used in this study were 200 students of class XII of Medan State High School, with an age range of 17-19 years. The data collection technique used in the study was using a questionnaire. And its distribution is through google form.

In this study, the scale used is the Likert scale. According to (Sugiyono, 2018) the Likert scale is a scale used to measure the attitudes, opinions, and perceptions of a person or group of people about social phenomena. With a Likert scale, the variables to be measured are described into variable indicators. The Likert scale was developed by Rensis Likert, a social psychologist from the United States, in 1932. The Likert scale usually uses a scale of 1–5, with gradations from Strongly Agree (SS) to Strongly Disagree (STS).

Result and Discussion

The validity test of the instrument was carried out by comparing the r_{count} value with the r_{table} (2-sided test with a Sig. level of 0.05). The r_{count} value in the 2-sided test with Sig. 0.05 and the number of respondents 200 is 0.1388. The results of the validity test stated that 55 items had an r_{count} value > 0.1388 . Thus it can be concluded that all items are valid and can be used for further testing.

All instruments are declared reliable because the results of the Statistical Reliability test show a Cronbach Alpha value < 0.888 or a value > 0.6 . Thus it can be concluded that all statement items are reliable or reliable so that they can be used for further testing.

The purpose of this normality test is to determine whether the data in the research sample comes from a normal distribution in the population or not. In this study, the normality test was carried out by applying the Kolmogorov-Smirnov test technique using the SPSS 26 for Windows application.

Kolmogorov-Smirnov Normality Test
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		200
Normal Parameters ^{a,b}	Mean	,0000000
	Std. Deviation	9,25859954
Most Extreme Differences	Absolute	,044
	Positive	,027
	Negative	-,044
Test Statistic		,044
Asymp. Sig. (2-tailed)		,200 ^{c,d}

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

The normality test in this study applies the Kolmogorov-Smirnov test technique. Requirements:

- a. if the Asymp. Sig. (2-tailed) value > 0.05 then the data is normally distributed
- b. and vice versa if the Asymp. Sig. (2-tailed) value < 0.05 then the data is said to be not normally distributed

From the results of the One Sample Kolmogorov-Smirnov test in the table above, a significance value (asymptotic sig.) of 0.200 was found, indicating that the value is greater than 0.05 or $p > 0.05$. Therefore, it can be concluded that the data has a normal distribution.

The function of the multicollinearity test is to test whether there is a high or perfect correlation between the independent variables in the regression model. A good regression model should not have a correlation between the independent variables. If there is a high correlation between the independent variables, then the relationship between the independent variables and the dependent variable is disrupted. An optimal regression model should not experience multicollinearity problems. This test was conducted using the SPSS 26 for Windows application, and the assessment was carried out based on the Variance Inflation Factor (VIF) value.

Multicollinearity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	21,458	6,632		3,235	,001		
total_X	,267	,163	,105	1,636	,103	,970	1,031
total_Z	,455	,069	,426	6,626	,000	,970	1,031

a. Dependent Variable: total_Y

Based on the table of multicollinearity test results above, it can be seen that the value of variable X (Self-Esteem) and variable Z (A-Cope) have a VIF value < 10 and a Tolerance value > 0.01 , thus it can be concluded that there is no multicollinearity. The heteroscedasticity test functions to test whether there is inequality of variance from the residue of one observation to another in the regression model. Measurement of the heteroscedasticity test uses the Glejser test using SPSS software. If the significance is ≥ 0.05 , there is no heteroscedasticity. Conversely, if the significance value is ≤ 0.05 , there is heteroscedasticity (Raharjo, 2019).

Heteroscedasticity Test Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	7,454	2,250		3,312	,001
total_X	-,079	,055	-,103	-1,435	,153
total_Z	-,008	,023	-,026	-,358	,721

a. Dependent Variable: Abs_RES

The results of the Heteroscedasticity test in the table above show that there is no heteroscedasticity because the Sig value of all variables is > 0.05 . Hypothesis testing is carried out to determine whether the hypothesis proposed in this study can be accepted or rejected. The hypotheses proposed are: 1) H1: Self-esteem has a positive and significant influence on psychological well-being

in class XII students of Medan State Senior High School before being mediated by coping strategies.

2) H2: Coping strategies mediate the relationship between self-esteem and psychological well-being, so that the influence of self-esteem on psychological well-being becomes stronger after being mediated by coping strategies in class XII students of Medan State Senior High School.

1) Direct Influence of Self Esteem Variable on Psychological Well Being without Moderation

a. Test of Determination Coefficient (R²)

Results of Determination Coefficient Test

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,179 ^a	,032	,027	10,264

a. Predictors: (Constant), total_X

The results of the Determination Coefficient Test in the table above show an R Square value of 0.32, meaning that 3.20% of Psychological Well Being is influenced by Self Esteem and the remaining 96.80% is influenced by other factors not discussed in this study.

b. t-test (partial)

The basis for decision making in the t-test is based on the significance value of the SPSS output results, namely if the significance value < 0.05 then the independent variable has a significant effect on the dependent variable. If the significance value > 0.05 then the independent variable does not have a significant effect on the dependent variable (Raharjo, 2019). If the t_{count} value $>$ from t_{table} then there is an influence of the independent variable on the dependent variable.

Result of t-Test (Partial Test)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	49,210	5,672		8,676	,000
total_X	,453	,177	,179	2,555	,011

a. Dependent Variable: total_Y

Based on the data presented, the table above shows the results of the partial test where the t_{count} of 2.555 is greater than the t_{table} of 1.653. ($t_{\text{count}} > t_{\text{table}}$) with a significance level of $0.011 < 0.05$. Thus, it can be concluded that Self Esteem has a significant effect on PWB.

c. F-test (simultaneous)

The method of testing the F-test is by using SPSS software. The basis for decision making in the F-test is based on the significance value of the SPSS output results, namely if the significance value < 0.05 and the F_{count} value $> F_{\text{table}}$ then the independent variables simultaneously affect the dependent variable. If the significance value > 0.05 and the F_{count} value $< F_{\text{table}}$ then the independent variables simultaneously do not affect the dependent variable (Raharjo, 2019).

F-Test Results (Simultaneous Test)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4489,944	2	2244,972	25,926	,000 ^b
Residual	17058,611	197	86,592		
Total	21548,555	199			

a. Dependent Variable: total_Y

b. Predictors: (Constant), total_Z, total_X

Based on the results of the simultaneous test (F-Test), the F_count value was obtained at 25.926 with a significance level of 0.000. The decision on the simultaneous test was made by comparing the F_count value with the F_table. The F_table value with 200 respondents and a significance level of 0.05 was 3.04. So the F_count value is > from F_table. Thus, it can be concluded that the variable X (Self Esteem) has a simultaneous effect on PWB.

2) The Influence of Self Esteem on Psychological Well Being with Moderation A cope

a. Results of the Determination Coefficient Test (R2)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,475 ^a	,225	,213	9,229

a. Predictors: (Constant), Interaksi X dan Z, total_X, total_Z

The results of the Determination Coefficient Test in the table above show an R Square value of 0.225, meaning that 22.50% of Psychological Well Being is influenced by Self Esteem. Thus, Adolescent Coping Orientation for Problem Experiences (A-COPE) as a moderating variable is able to strengthen the relationship between Self Esteem and Psychological Well Being from 3.20% to 22.50%.

b. t-Test Results (Partial)

Coefficients^a

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	99,391	38,287		2,596	,010
total_X	-2,188	1,199	-,864	-1,825	,070
total_Z	-,586	,508	-,549	-1,153	,250
Interaksi X dan Z	,033	,016	1,495	2,066	,040

a. Dependent Variable: total_Y

Based on the data presented, the table above shows the results of the partial test where the t_count of 2.066 is greater than the t_table of 1.653 (t_count > t_table) with a significance level of $0.040 < 0.05$. Thus, it can be concluded that with or without moderation, the Self Esteem variable partially has a significant effect on PWB.

c. F-Test Results (Simultaneous)

ANOVA^a

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	4853,607	3	1617,869	18,994	,000 ^b
Residual	16694,948	196	85,178		
Total	21548,555	199			

a. Dependent Variable: total_Y

b. Predictors: (Constant), Interaksi Xdan Z, total_X, total_Z

3. Results of Analysis of Strategy Coping Aspects

a. Coping Strategy

Aspects of the Adolescent Coping Orientation for Problem Experiences (A-COPE) Scale (Patterson & McCubbin, 1987)

No	Aspect	Score Average
1	Positive Reappraisal	3,30
2	Accepting Responsibility	3,02
3	Self Controlling	2,91
4	Distancing	3,14
5	Escape Avoidance	3,34

b. Psychological Aspects of Well Being (Ryff, 1989)

No	Aspect	Score Average
1	Self-acceptance	3,04
2	Positive relationships with others	3,16
3	Autonomy	3,04
4	Environmental mastery	3,14
5	Purpose in life	3,42
6	Personal growth	3,52

c. Self Esteem Aspect (Rosenberg, 1965)

No	Aspect	Score Average
1	Self-acceptance	3,21
2	Self respect	3,17

Discussion

1. All research instruments have met the validity and reliability requirements because the results of the validity test of all independent variables, dependent variables and moderating variables provide r_{count} results $> r_{\text{table}}$ with a significance level of 0.05, thus the instrument is declared valid and reliable. The results of the classical assumption test (normality test, multicollinearity and heteroscedasticity all have met the specified requirements).
2. Categorization of research variables, based on the results of the tests carried out, all variables are in the Medium category range, both variable X (Self Esteem), Variable Z (A Cope) and variable Y (PWB) the percentage is mostly in the medium category.
3. There are two hypotheses in this study, namely:

H1: Self-Esteem has a positive and significant influence on Psychological Well-Being in class

XII students of Medan State Senior High School before being mediated by coping strategies, and H2: Coping strategies mediate the relationship between self-esteem and psychological well-being, so that the influence of self-esteem on psychological well-being becomes stronger after being mediated by coping strategies in class XII students of Medan State Senior High School. Both Hypotheses are accepted.

4. The results of the direct influence test of X on Y without moderation are shown from the Determination Coefficient test, where the R Square value is 0.032, meaning that there is an influence of X on Y of 3.20% even though the influence is very small/not strong. The results of the partial test (t-test) also show that the calculated t value is $2.555 > t_{table} 1.653$ with a significance level of $0.011 < 0.05$, thus it can be concluded that H1 is accepted.
5. Test of the influence of X (Self Esteem) on Y (Psychological Well Being) with moderation of the variable Z (A Cope), the hypothesis is also accepted. The value of the Determination Coefficient test has been shown to increase from 0.032 to 0.225, which was previously the influence of X (Self Esteem) on Y (PWB) of 3.2% changing to 22.5%. The partial test and simultaneous test values also meet the requirements for the hypothesis to be accepted.

Thus, the Moderation of the Coping Strategy variable on the Influence of Self Esteem on Psychological Well Being has a positive impact because it can strengthen the relationship between the two.

6. Aspect Assessment Results

6.1. Strategy Coping

The average score obtained is high. High coping test results in adolescents mean that the adolescent has good abilities in responding or reacting to stressors effectively.

Problem focused coping (Score = 5.844) > Emotional Focus Coping (Score = 5.608)

Problem-focused coping which is greater than emotional-focused coping can be more effective in overcoming the root causes of stress.

6.2. Psychological Well Being

6.2. Results obtained:

6.2.1. Self-acceptance with a high average score

Having a positive attitude toward oneself; recognizing and accepting various aspects of oneself, including good and bad qualities; feeling positive about past life.

6.2.2. Positive relationships with others with a high average score

Having warm, satisfying, and trusting relationships with others; caring about the welfare of others; able to show strong empathy, affection, and intimacy; understanding the give and take of human relationships to maintain important bonds with others.

6.2.3. Autonomy with a high average score

Having an opinion and independence; able to resist social pressure to think and act in certain ways; regulating behavior from within; evaluating self by personal standards.

6.2.4. Environmental mastery with a high average score

Having a sense of mastery and competence in managing the environment; controlling a complex set of external activities; making effective use of opportunities around; able to choose or create contexts that are appropriate to personal needs and values.

6.2.5. Purpose in life with a high average score

Having a purpose in life and a sense of direction; feels there is meaning in present and past life; holds beliefs that give life purpose; has goals and objectives for life.

6.2.6. Personal growth with a high average score

Has a sense of ongoing development; sees self as growing and developing; is open to new experiences; has a sense of self-awareness; sees improvements in self and behavior over time; changes in ways that reflect greater self-knowledge and effectiveness.

6.3. Self Esteem

The global score (total) is divided into three levels:

6.3.1. Low (10–25): Feelings of incompetence, inadequacy, and difficulty in coping with life's challenges.

6.3.2. Medium (26–29): Fluctuating between feelings of approval and rejection

6.3.3. High (30–40): Self-assessment of value, self-confidence, and competence

The result obtained = 31.57 which means having high self esteem.

Conclusion

From the results of the study on grade XII students of Medan State Senior High School

- 1) The number of problem-focus-coping scores was higher than emotional-focus-coping. In this case, the control and management of stress carried out by students include handling techniques that focus on general problems including time management, problem avoidance, asking for support from those closest to them, both family, teachers and peers, dealing with problems from the easiest things first, avoiding thinking about the bad impacts that will occur.
- 2) Psychological well-being in students on average has a high value, this indicates the functioning of positive psychological aspects in the process of achieving self-actualization. Students are able to achieve or realize happiness accompanied by the meaning of life. Meaning in life refers to the idea that individuals are highly motivated to find meaning in their lives, namely to be able to understand the nature of their personal existence, and the importance of feeling/atmosphere and being directed/meaningful. High psychological well-being can help adolescents to grow positive emotions, feel life and happiness, reduce them from behaving negatively and can overcome stress experienced by adolescents.
- 3) Self-esteem in students is on average high. High self-esteem can make teenagers declare themselves as someone who is quite good and tend to respect themselves more. High self-esteem can help someone overcome stress and challenges in life. 4) From the results of the study, it is proven that self-esteem can affect psychological-well-being towards coping strategies. High self-esteem which is the way someone views, appreciates, and loves themselves well can affect high psychological-well-being (PWB) so that someone has a positive, balanced, and sustainable life and has a positive attitude towards themselves and others, so that they can manage and control stress through coping strategies.

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