

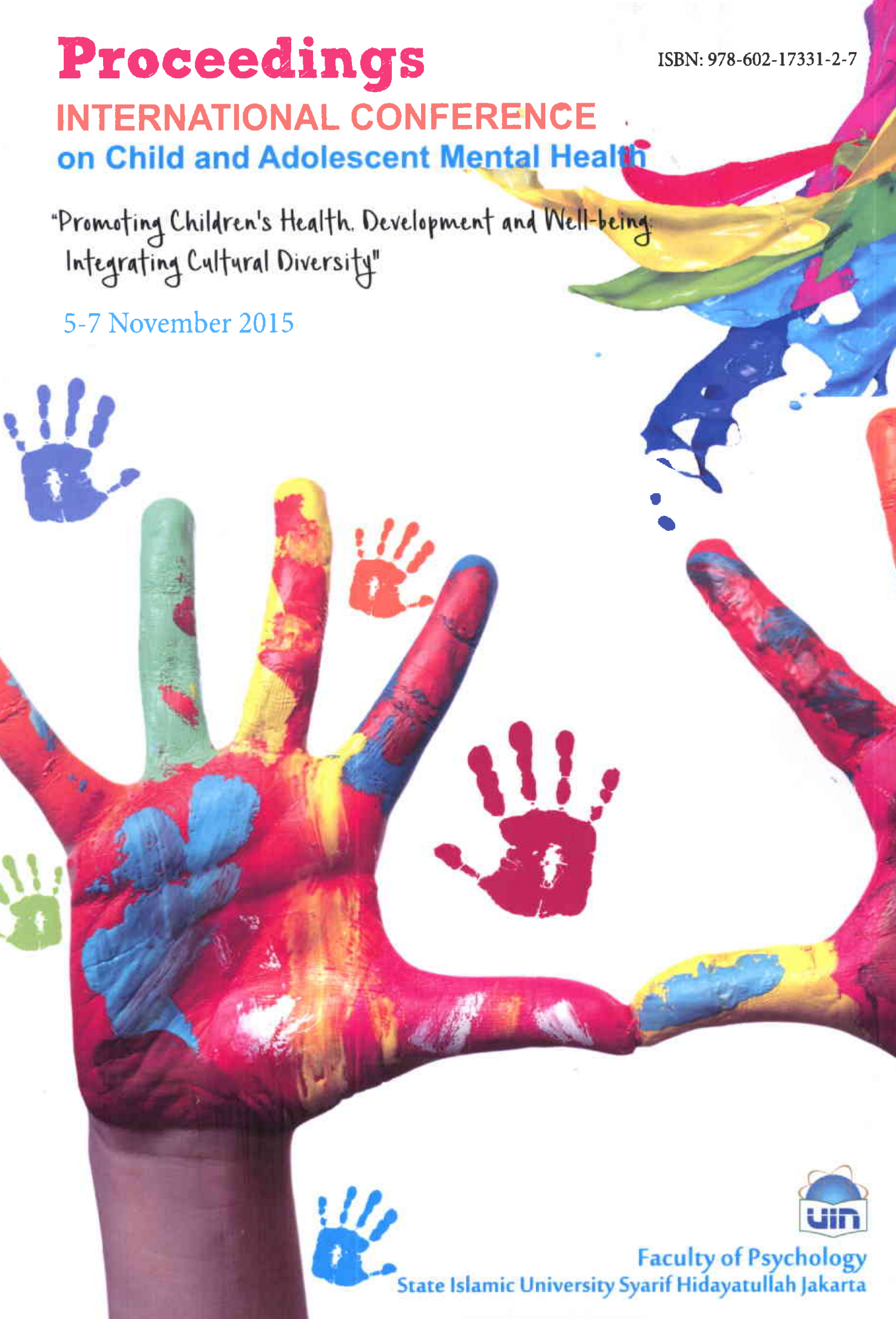
Proceedings

ISBN: 978-602-17331-2-7

INTERNATIONAL CONFERENCE on Child and Adolescent Mental Health

*"Promoting Children's Health, Development and Well-being,
Integrating Cultural Diversity"*

5-7 November 2015



Faculty of Psychology
State Islamic University Syarif Hidayatullah Jakarta



Faculty of Psychology
State Islamic University Syarif Hidayatullah Jakarta

Proceedings

INTERNATIONAL CONFERENCE on
Child and Adolescent Mental Health

*“Promoting Children’s Health, Development and
Well-being: Integrating Cultural Diversity”*

5-7 November 2015

Proceedings

INTERNATIONAL CONFERENCE on Child and Adolescent Mental Health
“Promoting children’s health, development and well-being: integrating cultural
diversity”

5-7 November 2015

ix, 368 page, 21x29,7 cm

All rights reserved.

Copyright @ 2016

ISBN: 978-602-17331-2-7

Published by:

Faculty of Psychology

State Islamic University Syarif Hidayatullah Jakarta

Publisher Address:

Jl. Kertamukti No.5 Cirendeuy, Tangerang Selatan, Banten, Indonesia, 15419

Telp. (021)7433060 - Fax. (021)74714714

Website: psikologi.uinjkt.ac.id

INTRODUCTION TO THE THEME OF THE CONFERENCE

Nowadays there is a general understanding that the early years of a child's life are fundamentally important to provide future health (physical and mental), development and wellbeing. In these periods children needs support from families, schools, and communities. A positive start in life may help children reach their full potential, while a poor start may increase the chances of adverse results. Therefore, providing secured environment and systems with high-quality services, and minimizing the factors that adversely influence the health of children play an importance role in influencing child health and wellbeing. For the same reason, creating the circumstances that enhance good health, development and wellbeing has been recognized as high priority and primary goal of policy making in many countries.

In contrast to the above description, many children in Indonesia are still far from being well. As the fourth largest children population in the world, Indonesia still has significant number of children who considerably have worse health, poorer developmental and learning outcomes, and decreased wellbeing compare with the others.

Many children in Indonesia live in unfortunate circumstances. There is a high number of children whose parents are divorced. Others live with parents that have poor mental health. Those children are subject to experiencing violence at home and schools. Additionally, although the prevalence of mortality among children under five years age have reduced in limited progress since 2000, yet the stunting and wasting are still the major serious health problems. Drug abuse, cigarette smoke, HIV/AIDS are other major national problems among children. Lack of financial resources, limited number of schools in remote areas and a small number of teachers add the gloomy problems faced by school-aged Indonesian children. With regard to mental health, the prevalence of children suffer from mental health problems is relatively high in Indonesia. Many children with mental health problems have no access to get medical treatment. Some of them receive no treatment at all or are confined in the inhumane conditions, and others become victims of violence, bound or shackled by family members who have limited knowledge or money for their treatment.

In fact, Indonesia has capacity to solve these problems. The country has diverse cultures, ethnics, religions and languages. With her richness in diversity, Indonesia has local cultural values and practices that can promote child health, development and wellbeing.

Hence, the Faculty of Psychology of Syarif Hidayatullah State Islamic University Jakarta, Indonesia is inviting scholars, academics, researchers, and NGO members to join the International Conference on Child and Adolescent Mental Health: Promoting Children's Health, Development and Wellbeing: Integrating Cultural Diversity. The conference is held from the 5 to 7 November, 2015.

Mohamad Avicenna, M.H.Sc.Psy
Steering Committee Chair



WELCOME MESSAGE

BY DEAN FACULTY OF PSYCHOLOGY, SYARIF HIDAYATULLAH JAKARTA

Assalamualaikum Wr Wb

Dear Colleagues and friends

It gives me great pleasure to see a large gathering of scholars in International Conference on Child and Adolescent Mental Health. As a Dean of Faculty of Psychology, I would like to express my gratitude and a warm welcoming to our plenary and featured speakers, as well as the presenters, especially those who are coming from overseas.

This year, Faculty of Psychology is celebrating its 20th Anniversary. As our effort to be recognized in national context and in the worldwide as well, we conduct some events such as International Conference, Symposium, psycho fair, sport and art competition.

The interest of the child and adolescent mental health is clear and became importance issue in every country in the world. In addition to this, the conference has attracted many participants. We will listen oral presentations and see poster presentations as well. The subjects range from issues of mental health, learning and development, risk factors, safety and security, service and interventions and others topic related with psychology of children and adolescent. I am sure that the selected topics will provide you with a wealth of information, insights and many opportunities for discussions.

I would like to give high appreciation and many thanks to the conference organizing committee for un-tiring efforts to make this conference as one of the memorable one.

Once again I would like to thank you all for coming. Your experience, expertise and readiness to share your knowledge and ideas are highly valuable and needed. I wish to all of us fruitful discussions, interesting findings and observations.

I fully hope that this conference will be beneficial for the development child and adolescent mental health, and I wish you all a very pleasant to stay here in Jakarta. Thank you and enjoy the conference.

Prof. Dr. Abdul Mujib, M.Ag.,M.Si

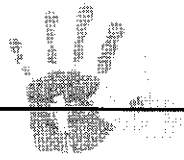
Dean Faculty of Psychology,
Syarif Hidayatullah State Islamic University Jakarta



TABLE OF CONTENTS

School Well-Being: Organizational Approach to Prevent Victim of Bullying at School Sri W. Rahmawati, T. B. Zulrizka Iskandar, Kusdwiratri Setiono, Zainal Abidin	1
The Construction of Executive Function Instruments for Early Child Ages in Indonesia: A Pilot Study Donny Hendrawan, Fasya Fauzani, Claudya Carolina, Hanifah Nurul Fatimah, Fiona Puspa Wijaya, Farida Kurniawati	17
The Effect of Goal-Setting on Voltage Value Changes of Brain During Video Gaming Evanytha, Rizki Edmi Edison, Silverius Y. Soeharso, Muhammad Fathul Ihsan, Rizki Nurfauzi, Rizky Maharani	29
Understanding The Acehnese Adolescent Survivors of War and Tsunami: Description of Self and Motivational Factors Mardiana Mohamad & Ella Suzanna	43
The Effect of Sensation Seeking, Peer Conformity, School Environment, and Gender of School Vandalism in Adolescent Tiara Haeni & Ilmi Amalia	59
Problem Mapping of Elementary School Student's Class Behavior in Jakarta Nina Yunifer, Samsunuwiyati Mar'at, Naomi Soetikno	65
Early Childhood Education In Territorial Wilda Fasim Hasibuan	71

Voltage Value Changes Human Brain between Traditional-Based and Video-Game-Based of Chess: A Brain Capacitometer Study	
Vinaya, Rizki Edmi Edison, Aisyah Syihab, Andi Astuti Syarif,	
Muhammad Fathul Ihsan, Rizki Nurfauzi, Rizky Maharani	79
Quality of School Life in Early Childhood Education	
Sesilia Monika	89
Social Risk Factors for Sexually Transmitted Infection in Adolescent	
Hidayati & Rizki Edmi Edison	95
The Effect of Parenting Style on Students Hardiness in Islamic Senior High School	
Liany Luzvinda	107
Self Acceptance and Teenage Depression in Orphanage	
Abdul Rahman Shaleh & Anizar Rahayu	117
Parental and Peer Attachment as Predictor to Promote Adolescent Well-Being and Resilience	
Yonathan Natanael	127
Adolescence Life Satisfaction Between Gender And Their Domain Satisfaction	
Setiasih & Rosabeth Raissa	135
Fostering Positive Trait: Contribution of Parenting Style on Resilience and Gratitude in Indonesian Late Adolescents	
Ratih Arruum Listiyandini	143



ADOLESCENCE LIFE SATISFACTION BETWEEN GENDER AND THEIR DOMAIN SATISFACTION

Setiasih

Rosabeth Raissa

Faculty of Psychology, Surabaya University

setiasih_siegit@yahoo.com

Abstract

Life satisfaction is part of subjective wellbeing (Diener, 2009). The aim of this research is to determine the relationship between life satisfaction, gender and domain satisfaction (five domain satisfaction: family, friends, school, environment and himself) among late adolescence. Sample of this research, was late adolescence age 16-19 years, which attending to the church routinely (N = 80), taking by quota sampling. Instrument for collecting life satisfaction data is Multidimensional Students' Life Satisfaction Scale (MSSLS) (Gilman et al., 2000). Data analysis using two way anova showed there is significant difference at adolescence's life satisfaction among the five domains satisfaction ($F = 81.400$; $p (0.000) < 0.05$). Results of the analysis between the gender showed that male and female adolescence satisfied with their life ($F = 0.007$; $p (0.938) > 0.05$). The analysis also showed that there is no interaction between the gender and domain satisfaction toward adolescence's life satisfaction ($F = 0.974$; $p (0.421) > 0.05$). The highest of adolescence's life satisfaction is domain of friend (mean of total life satisfaction score = 42.772, while the lowest adolescence's life satisfaction is in domain of school (Mean = 31.460). This results support research of Oberle, et al., (2011) that adolescence's interaction with the wider social environment, make them spend more time with their friends or peer than their family or himself.

Keywords: Life satisfaction, late adolescence, gender, domain satisfaction

INTRODUCTION

Life satisfaction is the cognitive component of subjective well being - an evaluation of the individual's life, both evaluations are positive or negative (Diener, 2009). Results of the research of individual and mental health, so far indicates that a healthy individual not only shows the absence of a disease, but there was subjective well being. Research conducted by Keyes (2006) regarding mental health showed that individuals with good mental health more productive, they can carry out their daily activities better and have a lower risk for experiencing chronic health problems, such as heart disease.

Life satisfaction is an important construct in the field of positive psychology, because life satisfaction is closely related to the development of positive individual, both in psychological development, behavioral and social (Diener, 2009). Lim and Putnam's research (2010) showed that they were religious would feel more satisfaction in life. There is a positive association between life satisfaction and religiosity. Religiosity is known to form individual well being. Religious in this case is not related to the level of faith, but attend to services and establish good friendly relations with members of the congregation. Intimate friendship in different congregational life with social networks is outside the church as well as interaction with a strong religious faith. The existence of these interactions can form



mutually reinforcing social interaction between members of the church and it is this that forms the positive effect on life satisfaction.

Research on subjective well being in general and life satisfaction, in particular has done a lot in adult population, for example research of Diener, et al., (2002), but research on the adolescent population and children is very limited (Huebner, 2004), whereas life satisfaction in children and adolescents is closely linked with the development of physical, mental, academic, emotional, and social functioning. Research of Fogle et al., (2002) showed that adolescents who have high life satisfaction have a more open attitude (personality classified as extravert), have confidence enough in social relations also has a good relationship with parents (Dew and Huebner, 1994) and peers (Dew and Huebner, 1994; Ma & Huebner, 2008). Thus it can be said that when a person has a high life satisfaction then the individual will be able to establish a good social relations with the group. Besides individuals who have high life satisfaction is an individual who has a goal and managed to achieve these objectives (Diener, 2009).

Basically the measurement of the satisfaction of the individual's life can be divided into two general measuring of life satisfaction and domain satisfaction (specific measurement of life satisfaction) (Diener, 2002). Research of Benson (2003, in the Oberle et al., 2011) indicates that domain satisfaction, such as the neighboring communities and the ecological context unconsciously have an important influence on adolescent development in a positive direction. Adolescent development, physical, cognitive, emotional and social enable sphere of life changes, from the realm of the family evolved into a social realm, such as school, friends and other social domains. The aim of this research is to determine whether there are differences in terms of life satisfaction of late adolescence between gender (male and female) and domain satisfaction? In this research domain satisfaction of late adolescence are family, friends, school, neighborhood and self.

LITERATURE REVIEW

Life satisfaction is one of the three major components of subjective well-being in which the other components consist of positive affect and negative affect were included in the affective dimension. Life satisfaction includes the cognitive dimension which also includes the domain or area from various fields of life satisfaction (Diener, 2009). According to Hurlock (2009) life satisfaction is a form of individual assessment in assessing satisfied or not the individual in life lived. Thus it can be said that life satisfaction is an unpleasant condition that arises when a person's needs and expectations are met. Life satisfaction is divided into general satisfaction and domain satisfaction (Diener, 2002). In general it can be concluded that life satisfaction is a cognitive assessment evaluation of the individual toward his life as a whole and his domains satisfaction.

Domain Satisfaction

Gilman, et al., (2000) suggests that life satisfaction is composed of five domains or areas there are satisfaction with family, satisfaction with the friendship, satisfaction with education, satisfaction with the neighborhood, and satisfaction with himself. (1) Satisfaction of the family. Family as a sphere that is closest in one's life where the child is formed by upbringing





imposed by their respective parents. (2) Satisfaction of friendship. According to Hurlock (2009), satisfaction with the friendship can be identified and determined by looking at the quality of friendships with peers. (3) Satisfaction of education. Achievement is said to be an element that can measure happiness (Hurlock, 2009). Adolescence is a period towards the end of the stage of career achievement thus needed to establish a career achievement in accordance with what is desired. (4) Satisfaction with the neighborhood. Neighborhood as a place to grow and formed with the applicable rules in the environment whether it is appropriate or not for themselves. Incompatibility rules by themselves can form dissatisfaction in life. (5) Satisfaction with himself. It is important to achieve satisfaction in life. Dissatisfaction inside can bring up feelings of inferiority are like as teenagers who are at the development stage of the search for identity.

Factors that affect life satisfaction

Veenhoven (2013) describes a number of conditions to be a factor in affecting life satisfaction there are: (1) demographic variables, such as gender, age and income. Men tend to be more satisfied than women. Life satisfaction does not decline with age, but it can be said someone assess his life quite satisfied. Someone who has sufficient income or even more likely to feel satisfaction of life. (2) The ability of individuals to survive that includes health and personality. Individuals who have a good lifestyle and healthy physically and mentally tend to have higher life satisfaction. Individuals who are satisfied tend to socialize in extraverted and open to new experiences. (3) Life experience. Individuals with each other has life experience is different. Problems with family, work, school, friends, and so on effect on life satisfaction. Someone who assess positively to every experience of life will be able to feel life satisfaction than those who do not.

Late adolescence

According Santrock (2003) late adolescence more interested in the job or career, dating, and tends to show themselves. At this time, adolescences have been able to develop ideals in accordance with their ability and experience or education. According to Blos (in Sarwono, 2012) late adolescence marked by the achievement of five of the following: (1) The growing interest in the functions of the intellect. (2) Appears desire to initiate new experiences and conform with others. (3) Sexual identity that has formed. (4) There is a balance between the interests of self and others. (5) They have a distance between themselves and their social environment.

Development Task of late adolescence

Developmental tasks of late adolescence according Havighurst (Santrock, 2003) are as follows:

- (1) Achieving a mature relationship with peers. Male and female adolescence can work well with others to achieve specific goals. When adolescence successfully completes the developmental tasks they will have a good social adjustment, but if they failed it may bring an obstacle in getting along with others.
- (2) Achieving social role as a man or a woman. Late adolescence can accept themselves as male or female according to the prevailing social role in society.



- (3) Receiving physical state and used effectively. Late adolescence can receive both his physical state changes internally (attitudes, interests, and attention to oneself) and externally (physical size). They are expected to maintain physical and satisfied with their physical.
- (4) Achieving emotional independence. Late adolescence can act independently without relying on their parents or other adults. Teens are expected to foster compassion and respect for their parents and other adults without relying solely on them so it can be said that late adolescence have independence.
- (5) Prepare for a career. Late adolescence can choose and prepare for future careers in accordance with abilities, skills, and interests.
- (6) Achieving behavior socially responsible. Late adolescence can participate in their community with the awareness of responsibility in social life. Late adolescence is expected to develop values and awareness in relationships in social life.
- (7) Faith and fear of God. Late adolescence has a maturity of attitude in running religious values in everyday life.

METHODS

Variables involved in this research are: life satisfaction, as the dependent variable, gender and domain satisfaction as independent variables.

Life satisfaction in this research is the assessment of cognitive evaluation of the individual as a whole life with ideal conditions expected to domains of life. When there is a difference between the current conditions with the expected conditions, it can be said that individuals experience dissatisfaction in life. Adolescence life satisfaction associated with the various domains such as family, school, neighborhood, friendship, and self.

Life satisfaction of late adolescence is assessed with Multidimensional Students' Life Satisfaction Scale (MSSLS) of Gilman et al (2000), which has 5 domains satisfaction, there are family, friends, school, neighborhood, and self. Higher score of life satisfaction means those individuals happier.

Subjects of this research is late adolescence, aged 16-19 years with a high school education background and is an actively involved at *Gereja Pantekosta di Indonesia (GPdI) Elohim, Sidoarjo*. A criterion actively involved is they are regularly attended worship with the absence of a maximum of two consecutive weeks. Total population of 150 subjects whiles the sample of 80 subjects. The level of confidence is 95% with a margin of error of 92.49%. Thus the sampling technique in this research is quota sampling. The research data was processed with statistical techniques of two ways analysis of variance. Data analysis was performed with SPSS for Windows Version 16.

RESULTS

The analysis showed that the research instrument (MSSLS) classified as valid and reliable. Although in this case there are 8 items that are dropped in some areas (domains), which is the domain of friendship (2 item), domain of school (3 item) and environment domains (3 item). Details of the results analysis instrument showed in Table 1.

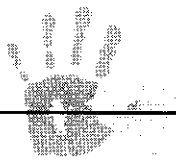


Table 1
Results of the validity and reliability of the instrument

Domain	Number of item dropped	Range of Validity	Cronbach's Alfa
Family	-	0,490 – 0,580	
Friendship	8, 15	0,354 – 0,587	
School	19, 21, 23	0,327 – 0,540	0,899
Environment	25, 28, 29	0,320 – 0,611	
Self	-	0,377 – 0,665	

Table 2
Demographic of Subjects

Variable		F	%
Gender	Female	46	57.5
	Male	34	42.5
Age	19 years	17	21.2
	18 years	15	18.8
	17 years	17	21.2
	16 years	31	38.8
Education	Senior high school	51	63.7
	College	19	36.3

Table 2 shows that the number of female subjects (57.5%) more than men (42.5%), the majority of subjects aged 16 years (38.8%) and have a high school education background (63.7%).

Table 3
Mean and Standard Deviation score of Life Satisfaction

Gender	Domain Satisfaction										Total	
	Family		Friendship		School		Environment		Self		M	SD
	M	SD	M	SD	M	SD	M	SD	M	SD		
M	32.68	5.05	42.65	4.04	31.82	3.57	36.68	4.48	34.15	4.03	35.59	5.74
F	34.00	5.49	42.87	4.50	31.20	3.32	37.15	5.14	32.93	3.80	35.63	6.08
Total	33.44	5.31	42.78	4.28	31.46	3.42	36.95	4.85	33.45	3.92	35.62	5.93

Table 3 shows the mean score of the highest life satisfaction either totally or in adolescent male and female are domain of friendship, while the mean score of the lowest life satisfaction is domain of school. The score of life satisfaction in female adolescent is higher than male, especially in family and environment domain, while in the self domain- score of life satisfaction of male adolescence is higher than females.

Results of analysis of variance showed there is a significant differences in adolescent life satisfaction among the five domains satisfaction ($F = 81.400$; $p(0.000) < 0.05$). Results of



the analysis showed that male and female adolescence have a same life satisfaction ($F = 0.007$; $p (0.938) > 0.05$). The analysis also showed that the interaction between the gender and domain satisfaction is not significant ($F = 0.974$; $p (0.421) > 0.05$).

DISCUSSION

The results showed there isn't difference in the two lines of adolescence life satisfaction among the five domains satisfaction ($F = 81.400$; $p (0.000) < 0.05$). The rank of adolescence life satisfaction score in general, which the highest rank is domain of friendship (42.775), environment (36.676), self (34.147), family (32.676), and schools (31.462). Life satisfaction is an individual assessment of life in general, which includes several areas or domains of life (Diener, 2009). This research investigated the domain of life which includes the domain of family, friendships, neighborhood, school and themselves. Adolescent development, especially late adolescence, physical, cognitive and social highly optimized. It means that they can think, or choose and decide something suitable for him. Socially late adolescence has a strong relationship with their peers, at school, organization or other social activities. These conditions reduced their time and dependency to his parents.

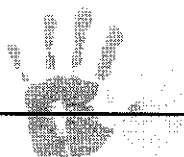
In general, the ability to establish social relationships or working together has an important role to the late adolescence (Havighurst, in Santrock, 2003). This is because the various social environments make late adolescence learn from peers, the same or a different gender, or other people in their environment. On the other side, environment can also get pressure. In this case from various experiences, both positive and negative, which is obtained from the environment late adolescence may feel satisfied or dissatisfied with their life in general or in particular, is associated with the domain satisfaction, that are family, friends, school, neighborhood and the self.

Interests and more opportunities to interact with peers allow late adolescence feel more satisfied than the interests and opportunities to interact with parents (families) and schools or any other environment. This is consistent with the results of this research which showed the highest satisfaction score is domain of friends, both in male and female satisfaction or as a whole. This results are consistent with the results Oberle, et al., (2011) that friends and social environment has an important influence for adolescence life satisfaction. The second highest life satisfaction scores were in the areas of environment, followed by the area of self, family and school. The score of life satisfaction in the areas of school been modest, it is possible perceptions of the late adolescence to school less positive. In general, the school is perceived as the task of learning to do chores or replay. This perception tends to make more late teens to feel dissatisfaction.

Results of this research showed the rank of the mean score of life satisfaction in the late female adolescence (from top) is the domain of friends ($M = 42.869$), the environment ($M = 37.1522$), family ($M = 34.000$), self ($M = 32.9348$) and schools ($M = 31.1957$). The order of the mean score of life satisfaction male adolescence friendships ($M = 42.647$), environment ($M = 36.950$), self ($M = 33.450$), family ($M = 33.437$), and schools ($M = 31.823$).

In general, assessment of late adolescence to the satisfaction of his life was not affected by gender. Both late adolescence male and female, showed a mean score of the





highest life satisfaction in the domain of friends, followed by the environment. The lowest mean score of life satisfaction of late adolescence male and female is the domain of school. Score of life satisfaction in female adolescent is higher than male, especially in the family and the environment domain, while in the self domain male adolescence life satisfaction score of males is higher than females. It is possible that the characteristics of the social relations female late adolescence tend to be limited and domestic in nature (more at home) than male.

CONCLUSION

Late adolescence has an interest and focus on social environment, this make their social life, especially friends or peers has the highest mean score and have a significant difference compared to the other domains satisfaction (environment, family, self and school). The highest score of domain satisfaction of male and female late adolescence is friend, whereas the lowest score is school.

IMPLICATIONS

Friend is an important domain satisfaction for late adolescence; it means that parents or other adults need to keep an eye on the social environment or social relation of late adolescence. On the other hand domain satisfaction of school has a lowest score, it's imply that teacher or school need to give attention about their way of teaching, improved and make their classroom or lessons more interesting for their student.

REFERENCES

- Dew, T., & Huebner, E. S. (1994). Adolescent's perceived quality of life: an exploratory investigation. *Journal of School Psychology, 32*, 185–199.
- Diener, E. (2009). Introduction – measuring well being: Collected theory and review works. Dalam Diener, E. (Ed). *Assessing well being: The Collected works of Ed Diener*. (pp.1-6). USA: Springer Science + Business Media B.V.
- Diener, E., Nickerson, C., Lucas, R.E., & Sandvick, E., (2002). Dispositional affect and job outcomes. *Social Indicator Research, 59*, 229-259.
- Fogle, L. M., Huebner, E. S., & Laughlin, J. E. (2002). The relationship between temperament and life satisfaction in early adolescence: cognitive and behavioral mediation models. *Journal of Happiness Studies, 3*, 373–392.
- Gilman, R., Huebner, S., & Laughlin, J.E. (2000). A first study of the multidimensional students life satisfaction scale with adolescents. *Social Indicator Research, 52*, 135-160.
- Gilman, R., & Huebner, E. S. (2006). Characteristics of adolescents who report very high life satisfaction. *Journal of Youth and Adolescence, 35*, 311–319.
- Huebner, E. S. (2004). Research on assessment of life satisfaction of children and adolescents. *Social Indicators Research, 66*, 3–33.
- Hurlock, E.B. (2009). *Psikologi Perkembangan*. Jakarta: Erlangga
- Keyes, C.,L.,M. (2006). Subjective Well-being in mental health and human development research worldwide: An introduction. *Social Indicator Research, 77* (1), 1-10.

- Lim, C., & Putnam R.D. (2010). Religion, social networks, and life satisfaction. *American sociological review*, 75(6), 914-933.
- Ma, C. Q., & Huebner, E. S. (2008). Attachment relationships and adolescents' life satisfaction: Some relationships matter more to girls than boys. *Psychology in the Schools*, 45, 177-190.
- Oberle, E., Schonert-Reichl, K.A., Zumbo, B.D. (2011). Life satisfaction in early adolescence: Personal, neighborhood, school, family and peer influences. *Journal of Youth Adolescence*, 40, 889-901.
- Santrock, J. W. (2003). *Adolescence, 6th edition*. Jakarta: Erlangga.
- Sarwono. (2003). *Psikologi remaja*. Jakarta: PT. Raja Grafindo Persada.
- Veenhoven, R. (2013). Overall satisfaction with life. In Glatzer, W. (Ed) *The global handbook of well being*.
- Yusuf, S. (2002). *Psikologi perkembangan anak dan remaja*. Bandung: Remaja Rosda Karya.

