

Flourishing Adolescent Boys in *LPKA* Class I and Class II Foster Children

Eprillia Elfane Lucia Salsabila¹, Rr. Setyawati²

{eprillia.elfane@gmail.com¹, rrsetyawati21psiump@gmail.com²}

Fakultas Psikologi, Universitas Muhammadiyah Purwokerto¹, Fakultas Psikologi,
Universitas Muhammadiyah Purwokerto²

Abstract. The purpose of this study was to determine the flourishing condition of adolescent boys with foster child status. The research applied a quantitative method conducted at *LPKA* Class I Kutoarjo and *LPKA* Class II Yogyakarta. The sample consisted of 97 children selected through simple random sampling. The measuring instrument used was the Flourishing Scale, which includes six aspects: positive relationship, engagement, purpose in life, self-acceptance and self-esteem, competence, and optimism. Individuals with high flourishing are characterized by motivation and willingness to develop, improve, and expand their abilities [31]. Data were analyzed using effective contribution analysis with SPSS for Windows. The results indicated that most fostered children are male aged 16–18 years. The majority have high flourishing, while some show moderate flourishing, and none have low flourishing. The programs implemented by *LPKA* are proven beneficial in maintaining and improving flourishing among foster children.

Keywords: Flourishing, Adolescents Boys, Foster Children, *LPKA*.

1 Introduction

Crimes are not only committed by adults, but many teenagers have begun to deal with the law. The National Police Bareskrim Annual Report 2023 noted that there has been a spike in criminal offenses from 2022 to 2023 by 34.40% [1]. Based on the report, it was noted that the highest number of criminal offenders were from high school, which reached 10.56% or 46,515 people. The next position is from junior high school at 4.46% or 19,651 people from the total criminality cases throughout Indonesia. This condition is in line with the records of the General Directorate of the General Justice Agency in 2023, which noted that there were 5,672 children who became perpetrators of criminal act [2].

The Bareskrim annual report found that the majority of criminal offenses were committed by men. It was recorded that 46.75% or 205,839 criminal offenders were male. The male dominated percentage of criminal offenders reminds us of the gender stigma that has developed in society. The stigma of gender is used as a means for society to determine and regulate levels, cultural meanings, and perspectives on identity in each gender [3]. The emergence of this stigma results from the concepts of masculinity and femininity that have developed in society. This stereotype of society will provide rules for men and women about how to dress, work, communicate, express emotions, and how to socialize in the surrounding environment. In this case, the existence of a patriarchal culture also causes many criminal offenders to be dominated by men.

This culture views men as having superior power over women [4]. The statement above is in line with the researcher's findings regarding the number of male adolescents in conflict with the law, especially in the provinces of Yogyakarta and Central Java.

In the two provinces, there are approximately 150 cases of juveniles who are legally recognized as criminals. Over the years, many teenagers who should be getting an education have stumbled into legal cases. Surprisingly, now the role of teenagers is not only to be an accomplice of an individual, but not a few of the teenagers become perpetrators. Juvenile delinquency is not only a social phenomenon that suddenly occurs, but it can be a form of consequence of unpleasant events [5]. Some of the reasons why adolescents commit crimes include moral immaturity, lack of upbringing provided by the family, social environment, and friendships that have a negative influence. In the context of applicable government regulations, adolescents who are convicted of committing crimes will undergo guidance at the LPKA and are referred to as foster children. The LPKA institution not only serves as a place of punishment and rehabilitation but also as a guidance process for children in conflict with the law, restructuring, and preventing children from losing their future despite their status as foster children. The phenomenon of adolescents as wards reflects developmental deviations, such as failures in moral development and self-control during adolescence.

Adolescence is in the transition period from childhood to adulthood which provides various changes [6]. At the same age, there is also a demand to always be able to make adjustments to new things and values in their interactions in the social environment [7]. In the same time, the changes that occur cause adolescents to not be able to optimize their physical and psychological changes properly, giving rise to several new problems, such as feelings of wanting to fight, unstable, and restlessness, which often cause negative responses in adolescents [8]. This condition is in line with the term adolescent social deviation. Adolescent social deviation is a social phenomenon in adolescents due to conditions of neglect carried out by the surrounding environment. So that it creates a feeling that no one can understand his desires and heart [9]. Furthermore, these feelings build an egocentrism system embedded in adolescents. The inability of adolescents to respond leads to maladaptive responses and leads to criminality.

Another factor that causes adolescents to commit crimes is the desire to be accepted and recognized in their friendship environment. Moreover, the friendship environment is the second world that is closer to adolescents after family. Adolescence individuals have the main task of solving the identity crisis, resolving identity confusion, and building a unique identity in adolescents so that they can create meaningful relationships with others [10]. In other words, at that age, adolescents are looking for existence and identity, even if it is by violating norms and rules. It is also in line with the research that the *klitih* gang phenomenon carried out by male adolescents in Yogyakarta is carried out as a means of gaining existence and status in the group [11]. The act of violence is even tolerated to the point of being celebrated. The treatment aims to strengthen masculinity which leads to physicality and aggressiveness. Adolescents who join *klitih* gangs also use gangs as a place of expression, maintaining existence, and showing revenge.

Adolescents who already hold the status of foster children will have a full life in the *Lembaga Pembinaan Khusus Anak*. The process of living in a LPKA environment requires fostered children to adapt and have an impact on changes in their interaction process with the outside world. The changes experienced by fostered children can cause new problems to emerge, such

as mental problems that can affect physical, emotional, thinking, and adolescent functioning in the environment [12]. Mental problems are usually caused by distance, a sense of suffering, inequality, a desire to end life, or emotions that are released by hurting others [13].

Individuals with a healthy and optimally functioning mental state are characteristic of psychological well-being [14]. The word well-being in the field of positive psychology is called flourishing. Flourishing is the highest level of well-being in individuals indicated by life goals, self-control, and self-acceptance [15]. Individual flourishing conditions are dynamic, which means that these conditions can change over time. The high and low quality of flourishing is influenced by environmental conditions and situations in individuals [16]. Low flourishing can be caused by environmental conditions and situations that are not in accordance with the desires within the individual. So that it can be in line with the conditions of foster children who have the potential to have low flourishing, because of the restrictions on the lives of foster children in their interactions and the freedom that is taken away [17].

The research examining the condition of flourishing in foster children is important and interesting, considering that the *LPKA* environment tends to be prescriptive and creates a sense of discomfort in foster children. This condition can influence the level of flourishing quality in foster children. Through a deep understanding of the aspects of flourishing, it will provide a real picture that in reality the experience of adolescents in prison does not all have a positive impact. Even unhappy events can also occur and have a direct impact on the emotional condition of foster children. One of the factors in the problems of foster children is due to the demands that must be faced to be able to adapt to a new and unfamiliar prison environment for adolescents. This can trigger the process of achieving flourishing in adolescents who have the status of foster children to be more difficult when compared to adolescents their age. So it can be interpreted that the life of fostered children adolescents will be heavier and different [18]. Based on the explanation above regarding the theory and cases that occur, the implementation of this study aims to determine the condition of flourishing in adolescent boys in *LPKA* Class I and II.

2 Literature Review

2.1 Adolescent

Etymologically, the word adolescence comes from the Latin “adolescence” which means growing or growing to reach maturity. So that children are said to be adolescents and are considered adults if they are able to reproduce [19]. According to WHO, the concept of adolescence is divided into three, such as biological, psychological, and economic [9]. Biologically, adolescence is defined as the condition of individuals when they first experience signs of secondary sexual maturity until they reach sexual maturity. Psychologically, adolescents are individuals who are experiencing a process of development and identity from childhood to adulthood. Meanwhile, economically, adolescence is a period of transition from full socioeconomic dependence to a more independent state [9]. Adolescence is an age that has become integrated into adult society, so that individuals no longer feel they are in a position younger than their older people but feel equal or equal [20].

Adolescents will go through three phases in their lives [21], including first the pre-adolescent phase occurs at the age of 11 or 12-13 to 14 years, this phase is classified as the shortest phase, which occurs for only one year. In this phase adolescents will experience hormonal changes that cause rapid mood swings. In an adolescent's life, adolescent will also reflect on his or her changing self-reflection and excessive thoughts about other people's opinions of him or her.

Second, the early adolescent phase occurs at the age of 13 or 14 to 17 years, this phase has many rapid changes and reaches a breaking point. Adolescents will begin to explore their identity and emotional conditions are unstable. In this phase, adolescents will feel that they have the right to make their own decisions. Third, the advanced adolescent phase occurs at the age of 17-20 or 21 years and the desire to be the center of attention begins to appear. So that adolescents begin to want to highlight themselves, have high ideals, and are full of enthusiasm. In addition, there is a sense of emotional independence.

2.2 Foster Children

According to legislation number 22 of 2022, fostered children are children who are in the range of 14 - 18 years and are undergoing guidance in Specialized Institutions for Children [22]. Adolescents who commit criminal offenses will be dealt with in accordance with the juvenile criminal justice system which refers to the processing of guidance in *LPKA*. Adolescents who have been legally confirmed guilty will then be handed over to the children's prison in order to provide guidance so as to improve behavior and skills in children during the detention process [23].

2.3 Flourishing

The concept of well-being in the field of positive psychology refers to flourishing. The word flourish comes from the Latin "Flor" which means flower and "Bhlo" from the Indo-European language which means a blossoming flower. So Flourish can be defined as growing, developing, and successful [24]. The word flourishing is also a development of individual subjective well being, which means that individuals not only feel happy, but can function optimally in their psychosocial [25]. The concept of flourishing is described as the highest level of individual well-being that refers to hedonic and eudaimonic theories. Hedonic theory regards happiness subjectively because it is directly related to the evaluation of the person [26]. Meanwhile, eudaimonic theory explains that well being is not only feeling happy, because being happy does not always describe a psychologically well-being individual. So that the definition of happiness from eudaimonic theory and centered on Aristotle's theory, happiness focuses on the meaningfulness of life with good happiness and a life that reflects human excellence [24].

Flourishing is a positive psychology concept that describes a complete life [27]. In line with the opinion that flourishing is the highest level of individual well being [28]. It is characterized by individuals having a valuable assessment of every experience passed, leading to life achievements, having good relationships with others, and contributing to community activities. In another study stated that if individuals have low flourishing, it will foster a sense of self-dissatisfaction, easily provoked by social pressure, and easily frustrated [29].

Another stated, flourishing is when an individual can use their abilities optimally so that they can function well in the environmen [30]. The encouragement and willingness within individuals to continue to develop, improve, and extend their abilities are characteristics of individuals who have high flourishing [31]. Flourishing is an individual's ability to use abilities optimally to achieve goals and enjoy every roles in the process [32]. Meanwhile in another opinion, flourishing is an individual who develops fully, does good either morally or intellectually, and engages in moral activities (33). Thus, flourishing can be described as an individual who is fully developed in affective, cognitive, behavioral, social, and political excellence [34].

Flourishing into 10 components: competence, emotional stability, engagement, optimism, meaning, positive emotions, positive relationships, resilience, self-esteem, and vitality [35]. There are several factors that can affect flourishing, namely socio-demographic, personality, and individual situational [36]. Flourishing also have several aspects, specifically positive relationships, engagement, purpose in life, self acceptance and self esteem, competence, and optimism. The positive relationship aspect means that individuals have a good social life and can play a role in providing well-being for others and their surroundings. The engagement aspect means that individuals are fully involved and have the desire to participate in activities. The purpose in life aspect illustrates that individuals can determine life goals so that they can know the process of achieving goals in a meaningful life. Then the self acceptance aspect describes the individual is ready to accept what is in him, while the self esteem of the individual evaluates life so as to achieve a sense of satisfaction with his life. The competence aspect describes the individual's ability to carry out work competently. And the optimism aspect explains that individuals have confidence in themselves about the future and see the future with full responsibility.

3 Method

The research used a quantitative research design. Quantitative research is a research approach to test theories and relationships between variables measured using instruments so that they can be analyzed with statistical procedures [37]. The research data collection method uses a questionnaire distributed to foster children. The flourishing measuring scale used refers to the theory of Diener et al 2010, which has been modified for each item. Based on that theory, flourishing is influenced by six aspects, including positive relationships, engagement, purpose in life, self acceptance and self esteem, competence, and optimism [31]. Flourishing scale has eight items with seven alternative answers. In this study, the items on the scale were modified by the researcher to 27 items with five alternative answers that already describe each aspect of flourishing.

The research was conducted in two provinces, namely Central Java and Yogyakarta, located in *LPKA* Class I Kutoarjo and *LPKA* Class II Yogyakarta. The study population amounted to 150 fostered children with a research sample of 97 fostered children. The research sampling technique used simple random sampling technique. The simple random sampling technique is a way of taking research samples from the total population randomly and not paying attention to the levels in the population [38]. Thus, this research technique provides equal opportunities for all populations to be selected as research samples.

This research data analysis uses effective contribution analysis. Effective contribution analysis is one of the statistical methods used to measure the contribution of each independent variable to the dependent variable in research [39]. The technique of calculating effective contribution analysis uses SPSS for windows version 27.0 software by considering the value of cross-product deviations and covariances, regression, and the component value of each dependent variable. After that, the value obtained is entered into the effective contribution formula for each dependent variable.

$$SE_x = \left| \frac{b_x \cdot \text{crossproduct} \cdot R^2}{\text{Regression}} \right| (100\%)$$

4 Result

This section presents the research results obtained based on the data that has been collected and analyzed. To provide a clearer picture, the results are presented in the following table:

Table 1. Data on the Number of Respondents

No	Gender	Number of Children	Percentage
1	Male	97	100%
	Total	97	100%

Based on the table above, it can be said that all respondents totaling 97 foster children are male.

Table 2. Categorization Level Data

No	Categorization	Number of Children
1	Low	27 – 62
2	Medium	63 – 98
3	High	99 – 127

Based on the measurement results, respondents' scores were classified into three levels: low (27–62), moderate (63–98), and high (99–127). This grouping facilitates the interpretation of each respondent's achievement level according to the indicators in the instrument, so that further analysis can be focused on groups with different intervention needs.

Table 3. Data Analysis Results

No	Categorization	Total of Children
1	Low	0
2	Medium	18
3	High	79
	Total	97

Based on the classification of respondents' scores, the children were divided into three achievement categories: low, medium, and high. In the low category (score range 27–62), there were no respondents, so the number was 0 children. This condition shows that all respondents were at a relatively good level of achievement. Furthermore, in the moderate category (score range 63–98), there were 18 children or about 18.6% of the total respondents. This indicates that a small number of foster children were at a moderate achievement level, where some indicators had been met but further improvement was still needed to reach the optimal level. The high category (score range 99–127) is the group with the largest number of respondents, namely 79 children or about 81.4% of all respondents. This finding shows that the majority of foster children are at a high level of achievement, which means that most of the indicators have been well met.

Overall, the number of respondents in this study was 97 children, with a dominant distribution in the high category. These results provide an overview that the condition of foster children in

general shows a positive trend, although there are still a small number of respondents who are in the moderate category and require further attention.

Table 4. Effective Contribution of Each Aspect

No	Aspects	Effective Contribution of Each Aspect
1	Positive relationship	21.30%
2	Engagement	22.48%
3	Purpose in life	17.10%
4	Self acceptance and self esteem	24.25%
5	Competence	1.87%
6	Optimism	13%

Based on the results of the SEM analysis, the effective contribution of each aspect to children's flourishing demonstrates notable variations. Self-acceptance and self-esteem made the largest contribution at 24.25%, followed by engagement (22.48%) and positive relationships (21.30%), indicating that personal acceptance, active involvement, and supportive social connections are the dominant factors in shaping psychological well-being. Purpose in life contributed 17.10%, underscoring the importance of having clear goals and meaning, while optimism accounted for 13%, which, although smaller, still plays a role in enabling children to face challenges with positive expectations. Meanwhile, competence showed the smallest contribution at 1.87%, suggesting that while abilities remain relevant, they are not the primary determinant of flourishing. Overall, these findings suggest that flourishing among children is more strongly influenced by internal psychological factors than by competence alone.

5 Discussion

Table 1 explains that all respondents totaled 97 foster children and were male. The research respondents were between 14-18 years old and were serving a sentence of under 4 years. Then table 2, explains that this study has three levels of categorization which are low, medium and high. The foster children are said to have a low level of flourishing if they get an accumulated score between 27 - 62, a medium level if they get a score between 63 - 98, and high if the foster children get a score between 99 - 127. Based on Table 3, it explains that the results of research conducted in *LPKA* Class I Kutoarjo and *LPKA* Class II Yogyakarta, on average, foster children have a high level of flourishing. A total of 79 foster children or 81.44% of the total foster children have a high level of flourishing. Meanwhile, 18 foster children or 18.56% have a moderate level of flourishing. This means that there are no foster children from both *LPKA* who have a low level of flourishing.

Table 4 when discussing the aspects of flourishing, it is found that all aspects have a contribution to the flourishing of foster children. The highest contribution is in the aspect of self acceptance and self esteem of 24.25%. This means that the flourishing of foster children is influenced by a sense of acceptance of what is in them even though it is in *LPKA*, then there is an evaluation of foster children which encourages a sense of satisfaction with life while in *LPKA*. A study is in line with the results of this study that self acceptance and self esteem contribute significantly to flourishing and are the biggest factors in predicting flourishing [40]

The second factor is influenced by the engagement aspect of 22.48%, this aspect illustrates that foster children have full involvement in all activities in *LPKA* and are interested in following

until the end of the activities organized by prison officers. Meanwhile, the flourishing of foster children is influenced by the positive relationship aspect by 21.30%. This shows that there is a good relationship between foster children with each other or with prison officers. So as to create a sense of satisfaction within the foster children and can also help increase the happiness of others. The results of this study are in line with research which states that active involvement in positive activities can reduce symptoms of internalization and externalization in juvenile prisoners [41]. Furthermore, it will have an impact on increasing the psychological well-being of juvenile prisoners. Meanwhile, another research explains that teenage prisoners can mingle and relate well with adults in correctional institutions [42]. Having a good and warm relationship is one of the characteristics of a criteria of maturity.

Other aspects also contribute to the flourishing level of fostered children although not as much as the three aspects above. The purpose in life aspect has a contribution to the flourishing level of 17.10%, meaning that children's understanding of their future desires and how to achieve these desires increases their sense of satisfaction and happiness. This is in line with research that adolescents who have a strong life purpose will experience increased psychological well-being including positive affect, life satisfaction, and healthy identity development [43]. Another study also explained that adolescent prisoners who have desires and goals after being released from prison improve adolescent well-being [42]. In addition, it is also explained that individuals who have clear life goals tend to have a positive personality and play a role in developing identity [44].

Then the optimism aspect has an effect of 13%, this aspect describes the attitude of belief and trust that grows in him by accepting all the past that has happened and seeing the future with enthusiasm and new hope. It is consistent with previous research conducted that optimism is associated with increased psychological well-being and reduced symptoms of depression in adolescents if the application of optimism also pays attention to other psychological elements [45]. The level of optimism will foster the ability to view the future more positively and increase the belief that individuals can overcome life's challenges. The last aspect of competence has an effect of 1.87% on the level of meaningfulness of fostered children. This aspect describes the feeling of being able to do work skillfully and capably. Based another research, one of the results of their research shows that adolescent prisoners have good welfare which is characterized by the ability of adolescents to develop their potential, such as being active in church services and active as library administrators in correctional facilities [42].

In other words, reviewing the research results and data analysis, it can be concluded that the high level of flourishing is not entirely influenced by the luxury of the building occupied, the good infrastructure provided, or the delicious food eaten every day. Rather, fostered children have an average high flourishing quality because of the educational facilities and skills that are provided.

6 Conclusion

Based on the findings, it was revealed that most of the fostered children in LPKA Class I Kutoarjo and LPKA Class II Yogyakarta are male and in their late teenage years. The majority of them demonstrate a high level of flourishing, while some are at a moderate level, and none are at a low level. The aspects that most strongly contribute to their flourishing include self-acceptance and self-esteem, active engagement, positive relationships, sense of purpose, optimism, and competence. This positive condition is supported by the various coaching activities, educational facilities, skill development programs, and other initiatives provided by the institutions. Therefore, the study shows that the programs implemented in LPKA play a

significant role in maintaining and enhancing the psychological well-being of the fostered children.

Acknowledgments

The authors gratefully acknowledge the support of the *Lembaga Pembinaan Khusus Anak* for granting permission to conduct this research. Special thanks are extended to the participating juveniles for their voluntary involvement and valuable contributions. The authors also wish to express their sincere appreciation to the Faculty of Psychology, University of Muhammadiyah Purwokerto for the support and assistance provided throughout the preparation and publication of this article.

References

- [1] *Bareskrim Polri*, “Pusiknas Journal of Bareskrim Polri,” 2023.
- [2] *Badan Peradilan Umum*, “2023 Annual Activity Report ” 2023, pp. 9–10.
- [3] A. Purwanti, *Kekerasan Berbasis Gender*. 2020.
- [4] A. Munasaroh, “The Problem of Gender-Based Violence and the Quest for Gender Equality in Indonesia's Sustainable Development Goals,” *IJouGS Indones. J. Gend. Stud.*, vol. 3, no. 1, pp. 1–20, 2022, doi: 10.21154/ijougs.v3i1.3524.
- [5] Sudarsono, *Juvenile delinquency in the context of Islamic ethics*. Jakarta: PT Bina Aksara, 1989.
- [6] E. B. Hurlock, *Adolescence Development*. New Delhi: Mc graw Hill Co Ltd, 1978.
- [7] E. B. Hurlock, *Development psychology a lifespan approach (fifth edition)*. New York: McGraw-Hill, 1998.
- [8] E. Ekowarni, “Juvenile Delinquency: A Review in Developmental Psychology,” *Bul. Psikol.*, vol. 1, no. 2, pp. 24–27, 2016.
- [9] Ma. Prof. Dr.Hj Hamdanah and M. S. Surawan, *Adolescents and Dynamics: A Psychological and Educational Review*. Yogyakarta, 2022.
- [10] E. H. Erikson, *Identity: Youth and Crisis*. New York: Norton, 1968.
- [11] C. B. Harahap, A. I. Triyoga, and W. Prafitri, “Masculinity in the Culture of Klitih Gang Crime An Analysis of Social Construction,” *J. Bahasa, Sastra, Seni, dan Budaya*, vol. 8, pp. 477–490, 2024.
- [12] S. Agnafors, M. Barmark, and G. Sydsjö, “Mental Health and Academic Performance: A Study on Selection and Causation Effects From Childhood to Earlyadulthood,” *Soc. Psychiatry Psychiatr. Epidemiol.*, 2020, doi: <https://doi.org/10.1007/s00127-020-01934-5>.
- [13] V. P. Patandung, A. R. C. Langingi, I. Y. Rembet, F. Somba, and G. Mandagi, “Education on the importance of maintaining mental health in adolescents at the Tomohon Special Child Development Institution II,” *J. Pengabd. Kpd. Masy. Nusantara*, vol. 3, no. 2, pp. 1213–1219, 2022.
- [14] M. Yousefi Afrashteh and F. Hasani, “Mindfulness and psychological well-being in adolescents: the mediating role of self-compassion, emotional dysregulation and cognitive flexibility,” *Borderline Personal. Disord. Emot. Dysregulation*, vol. 9, no. 1, pp. 1–11, 2022, doi: 10.1186/s40479-022-00192-y.
- [15] E. Diener, D. Wirtz, W. Tov, C. Kim-Prieto, D. Choi, and S. Oishi, “New measures of well-being: Flourishing and positive and negative feelings,” *Soc Indic Res*, vol. 39, pp. 247–266, 2009.
- [16] M. V. A. Mozes and A. Huwae, “Loneliness and Psychological Well-being Among Adolescents in Ambon Correctional Institutions,” *J. Soc. Sci. Res.*, vol. 3, no. 3, pp. 839–

853, 2023.

- [17] P. Hilman D and E. S. Indrawati, "The Experience of Being a Juvenile Prisoner at Semarang Prison," *J. Empati*, vol. 7, no. 15, 2018.
- [18] M. Atikasuri, H. S. Mediani, and N. Fitria, "Levels of anxiety in juvenile offenders aged 14 to 18 who are nearing release from Class II special juvenile detention centers," *J. Nurs. Care*, vol. 1, no. 1, p. 78, 2018, doi: 10.24198/jnc.v1i1.15773.
- [19] M. Ali and M. Asrori, *Adolescent Psychology: Student Development*. Jakarta: Bumi Aksara, 2019.
- [20] E. B. Hurlock, *Adolescent Development*. Tokyo: McGraw-Hill, 1991.
- [21] A. Sobur, *General Psychology in Historical Perspective*. Bandung: Penerbit Pustaka Setia, 2003.
- [22] Republik Indonesia, "Undang-Undang Nomor 22 Tahun 2022 Tentang Pemasarakatan," 2022.
- [23] R. Eka Fitriani, "The implementation of guidance for juvenile prisoners in special juvenile guidance institutions is essential," *J. Huk. Pelita*, vol. 4, no. 2, pp. 79–92, 2023, doi: 10.37366/jh.v4i2.2432.
- [24] A. Sekarini, N. Hidayah, and E. N. Hayati, "Basic Concepts of Flourishing in Positive Psychology," *Psycho Idea*, vol. 18, no. 2, pp. 124–134, 2020.
- [25] N. A. Nur'aini and O. P. Mulyana, "The Relationship between Perceived Organizational Support and Employee Well-being The Relationship between Perceived Organizational Support and Employee Well-being," vol. 11, no. 02, pp. 1009–1028, 2024, [Online]. Available: <https://doi.org/10.26740/cjpp.v11n2.p1009-1028>
- [26] R. M. Ryan and E. L. Deci, "Living well: A self-determination theory perspective on eudaimonia," *J. Happiness Stud.*, vol. 9, no. 1, pp. 139–170, 2008, doi: <https://doi.org/10.1007/s10902-006-9023-4>.
- [27] B. J. Fowers and M. B. Owenz, "A Eudaimonic Theory of Marital Quality. Journal of Family Theory & Review," vol. 2, no. 4, pp. 334–352, 2010.
- [28] F. A. Huppert and T. T. C. So, "What Percentage Of People in Europe are Flourishing and what are characterises them? Briefing Document for the OECD/ISQLS meeting "measuring subjective well-being: an opportunity for NSOs?," 2009.
- [29] C. D. Ryff and B. Singer, "Interpersonal Flourishing : A Positive Health Agenda for the New Millennium. Personality and Social Psychology Review," vol. 4, no. 1, pp. 30–44, 2000.
- [30] M. E. Seligman, *Authentic happiness: Using the new positive psychology to realize your potential for lasting fulfillment*. Simon and Schuster, 2002.
- [31] E. Diener *et al.*, "New well-being measures: Short scales to assess flourishing and positive and negative feelings," *Soc. Indic. Res.*, 2010.
- [32] C. Smith, *To flourish or destruct: A personalist theory of human goods, motivations, failure, and evil*. University of Chicago Press, 2019.
- [33] K. Kristjánsson, "Positive Psychology, Happiness, and Virtue: The Troublesome Conceptual Issues. Review of General Psychology," vol. 14, no. 4, pp. 296–310, 2010, doi: <https://doi.org/10.1037/a0020781>.
- [34] B. J. Fowers, "An Aristotelian framework for the human good," *J. Theor. Philos. Psychol.*, vol. 32, no. 1, pp. 10–23, 2012, doi: <https://doi.org/10.1037/a0025820>.
- [35] F. A. Huppert and T. T. C. So, "Flourishing Across Europe: Application of a New Conceptual Framework for Defining Well-Being," *Soc. Indic. Res.*, vol. 110, no. 3, pp. 837–861, 2013, doi: <https://doi.org/10.1007/s11205-011-9966-7>.
- [36] Schotanus – Dijkstra, G. J. M. Pietersem M. E Drossaert, C. H Westerhof, R. De Graff,

- T. H. M, and B. E.T, "What factors are associated with flourishing? Results from a large representative national sample," *J. Happiness Stud.*, vol. 17, no. 4, pp. 1351–1370, 2016.
- [37] J. W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches (4th ed.)*. Thousand Oaks: CA: SAGE Publications, 2014.
- [38] D. Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, dan Tindakan*. 2013.
- [39] W. Widhiarso, "Menghitung sumbangan efektif tiap aspek terhadap variabel dependen," *Fak. Psikol. UGM*, 2011.
- [40] M. J. Serrano-Fernández, E. Pérez-Moreiras, M. Boada-Cuerva, J. Assens-Serra, and J. Boada-Grau, "Personality, self-efficacy and self-esteem as predictors of psychological well-being of workers: the flourishing scale (5-FS)," *Inderscience Online*, pp. 1–18, 2024, doi: <https://doi.org/10.1504/IJBE.2025.143078>.
- [41] E. P. Shulman and E. Cauffman, "Coping While Incarcerated: A Study of Male Juvenile Offenders," *J. Res. Adolesc.*, vol. 21, no. 4, pp. 818–826, 2011, doi: 10.1111/j.1532-7795.2011.00740.x.
- [42] V. W. Susanti and E. W. Maryam, "Psychological Well-Being of Juvenile Prisoners at the Class IIA Correctional Institution in Sidoarjo," *Psikologia*, vol. 1, no. 2, 2013, [Online]. Available: http://scioteca.caf.com/bitstream/handle/123456789/1091/RED2017-Eng-8ene.pdf?sequence=12&isAllowed=y%0Ahttp://dx.doi.org/10.1016/j.regsciurbeco.2008.06.005%0Ahttps://www.researchgate.net/publication/305320484_SISTEM_PEMBE_TUNGAN_TERPUSAT_STRATEGI_MELESTARI
- [43] B. Barcaccia, A. Couyoumdjian, M. Di Consiglio, C. Papa, U. Ganucci Cancellieri, and M. Cervin, "Purpose in life as an asset for well-being and a protective factor against depression in adolescents," *Front. Psychol.*, vol. 14, no. September, pp. 1–9, 2023, doi: 10.3389/fpsyg.2023.1250279.
- [44] A. L. Burrow and P. L. Hill, "Purpose as a form of identity capital for positive youth adjustment," *Dev. Psychol.*, vol. 47, pp. 1196–1206, 2011, doi: 10.1037/a0023818.
- [45] G. C. Patton, M. M. Tollit, H. Romaniuk, S. H. Spence, J. Sheffield, and M. G. Sawyer, "A prospective study of the effects of optimism on adolescent health risks," *Pediatrics*, vol. 127, no. 2, pp. 308–316, 2011, doi: 10.1542/peds.2010-0748.