

The Hexa Personality Method to Improve Adolescent Psychological Well-Being

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ABSTRACT

The teacher conducted many different kinds of strategies to address the psychological well-being of students from economically disadvantaged backgrounds. This study contribute to enhance and sustain students' psychological well-being by utilizing an ecological framework approach rooted in community psychology. This purpose will be achieved by imparting knowledge and skills to students, parents, teachers, and the school environment, focusing on comprehending and preserving students' psychological well-being. Implementing the Hexa Personality method involves training students through gamified activities, psychoeducational interventions for teachers, mental health promotion initiatives for parents, and cultivating a supportive environment surrounding students. A pre-and post-test was administered for the measurement using the Psychological Well-Being-18 scale. It measures six aspects of psychological well-being, including the ability to interpret purpose in life, have positive relationships with others, be self-reliant, have positive personal development, accepts oneself and one's living conditions, and control one's immediate environment. The results of this service indicate that students' psychological well-being can increase and be maintained and that the environment surrounding students can comprehend their psychological well-being.

Keywords: psychological well-being, students', the hexa personality.

Introduction

In recent years, mental health has become a more prevalent concern. The global Covid-19 pandemic has resulted in various effects, encompassing both detrimental and beneficial outcomes. Regarding health, individuals currently possess a heightened awareness pertaining to both physical and psychological well-being. The prevalence of mental health awareness is on the rise due to the expanding utilization of social media platforms to conduct mental health campaigns (Narayanan SP, Rath H, Mahapatra S 2023). In Southeast Asia, particularly Indonesia, the educational landscape is undergoing radical transformations. Both students and teachers are expected to possess the necessary skills to engage in online learning, despite the fact that they may not have previously encountered such circumstances. One of the challenges encountered in implementing distance learning is the presence of constraints related to gadgets and internet accessibility. Despite the numerous benefits currently observed, students experience a multitude of challenges in the context of online learning. Online learning can be a source of stress for students due to several factors, including limited technological proficiency, inappropriate learning materials, and diverse learning cultures (Rahmawati and Sujono, 2021).

The Covid-19 pandemic has necessitated the implementation of online schooling, resulting in numerous constraints on students' ability to cultivate their skills and broaden their experiences. Consequently, this has led to a multitude of challenges among students. The presence of limitations on physical activity diminishes the opportunity for students to engage in social interactions within the school environment. It has been observed that students exhibit an inclination for intensified anger, a tendency to remain close to their parents due to increased time spent at home, and a diminished sense of independence resulting from heightened reliance on parental figures, eventually resulting in deviant behaviors (Prastiwi 2021). According to Purwanto et al.(2020), using online learning poses challenges for students regarding their ability to absorb information effectively. The primary factor contributing to students' feelings of stress in online schooling is the combination of insufficient understanding of the subject matter and the limited time available for completing assignments (Oktawirawan 2020).

Students' psychological state indicates that the pandemic has had a significant psychological impact on them, as negative emotions are more prevalent than positive ones. Students ag Grade XI have attended online school for more than a year, so new students do not know their classmates, instructors, or school environment. As a result, new students face more significant difficulties adjusting to this situation. Most adolescent students' developmental tasks, particularly the search for identity, take place in the school setting. Rapid physical and mental development during adolescence necessitates mental adjustments and the formation of new attitudes, values, and interests. Adolescence is distinguished by a period of swift physical and cognitive growth, necessitating psychological adaptations and the establishment of new perspectives, principles, and passions (Hurlock 2011). The discrepancy between the roles and interests of adolescents and the expectations of their social group can potentially give rise to new problems within the surrounding environment.

SMA X, similar to other educational institutions in Indonesia, has been impacted by the ongoing pandemic. The findings from interviews conducted with teachers specializing in Guidance and Counseling revealed that many students in the eleventh grade encountered psychological problems. The pandemic situation further intensified this issue, leading to a sense that the problems were too much for the school to handle. SMA Negeri 1 Ngemplak attempted to mitigate the psychological problems among its students through personalized student communication, home visits, parental communication, and counseling sessions. However, the outcomes have not exhibited substantial positive changes as the problems persist.

Many students encounter many kinds of challenges, including (1) a lack of clarity regarding their educational objectives, as evidenced by the numerous complaints from students about online schooling. (2) Students often struggle to establish positive connections with their immediate surroundings, frequently embroiled in conflicts with teachers and parents. (3) Students' ability to cultivate independence is hindered, as they frequently rely on external assistance to complete their academic tasks. (4) Personal growth is disrupted as students exhibit a reluctance to engage openly with novel experiences, such as the transition to online schooling. (5) Students exhibit a lesser capacity to adapt to their circumstances, as evidenced by their frequent complaints regarding the current pandemic, which hinders their physical ability to attend school. (6) Students demonstrate a diminished ability to effectively navigate their surroundings, as indicated by their lack of effort in capitalizing on the educational opportunities provided by their teachers, resulting in suboptimal learning outcomes in many students.

Based on the problems students encounter, it is possible to determine whether they experience a lesser psychological well-being or low psychological well-being. According to Ryff (1989), psychological well-being is a person's ability to develop six aspects of psychological well-being: the ability to interpret his life goals, the ability to build positive relationships with others,

independence, good personal growth, the ability to accept himself and his living conditions, and the ability to control his environment to suit him. Promoting psychological well-being in adolescents allows the cultivation of positive emotions, leading to increased levels of life satisfaction and happiness. Additionally, psychological well-being serves as a protective factor against the development of depression and deviant behavior among adolescents (Akhtar and Boniwell, 2010). Hence, enhancing and sustaining psychological well-being holds significant importance, particularly among adolescent students, as it aids in cultivating positive emotions and mitigating the risk of more severe mental health issues, such as depression.

Mindfulness training, emotional intelligence training, peer group counseling training, and other training are among the many efforts designed to improve adolescents' psychological well-being in Indonesia. However, no game-based training has been specifically designed to enhance adolescents' psychological well-being. Researchers employ The Hexa Personality Method, a series of programs designed to enhance students' psychological well-being. The Hexa Personality refers to six aspects of personality that must be developed in order to improve psychological health. 'The Hexa' means six, and 'Personality' is an abbreviation of Ryff's (1989) six aspects of psychological well-being: purpose in life, positive relationships with others, self-reliance, personal development, self-acceptance, and environmental mastery. This alternative solution employs Bronfenbrenner's ecological system approach (Kloos et al. 2007), demonstrating that individuals are affected by their environment. That is why the treatment in this study using The Hexa Personality Method targets not only students but also the students' environment, including parents, instructors, and the school environment.

This study aims to examine the efficacy of the hexa personality method in enhancing and sustaining students' psychological well-being by fostering the development of six dimensions of psychological well-being. An additional objective is to impart knowledge and foster comprehension among students, parents, teachers, and the school environment regarding psychological well-being.

Method

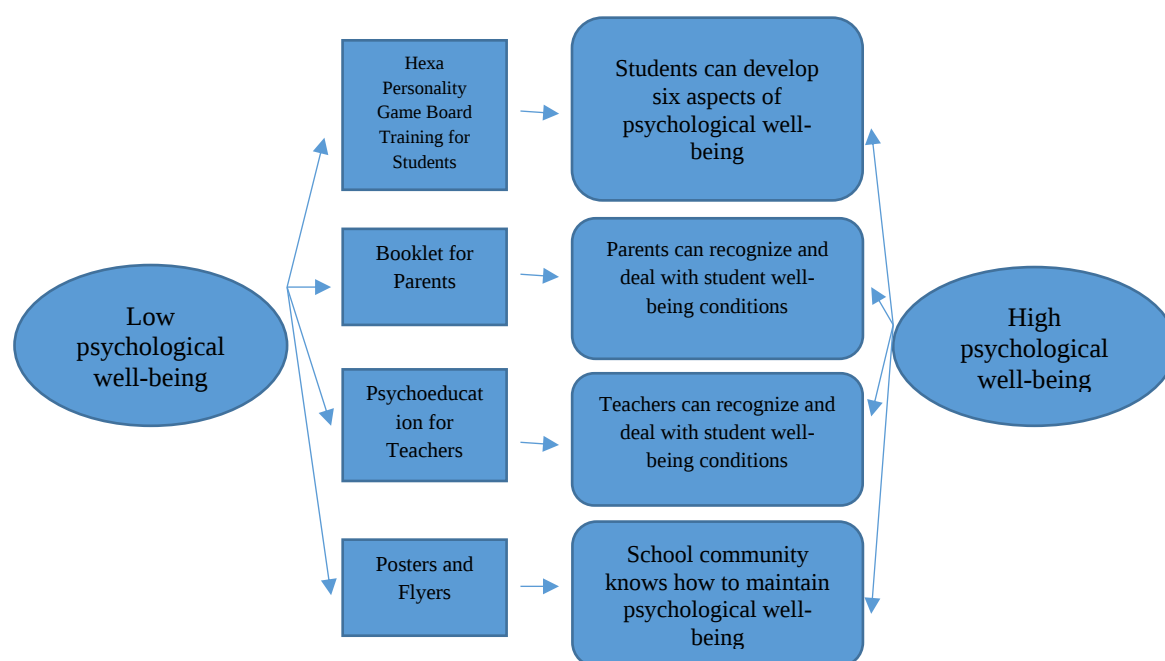


Figure 1. Thinking Framework

The study sample comprised six high school students in the eleventh grade exposed to the Hexa Personality Method to enhance their psychological well-being. The research sample was acquired by implementing a psychological well-being screening, wherein a subset of 6 students exhibiting the lowest scores on the psychological well-being scale (PWB-18) was purposefully chosen.

The treatment consists of game-based psychological well-being instruction. The Hexa Personality Games Board is a board game and deck of cards based on psychological aspects of daily life. These cards provide students with scenarios in which to apply psychological well-being concepts. The Hexa Personality Games Application is then distributed to students so they can play it at home.



Figure 2. The Hexa Personality Games Board

Screening/pre-test administered at the direction of the guidance counselor by distributing the link to the Google form pre-test through the class's WhatsApp group. Fifty respondents of students in grade XI followed the pre-test. The pre-test utilized an adapted version of the Psychological Well-Being-18 (PWB-18) scale by Ryff, C. D., and Keyes (1995). The Cronbach Alpha value for the translated PWB-18 scale indicates a reliability of 0.909, indicating that the scale is suitable for measurement. The PWB-18 scale comprises a total of 18 statements, each accompanied by a range of 7 answer choices. These choices include options such as "highly suitable," "suitable," "somewhat suitable," "usual," "somewhat unsuitable," "not suitable," and "highly unsuitable." The purpose of administering a pre-test is to conduct an initial screening process, whereby six students who fall within the low to medium-low psychological well-being categories are selected as participants for The Hexa Personality for Students Training program.

Implementation the present stage involves implementing six distinct programs, each encompassing six dimensions of psychological well-being as proposed by Ryff (1989). Detail metode pelaksanaan tersaji dalam Tabel 2.

1. The Hexa Personality for Students training seeks to cultivate six aspects of students' psychological well-being. Training is a learning process that focuses more on practice than theory, can be conducted individually or in groups, and seeks to improve skills in specific areas (Santoso 2010). The training session was attended by six students who participated in order to address the specific requirements of players in The Hexa Personality Games Board, which served as the central focus of the training. Additionally, the Hexa Personality Games Application can be distributed to students via the application Playstore link [https://play.google.com/store/apps/details?id=com.medianusa.hexapersonality.The application aims to promote](https://play.google.com/store/apps/details?id=com.medianusa.hexapersonality.The+application+aims+to+promote) students' psychological well-being.

2. The Hexa Personality psychoeducation for Teachers incorporates various teaching methods, including lectures, brainstorming sessions between the teacher and the speakers, question and answer sessions, and discussions. Walsh (2010) asserts that psychoeducation is an educational process that aims to address specific challenges individuals or groups face, taking into account their developmental stage. This psychoeducation program seeks to educate teachers about the significance of attending to students' psychological well-being. By doing so, teachers will be better equipped to address students' needs following their psychological well-being.
3. The Hexa Personality Booklet for Parents, aimed at promoting mental health, is distributed digitally to students' parents through the WhatsApp group's homeroom teacher. Health promotion aims to modify individuals' behaviors and the surrounding environment in order to enhance overall well-being (Mubarak, 2007). This health promotion initiative seeks to educate parents of students about psychological well-being and effective strategies for addressing their children's needs based on their individual psychological well-being.
4. The fifth program promotes mental health by distributing The Hexa Personality Flyer through the school's Instagram platform. This initiative intends to ensure that all school community members have access to and can effectively utilize psychological well-being tips.

Data processing was conducted using the PWB-18 scale, administered during the pre-test, post-test, and follow-up stages. The data analysis employed descriptive analysis, which considered the changes in scores and was complemented by qualitative data. Descriptive analysis is a statistical approach used to analyze data by presenting a description of the collected data without aiming to draw general conclusions (Sugiyono 2017). Qualitative data were collected through questionnaires and students' daily journals.

Results

The analysis of six students revealed that their psychological well-being improved after receiving training. Furthermore, after two weeks of playing the Hexa Personality Games Application, students' psychological well-being was sustained and stable.

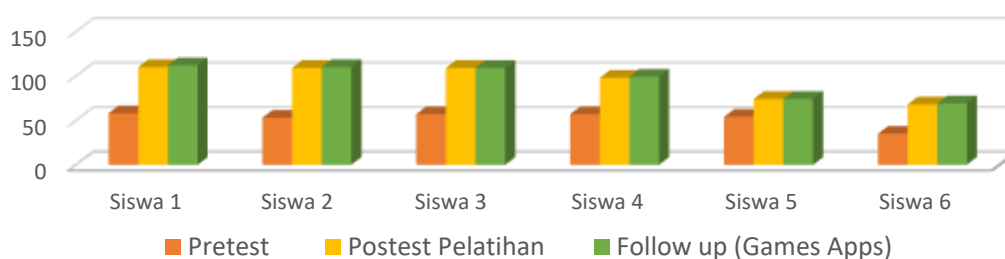


Figure 3. Chart of Student Psychological Well-Being

The categorization of student well-being levels can be seen in the following table:

Table 1. Categorization of Students' Psychological Well-Being Levels

Student Psychological Well-Being Score	Category
< 36	Low
36-108	Medium
>108	High

Student 1 achieved a psychological well-being score of 58 on the pre-test, indicating a moderate level. After receiving training in the post-test, the score increased to 110, categorized as high level. The follow-up score of games apps experienced a modest increase to 112, placing it within the high category.

Student 2 obtained a psychological well-being score 53 on the pre-test and is classified as moderate. However, the score increases by 109 on the post-test, placing it in the high category. Subsequently engaging with gaming applications, a notable rise of 110 units was observed, indicating a relatively substantial increase.

Student 3 achieved a psychological well-being score of 57 on the pre-test, indicating a classification in the medium-low category. The training resulted in a significant increase, as evidenced by the high post-test score of 109. Students' psychological well-being remains stable after playing game apps, as evidenced by a high score of 109 in both the post-test training and follow-up game apps.

Student 4 obtained a psychological well-being score of 57 on the pre-test, indicating a classification in the medium-low category. The score increased to 98 in the post-test and was categorized to a medium-high category of 98 on the post-test. Subsequently, a modest rise in performance was observed following engagement with game applications, as indicated by a follow-up score of 99, which was categorized as moderately high.

Student 5 obtained a psychological well-being score of 47 on the pre-test and is classified as medium-low. Following the completion of the training, there has been a significant increase of 74, which can be categorized as medium-high. Playing game apps positively impacts students' psychological well-being, resulting in a score of 74.

Student 6 scored low on psychological well-being, scoring 35 on the pre-test. The post-test score for training increased by 68 points, falling within the medium-low category. This improvement was observed after playing game apps, resulting in a score of 69, also falling within the medium-low category.

Discussion

The results also demonstrate that the Hexa Personality technique can increase all six aspects of psychological well-being in an equivalent manner. The following chart provides visual evidence of this point.

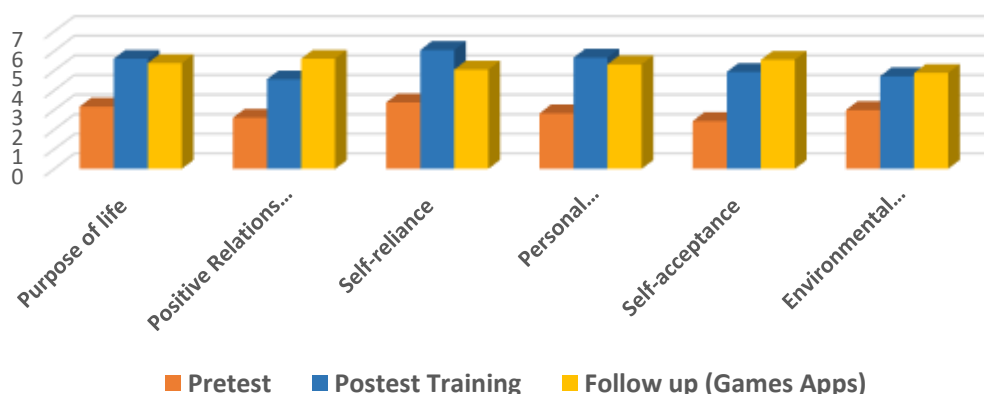


Figure 4. The Average of Six Aspects of Student Psychological Well-Being Chart

The students' purpose of life increased after the intervention but slightly decreased after two weeks while remaining in the moderate category. The pre-test data indicates that the average score for the aspect of life goals among six students is 3.17. The students' purpose of life significantly increased to 5.61 after receiving training but decreased to 5.39 two weeks later. This condition is considered sustainable but requires ongoing reinforcement through health promotion efforts. The purpose of individuals is to enhance their resilience towards obstacles, stress, and tension through proactive behavior, drawing from past experiences, and engaging in social learning (Kashdan and McKnight, 2009)

After receiving training, the aspect of **positive relationships with other** individuals increased from 2.61 to 4.56 for the six students. The score for this aspect experienced a notable increase to 5.61 after two weeks, following the implementation of The Hexa Personality Games Application among students. This study demonstrates that psychological well-being in students can improve significantly through training and continue to increase even after two weeks with the Games application. Board games and app games provide platforms for students to develop interpersonal connections, thereby facilitating the cultivation of relationship-building abilities. Nahar (2016) proposes that behavioristic theory can be utilized to enhance student behavior by focusing on the interaction between stimulus-response, environmental influences, and habituation in the learning process.

The initial **self-reliance** aspect score of the six students was 3.39. Following the training, it increased to 6.06. However, two weeks later, it decreased to 5.06. The Hexa Personality method can enhance student independence, but its effectiveness may diminish over time due to the influence of cognitive development stages established during childhood, which are closely tied to the understanding of the importance of independence (Brown and Desfroges, 2013)

The personal development aspect of the six students initially averaged 2.83. Following training, the scores significantly increased to 5.67 but experienced a slight decline two weeks later. Personal growth undergoes changes as individuals mature within supportive environmental conditions (Bauer and McAdams, 2004). The home and school environments are anticipated to facilitate the continued personal development of students.

Students' levels of **self-acceptance** have risen from 2.44 to 4.94 after receiving training. The self-acceptance aspect score increased to 4.89 after administering the intervention to students for two weeks using the Hexa Personality Games Application. Students participate in The Hexa Personality socialization event to discuss the profound experience of self-acceptance below:

" At first, I was like, Whoa, online schooling is too much for me to handle!" But then, after some training, I can figure out what I'm good at and what I need to work on. And It made me feel way better." (Subject 5)

According to research by Jong and Wang (2009), student acceptance of web-based learning substantially affects behavioral intentions. The findings of this study are consistent with student acceptance of online learning. Additionally, this affects the students' emotional health and well-being as a whole.

The initial **environmental mastery aspect** score of the six students was 3. After receiving training, their score increased to 4.72 and further increased to 4.89 two weeks later. This aspect is a recently overlooked skill among students. According to a student, he had consistently provided cheat sheets to his friends, unable to refuse their requests. Following the training, the individual demonstrated the ability to engage friends in collaborative assignment work, thereby refraining from engaging in academic dishonesty, despite the numerous opportunities for cheating in online learning. Environmental mastery and self-acceptance both play significant roles in shaping the overall harmony experienced in one's life (Gracia, Nima, and Kjell, 2014)

The questionnaire includes inquiries regarding the outcomes of The Hexa Personality Training. The study's findings indicate that most students, specifically 6 out of 7, demonstrated a

correct understanding of psychological well-being as defined by Ryff (1989). One student provided a response encompassing various aspects of personal development, including determining life goals, self-acceptance, self-improvement, fostering positive relationships, cultivating independence, and effectively managing one's life and surroundings. These results demonstrate that students develop an understanding of psychological well-being.

Consistent with the post-test results and questionnaire responses, the students' My Daily Journal indicated positive advancements in the six dimensions of students' psychological well-being. In a student's Daily Journal, an incident occurred where the student overslept and woke up in the afternoon, causing them to be late for their online school. Consequently, the student experienced worry and hurriedly joined the Google Meet platform to attend the class. This result suggests that students have successfully cultivated environmental mastery, which refers to their ability to capitalize on the available opportunities in their surroundings. Students develop the ability to understand their educational objectives, specifically acquiring knowledge through teacher instruction.

Analysis of Knowledge about Psychological Well-Being in the Student's Surrounding Environment

According to the results presented above, the contribute The Hexa Personality Method into three categories: psychological, social, and educational.

Table 2. Contribute The Hexa Personality Method

Aspect	Benefit
psychological	Students are adaptable in various educational settings, including online and offline schools. Regardless of whether online or offline schooling is continued, students' psychological well-being can be affected. Students' psychological well-being is enhanced when parents and school staff possess the knowledge and skills necessary to effectively support students who may be experiencing challenges in their well-being.
Social	Despite the presence of social restrictions and social distancing policies, students can still engage in social activities effectively. Students can exhibit self-reliance and exercise control over their environment. Parents have the capacity to address their children's psychological well-being based on their characteristics. Teachers and other school personnel exhibit effective interpersonal skills due to their psychological well-being traits. The positive relationship is becoming more interconnected.
Educational	Students interpret the purpose of attending school in order to approach their studies with seriousness and maximize their efforts until they have achieved the desired learning outcomes. Enhancing mental health awareness among students, parents, and school community members to promote a better understanding of psychological well-being.

Result to teachers the data were obtained from the questionnaire. According to the psychoeducation program evaluation results conducted via a Google Form, teachers reported that The Hexa Personality Psychoeducation Program successfully enhanced their understanding of students' challenges during the online learning period. Additionally, the program effectively

increased teachers' knowledge of how to effectively support students, particularly those with low psychological well-being. Teachers desire an increased frequency of psychoeducation programs. In addition to academic considerations, the teacher acknowledges the significance of attending to students' psychological well-being in order to foster their overall well-being.

Result to parents; the data were collected during socialization opportunities. A parent disclosed that The Hexa Personality Booklet provided insight into their children's challenges during the pandemic, enhancing their understanding of psychological well-being. Additionally, he acquired the skills to effectively interact with children during the Covid-19 pandemic, which exacerbated these issues.

Conclusion

The Hexa Personality method has the potential to assist SMA X in addressing the psychological well-being challenges faced by students with lower levels of well-being. The Hexa Personality Training and the Hexa Personality Games Application have been designed to enhance students' psychological well-being by enabling them to develop various aspects of their mental health. By engaging with these tools, students can experience an increase in their psychological well-being, which can be sustained over time. Parents, teachers, and the school environment must understand psychological well-being to effectively address students' needs in accordance with their individual psychological well-being profiles.

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