



**INFLUENCE OF FAMILY FUNCTIONING AND RESILIENCE ON
PSYCHOLOGICAL WELL-BEING AMONG STUDENTS
AT PUBLIC HIGH SCHOOLS IN SIAK DISTRICT,
RIAU, INDONESIA**

By

MONA DESRIANTY

**Thesis Submitted to the School of Graduate Studies, Universiti Putra
Malaysia, in Fulfilment of the Requirements for the Degree of
Master of Science**

June 2022

FPP 2022 56

COPYRIGHT

All material contained within the thesis, including without limitation text, logos, icons, photographs, and all other artwork, is copyright material of Universiti Putra Malaysia unless otherwise stated. Use may be made of any material contained within the thesis for non-commercial purposes from the copyright holder. Commercial use of material may only be made with the express, prior, written permission of Universiti Putra Malaysia.

Copyright © Universiti Putra Malaysia



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfillment of the requirement for the degree of Master of Science

**INFLUENCE OF FAMILY FUNCTIONING AND RESILIENCE ON
PSYCHOLOGICAL WELL-BEING AMONG STUDENTS
AT PUBLIC HIGH SCHOOLS IN SIAK DISTRICT,
RIAU, INDONESIA**

By

MONA DESRIANTY

June 2022

Chairman : Associate Professor Norlizah binti Che Hassan, PhD
Faculty : Educational Studies

Nowadays, there is increasing interest in research focusing on psychological aspects of a person which play a major role in a person's life. In the educational context, student well-being is one of the main factors which influence his or her learning process. This study aims to examine the relationship between family functioning, resilience, and psychological well-being of students at a public high school in Siak District, Indonesia. Besides, this research was to determine whether there is an influence as well as significant differences on family functioning and resilience towards the psychological well-being among male and female high school students. In this study, a descriptive correlational study has been conducted which involves a total of 342 respondents. These respondents have been selected through cluster random sampling. The result shows that the students are found to have a medium level of family functioning, resilience, and psychological well-being. However, there is no difference in family functioning, resilience, and psychological well-being between male and female students. Besides, it is found that family functioning and resilience are significantly correlated with psychological well-being. This research only focuses on secondary school students on 4 randomly selected schools in Siak District, Indonesia who are around 15 – 17 years old. So, it may not be suitable to be generalized for all secondary school students in other provinces of Indonesia or nationwide. This study implies that for a student to successfully cope with any psychological problems, they need a functional family with affective involvement, good communication as well as the ability to regulate their behaviours properly. Schools with the support of the education office need to promote the psychological well-being of school residents through sustainable programs, teacher leadership counselling guidance, and parental participation.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia
sebagai memenuhi keperluan untuk ijazah Master Sains

**PENGARUH KEFUNGSIAN KELUARGA, DAYA TAHAN TERHADAP
KESEJAHTERAAN PSIKOLOGI DALAM KALANGAN SISWA SEKOLAH
MENENGAH DI DAERAH SIAK, RIAU INDONESIA**

Oleh

MONA DESRIANTY

Jun 2022

Pengerusi : Profesor Madya Norlizah binti Che Hassan, PhD
Fakulti : Pengajian Pendidikan

Pada masa kini, para penyelidik menunjukkan minat yang tinggi dalam penyelidikan yang memfokuskan pada aspek psikologi seseorang, yang memainkan peranan besar dalam kehidupan seseorang. Sementara itu, kesejahteraan pelajar adalah salah satu faktor utama yang mempengaruhi proses pembelajarannya. Kajian ini bertujuan untuk mengkaji hubungan antara fungsi keluarga, ketahanan, dan kesejahteraan psikologi pelajar di sekolah menengah awam di Kabupaten Siak, Riau, Indonesia. Selain itu, kajian ini bertujuan untuk mengetahui apakah ada pengaruh fungsi keluarga, ketahanan terhadap kesejahteraan psikologi pelajar lelaki dan perempuan sekolah menengah di Siak. Dalam kajian ini kajian korelasi deskriptif telah dijalankan yang melibatkan 342 responden ini telah dipilih melalui persampelan rawak kelompok. Hasil kajian menunjukkan bahawa pelajar didapati fungsi keluarga, ketahanan, dan kesejahteraan psikologi. Walau bagaimanapun tiada perbezaan dalam kefungsi keluarga, ketahanan, dan kesejahteraan psikologi antara pelajar lelaki dan perempuan. Selain itu, didapati fungsi dan daya tahan keluarga berkait rapat dengan kesejahteraan psikologi. Penyelidikan ini hanya tertumpu kepada pelajar sekolah menengah di 4 sekolah yang dipilih secara rawak di Daerah Siak, Indonesia yang berumur dalam lingkungan 15 – 17 tahun. Jadi, ia mungkin tidak sesuai untuk digeneralisasikan untuk semua pelajar sekolah menengah di wilayah lain di Indonesia atau di seluruh negara. Bagi guru, penyelidikan ini berguna untuk mengetahui sama ada fungsi keluarga dan ketahanan pelajar mempengaruhi kesejahteraan psikologi pelajar. Dalam kajian ini, seramai 342 orang responden telah terlibat dan mengambil bahagian. Responden ini merupakan antara sampel yang telah dipilih menggunakan persampelan rawak berkelompok. Terdapat dua analisis yang telah dilakukan bagi menjawab persoalan kajian. Sekolah dengan sokongan pejabat pendidikan perlu meningkatkan kesejahteraan psikologi warga sekolah melalui program lestari, bimbingan bimbingan kepemimpinan guru, dan penyertaan ibu bapa.

ACKNOWLEDGEMENTS

The highest gratitude Allah SWT for His blessing and grace that made the completion of master thesis titled "Influence of Family Functioning and Resilience on Psychological well-being Among Students at Public High Schools in Siak District, Riau, Indonesia." is possible. The author realized that many people have supported the author in completing this study through various means possible. Through this acknowledgement, author would like to express gratitude for:

1. The Dean of School of Graduate Studies (SGS) of Universiti Putra Malaysia (UPM) for the guidance and support in terms of academic permit and other academic requirements needed to complete this master thesis.
2. The Dean of School of Educational Studies of Universiti Putra Malaysia (UPM), Associate Professor Madya Dr.Wan Marzuki Wan Jaafar, for the guidance and support in terms of academic permit and other academic requirements needed to complete this master thesis.
3. My main supervisor, Prof. Madya Dr.Norlizah Binti Che Hassan, who have guided me in completing this master thesis with patience, attention to detail, gentleness, kindness, and highest academic integrity, your support and encouragement have kept me going and determined to complete this master thesis.
4. My co-supervisor, Prof. Madya Dr.Noor Syamilah binti Zakaria, for the suggestion, gentleness, kindness and thorough revision, and support.
5. Special thanks for Prof.Dr.Zulfan Saam,MS And Dra.Hj.Elni Yakub, M.Si from Faculty of Education guidance and counseling University Riau for the advice to complete this master thesis and for the opportunity to pursue Master of Science study in UPM.
6. All faculty members, and staff of School of Educational Studies of Universiti Putra Malaysia (UPM), for the support, knowledge, and encouragements.
7. All teacher and Student At public High School in Siak District, Riau, Indonesia for the help Questionnaire.
8. My Parents Muslim S.T and Rosmini Provided support,Prayers until the completion of my thesis and extended family members, and especially for my Brother and sister Syananda Alizar and Nia Nabilla, for the continuous support and encouragement.
9. My aunty Datin Hj.Hafizahasni Ismail and My Uncle Dato Wan Jamaludin Bin Wan Abdul Malik who has become my 2nd parent while I was studying at UPM.
10. My Other Half Taufik Hidayat and My Kid Asyraf khalid bahr Because of you two, life feels so easy and full of happiness in pursuing my dreams.
11. To all faculty members who participate in UPM Rosannazaki and Alifah help me in everything and who have accompanied and together struggled to graduate together.
12. All my friends Puspa,Otmane,Ahmed,Nabilla,Silva,Riska,Diana,Rindu For the support.
13. And all parties that I could not mention one by one in this acknowledgement.

This thesis was submitted to the Senate of the Universiti Putra Malaysia and has been accepted as fulfilment of the requirement for the degree of Master of Science. The members of the Supervisory Committee were as follows:

Norlizah binti Che Hassan, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Chairman)

Noor Syamilah binti Zakaria, PhD

Associate Professor
Faculty of Educational Studies
Universiti Putra Malaysia
(Member)

ZALILAH MOHD SHARIFF, PhD

Professor and Dean
School of Graduate Studies
Universiti Putra Malaysia

Date: 13 October 2022

Declaration by the Graduate Student

I hereby confirm that:

- this thesis is my original work;
- quotations, illustrations and citations have been duly referenced;
- this thesis has not been submitted previously or concurrently for any other degree at any institutions;
- intellectual property from the thesis and copyright of thesis are fully-owned by Universiti Putra Malaysia, as according to the Universiti Putra Malaysia (Research) Rules 2012;
- written permission must be obtained from supervisor and the office of Deputy Vice-Chancellor (Research and innovation) before thesis is published (in the form of written, printed or in electronic form) including books, journals, modules, proceedings, popular writings, seminar papers, manuscripts, posters, reports, lecture notes, learning modules or any other materials as stated in the Universiti Putra Malaysia (Research) Rules 2012;
- there is no plagiarism or data falsification/fabrication in the thesis, and scholarly integrity is upheld as according to the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) and the Universiti Putra Malaysia (Research) Rules 2012. The thesis has undergone plagiarism detection software

Signature: _____

Date: _____

Name and Matric No: Mona Desrianty

Declaration by Members of the Supervisory Committee

This is to confirm that:

- the research conducted and the writing of this thesis was under our supervision;
- supervision responsibilities as stated in the Universiti Putra Malaysia (Graduate Studies) Rules 2003 (Revision 2012-2013) are adhered to.

Signature: _____
Name of Chairman
of Supervisory
Committee: Associate Professor
Dr. Norlizah binti Che Hassan

Signature: _____
Name of Member
of Supervisory
Committee: Associate Professor
Dr. Noor Syamilah binti Zakaria

TABLE OF CONTENTS

	Page
ABSTRACT	i
ABSTRAK	ii
ACKNOWLEDGEMENTS	iii
APPROVAL	iv
DECLARATION	vi
LIST OF TABLES	x
CHAPTER	
1 INTRODUCTION	1
1.1 Introduction	1
1.2 Background	1
1.3 Problem Statement	3
1.4 Research Objectives	5
1.5 Research Questions	5
1.6 Research Hypotheses	6
1.7 The Importance of The Study	6
1.8 Research Limitation	6
1.9 Conceptual and Operational Definitions	7
1.9.1 Family Functioning	7
1.9.2 Resilience	8
1.9.3 Psychological Well-Being	8
1.9.4 Students	9
1.10 Chapter Summary	9
2 LITERATURE REVIEW	10
2.1 Introduction	10
2.2 Related Theory and Previous Research	10
2.2.1 Family Functioning	10
2.2.2 Resilience Model	12
2.2.3 Psychological Well-Being Model	14
2.2.4 The Differences in Family Functioning, Resilience and Psychological Well-Being between Male and Female	15
2.2.5 Relationship between Family Functioning and Psychology Well-Being	16
2.2.6 Relationship between Resilience and Psychology Well-Being	16
2.3 Theoretical Framework	20
2.4 Conceptual Framework	21
2.5 Chapter Summary	21
3 METHODOLOGY	22
3.1 Introduction	22
3.2 Research Design	22

3.3	Population and Location of the Study	22
3.4	Sample Size and Sampling Procedure	23
3.5	Process of Data Collection	24
3.6	Instrumentation	25
3.6.1	Family Assessment Device (Epstein, Baldwin, and Bishop, 1983)	25
3.6.2	The Resilience Scale (Wagnild and Young, 1990)	26
3.6.3	Ryff's Psychological Well-Being Scale (Ryff, 1988)	26
3.7	Pilot Test	27
3.8	Validity of the Instruments	28
3.9	Reliability of the Instruments	28
3.10	Data Analyses	28
3.11	Normality Test	30
3.12	Chapter Summary	31
4	FINDINGS	32
4.1	Introduction	32
4.2	Descriptive Analyses	32
4.2.1	Demographic Information	32
4.2.2	The Level for Family Functioning, Resilience and Psychological Well-Being	32
4.3	Inferential Analyses	37
4.3.1	The Difference between Male and Female Students for Each Variable	37
4.3.2	Relationship between Family Functioning and Psychological Well-Being	38
4.3.3	Relationship between Resilience and Psychological Well-Being	41
4.3.4	Predictors for Psychological Well-Being among SMAN Students at Siak Sri Indrapura	43
4.4	Chapter Summary	45
5	CONCLUSIONS, DISCUSSION AND IMPLICATIONS	46
5.1	Introduction	46
5.2	Summary of the Study	46
5.3	Discussion	46
5.4	Implications	47
5.4.1	Theoretical Implications	48
5.4.2	Practical Implications	48
5.5	Recommendations	49
5.6	Conclusion	49
5.7	Chapter Summary	50
	REFERENCES	51
	APPENDICES	56
	BIODATA OF STUDENT	74

LIST OF TABLES

Table	Page	
3.1	Examples of FAD Items	25
3.2	Examples of The Resilience Scale Item	26
3.3	Examples of RPWB Scale Items	26
3.4	Means Scores Range for Each Level	27
3.5	Cronbach's Alpha Coefficient	28
3.6	Data Analyses for Study	30
3.7	Skewness and Kurtosis Value for the Variables	31
4.1	Demographic Profiles of the Respondents	32
4.2	Mean Scores for Each Level	33
4.3	Distribution of Mean Scores and Level for Family Functioning	34
4.4	Distribution of Mean Scores and Level for Resilience	35
4.5	Distribution of Mean Scores and Level for Psychological Well-being	36
4.6	Descriptive Analysis between both Female and Male	37
4.7	Test of Homogeneity of Variances	38
4.8	ANOVA Analysis for both Female and Male Students	38
4.9	Pearson Correlation Coefficient between Family Functioning and Psychological Well-Being	39
4.10	Pearson Correlation Coefficient between Subscales of Family Functioning and Subscales Psychological Well-Being	40
4.11	Pearson Correlation Coefficient between Resilience and Psychological Well-Being	42
4.12	Pearson Correlation Coefficient between Subscales of Resilience and Subscales Psychological Well-Being	42
4.13	Beta Value for Psychological Well-Being	43
4.14	Beta Value for Psychological Well-Being	44
4.15	Collinearity value for the variables	45

CHAPTER 1

INTRODUCTION

1.1 Introduction

Human goes through several phases of life. Adolescence is a transition period between childhood and adulthood. Teenagers are in a period of development in which they experience many problems concerning growth and development, especially with the adaptation to the environment. Problems that often occur in adolescent development are intellectual development and emotional development. Emotional resilience is a development that occurs in everybody and emotional changes usually develop faster during early adolescence. Factors that because juvenile delinquency will certainly have an impact on the love that children get.

Studies on adolescent coping have revealed that male and female teens experience and manage stress differently. Female adolescents tend to report more frequent and intense stressful events (Compas, Orosan, & Grant, 1993; Wagner & Compas, 1990) and experience higher levels of stress for a longer duration than do male adolescents (de Anda, 1997).

However, using a hard way to educate children is not a way to go, because it is one of the factors causing juvenile delinquency. Some parents provide a rigorous education in the hope that the child will grow as expected. Doing this can make children feel depressed and become a trigger for children to rebel and commit various delinquents. The main cause of juvenile delinquency is a non-harmonious family. This is due to parents who are often quarrelling and committing domestic violence, which can cause teenagers to perform a variety of naughty behaviours to seek attention.

When the family is not in harmony, the communication between parents and children is in jeopardy. This has become one of the most common causes of juveniledelinquency. A good schools is a schools that will provide experience and best creation for students so that they feel physically and psychologically happy (well-being) because well-being affects almost all aspects of optimization of students' function in schools (Smit et al., 2015).

1.2 Background

Children who have reached the end of adolescence but have not yet reached adulthood are classified as transitional-age kids. This word refers to those who are moving from youth to adulthood and should be between the ages of 16 and 24. They are presented with new challenges, experience new things,

and new locations for the first time, with no prior information and, most likely, no adequate direction. Some of them may be forced to go through this while away from their parents and homes. During this time, their personalities evolve as babies get older. They are also given greater duties and are expected to address and resolve their problems on their own. Furthermore, during this time, adaptive skills are created to deal with physical and psychological changes. (Kaligis et. al., 2021).

Teenagers may lack the ability to control their health when mental health concerns arise during this transition period, making them afraid to seek treatment. This could be due to a lack of mental health awareness among young people, as well as society's expectation that they are completely self-sufficient. This mindset may deter people from seeking counselling or mental health treatment because they are fearful of being judged incapable to handle their problems. Despite the high prevalence of suicidality, anxiety, and depression among this age group, studies show that 60–80% of transitional age youth do not seek counselling. (Kaligis et. al., 2021).

Youth is a unique time for growth and change into adulthood. Expect new difficulties and experiences, as well as greater pressures from new situations, throughout this age. When confronted with a range of issues, some youth will become trapped in the traps of this phase, depending on their coping mechanisms and resilience levels. It's vital to think about the challenges and tensions they've encountered, how they deal with their difficulties, and what they expect from the healthcare system where they seek immediate assistance. This effort could help them finish the phase and mature into completely functional adults.

On the other hand, family functioning is one of the factors that determine one's well-being, especially during adolescence because humans are in an unstable period of their development. Teenagers also experience a lot of conflict and pressures so they still need attention and support from their parents to pass the difficult phases in their life. In the family relationship, there are various studies on well-being. Parenting skills and family functioning have a significant effect on the subject's psychological well-being. Good psychological well-being will appear in an enjoyable situation in the individual's family and the surrounding community. Therefore, students will feel sad, under pressure, and ignored when they do not have strong resilience (Jamie, 2011; Zainah et al., 2014). Girls have more worries about inter-personal relationships, schools demands, family relationships, and personal and social adjustment, and experience more interpersonal difficulties than do boys (Friedman, 1991; Gallagher et al., 1992; Stark et.al., 1989).

The function of a family has an impactful role in a student's psychist, so that student gets happiness (Hassan, Yusoof, & Alavi, 2012). Delinquency is caused by, among others, broken family and unhealthy family relationships because teens still need control from their parents besides the freedom that they desire.

Parental controls needed as a limit in behaviour. When parents do not take a role in children's development process, teens will feel that they do not need their parents.

The family is the smallest unit of the community that consists of the head of the family and its members who gather and live in the same place under one roof and are interrelated to one another. Maryodomo et. al. (2016) found that maintaining or restoring the mood at the moment of stressful situations can help buffer stress and mood pressing so that you can contribute positively to improving psychological well-being. In general, a family consists of a father and a mother. An unhealthy relationship between the husband and wife, on the contrary, will make their children anxious and highly depressive followed by delinquencies. In general, psychological resilience is very important for teenagers because social, biological, and psychological changes experienced by teenagers demand them to be adaptive in the face of problems (Athigi., Athigi & Atighi, 2015). In this study, Sagone et. Al. (2016) also stated that the more resilient adolescents are, the more they will be able to choose a context that suits their needs personal, to see themselves grow and develop, and consider themselves satisfied as well as happy. Further, resilience is psychologically effective to avoid negative emotions such as sadness, anxiety, stress, and depression, in even stressful situations (Connor and Davidson, 2003; Li et al, 2016). So, this study intends to further find out how family functioning and resilience affect public high schools student and their psychological well-being.

1.3 Problem Statement

Recently, in Indonesia in particular, the function of the family is starting to weaken due to social, political, and cultural changes. While the data from the Ministry of Health of the Republic of Indonesia in 2017 show that there was 3.8 per cent of students stated that they had immorality, depression, and divorce. UPT P2TP2A Riau Office summarized data in September 2019 on as many as 130 cases of crime against adolescents. In Indonesia, Research Center Policy in collaboration with the Indonesian Association of Clinical Psychologists to survey 15,840 students. the population of students aged 9–17 years, namely middle, high schools and vocational high schools students who spread over 24 regencies/cities in 12 provinces, namely North Sumatra, Lampung, West Java, Java East, West Kalimantan, South Kalimantan, Maluku, West Nusa Tenggara, East Nusa Tenggara, Papua, South Sulawesi and Central Sulawesi. Each district/city randomly selected 16 schools consisting of 4 elementary schools, 4 junior high schools, 4 high schools, and 4 vocational schools. The survey was conducted in November 2013.

In 2020, there are mental difficulties, and endurance inhibiting life functions, such as feelings of sadness, fear, anger, disappointment, and not excited. At a more severe level, mental difficulties with emotional endurance can develop into more serious disorders, such as anxiety, depression, and even a desire to commit suicide. Meanwhile, behavioural disorders can be manifested through the

emergence of negative behaviours in children, such as denying/disobeying, damaging goods, ditching, and disturbing others. At a more severe level, behavioural disorders can be manifested in attacking behaviours both directed at others' aggressive behaviour and self-harm.

Meanwhile, Kaligis et al. (2021) showed that more than 90% of students expressed financial and academic challenges, as well as feelings of loneliness, in a cross-sectional study comprising 393 Indonesians aged 16–24 years. The most frequent mental health concern among students was anxiety (95.4 per cent). The majority of the students, ranging from 90% to 96.4 per cent, adopted positive coping techniques. Self-harm and suicidal thoughts were expressed by over half of the participants. All of this transformation and growth have ramifications for those kids. People who have difficulty adjusting to this stage of life are at risk of acquiring mental and physical health issues. Resilience could be a significant obstacle to overcome. Those that are resilient have adaptive coping skills when challenged with hurdles and issues. People with strong resilience can bounce back from setbacks and make the necessary adjustments, using the difficulties they've faced as learning tools to help them deal with future problems. Poor resilience, on the other hand, can lead to long ruminations, feelings of overwhelm, and the employment of unhealthy coping mechanisms. Substance abuse, mental disease, and self-harm are all possibilities. Misuse of alcohol and drugs can be utilised as maladaptive coping mechanisms to avoid facing issues. Depression, bipolar disorder, anxiety, schizophrenia, and other forms of psychosis are all possibilities. Given the high prevalence of mental health disorders among transitional-age children and the current treatment gap, taking steps to prevent and mitigate these issues is critical. (Kaligis et. al., 2021).

The data from UNICEF (2015) shows that violence against fellow teenagers in Indonesia is estimated at 50 per cent. KPAI handled 1,885 cases in the first semester of 2018. From that number, children faced with the law (ABH) such as depression, free sex, and immorality are the majority of cases faced by the teenager. In these cases, 23.9% of the teenagers are imprisoned in the Special Prison for Children (LPKA) for stealing, 17.8% for drug abuse, 13.2% for indecent acts, and the rest for other types of misconduct. In this case, KPAI highlighted ABH's parenting. KPAI argues that there are mistakes in the parental supervision of children. There are minimum activities that parents have done with their children which become a weakness in daily supervision. For example, parents can ask about the children's activities during dinner. During the unstable emotional period of a teen, a functional family is needed in solving their problems (Hassan, et al., 2012). Due to the complex skills that have to be achieved by children, not all of the knowledge can be delivered by parents, therefore children are sent to schools.

Nevertheless, education in the family is the basic or the cornerstone for children (especially in personality development) to enter the next stage of education. This way, education in the family will guide children to the intellectual, emotional, and spiritual quotient.

Meanwhile, as for the research gap, the researcher found that there is a lack of studies that focus on the association of family functioning, resilience and psychological well-being of high schools students in rural areas in Indonesia, especially in the Siak regency. So, this study intends to explore more about the students' situations and conditions in Siak Sri Indrapura. In 2019, the Governor of Riau, Mr Syamsuar, appreciates the quality of education in Riau province along with the number of achievements achieved by students in Riau from all districts and municipalities in education, technology, O2SN, and sports (Kadisdik, 2019).

The local government with the proactive stakeholders encouraged the advancement of education. So, the researcher found that it is important to study the students' well-being factors in this region.

1.4 Research Objectives

1. To identify the level of family functioning, resilience and psychological well-being among students at Public High Schools in Siak District Riau, Indonesia.
2. To identify the significant differences in family functioning, resilience and psychological well-being between male and female students at Public High Schools in Siak District, Riau, Indonesia.
3. To examine the significant relationship between family functioning and psychological well-being among students at Public High Schools in Siak District, Riau, Indonesia.
4. To examine the significant relationship between Resilience and Psychological Well-being among students at Public High Schools in Siak District, Riau, Indonesia.
5. To find out the predictors for Psychological Well-Being among students at Public High Schools in Siak District, Riau, Indonesia.

1.5 Research Questions

1. What is the level of family functioning, resilience and psychological well-being among students at Public High Schools in Siak District Riau, Indonesia?
2. What are the differences between family functioning, resilience, and psychological well-being among male and female students at Public High Schools in Siak District Riau, Indonesia?
3. What is the relationship between family functioning and psychological well-being among students at Public High Schools in Siak District Riau, Indonesia?
4. What is the relationship between resilience and psychological well-being among students at Public High Schools in Siak District Riau, Indonesia?

5. What are the predictors for Psychological Well-Being among students at Public High schools in Siak District, Riau, Indonesia?

1.6 Research Hypotheses

- Ha1: There are significant differences in family functioning, resilience, and psychological well-being between male and female students at Public High Schools in Siak District, Riau, Indonesia.
- Ha2: There is a significant relationship between family functioning and psychological well-being among students at Public High Schools in Siak District, Riau, Indonesia.
- Ha3: There is a significant relationship between Resilience and Psychological well-being in among schools students at Public High Schools student in Siak District, Riau, Indonesia.
- Ha4: The Resilience and Family Functioning are the predictors for Psychological well-being in Public High Schools students in Siak District, Riau, Indonesia.

1.7 The Importance of The Study

This study is conducted to contribute toward related organization and academic purposes. This study aims to add to the body of knowledge and information especially on education on children's character development, especially on the importance of family functioning, resilience, and psychological well-being in High Schools students. This study can also be used as a reference and source of information for future studies.

Teachers of High Schools in Siak will gain information and knowledge on the relationship between the resilience and psychological well-being of their students.

The knowledge in education and provide an overview and explanation to teachers and the ministry of education as a contribution to improving the quality of high schools education. Besides, this study can be a reference for other research related to family functioning, resilience or psychological Well-Being. This study may help other researchers to understand more about how family functioning, Resilience may contribute to psychological well-being, especially among students.

1.8 Research Limitation

This study is only focusing on secondary schools students on 4 randomly selected schools in Siak District, Indonesia who are around 15 – 17 years old.

So, it may not be suitable to be generalized for all secondary schools students in other provinces of Indonesia or nationwide. On the other hand, there is some limitation in data collection due to the Covid-19 pandemic situation in Indonesia.

1.9 Conceptual and Operational Definitions

There are two types of definitions in this study which are conceptual and operational. In conceptual definition, the concepts and big ideas of a variable are defined. Conceptual definitions are useful in understanding how a variable is related to and works with other variables. Meanwhile, the operational definition explains the method used to measure the variables.

1.9.1 Family Functioning

Family functioning is an association of two or more people in one house who lives together in an emotional and happy attachment. Each individual has their role as a part of a family (Fatimah, 2010). Family functioning is a measure of the father, mother, and children's role in how a family operates as a unit and how family members interact with each other. This reflects the parenting style of mother and father, family conflict, and the quality of the family relationships. Family function affects the capacity of the health and psychological well-being of its members.

A family is defined as a group of people who live in a house that still has kinship or blood relations due to marriage, birth, adoption and so on. Education starts from family, the family is the first that educates children in their childhood (Zuyun Nela, 2013). When we have a problem, the family will always be with us. Family always finds a solution to solve our problem, sometimes we made them disappointed and sad, but they always forgive us. Family is our place to complain about the difficulties in life. When we have a problem, when we want to share happiness, we can share it with family.

Family functioning teaches the foundations in the life of a kid before he/she socializes with the social environment. Family problems refer to the ability of a family to solve problems and maintain effective family functioning. Even though all behaviour can be considered as a form of communication, only verbal communication is selected because it can be measured systematically and accurately compared to non-verbal communication. Similar to the problem-solving dimension, communication is also categorized into two areas: instrumental and affective.

As for the operational definition of family functioning in this study, the researcher focused on defining it by looking at seven domains which are problem-solving, communication, roles, affective responsiveness, affective involvement, behaviour control and general functioning.

1.9.2 Resilience

As for conceptual definition, resilience is an effort to rise and survive and recover (Carolina D. Thompson, 2008; Al Siebert, 2005). Vakola et al. (2004) state that resilience is affected by several factors; among other genetics that is triggered by various forms of emotions. Resilience is a form of physical resilience, self-care resilience, emotional resilience, and optimistic resilience that can be learned. According to Azman (2014) in Block and Lyons (1996), resilience is the adaptability in maintaining internal and external pressures that come to an individual.

According to Werner & Smith (1992, 1982), resilience is the ability to deal with the obstacles in life. Resilience protects somebody from negative activities, such as fighting, hostage-taking, beating and more (Salami, 2010). Noran Fauziah et al. (2009) mention that resilience is a condition when someone strength to think and decide on positive action for the future, while someone with no resilience will find it hard to choose positive actions (Jamie, 2011; Zainah et al., 2015). Resilience is an ability of self-defence in protecting oneself from being trapped in a condition that causes more stress which can affect their mindset negatively.

Resilience is essentially the ability to adapt when faced with adversity and significant amounts of stress and to return to your equilibrium. Everyone has resilience. This resilience can be tested by any number of situations-trauma, tragedy, health issues, relationship issues, problems at work, problems at schools and others. If someone is resilient, it doesn't mean they don't face adversity; rather they are skilled at being able to adapt to the circumstances and continue moving forward. As for the operational definition of resilience in this study, the researcher focused on defining it by looking at four domains which are the affirmation of self, self-reliance, autonomy or diligence and optimism.

1.9.3 Psychological Well-Being

As for conceptual definition, psychological well-being is an individual ability to accept themselves (self-acceptance), to form a warm relationship with other people (positive relationships with others), to develop independence in facing social pressure (autonomy), to control the external environment (environmental mastery), to own a purpose in life (purpose in life), and to realize their potential continuously (personal growth) (Ryff, 1989). This is different from Hurlock (in Snyder and Lopez, 2002) who defines psychological well-being as achievement, love, and acceptance.

One of the forms of well-being that is relevant for adolescent development is psychological well-being, as found by Akhtar (2009). Psychological well-being is a state of feeling the joy of life and becoming an independent and good person who can develop positive relations with others. Psychological well-being is the state of an individual that is marked with a feeling of joy, satisfaction in life, and

showing no signs of depression. The condition is affected by the positive psychological function of the individual: self-acceptance, positive social relationships, a purpose in life, personal growth, and environmental mastery. Psychological well-being is a form of happiness, wellness, hope, thought, and anxiety (Bolang, B.D.A. 2012:13). Psychological well-being is an important element in human life (Asmawati Desa, Asmah Ahmad, & Zaini Sharkawi, 2009).

In this study, the operational definition for Psychological Well-being is defined by measuring subscales related to life satisfaction and happiness index. It is measured by looking at six subscales that are associated with psychological well-being which are Autonomy, Environmental Mastery, Personal Growth, Positive Relations with Others, Purpose in Life and Self-Acceptance.

1.9.4 Students

The definition of a student in the Indonesian Dictionary is a person/child that's learning (studying, going to schools). According to Ali (2010), a student is a child who is specifically handed over by parents to participate in learning held at schools to become human beings who have knowledge, skills, experience, personality, morality and independence so that they become qualified human beings following the objectives of national education. Student takes education to achieve a bright future. They are a component of input in the education system which then went through the education process to be crafted into quality individuals according to the national education goals. A student has the responsibility to study because what they learn at schools will determine their future. After all, what they will achieve is solely to make parents and family happy.

In this study, the operational definition for students is for 16-17 years old students studying at high schools, which are in Siak Sri Indrapura. There are 14 public senior high schools in Siak Sri Indrapura district, and all the students here are among the subjects of the population.

1.10 Chapter Summary

In this chapter, the background and problem statement for this study is being discussed. In addition, objectives and research questions for this study have been identified. Meanwhile, the significance and the definition of the variables of this study are also presented.

REFERENCES

- Amelia, S., Asni, E., & Chairilisyah, D. (2014). Gambaran ketangguhan diri (resiliensi) pada mahasiswa tahun pertama fakultas kedokteran universitas riau (Doctoral dissertation, Riau University).
- Amran Hassan, Fatimah Yusooff dan Khadijah Alavi. (2012). Keluarga Sehat Melahirkan Komuniti Sejahtera. *Geografia Malaysia Journal of Society and Space*, 8(5), 51–63.
- Carris, M. J., Sheeber, L., & Howe, S. (1998). Family rigidity, adolescent problemsolving deficits, and suicidal ideation: A mediational model. *Journal of Adolescence*, 21(4), 459–472.
- Compas, B. E., Orosan, P. G., & Grant, K. E. (1993). Adolescent stress and coping: Implications for psychopathology during adolescence. *Journal of adolescence*, 16(3), 331-349.
- Daniel T.L. Shek. (2002). Family Functioning and Psychological Well-Being, Schools Adjustment, and Problem Behavior in Chinese Adolescents with and without Economic Disadvantage. *The Journal of Genetic Psychology*, 163(4), pp. 497-502.
- De Anda, D., Bradley, M., Collada, C., Dunn, L., Kubota, J., Hollister, V., ... & Wadsworth, T. (1997). A study of stress, stressors, and coping strategies among middle schools adolescents. *Children & Schools*, 19(2), 87-98.
- Endah Puspita Sari, Wilda Dahlia. (2018). Family functioning and subjective well-being among adolescents. *Malaysian Online Journal of Counseling*, 5(1), pp. 43-51.
- Farzana Parveen, Shahina Maqbool, Shah Mohd Khan. (2016). Optimism as Predictor of Psychological Wellbeing among Adolescence. *The International Journal of Indian Psychology*, 3 (4), pp. 12 -21.
- Fredrickson, B. L., Tugade, M., Waugh, C., & Larkin, G. (2003). What good are positive emotions in crises? A prospective study of resilience and emotions following the terrorist attacks on the United States on September 11th, 2001. *Journal of Personality and Social Psychology*, 84, 365-376.
- Fredrickson, B. L., & Branigan, C. (2005). Positive emotions broaden the scope of attention and thought-action repertoires. *Cognition & Emotion*, 19, 313–332.
- Friedman, I. A. (1991). Areas of concerns and sources of advice for Israeli adolescents. *Adolescence*, 26, 967–976.

- Flinchbaugh, C., Luth, M., & Li, P. (2015). A challenge or a hindrance? Understanding the effects of stressors and thriving on life satisfaction. *International Journal of Stress Management*, 22, 323-345.
- Folkman, S. & Moskowitz, J. (2000). Positive affect and the other side of coping. *American Psychologist*, 55, 647-654.
- Gallagher, M., Millar, R., Hargie, O., & Ellis, R. (1992). The personal and social worries of adolescents in Northern Ireland: Results of a survey. *British Journal of Guidance and Counselling*, 20, 274–290
- Gaudin Jr, J. M., Polansky, N. A., Kilpatrick, A. C., & Shilton, P. (1996). Family functioning in neglectful families. *Child Abuse & Neglect*, 20(4), 363-377.
- Hassan, A., Yusooff, F., & Alavi, K. (2012). The Relationship between parental skill and family functioning to the psychological well-being of parents and children. In *International Conference on Humanity, History and Society*, 34, pp. 1-10
- Hosein Souri, Turaj Hasanirad. (2011). Relationship between Resilience, Optimism and Psychological Well-Being in Students of Medicine. *Procedia Social and Behavioral Sciences*, 30, pp.1541-1544.
- Hu, T., Zhang, D., & Wang, J. (2015). A meta-analysis of the trait resilience and mental health. *Personality and Individual Differences*, 76, 18–27.
- Hui, E. K. P. (2000). Personal concerns and their causes: Perceptions of Hong Kong Chinese adolescent students. *Journal of Adolescence*, 23, 189–203.
- Isen, A., Daubman, K., Nowicki, G. (1987). Positive affect facilitates creative problem solving. *Journal of Personality and Social Psychology*, 52, 1122-1131.
- Jamie, M. B. (2011). Psychological Factors Associated with Bullying Typologies in a Mental Health Population of Adolescents. Philadelphia College of Osteopathic Medicine Dissertation, Bolton.
- Kaligis, F.; Ismail, R.I.; Wiguna, T.; Prasetyo, S.; Indriatmi, W.; Gunardi, H.; Pandia, V.; Magdalena, C.C. (2021). Mental health problems and needs among transitional-age youth in Indonesia. *Int. J. Environ. Res. Public Health*, 18, 4046. <https://doi.org/10.3390/ijerph18084046>
- Keltner, D. & Bonanno, G. (1997). A study of laughter and dissociation: Distinct correlates of laughter and smiling during bereavement. *Journal of Personality and Social Psychology*, 73, 687-702.
- Matud, M. P., M. López-Curbelo & D. Fortes (2019). Gender and psychological well-being. *International Journal of Environmental Research and Public Health*, 16(19), 3531.

- Mahamood, Y. (2002). Kesehatan dan pencapaian kesejahteraan manusia: Perdampangan sumber- sumber biologikal dengan faktor-faktor psikologikal dan sosial (Health and human well-being achievement: Contiguity).
- McFarlane, A. H., Bellissimo, A., & Norman, G. R. (1995). Family Structure, Family Functioning and Adolescent Well- Being: The Transcendent Influenceof Parental Style. *Journal of Child Psychology and Psychiatry*, 36(5), 847- 864.
- Meichenbaum, D. (2006). How educators can nurture resilience in high-risk childrenand their families.
- Noran Fauziah Yaakub, Fatimah Haron, & Ahmad Jazimin Jusoh (2009). Manual Guru: Pencegahan Buli di Sekolah. Kuala Lumpur: *Utusan Publication and Distributors Sdn Bhd*.
- Olson, D. (2011). FACES IV and the circumplex model: Validation study. *Journal of Marital and Family Therapy*, 37(1), 64–80.
- Ong, A.D., Zautra, A., & Reid, M.C. (2010). Psychological resilience predicts decreases in pain catastrophizing through positive emotions. *Psychology and Aging*, 25, 516-523.
- Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology*, 57(6), 1069– 1081. doi:10.1037/0022-3514.57.6.1069
- Ryff. C. D., dan Keyes, C. L. M. (1995). The Structure of Psychological Well-Being Revisited. *Journal of Personality and Social Psychology*, 69(4), 719–727.
- Ryff, C.D. & Singer. B.H. (2006). Know thyself and become what you are: a eudaimonic approach psychological well-being. *Journal of happiness studies*,9, 13–39.
- Schibli, K., Wong, K., Hedayati, N., & D'Angiulli, A. (2017). Attending, learning, and socioeconomic disadvantage: Developmental cognitive and social neuroscience of resilience and vulnerability. *Annals of the New York Academy of Sciences*, 1396, 19–38.
- Schuman, S.L., Graef, D.M., Janicke, D.M. et al. An Exploration of Family Problem-Solving and Affective Involvement as Moderators Between Disease Severity and Depressive Symptoms in Adolescents with Inflammatory Bowel Disease. *J Clin Psychol Med Settings* 20, 488–496 (2013). <https://doi.org/10.1007/s10880-013-9368-x>
- Seligman, M. E. P. & Fowler, R. (2011). Comprehensive Soldier Fitness and the future of psychology. *American Psychologist*, 66, 82-86.
- Seema Vinayak, Jotika Judge. (2018). Resilience and Empathy as Predictors of Psychological Wellbeing among Adolescents. *International Journal of Health Sciences and Research*, 8(4), pp. 192 – 200.

- Shek, D. T. (2002). Family functioning and psychological well-being, schools adjustment, and problem behavior in Chinese adolescents with and without economic disadvantage. *The Journal of Genetic Psychology*, 163(4), 497-502.
- Simon, J. B., Murphy, J. J., & Smith, S. M. (2005). Understanding and fostering family resilience. *The Family Journal*, 13(4), 427-436. <https://doi.org/10.1177/1066480705278724>
- Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. New York: Oxford University press.
- Stark, L. J., Spirito, A., Williams, C. A., & Guevremont, D. C. (1989). Common problems and coping strategies I: Findings with normal adolescents. *Journal of Abnormal Child Psychology*, 17, 203-212.
- United Nations Economic and Social Council. (2015). *Country programme document: Indonesia*. New York: UNICEF.
- Sharma, V. (2014). Family Environment and Peer Group Influence as Predictors of Academic Stress among Adolescents. *Education*, 3(3).
- Vandewater, E. A., & Lansford, J. E. (1998). Influences of family structure and parental conflict on children's well-being. *Family Relations*, 47, 323-330.
- Wagner, B. M., & Compas, B. E. (1990). Gender, instrumentality, and expressivity: Moderators of the relation between stress and psychological symptoms during adolescence. *American Journal of Community Psychology*, 18, 383-406.
- Werner, E.E., & Smith, R.S. (1992). *Overcoming the Odds: High Risk Children from Birth to Adulthood*. London: Cornell University Press.
- Windle, G. (2011). What is resilience? A review and concept analysis. *Reviews in Clinical Gerontology*, 21, 152-169.
- Wiradhana. (2012). *Komunikasi Efektif Orang Tua dengan Remaja*. BKKBN.
- Wood, D., Harms, P. D., & Vazire, S. (2010). Perceiver effects as projective tests: What your general perceptions of others says about you. *Journal of Personality and Social Psychology*, 99, 174-190.
- Wood, D. & Harms, P. D. (2016). On the TRAPs that make it dangerous to study personality with personality questionnaires. *European Journal of Personality*, 30, 327-328.
- Yoshi Iwasaki & Bryan J. A. Smale (1998) Longitudinal analyses of the relationships among life transitions, chronic health problems, leisure, and psychological well-being, *Leisure Sciences*, 20:1, 25-52, DOI: 10.1080/01490409809512263

Yun Pan, Zhongping Yang, Xiaohong Han, Shisan Qi. (2021). Family functioning and mental health among secondary vocational students during the COVID-19 epidemic: A moderated mediation model. *Personality and Individual Differences*, 171, pp. 1-8.

Zainah Ahmad Zamani, Rohany Nasir, Asmawati Desa, Rozainee Khairudin, Fatimah Yusoff, Siti Hajar Mohamad Yusoff. (2014). Kefungsian keluarga, pengherotan kognitif dan resilien dalam kalangan klien Cure and Care Rehabilitation Centre (CCRC) dan Klinik Cure and Care (C&C). *Jurnal Psikologi Malaysia*, 27: 137-149

Zuyun Nela. (2013). Hubungan antara dukungan keluarga dengan motivasi melanjutkan Sekolah Menengah Kejuruan (SMK). *Jurnal Online*, 5. <http://www.jogjapress.com/>

