



Psychological Well-being of Adolescents in the Aisiyah Kudus Orphanage as Viewed from Social Support and Self-Efficacy

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ABSTRACT:

This study aims to determine the relationship between social support and self-efficacy with psychological well-being among adolescents living in Aisiyah Orphanage Kudus. The participants were 80 adolescents aged 16–22 who had resided in the orphanage for over 10 years. The proposed hypotheses stated that both social support and self-efficacy are positively related to psychological well-being. This quantitative research employed a correlational survey method with purposive sampling. Instruments included three Likert-based psychological scales for each variable. Data were analyzed using multiple linear regression and Pearson correlation through SPSS version 26. The results indicated no significant relationship between social support and self-efficacy with adolescents' psychological well-being, leading to the rejection of both major and minor hypotheses. Nevertheless, most participants were in the moderate category across all variables, suggesting a relatively stable yet suboptimal psychological condition.

Keywords: adolescent, orphanage, psychological well-being, self-efficacy, social support

ABSTRAK:

Penelitian ini bertujuan untuk mengetahui hubungan antara dukungan sosial dan efikasi diri terhadap kesejahteraan psikologis pada remaja yang tinggal di Panti Asuhan Aisiyah Kudus. Partisipan dalam penelitian ini berjumlah 80 remaja berusia 16–22 tahun yang telah tinggal di panti asuhan selama lebih dari 10 tahun. Hipotesis yang diajukan adalah adanya hubungan positif antara dukungan sosial dan efikasi diri dengan kesejahteraan psikologis. Penelitian ini menggunakan pendekatan kuantitatif dengan metode survei korelasional dan teknik purposive sampling. Alat ukur yang digunakan adalah tiga skala psikologis berbasis Likert untuk masing-masing variabel. Analisis data dilakukan dengan regresi linier berganda dan korelasi Pearson menggunakan SPSS 26. Hasil penelitian menunjukkan bahwa tidak terdapat hubungan yang signifikan antara dukungan sosial dan efikasi diri terhadap kesejahteraan psikologis remaja di panti asuhan, sehingga hipotesis mayor dan minor ditolak. Namun, sebagian besar responden berada dalam kategori sedang pada ketiga variabel, menunjukkan adanya kondisi psikologis yang cukup stabil namun belum optimal.

Kata kunci: dukungan sosial, efikasi diri, kesejahteraan psikologis, remaja, panti asuhan.

A. INTRODUCTION

Orphanages are social institutions that play a role in providing protection, care, and guidance to children who need special attention, especially those who are orphaned or abandoned (Gunarsa, 2004). The primary function of an orphanage is to provide a safe environment for children who have lost their families or are facing crises, such as economic difficulties or divorce, to help them achieve a better life (Saputra, 2017). In orphanages, children receive loving care, behavioral guidance based on moral values, and access to adequate formal, non-formal, and informal education (Hayati, 2017).

Based on the 2004 decision of the Minister of Social Affairs, an orphanage is defined as an institution that provides assistance and guidance to orphans, abandoned children, or children who have lost both parents and are experiencing economic difficulties or do not have a family. The main focus of this institution is to ensure the physical and psychological well-being of children, in accordance with the 2017 guidelines of the Ministry of Social Affairs. The responsibilities of orphanages include meeting the physical, mental, and social needs of the children in their care (Mateka et al., 2022). Children and adolescents living in orphanages are given appropriate opportunities to develop their character in ways that support positive growth (Nelson & Kliegman, 1996).

Based on data collected through the SIKS NG Application up to May 2021, 191,696 children are under the care of Child Welfare Institutions (LKSA), such as orphanages, foundations, and shelters. Of this number, 33,085 children are orphans, 7,160 are half-orphans, and 3,936 are both orphaned and half-orphaned, totaling 44,181 children. According to the 2021 report from the Central Statistics Agency, there are 32,783 children being cared for in 607 orphanages

spread across Central Java. One of the regions with the highest number of children in care is Kudus, which has 1,462 children in 13 orphanages.

One of the orphanages in Kudus is the Yatim Putri 'Aisyiyah Orphanage, established in response to various social issues, such as high poverty rates, limited access to education, and the increasing number of abandoned children in the area. Based on observations and interviews with the orphanage staff, it was found that the orphanage cares for at least 44 children, with the majority aged between 10 and 17 years old. Of this number, there are 3 children aged 10 years old, while the remaining 41 are in the adolescent category.

Adolescence is a transitional phase from childhood to adulthood characterized by various biological, cognitive, and socioemotional changes, which generally occur between the ages of 10 and 13 (Santrock, 2014). During this period, individuals experience physical and mental development and growth (Diananda, 2018). Adolescence is also often referred to as a period full of challenges and pressures. The physical, intellectual, and emotional transformations that occur in individuals during this period can cause feelings of discomfort, self-doubt, and even conflict with their surroundings (Jannah, 2016). The dynamic changes in adolescents often make them difficult to understand by those around them. Therefore, the presence of adults plays an important role in providing guidance, direction, and education so that adolescents can grow into individuals with good character (Azizah, 2013).

Adolescents have evolving needs as they go through various stages of growth and development. In meeting these needs, adolescents often face various challenges, one of which is forming their identity. For adolescents living in orphanages, this

situation becomes more complex because they do not have direct access to emotional and social support from their immediate family, which is usually an important part of the growth and development process (Gunarsa, 2004).

Based on the results of the first interview on November 21, 2024, with a 16-year-old girl named KR from the 'Aisiyah orphanage, she felt a significant impact from the support of caregivers who always paid attention to her, such as ensuring her daily needs were met and providing motivation, creating a sense of security that made her more comfortable living in the orphanage. Friends at the orphanage also serve as a place to share stories and support one another when facing challenges, thereby strengthening a sense of community. This relationship influences her self-perception, as KR begins to feel capable of facing difficulties and daring to try new things. KR shared that active participation in orphanage activities, such as group discussions and skill-building workshops, has boosted her confidence in her own abilities. The harmonious relationships with those around her not only create a supportive environment but also enhance her belief in living life with optimism and greater hope.

Based on the results of the second interview on November 27, 2024, with an 18-year-old girl named KA from the 'Aisiyah orphanage, KA expressed a less enthusiastic view of her life at the orphanage. According to her, although the caregivers and her friends try to provide sincere support, KA feels that the attention given is not always sufficient to meet her emotional needs. KA finds it difficult to truly open up to others because she fears negative judgment or being seen as weak. The orphanage environment, filled with various rules and limitations, often makes her feel stressed, making it challenging for her to find space to

develop herself. Additionally, KA admits that although she tries to participate in activities at the orphanage, she often feels that her efforts will not have a significant impact on her future. KA views the challenges she faces as something difficult to change, especially since she does not receive direct attention from her biological family. This perspective causes KA to feel more anxiety and uncertainty than enthusiasm for the days ahead.

Based on the results of the last interview on December 4, 2024, with an 18-year-old girl named NR from the Aisiyah orphanage, who shared an unpleasant view of her life at the orphanage. NR feels that even though the caregivers and friends try to give her their full attention, it is not enough to overcome the loneliness she often feels. According to NR, the atmosphere at the orphanage sometimes feels rigid and lacks the freedom to express oneself. NR often feels that the attention she receives is formal, merely fulfilling a duty, without any genuine, deep-seated feelings. NR also expressed that she feels trapped in a monotonous daily routine, making it difficult for her to envision a better future. Uncertainty about the future is one of NR's main concerns; she feels that living in the shelter limits her access to opportunities that could help her achieve her dreams. This is exacerbated by her tendency toward pessimism; she feels that whatever she does may not be enough to significantly change her life situation.

The explanation of adolescent development above is contrary to the reality experienced by adolescents living in orphanages. The large number of children in orphanages makes the management of facilities and their psychological well-being a challenge in itself (Wijaya, Putri & Pandjaitan, 2020). Adolescents living in orphanages often face internal issues that

can negatively impact their mental health (Makame, Ani, & Grantham-McGregor, 2002). This situation can hinder them in building a strong sense of self-identity and achieving optimal psychological well-being (Bellatrix, Ratih & Rina, 2019).

Adolescents living in orphanages often face psychological challenges, such as difficulties in communicating and expressing themselves, feelings of loneliness, a tendency to cry frequently, lack of inner peace, lack of clear life goals, and feelings of unhappiness (Dorsey et al., 2015). Psychological well-being is an important aspect relevant to adolescent development, as it can help them develop positive emotions, feel life satisfaction and happiness, and reduce the risk of depression and negative behavior (Akhtar, 2009).

Psychological well-being, according to Sinha and Verma (Batool, 2013), is a multidimensional concept encompassing aspects of cheerfulness, resilience, optimism, and self-control in individuals from various cultures. In Ryff's view, as cited by Faturochman (2012), psychological well-being reflects an individual's ability to fully accept themselves, act independently, build good social relationships, manage their environment effectively, develop personally, and have clear life goals.

Social support has been identified as one of the key factors influencing an individual's psychological well-being. According to Sarason et al. (1983), social support includes emotional, instrumental, and informational assistance that an individual receives from their environment, such as family, friends, and community. Research shows that individuals who receive adequate social support are better able to cope with stress and exhibit higher levels of life satisfaction (Cohen & Wills, 1985). Additionally, Thoits (2011) explains that social support can act as a "buffer" against

the negative effects of psychological stress, strengthening an individual's resilience in facing various life challenges. Therefore, creating a socially supportive environment can be an effective strategy for improving an individual's psychological well-being.

Social support is a concept that describes the contribution of social relationships to an individual's psychological well-being. According to Cobb's perspective (in Ryff & Marshall, 1999), social support refers to the form of assistance provided by one person to another. This assistance involves important interactions with various parties, such as family members, friends, colleagues, siblings, and neighbors.

The functions of social support encompass various forms of socio-emotional assistance, including love, attention, appreciation, value, empathy, and sympathy. Ristianti (2008) states that social support emerges when an individual feels there are others willing to help them cope with specific situations or problems. Adolescents living in orphanages often face a higher risk of psychological well-being disorders due to limited access to adequate social support.

Furthermore, self-efficacy is one of the factors influencing psychological well-being. Luthans et al. (2007) identify self-efficacy as part of psychological capital closely related to improved quality of life and individual satisfaction. Thus, self-efficacy can be viewed as a key factor in maintaining and improving an individual's psychological well-being.

According to Bandura (2006), self-efficacy is a person's belief in their ability to regulate and carry out the actions necessary to achieve certain results. An individual's attitudes and behaviors in solving problems are also part of the cognitive factors in self-efficacy (Hendriani, 2019).

Self-efficacy is related to an individual's ability, which is formed through self-evaluation based on other people's views of their skills. Self-efficacy theory explains that an individual's belief in their ability influences how they manage their thoughts, emotions, and behavior. Therefore, self-efficacy is more related to an individual's subjective perception than their actual capacity (Bandura, 1986). Research conducted by Mustikasari (2019) shows that self-efficacy contributes 27% to psychological well-being. This means that individuals with high self-efficacy tend to have good psychological well-being, while those with low self-efficacy are more vulnerable to poor psychological well-being. Strong self-confidence is crucial for adolescents living in orphanages to achieve happiness and overall well-being.

Prayogi, Muslihati, and Handarini (2017) revealed that self-efficacy and psychological well-being have a significant reciprocal relationship. When one factor decreases, it will impact the decrease in the other factor. Research conducted by Utami (2016) supports this finding, showing a positive relationship between self-efficacy and psychological well-being. This means that an increase in self-efficacy will lead to an increase in psychological well-being, while a decrease in self-efficacy can lower the level of psychological well-being.

A study conducted by Caprara, Pastorelli, Regalia, Scabini, and Bandura (2005) found that filial self-efficacy has both direct and indirect links to the level of life satisfaction within the family. The higher the level of self-efficacy felt by adolescents, the more likely they are to report open and positive communication with their parents.

Based on the above discussion, social support and self-efficacy play a crucial role in achieving psychological well-being among adolescents in orphanages. Therefore, the

researcher is interested in conducting a study titled "Psychological Well-being of Adolescents in the Aisiyah Kudus Orphanage as Viewed from Social Support and Self-Efficacy"

B. METHOD

Psychological well-being is an optimal condition in which individuals accept themselves, form positive relationships, demonstrate autonomy, manage their environment, have life goals, and grow personally (Ryff, 2014; Sunardy et al., 2023). Adolescents in orphanages tend to face limitations in accessing social support and a stable emotional environment, making them more vulnerable to psychological imbalance (Makame et al., 2002). Social support is understood as emotional, informational, or instrumental assistance that individuals receive from their social environment (Taylor, 2015). Research shows that social support can enhance resilience and reduce stress risk in adolescents (Thoits, 2011). Additionally, self-efficacy—an individual's belief in their ability to cope with life challenges (Bandura, 2006)—also plays a crucial role in shaping psychological well-being. Adolescents with high self-efficacy tend to have better control over their emotions and social environment (Muris, 2001). This study examines the relationship between these two factors and the psychological well-being of adolescents in orphanages.

This study uses a quantitative correlational approach to test the relationship between social support and self-efficacy with psychological well-being. The study population consists of adolescents aged 16–22 years residing at the Aisiyah Kudus Orphanage. Sampling was conducted using a purposive method, with a sample size of 80 respondents. The measurement tools used were three Likert scales developed based on the theories of each

variable: Ryff's theory for psychological well-being, Taylor's theory for social support, and Muris' theory for self-efficacy. Data collection was conducted online via a digital form. Data analysis was performed using multiple linear regression and Pearson correlation with the assistance of SPSS software version 26. This study aimed to test whether there was a statistically significant relationship between the three variables and to examine the contribution of each independent variable to the dependent variable simultaneously and partially.

C. RESULT AND DISCUSSION

Data analysis was performed on 80 respondents using Pearson's correlation test and multiple linear regression. The results showed that there was no significant relationship between social support and psychological well-being ($r = 0.030$, $p = 0.416$). The following are the complete results:

Table 1. Minor Hypothesis Test 1

R	R Square	Sig (p)
0.030	0.001	0.416

As well as between self-efficacy and psychological well-being ($r = 0.433$, $p = 0.024$).

Table 2. Minor Hypothesis Test 2

R	R Square	Sig (p)
0.024	0.001	0.433

Furthermore, multiple linear regression testing produced an F value of 2.017 with $p = 0.141$ ($p > 0.05$), indicating that social support and self-efficacy simultaneously had no significant effect on psychological well-being.

Table 3. Minor Hypothesis Test 3

Model	R	R Square	F	Sig. (p)
1	0.045	0.002	0.051	0.950

The coefficient of determination (R^2) value of 0.050 indicates that only 5% of the variation in psychological well-being can be explained by the two independent variables.

Although the major and minor hypotheses were rejected, the categorization results show that the majority of respondents were in the moderate category for all variables. These findings emphasize the need for further intervention to improve the psychological well-being of adolescents in orphanages more optimally.

Most respondents had a high level of social support (53.3%), with an average score of 89.57. For self-efficacy, the majority of respondents were in the moderate category (63.3%), with an average score of 78.95. Meanwhile, for the psychological well-being variable, the majority of respondents were also in the moderate category (70.0%), with an average score of 80.52. All three variables showed that no respondents were in the extremely low category (except for self-efficacy, which had 3.3% of respondents in the low category).

Table 4. Data Category Results

Variable	Category	Frequency (f)	Percentage (%)	Mean	SD
Social Support	High	32	53,3%		
	currently	28	46,7%	89,57	7,279
	Low	0	0,0%		
Self-Efficacy	High	20	33,3%		
	currently	38	63,3%	78,95	7,825
	Low	2	3,3%		
Psychological Well-being	High	18	30,0%		
	currently	42	70,0%	80,52	6,714
	Low	0	0,0%		

This study aims to determine the relationship between social support and self-efficacy on psychological well-being among

adolescents living in orphanages. Based on the results of the major hypothesis regression analysis, it was concluded that there was no significant relationship between social support and self-efficacy simultaneously on psychological well-being. Thus, the major hypothesis stating that there is a relationship between social support and self-efficacy on psychological well-being among adolescents in orphanages is rejected.

This finding is consistent with the results of Saputri, Sugiharto, & Mulawarman (2024), who investigated the combination of self-compassion and social support on psychological well-being among children in orphanages. Simultaneous regression showed a variance contribution of only 33.8%, with only social support being significant. Thus, their major hypothesis was also rejected.

Poudel et al. (2020) conducted a study on 348 adolescents using a mediation model. They found that the direct effect of social support on psychological well-being was not significant. Thus, simultaneous regression of social support did not provide a significant direct contribution to psychological well-being, so their main hypothesis was rejected.

Cherewick et al. (2024) stated that social support and self-efficacy in 274 children aged 10–14 had a combination of social support and self-efficacy dimensions ranging from 37% to 64%, but the variance for psychological symptoms was only 19–22%, meaning that simultaneous regression toward psychological symptoms (reflecting negative psychological well-being) was weaker and not always significant simultaneously.

Xu et al. (2024) examined the effects of social support and self-efficacy on psychological well-being. The results indicate that the influence of social support on

psychological well-being is not direct but mediated through self-esteem. Thus, the simultaneous regression of social support and self-efficacy on psychological well-being does not show a significant direct effect.

The results of the first minor hypothesis test show that there is no significant relationship between social support and psychological well-being, so minor hypothesis 1 is rejected. This means that the level of social support does not directly influence the level of psychological well-being of adolescents in this study. This finding is consistent with the results of Tamang et al. (2020), who found that social support only influences psychological well-being indirectly through the mediation of self-esteem, with no significant direct effect.

Meng et al. (2024) found that social support has more indirect effects on well-being through the mediation of self-efficacy, while the direct relationship is not statistically significant. Sharma and Romas (2017) showed that parental support for adolescents does not directly influence healthy behavior but rather through the child's self-confidence in overcoming obstacles.

Research by Rosenberg et al. (2020) also found that the direct effect of social support on psychological well-being in children with medical conditions is not very strong, and is more dominant through mediating roles such as post-traumatic growth or self-efficacy.

The results of the second minor hypothesis test indicate that there is no significant relationship between self-efficacy and psychological well-being, thus rejecting minor hypothesis 2. This means that adolescents' self-confidence in their ability to manage their lives is not directly related to their level of psychological well-being. This finding is supported by a study by Li et al. (2025), which shows that the influence of

self-efficacy on adolescent outcomes occurs primarily through psychological resilience, rather than a direct effect. Similarly, a meta-analysis in which self-efficacy acts as a mediator in the relationship between social support and psychological outcomes confirms that the direct effect of self-efficacy on well-being is rarely significant.

Research in BMC Public Health indicates that while self-efficacy significantly contributes to adolescents' psychological health, most of its effects are explained through mediator variables rather than direct contributions (Langford et al., 2019). McLaughlin & Nolen Hoeksema (2011) note that adolescents who frequently engage in rumination may receive social support, but self-efficacy does not directly improve well-being without other coping interventions.

Based on the categorization results, most adolescents in this study fall into the moderate category in terms of psychological well-being. This condition indicates that the respondents have relatively stable psychological capacity but have not yet demonstrated optimal indicators such as high life satisfaction, a sense of purpose, and highly meaningful positive relationships. This finding aligns with the study by Lizarte Simón et al. (2024), which found that students with moderate psychological well-being tend to show stable academic commitment but are vulnerable to anxiety under high pressure. This indicates that moderate psychological well-being in adolescents can be an important transitional point in their psychological development.

Nguyen et al. (2020) identified that adolescents with moderate psychological well-being often find themselves in partially supportive environments that are not yet fully conducive, such as family relationships that are decent but not deeply meaningful. Kamil and Al-Hadrawi (2022) also support that around 68% of adolescents show a fair

(moderate) level of well-being, indicating the potential for improvement through individual and social environment strengthening interventions.

As most orphanage adolescents receive moderate levels of social support, this suggests that respondents receive sufficient emotional, instrumental, and informational support from their social environment, though it is not consistent or evenly distributed. Such support may be present in specific contexts, such as during times of difficulty, but is not always available in everyday situations. Løvheim Kleppang et al. (2023) identified that adolescents with moderate social support profiles had higher levels of emotional distress compared to those with high support, but better outcomes than those with low support.

Calear et al. (2022) also showed that moderate social support in adolescents correlates with sufficient adaptive capacity in coping with stress, but does not fully prevent the emergence of psychological disorders such as anxiety or mild depression. Zhang et al. (2024) found that moderate social support acts as a weak mediator between physical activity and mental health, indicating that the quality and intensity of social support remain key determinants of its effectiveness.

Based on Table 4, the majority of orphanage adolescents fall into the moderate category in terms of self-efficacy. This means they have confidence in their ability to handle problems and perform tasks, but this confidence is not yet fully stable or comprehensive. Moderate self-efficacy is typically characterized by selective self-confidence, where adolescents feel capable in familiar situations but remain uncertain in new or challenging contexts. A study by Kamil and Al-Hadrawi (2022) shows that adolescents with moderate self-efficacy tend to experience improved psychological

well-being when provided with coping skills training.

Lizarte Simón et al. (2024) also reported that moderate self-efficacy is commonly found among first-year college students adapting to new demands, and this condition is often associated with academic anxiety. Malinauskas (2017) showed that adolescents at the moderate self-efficacy level tend to avoid social challenges or make decisions based on external influences.

D. CONCLUSION

Based on the results of multiple regression analysis and Pearson correlation conducted in this study, it can be concluded that there is no significant relationship between social support and self-efficacy on psychological well-being among adolescents at the Aisyiyah Kudus Orphanage. Thus, both the major and minor hypotheses stating a positive relationship between these variables are rejected. However, the categorization results indicate that most adolescents are at a moderate level in terms of social support, self-efficacy, and psychological well-being. This reflects that, in general, adolescents have relatively stable psychological conditions but have not yet reached an optimal level. These findings indicate the need for more systematic and in-depth interventions to significantly improve these psychological aspects within the orphanage environment.

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