

The Effect of Attachments on the Psychological Well-Being of Adolescents with Divorce Parents

Tita Rosita¹, Mutiara Tectonia Safitri²

¹ Prodi Bimbingan dan Konseling, IKIP Siliwangi, Indonesia

² Prodi Psikologi, Universitas Islam Bandung, Indonesia

Email: ¹ titarosita794@gmail.com, ² mutiaraaats@gmail.com

Abstract: Well-being can affect a person's mental health, this is because the positive emotions produced will make their mental condition better. The aim of this research is to determine the effect of attachment on the psychological well-being of adolescents with divorced parents. The research method used is literature study, with research subjects being teenage students with divorced parents. Based on the results of a literature review, teenagers with divorced parents tend to have low psychological well-being due to a lack of parental attachment, which causes teenagers to have insecure attachment. Insecure attachment is related to a high aspect of alienation, which is indicated by difficulty accepting oneself, difficulty accepting situations, feelings of being unwanted and unneeded, and fear of building relationships with other people. This is because they lose their main attachment figure, namely their parents. So teenagers also tend to feel sad, lonely, embarrassed, sensitive, have low self-esteem and withdraw from the environment. However, if teenagers have peer attachment, they can minimize the impact of divorce on low psychological well-being. This is because peer attachment functions as a source of psychological security for teenagers because they receive affection from their peers, apart from that it provides an experience of mutual trust and openness in communication which gives teenagers a new space to get positive affection.

Keywords: Attachment, Psychological Well-Being, Teenagers, Parental Divorce

INTRODUCTION

Humans are often faced with various challenges at every phase of life. As happens in the late adolescent phase, teenagers experience changes in biological, cognitive and socio-emotional aspects (Santrock, 2012). According to Erikson's developmental theory, the adolescent phase is the fifth stage of the development of an individual's lifetime, where the developmental task in this phase is identity versus identity confusion. Teenagers try to find identity by formulating who they are and their life goals.

Identity confusion in teenagers causes pressure felt by teenagers. The pressure experienced by teenagers is caused by external and internal factors. External pressures experienced by adolescents from peer pressure (Tomé et al., 2012; Yavuzer et al., 2014), bullying (Troop-Gordon, 2017), and academic pressure (Arslan, 2017; Chellamuthu & Kadiravan, 2017). Meanwhile, the internal pressure experienced by teenagers is negative self-image (Voelker et al., 2015). If the pressure is at a high and pathological level, the quality of mental health of children and adolescents will decrease. The impact is that various types of psychological problems emerge.

Based on the data above, teenagers need family assistance to provide a sense of security and be part of the solution in solving the problems they face. However, currently not all teenagers have intact families, because currently divorce cases are increasing. Based on data obtained by the Central Statistics Agency (2022), the number of divorce cases in Indonesia in 2021 was 447,743. Divorce itself according to Law of the Republic of Indonesia Number 1 of 1974 article 38 is a type of dissolution of marriage between husband and wife who are bound by a legal bond. The following is a diagram of divorce data in Indonesia for 2017 – 2021 from the Central Statistics Agency (2022):

* Corresponding Author: [✉ titarosita794@gmail.com](mailto:titarosita794@gmail.com)

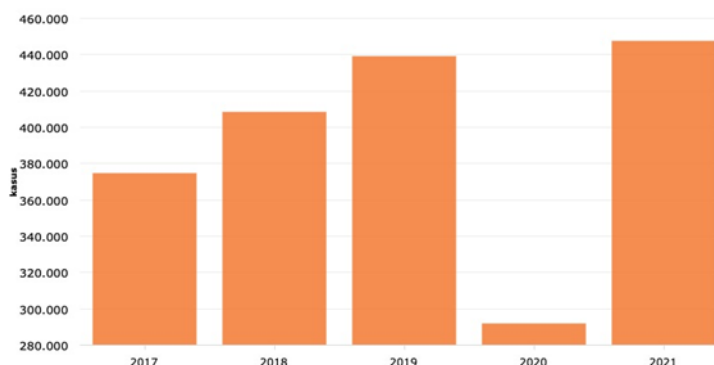


Figure 1. Data on Divorce in Indonesia 2017 – 2021

The diagram above shows data on divorce that occurred in Indonesia from 2017 to 2021. This data shows that divorce cases in Indonesia are increasing every year, but in 2020 there was a decline. Meanwhile, in 2021, the divorce rate increased significantly compared to 2019 (National Statistics Agency, 2022). There were 5,601 divorce cases that occurred in the city of Bandung in 2021 (National Statistics Agency, 2022). The high divorce rate in Indonesia, especially in the city of Bandung, has a negative impact on various parties. The negative impacts of divorce are not only experienced by husband and wife couples, but also have an impact on children, especially teenagers (Aminah et al., 2012). Where teenagers already understand the meaning and impact of the separation of their parents (Dagun, 2013).

The feelings that children experience when their parents divorce are feelings of insecurity, unwanted or rejected by their parents, sadness, loneliness, anger, guilt, shame, sensitivity, low self-esteem and withdrawal from the environment, to blaming themselves as the cause of the divorced parents (Untari et al., 2018). Meanwhile, according to Rahmatia (2019), the impact of divorce experienced by teenagers is the feeling of hating their parents, becoming moody, easily emotional, and doing deviant things. Parental divorce also has an impact on teenagers' psychological well-being (Amato & Booth, 1991).

Psychological well-being is human optimization in a positive direction which aims to obtain a meaningful life (Love, K. M., & Murdock, T. B., 2004); Ryff, 1989). Adolescents with intact family backgrounds have higher psychological well-being scores than adolescents with divorced parents (Aminah et al., 2012). According to Amato & Booth (1991), individuals who experienced parental divorce as children showed lower well-being when they were adults, compared to other individuals who did not experience the same thing.

Based on the results of research conducted by Ramadhani et al (2016), 33 teenagers at SMKN 26 Pembangunan Jakarta whose parents were divorced showed that 52% of teenagers had low psychological well-being. Research conducted by Herdian (2016) of 29 teenagers whose parents were divorced, 66% of teenagers admitted that they did not concentrate on studying, this indicates that teenagers with divorced parents have low psychological well-being in the dimension of self-acceptance, teenagers feel disappointed with the situation they are in. experienced so that he could not adjust to the current situation, making it difficult to concentrate on studying. Apart from that, individuals who receive social support from the family have better psychological well-being conditions than those who do not receive social support (Riandana, 2016). However, the condition of broken homes due to divorce actually makes it difficult for teenagers to get support from their parents (Nasri et al., 2018). This is supported by the results of research by Wells (2010) which states that togetherness with parents can create more positive feelings and improve a child's psychological well-being. Based on the description above, we can get an idea of the negative contribution of families with divorced parents to the psychological well-being of teenagers.

Based on the results of a literature study, it was found that there are several internal and external factors that influence psychological well-being. The internal factors that influence psychological well-being include age (Balluerka et al., 2016), gender (Balluerka et al., 2016; Pérez-Gallego et al., 2020; Arboleda, 2022), resilience (Puspitasari et al., 2020), decision making (Pérez-Gallego et al., 2020), emotional intelligence (Rathakrishnan et al., 2019). Meanwhile, external factors that influence psychological well-being include perceived social support (Poudel et al., 2020), school attachment (Lucktong & Chamrathirithon, 2018), peer attachment (Balluerka et al., 2016; Lucktong & Chamrathirithon, 2018; Monaco et al., 2019), parent attachment (Lucktong & Chamrathirithon, 2018; Monaco et al., 2019).

Based on the explanation above, it is known that one of the factors that influences psychological well-being is attachment. According to Bowlby (1982), attachment is an affective bond which is described as a tendency for individuals who are particularly under pressure to seek and maintain closeness to someone who is considered stronger and wiser than themselves (attachment figure). According to Armsden and Greenberg (1987), attachment is divided into parent and peer attachment. Thus, this research will focus on the influence of parent and peer attachment on the psychological well-being of high school students with divorced parents.

METHOD

This research uses qualitative methods in the nature of library research. Library research according to Hadi (in Rosita, T., Rakhmat, C., & Soendari, T., 2020) is research that uses books and other literature as the main object. This method uses descriptive analysis to provide clear, objective, systematic, analytical and critical descriptions and information. The aim of this research is to examine the influence of parent and peer attachment on the psychological well-being of high school students with divorced parents

RESULT AND DISCUSSION

A. Psychological Well-Being

1. Definition of Psychological Well-Being

Psychological well-being is an individual's ability to accept themselves as they are (self-acceptance), form warm relationships with other people (positive relations with others), have independence in facing social pressure (autonomy), control the external environment (environmental mastery), have a purpose in life (purpose in life), and are able to realize their potential continuously (personal growth) (Ryff, 1989). Meanwhile, according to Hauser et al. (2005) defines psychological well-being as well-being that focuses on efforts for self-realization, personal expressiveness and self-actualization. Ryff and Singer (2008) define psychological well-being as an individual's full achievement of his or her psychological potential. Meanwhile, Fitriani (2016) explains that psychological well-being is a basis for conveying information about how individuals evaluate themselves and describe the quality and experiences of their lives.

Based on the definitions above, it can be concluded that psychological well-being is a state of an individual who is able to accept himself as he is, able to form warm relationships with other people, has independence from social pressure, is able to control the external environment, has goals in life and is able to realize them. his potential continuously. This ability can be pursued by focusing on self-realization, self-statement, and actualizing one's potential so that individuals can function fully positively and achieve happiness.

2. Psychological Aspects of Well-Being

The concept of psychological well-being according to Ryff (1989) consists of six aspects, including:

a. Self-acceptance

Self-acceptance is shown in individuals who can evaluate themselves positively now and themselves in the past. Individuals in this case are able to maintain positive attitudes and are aware of their limitations. In other words, a person who is able to accept himself is a person who has the capacity to know and accept his strengths and weaknesses and this is one of the characteristics of positive psychological functioning.

b. Positive relationship with others

Individuals who have positive relationships with other people are able to manage warm, quality interpersonal relationships and trust each other so that they feel satisfied. Apart from that, having positive relationships with other people is also characterized by having close and meaningful relationships with the right people. In the category of adult development theory, it also emphasizes the achievement of close relationships with other people (intimacy) as well as guidance and direction from other people. Therefore, the importance of having positive relationships with other people is emphasized again in the concept of psychological well-being.

c. Autonomy

Independence or autonomy is the ability to carry out and direct behavior independently and full of self-confidence. In a social system, individuals with autonomy are able to defend themselves, have the quality of self-determination and have freedom, which is their ability to deal with social pressure. He has the strength to continue to follow his stance even though it is contrary to general norms. For example, described by Ryff (1995), a person who can function fully (fully functioning person) is a person who has a

personal view of the evaluation of himself (internal locus of evaluation), without having to have approval from other people, but he has a standard assessment in evaluating himself.

d. Environmental mastery

Penguasaan lingkungan ditandai dengan adanya kapasitas untuk mengatur kehidupan dengan efektif dari lingkungan sekitar. Hal ini berarti memodifikasi lingkungannya agar dapat mengelola kebutuhan dan tuntutan-tuntutan dalam hidupnya. Dilihat dari karakteristik mental yang sehat, hal ini ditunjukkan dengan kemampuan individu untuk memiliki atau menciptakan lingkungan yang sesuai dengan kondisi fisiknya. Dalam teori perkembangan, penguasaan lingkungan ditekankan dengan adanya kemampuan seseorang untuk menguasai dan mengendalikan lingkungannya serta merubahnya secara kreatif melalui suatu aktivitas fisik maupun aktivitas mental. Hal ini mengkombinasikan sudut pandang yang menganggap bahwa partisipasi secara aktif dan penguasaan lingkungan merupakan aspek yang penting dalam kerangka kerja mengenai berfungsinya aspek psikologis secara positif.

e. Purpose in life

Environmental mastery is characterized by the capacity to manage life effectively from the surrounding environment. This means modifying their environment to be able to manage the needs and demands of their life. Judging from the characteristics of healthy mental health, this is shown by the individual's ability to have or create an environment that suits his physical condition. In developmental theory, environmental mastery is emphasized by a person's ability to master and control their environment and change it creatively through physical and mental activities. This combines a point of view that considers active participation and mastery of the environment to be important aspects in the framework regarding the positive functioning of psychological aspects.

f. Personal growth

Personal growth is characterized by the optimal functioning of psychological aspects, requiring not only that a person achieves a previously achieved characteristic, but also the continuity and development of their potential, to grow and continue to develop as a complete person. The need to actualize oneself and realize one's potential is central to the clinical perspective on personal growth. For example, openness to experiencing something (openness to experience) is a key characteristic for someone to be able to function fully. Life span theory also emphasizes continuity in developing and facing various challenges and new tasks in various periods of life.

3. Factors That Influence Psychological Well-Being

According to Ryff (1995), there are several factors that can influence a person's psychological well-being, including:

a. Age: At certain stages of development, there is an increase and decrease in various dimensions of psychological well-being, namely the development of environmental mastery and autonomy dimensions as age increases, as well as a decrease in the dimensions of personal growth and purpose of life as age increases (Ryff, 1995).

Gender: There are significant differences between men and women in several dimensions of psychological well-being, where women tend to have higher scores in the dimensions of positive relationships with others and personal growth than men (Ryff, 1995).

Culture: If we look at Eastern culture which is oriented towards other people (collectivist) and Western culture which is self-oriented (individualist), it is found that people from Western culture will have higher scores in the dimensions of self-acceptance and autonomy, while people from -people from Eastern cultures have higher scores on the dimension of positive relationships with others (Ryff, 1995).

Life Experience: Life experiences early in a person's life such as attachment to parents, losing parents when they were young, and parental divorce can affect a person's psychological well-being (Ryff, 1995).

Apart from Ryff's theory (1995), based on literature studies, there are several other factors that influence psychological well-being, including:

a. Resilience: Based on research conducted by Puspitasari et al. (2020), it is known that resilience has a positive effect on psychological well-being. In addition, this research shows that resilience is a positive predictor and protective factor for individual psychological well-being.

b. Decision making: Based on research conducted by Páez-Gallego et al. (2020), it is known that there is a significant relationship between psychological well-being and aspects of decision making. Psychological well-being is significantly positively related to adaptive style (and significantly negatively related to maladaptive style).

- c. Emotional intelligence: Based on research conducted by Rathakrishnan et al. (2019), it is known that emotional intelligence has a positive effect on psychological well-being
- d. Parental attachment, peer attachment and school attachment: Based on research conducted by Lucktong and Chamratrithiron (2018), it is known that parental, peer and school attachment influence the psychological well-being of teenagers.

B. Attachment

1. Definition of Attachment

Attachment is a psychological relationship between humans that is formed from the beginning of human life, which occurs between children and their caregivers, and has an impact on the formation of relationships that last throughout life (Bowlby, 1969). This is in line with Ainsworth's (1985) explanation that attachment is an emotional bond that an individual forms with another person of a specific nature, binding them in a close relationship that is eternal over time. According to Mikulincer, M., Shaver, P. R., Cassidy, J., & Berant, E. (2009). explains that the attachment experienced by an individual in childhood will influence him in adulthood. Apart from that, Franzoi (2003) stated that attachment will also determine a child's relationship with other people in the future.

Shaffer (2005) said that attachment is a relationship that has close emotional characteristics between two people, who love each other and have a desire to maintain physical closeness. Meanwhile, Santrock (2012) states that attachment is a relationship or relationship between certain social figures and a certain phenomenon which is considered to reflect unique relationship characteristics. According to Armsden and Greenberg (1978), attachment is divided into parent and peer attachment.

a. Parent Attachment

Parent attachment is a positive and negative affective and cognitive experience based on the level of mutual trust, quality of communication, and the level of anger and alienation of adolescents with parents which functions as a source of psychological security for adolescents (Armsden & Greenberg, 1978). Parents act as the main attachment figures in life. The interactions that occur between parents and adolescents will create a form of attachment which also influences the success of social adjustments made by adolescents.

With increasing age, human behavior to increase closeness to parents as attachment figures decreases in intensity and frequency. However, adolescents' expectations of attachment figures based on experiences as children are more persistent in influencing individual relationships with other people (Armsden & Greenberg, 1987). This is as explained by Franzoi (2003), that attachment will also determine a child's relationship with other people in the future. Other people in question include peers, where teenagers gradually begin to gain freedom from their parents, then start to spend more time with friends.

b. Peer Attachment

Armsden and Greenberg (1987) stated that during a certain developmental period a person's attachment can develop as they get older. Adolescence is a unique period in the human life cycle, where development and changes occur in the internal working model of adolescence from parental figures (Vignoli & Mallet, 2004). During adolescence, attachment often occurs directly with figures who are not parents or caregivers (Armsden & Greenberg, 1987). Apart from parents, individuals also have attachments to peers when entering adolescence (Armsden & Greenberg, 1987).

Peer attachment is a positive and negative affective and cognitive experience based on the level of mutual trust, quality of communication, and the level of anger and alienation of adolescents with peers which functions as a source of psychological security for adolescents (Armsden & Greenberg, 1978). In adolescence, peer groups become increasingly important in a person's life (Vignoli & Mallet, 2004). This is in accordance with the theory of attachment throughout human life proposed by Ainsworth (1989) that there are relationships with peers or peers that are very close and long-lasting so that it can be said to be a form of close affection or attachment when individuals enter adolescence. Even though peers have become role models, friends and closest people for teenagers, they still consider parents as their main security base (Papalia et al., 2007).

2. Attachment Aspect

Referring to the theory of Armsden and Greenberg (2009) who designed the IPPA (Inventory of Parent and Peer Attachment) to measure the quality of adolescents' attachment to parents and peers, there are three aspects of attachment, including:

a. Communication

Communication is an aspect that helps create a strong emotional bond between the attachment figure and the individual. A strong relationship between parents and children is something that lasts throughout life. In adolescence, relationships between peers and individuals depend on closeness developed and sustained from the early stages of life.

b. Trust

Trust is defined as a feeling of security and confidence that others will help or meet an individual's needs in times of need. Trust is an outcome of a strong relationship. Trust is one component of a strong relationship between individuals and their attachment figures. The basis for forming a sense of security emphasizes beliefs about the existence of a figure when needed.

c. Alienation

Alienation is closely related to avoidance and rejection, and are two constructs that are very important for the formation of attachment. When a person feels that a figure is not present, the attachment becomes less secure. This is based on the emergence of feelings of alienation, and vice versa.

According to Bowlby (1988), attachment arises due to cognitive development in children based on patterns of interaction with their primary caregiver, which is known as the internal working model. As caregivers' attachment to children progresses, they build internal working models regarding what is expected from their caregivers. This working model will continue to persist when caregivers consistently do the same thing (Papila et al., 2007). Basically, an internal working model is a set of rules, which are used by individuals to predict behavior with attachment interactions and other social relationships (Bretherton & Mulholland, 2008). The internal working model is shown to be based on correct interaction with the caregiver and the caregiver's responsibilities as well as child care to give rise to the behavior of the attachment figure (Love & Murdock, 2004). The main caregivers or attachment figures in life are parents.

There are differences in the quality of relationships between each individual which are categorized into two types, namely secure attachment and insecure attachment (Ainsworth, 1985). Secure attachment is defined as a condition where there are no problems in the attention and availability of attachment figures (Ainsworth et al., 1978). According to Armsden and Greenberg (1987), secure attachment is indicated by high aspects of trust, high aspects of communication and low aspects of alienation. Meanwhile, insecure attachment is defined as a condition where the individual does not experience the availability and comfort of the caregiver, as well as threats (Ainsworth et al., 1978). According to Armsden and Greenberg (1987), insecure attachment is indicated by low aspects of trust, low aspects of communication and high aspects of alienation.

Attachment is formed from infancy by caregivers or attachment figures, so that the attachment received will determine an individual's relationship with other people in the future (Franzoi, 2003). Other people in question include peers, where teenagers gradually begin to gain freedom from their parents, then start to spend more time with friends. According to Armsden and Greenberg (1987), attachment is divided into parent and peer attachment. Peer attachment is a continuation of parent attachment, if the parent attachment an individual receives is secure, then the peer attachment they have will also be secure, and vice versa (Franzoi, 2003). However, not all teenagers receive secure attachment from their parents. One of the causes is divorce.

There were 5,601 divorce cases that occurred in the city of Bandung in 2021 (National Statistics Agency, 2022). The high divorce rate in the city of Bandung has a negative impact on various parties. The negative impact of divorce is not only experienced by married couples, but also has an impact on children, especially teenagers (Aminah et al., 2014). The feelings experienced by teenagers when their parents divorce are feelings of insecurity, unwanted or rejected by their parents, sadness, loneliness, anger, feelings of guilt, and even blaming yourself are the causes of parents divorcing (Untari et al, 2018). This feeling can be said to be insecure attachment, where this feeling shows the dimensions of low trust and high alienation.

Based on the explanation above, it is known that one of the factors that influences psychological well-being is attachment. According to Bowlby (1982), attachment is an affective bond which is described as a tendency for individuals who are particularly under pressure to seek and maintain closeness to someone who is considered stronger and wiser than themselves (attachment figure). According to Bowlby (1988), attachment arises due to cognitive development in children based on patterns of interaction with their primary caregiver, which is known as the internal working model. Apart from that, Bowlby (1988) also said that a person's attachment at the beginning of life will have an impact on social and emotional development in their later stages of life.

According to Guarnieri, Ponti and Tani (2010), secure attachment is related to the high aspect of trust which refers to a sense of mutual trust, the ability to build close relationships with other people, not being easily prejudiced, being easy to adapt to one's environment, having confidence in one's life goals. can be achieved. So insecure attachment is related to low aspects of trust which refers to a lack of mutual trust, being unable to build relationships with other people, being easily prejudiced, having difficulty adapting to the environment and not having confidence in one's life goals. Furthermore, secure attachment is related to the high

aspect of communication. Good communication will have a positive effect on teenagers as shown by the ability to express feelings, be easy to make friends, be able to ask for other people's opinions, make teenagers have empathy.

Meanwhile, insecure attachment is related to low levels of communication, which is indicated by the inability to express feelings, difficulty in making friends, inability to ask for other people's opinions, and lack of empathy. Finally, secure attachment is related to the low aspect of alienation which is indicated by the absence of feelings of being isolated, being easier to accept oneself, being able to accept situations easily, not feeling unwanted or needed, and not being afraid to build relationships with other people. Insecure attachment is related to a high aspect of alienation, which is indicated by feelings of isolation, difficulty accepting oneself, difficulty accepting the situation, feelings of being unwanted and unneeded, fear of building relationships with other people.

Based on this explanation, it is known that attachment has a positive influence on the dimensions of psychological well-being, namely self-acceptance, positive relationships with other people, life goals and mastery of the environment. This makes attachment one of the factors that can influence teenagers' psychological well-being (Lucktong & Chamrathirithon, 2018; Monaco et al., 2019). Attachment that exists well between teenagers, their parents and peers can have an impact on the positive characteristics that teenagers have, such as having good social skills, being physically healthy, reducing the anxiety they feel, being able to put their trust in other people, when they feel anxious they will looking for people who can provide comfort, have a healthy psychological condition, can adapt easily and have high self-esteem (Santrock, 2003).

Adolescents who have a secure attachment, especially with their parents, will be able to experience various positive characteristics, such as when faced with a problem, they become smarter at solving it, have social competence, have a very good relationship with their parents, have good communication and will tend to do better. in building friendly relationships (Purnama & Wahyuni, 2017). This shows that aspects of communication and trust in parent attachment can influence aspects of self-confidence, relationships with other people, independence, mastery of the environment, life goals and personal growth in the psychological well-being of teenagers.

CONCLUSION

Adolescence is a dynamic developmental phase in an individual's life and a transitional age where the individual leaves behind a childhood that was weak and full of dependency, but the individual is also not yet able to reach the age stage that is strong and full of responsibility. So at this age, teenagers need role models from their parents, but teenagers with divorced parents often lose control of various life pressures and social problems. This causes them to have low psychological well-being due to a lack of parental attachment, and has the impact of teenagers becoming insecure attachments.

Insecure attachment is related to a high aspect of alienation, which is indicated by difficulty accepting oneself, difficulty accepting situations, feelings of being unwanted and unneeded, and fear of building relationships with other people. This is because they lose their main attachment figure, namely their parents. So teenagers also tend to feel sad, lonely, embarrassed, and sensitive, have low self-esteem and withdraw from the environment. However, if teenagers have peer attachment, they can minimize the impact of divorce on low psychological well-being. This is because peer attachment functions as a source of psychological security for teenagers because they receive affection from their peers, apart from that it provides an experience of mutual trust and openness in communication which gives teenagers a new space to get positive affection.

REFERENCES

- Agustiani, H. (2006). Psikologi Perkembangan Pendekatan Ekologi Kaitannya dengan Konsep Diri. Bandung : PT. Refika Aditama
- Aminah, Andayani, & Karyanta. (2012). Proses penerimaan anak (remaja akhir) terhadap perceraian orangtua dan konsekuensi psikososial yang menyertainya. Jurnal Ilmiah Psikologi Candradiwa, 1(2).
- Ainsworth, M. D. (1985). Attachment Across the Life Span. Bulletin of the New York Academy of Medicine, 61(9), 792–812.
- Amato, P. R., & Booth, A. (1991). Consequences of parental divorce and marital unhappiness for adult well-being. Social forces, 69(3), 895-914. <https://doi.org/10.1093/sf/69.3.895>
- Arboleda, D. J. D. (2022). The Quality of Sleep and Psychological Well-Being of Senior High School Students. Psychology and Education: A Multidisciplinary Journal, 1(1), 57-62. <https://doi.org/10.5281/zenodo.6523128>
- Armsden, G., & Greenberg, M. (1987). The inventory of parent and peer attachment: Individual differences and their relationship to psychological well-being in adolescence. Journal of Youth and Adolescence, 16 (5), 427- 454. <https://doi.org/10.1007/BF02202939>

- Arslan, N. (2017). Investigating the relationship between educational stress and emotional self-efficacy. *Universal Journal of Educational Research*, 5(10), 1736–1740. <https://doi.org/10.13189/ujer.2017.051.010>
- Badan Pusat Statistik. (2022). Angka perceraian di Indonesia (2017 – 2021). <https://www.bps.go.id/publication/2022/02/25/0a2afea4fab72a5d052cb315/statistik-indonesia-2022.html%20%20&%20%20https://www.bps.go.id/publication/2019/07/04/daac1ba18cae1e90706ee58a/statistik-indonesia-2019.html>
- Balluerka, N., Gorostiaga, A., AlonsoArbiol, I., & Aritzeta, A. (2016). Peer attachment and class emotional intelligence as predictors of adolescents' psychological well-being: A multilevel approach. *Journal of adolescence*, 53, 1-9.
- Bowlby, J. (1969). *Attachment and loss*. New York: Basic Books
- Bowlby, J. (1982). *Attachment and loss*: Vol. I. Attachment (2nd Ed.). New York: Basic Books, Inc.
- Bowlby, J. (1988). Developmental psychiatry comes of age. *The American journal of psychiatry*. 145(1), 1–10. <https://doi.org/10.1176/ajp.145.1.1>
- Bowlby, J. (1992). The origins of attachment theory: John bowlby and mary ainsworth. *Developmental Psychology*, 28(5), 759–775. <https://doi.org/10.4324/9780203440841-8>
- Bretherton, I. (1985). Attachment theory: Retrospect and prospect. *Monographs of the Society for Research in Child Development*, 50(1-2), 3–35. <https://doi.org/10.2307/3333824>
- Chandola, A. & Bhanot, S. (2008). Role of parenting style in adjustment of high school children. *Journal*
- Dagun, S. M. (2013). *Psikologi Keluarga [Family psychology]*. Rineka Cipta.
- Fitriani, A. (2016). Peran religiusitas dalam meningkatkan psychological well being. *Al Adyan: Jurnal Studi Lintas Agama*, 11(1), 57-80. <https://doi.org/10.24042/ajsla.v11i1.1437>
- Franzoi, S., L. (2003). *Social Psychology*, 3rd edition. McGraw-Hill Company.
- Guarnieri, S., Ponti, L., & Tani, F. (2010). The Inventory of Parent and Peer Attachment (IPPA): A study on the validity of styles of adolescent attachment to parents and peers in an Italian sample. *TPM Testing, Psychometrics, Methodology in Applied Psychology*, 17(3), 103-130.
- Greenberg., & Amsden. (2009). *Bennett Chair of Prevention Research Director Prevention Reseach Center*.
- Love, K. M., & Murdock, T. B. (2004). Attachment to parents and psychological well-being: an examination of young adult college students in intact families and stepfamilies. *Journal of Family Psychology*, 18(4), 600-608. <https://doi.org/10.1037/0893-3200.18.4.600>
- Lucktong, A., Salisbury, T. T., & Chamrathirithong, A. (2018). The impact of parental, peer and school attachment on the psychological well-being of early adolescents in Thailand. *International Journal of Adolescence and Youth*, 23(2), 235 – 249. <https://doi.org/10.1080/02673843.2017.1330698>
- Mikulincer, M., Shaver, P. R., Cassidy, J., & Berant, E. (2009). Attachment-related defensive processes. *Attachment theory and research in clinical work with adults*, 293-327.
- Nasri, S. A., Nisa, H., & Karjuniwati, K. (2018). Bagaimana Remaja Memaafkan Perceraian Orang Tuanya: Sebuah Studi Fenomenologis. *Seurune: Jurnal Psikologi UNSYIAH*, 1(2), 102–120. <https://doi.org/10.24815/s-jpu.v1i2.11574>
- Paez Gallego, J., Gallardo López, J. A., Lopez Noguero, F., & Rodrigo Moriche, M. P. (2020). Analysis of the relationship between psychological well-being and decision making in adolescent students. *Frontiers in psychology*, 11, 1195. <https://doi.org/10.3389/fpsyg.2020.01195>
- Papalia, D.E, Old, S.W, & Feldman. (2007). *Human Development*. New York: MC Graw Hill.
- Purnama, R. A., & Wahyuni, S. (2017). Kelekatan (attachment) pada ibu dan ayah dengan kompetensi sosial pada remaja. *Jurnal Psikologi*, 13(1), 30-40.
- Poudel, A., Gurung, B. & Khanal, G.P. (2020). Perceived social support and psychological wellbeing among Nepalese adolescents: the mediating role of self-esteem. *BMC Psychology*, 8(43), . <https://doi.org/10.1186/s40359-020-00409-1>
- Puspitasari, P., Maslihah, S., & Wulandari, A. (2020). Pengaruh kelekatan terhadap kesejahteraan psikologis yang dimediasi oleh resiliensi pada remaja dengan orang tua bercerai. *Jurnal Psikologi Insight*, 4(1), 32-44. <https://doi.org/10.17509/insight.v4i1>
- Rahmatia, R. (2019). Dampak perceraian pada anak usia remaja (studi pada keluarga di kecamatan wonomulyo kabupaten polewali mandar). Thesis. Makasar: Universitas Negeri Makasar.
- Ramadhani, T., Djunaedi, & Sismiati, A. (2016). Kesejahteraan Psikologis (Psychological Well- Being) Siswa Yang Orangtuanya Bercerai (Studi Deskriptif yang Dilakukan pada Siswa di SMK Negeri 26 Pembangunan Jakarta). *Insight: Jurnal Bimbingan Konseling*, 5(1), 108–115. <https://doi.org/10.21009/INSIGHT.051.16>

- Rosita, T., Rakhmat, C., & Soendari, T. (2020). Peran Interaksi Orangtua Pada Keterampilan Sosial Siswa Sekolah Dasar Yang Memiliki Hambatan Adhd. *COLLASE (Creative of Learning Students Elementary Education)*, 3(3), 82-90.
- Rathakrishnan, B., Sanu, M. E., Yahaya, A., Singh, S. S. B., & Kamaluddin, M. R. (2019). Emotional intelligence and psychological well-being of rural poor school students in Sabah, Malaysia. *Psymphatic: Jurnal Ilmiah Psikologi*, 6(1), 65-72. <https://doi.org/10.15575/psy.v6i1.4082>
- Ryff, C.D. (1989). Happiness is everything, or is it? explorations on the meaning of psychological well-being. *Journal American Psychological Association*, 57(6), 1069-1081. <https://doi.org/10.1037/0022-3514.57.6.1069>
- Ryff, C. D., & Singer, B. (1996). Psychological well-being: Meaning, measurement, and implications for psychotherapy research. *Psychotherapy and Psychosomatics*, 65(1), 14-23. <https://doi.org/10.1159/000289026>.
- Santrock, J. (2003). *Perkembangan remaja*. Jakarta : Erlangga.
- Santrock, J. W. (2012). *Life Span Development : Perkembangan Masa Hidup Jilid I*. Jakarta: Erlangga.
- Shaffer, DR. (2005). *Social and Personality Development*. USA: Thomson.
- Snyder, C.R. & Lopez, S.J. (2002). *Handbook of positive psychology*. NewYork: Oxford University press.
- Tomé, G., Matos, M., Simões, C., Diniz, J. A., & Camacho, I. (2012). How can peer group influence the behavior of adolescents: Explanatory model. *Global Journal of Health Science*, 4(2), 26–35. <https://doi.org/10.5539/gjhs.v4n2p26>
- Troop-Gordon, W. (2017). Peer victimization in adolescence: The nature, progression, and consequences of being bullied within a developmental context. *Journal of Adolescence*, 55, 116–128. <https://doi.org/10.1016/j.adolescence.2016.12.012>
- Untari, I., Putri, K. P. D., & Hafiduddin, M. (2018). Dampak perceraian orang tua terhadap kesehatan psikologis remaja. *Profesi (Profesional Islam): Media Publikasi Penelitian*, 15(2), 106.
- Utomo, P., & Zubaidah, Z. (2021). Kesejahteraan Psikologis Anak Autis Ditinjau dari Layanan Bimbingan dan Konseling Berkebutuhan Khusus di Sekolah. *Jurnal Hawa: Studi Pengarus Utamaan Gender dan Anak*, 3(1), 25–32. <https://doi.org/http://dx.doi.org/10.29300/hawapsga.v3i1.5420>
- Vignoli, E., & Mallet, P. (2004). Validation of a brief measure of adolescents' parent attachment based on Armsden and Greenberg's three-dimension model. *European Review of Applied Psychology*, 54(4), 251-260.
- Voelker, D. K., Reel, J. J., & Greenleaf, C. (2015). Weight status and body image perceptions in adolescents: Current perspectives. *Adolescent Health, Medicine and Therapeutics*, 6, 149– 158. <https://doi.org/10.2147/AHMT.S68344>
- Wells, I. E. (2010). *Psychology of emotions, motivations and actions: Psychological wellbeing*. New York: Nova Science Publisher, Inc, 6(9), 111334.A