

Social Support and Subjective Well-Being among Adolescents living in Islamic Boarding School in Rural Indonesia

Sorayati Dwi Utami¹, Asniar Asniar², Wirda Hayati³

¹Master Program of Nursing, Faculty of Nursing, Universitas Syiah Kuala, ²Department of Community Health Nursing, Faculty of Nursing, Universitas Syiah Kuala, ³Poltekkes Kemenkes Aceh

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Abstract

Subjective well-being is essential for adolescents as it affects their social relationships, learning processes, and emotions. Adolescents who have low SWB quickly feel anxious, depressed, and anxious. This study aims to determine the relationship between subjective well-being and social support for adolescents in an Islamic boarding school in Aceh province, Indonesia. This study applied a cross-sectional design involving 169 adolescents living in an Islamic Boarding School in the Aceh province of Indonesia. Data were collected using the Multidimensional Scale of Perceived Social Support (MSPSS), the Scale of Positive and Negative Experience (SPANE), and the Satisfaction with Life Scale (SWLS). The Chi-square test showed a relationship between social support and adolescent subjective well-being (p-value 0.030). Therefore, social support should be considered as an aspect which is needed to be improved to affect subjective well-being among adolescents.

Keywords: subjective well-being, social support, adolescents, and Islamic boarding school

Introduction

Subjective Well-Being (SWB) is related to what one thinks and feels about one's life¹ and is essential for every individual, including adolescents, as it can affect their social relationships, learning processes, and emotions². Adolescents with good SWB will feel successful because they have greater well-being. Usually, they are more social, altruistic, and active and have better conflict management, whereas adolescents with poor SWB quickly feel anxiety, depression, and anxiety¹.

Adolescence is a period of life where individuals have a highly selfish nature and desire to show their existence³. Among adolescents in Indonesia, those

who live in Islamic boarding schools, especially in rural areas, are considered more vulnerable than other groups of adolescents. In Aceh, many families prefer sending their children to Islamic Boarding Schools to continue their junior and high school level of education⁴.

The Ministry of religious affairs of the Government of Indonesia reported 26,975 Islamic boarding schools in Indonesia in 2022⁵. In the province of Aceh, large numbers of Islamic Boarding Schools are found. However, not all of them have adequate resources such as education, access to health, and groceries. The adolescents living in Islamic Boarding Schools experience learning difficulties, strict regulations, limited access to

Corresponding Author: Asniar Asniar, Department of Community Health Nursing, Faculty of Nursing, Universitas Syiah Kuala.

E-mail: asniar@usk.ac.id

health, and regulations and punishment to change their behaviors while residing and studying in Islamic Boarding Schools⁴.

Several factors are implied to be directly related to Subjective Well-Being, such as demographic factors, personality, support, and results achieved at school². This is directly related to mood changes and affects social interactions. A person's social support can be through peers, teachers, and parents⁵. Peers, supportive parents, and a positive environment are essential in increasing adolescents' ability to feel supported or receive social support⁶.

Social support is reported to have a significant positive relationship with SWB among adolescents⁵. Family is an essential factor in social activities that involve parents and teachers; these activities are the main thing where support can be the first step to developing positive interaction and communication. Adolescents in Islamic boarding schools do not live with relatives but with friends, teachers, supervisors, and principals; they are essential in building interpersonal relationships and social roles⁷.

The results of the researcher's analysis while at Islamic Boarding School Aceh Besar found that teenagers who came from out of town rarely, even rarely, had visits from their parents and families; they only communicated by phone on Fridays. Adolescents, with their friends daily, do many things, such as discussing, helping, and understanding each other. The data above shows that there is still little research exploring subjective well-being, so researchers consider the impact of subjective well-being on social support. This research is focused on exploring subjective well-being and social support for adolescents in Islamic boarding schools in Aceh Besar.

Materials and Methods

This study uses a cross-sectional design involving 169 respondents who choose based on the results of the Taro Yamane formula. Samples were selected by simple random sampling using Microsoft Excel. The research respondents were teenagers currently studying at Islamic Boarding School Aceh Besar.

The research was conducted for a week in March 2023. Data collection was carried out by distributing questionnaires to adolescents who had received permission from their parents/guardians and were willing to be respondents in this study. The data collected in this study are subjective well-being, social support, and demographic data such as age, gender, region of origin, and parental income.

a. Subjective Well-Being

Subjective Well-Being is a way for someone to assess how they think and feel about what they have and what is happening in their life. Subjective well-being can be evaluated from life satisfaction and positive and negative affect. Subjective well-being in this study used two questionnaires, namely the Scale of Positive and Negative Experience (SPANE), which consists of 12 question items [9], and the Satisfaction with Life Scale (SWLS), which consists of 5 question items⁸, and have been adopted in Indonesian versions with a good level of reliability to use among Indonesian adolescents⁹.

b. Social support

Social support was measured using The Multidimensional Scale of Perceived Social Support (MSPSS) questionnaire, which contains subscales of family support, friend support, and other significant others [12]. The questionnaire uses Likert Scale for 12 items and has been tested to use among Indonesian adolescents (Cronbach's Alpha 0.700¹⁰).

c. Statistical Analysis

The data in this study were analyzed using a chi-square test to determine the relationship between social support and subjective well-being.

Result

The results of this study showed that most respondents were aged 12-16 years (79.3%), male (50.3%), area of origin rural (63.9%), and parents' income <UMP Aceh (63.9%). The following is an explanation of the demographic data of the respondents in Table 1:

Table 1: Demographic Data (n=169)

Demographic Data	Frekuensi (f)	Percentage (%)
Age		
Early adolescence (12-16 tahun)	134	79.3
Late adolescence (17-25 tahun)	35	20.7
Gender		
Male	85	50.3
Female	84	49.7
Origin		
Urban	44	26.0
Rural	125	74.0
Parents' income		
≥ UMP Aceh	61	36.1
< UMP Aceh	108	63.9

Bivariate analysis using the Chi-Square test shows a relationship between social support and

subjective well-being ($p=0.030$). Bivariate analysis is further explained in Table 2:

Table 2: The relationship between social support and adolescent subjective well-being in Islamic boarding schools in Aceh Besar (n=169)

Dukungan Sosial	Subjective Well-Being						P-value
	Low		High		Total		
	n	%	n	%	n	%	
Low	11	91.7	1	8.3	12	100	0.030
Medium	40	54.8	33	45.2	73	100	
High	43	51.2	41	48.8	84	100	

Discussion

The analysis results show a significant relationship between social support and subjective well-being in adolescents in Islamic Boarding School Aceh Besar ($p\text{-value} = 0.030$). Social support can be defined as interpersonal relationships related to psychology and material to provide benefits for individuals to overcome a problem, where social support can be felt emotionally or authentically. There are several relevant social support systems, such as natural (family) support systems, peer support systems, religious support systems, and so on. All individual and family support systems are synergistic, where it is a combination that represents a stable and actual source of social support¹¹.

Social support from the family is essential, and this support can positively and negatively affect adolescents' mental health. The role of culture also involves the social support given to adolescents because any support that adolescents get is not only from parents but can be from peers and other important people for adolescents [16]. In contrast, peer support functions informally, where one individual and another individual significantly influence each other's lives and can achieve reasonable adjustment and growth¹¹.

No individual who enters the community feels happy or prosperous without good relationships, so to be happy or successful in the group requires good social support¹². Teenagers feel connected to

their social environment at school, which is vital to achieving prosperity; the school environment is a significant factor in the socialization and growth of adolescents, influencing the development of identity and educational attainment. Teenagers spend more time at school than anywhere else; at school, they face different cultures or personal backgrounds, positive and negative relationships, and experiences that can contribute to forming social relations with one another¹³. Social support can be an essential resource and coping mechanism for various experiences experienced by adolescents; social support and SWB have a significant relationship¹⁴.

The results of the analysis of social support researchers are one of the essential things for adolescents to be able to adapt, help each other, solve problems, and achieve their goals. The social support adolescents get from friends can be emotional, exchanging information, helping each other memorize Arabic vocabulary, and reminding each other to speak in Arabic and English. Support from the family is provided through materials, visiting at least once a week, and communicating by telephone if the family cannot see the youth at the Islamic Boarding School. Significant others at the Islamic Boarding School are the teachers and the administrators of the Islamic Boarding School, who are there for teenagers every day when in need.

Community nurses have an essential role in increasing subjective well-being in adolescents in Islamic boarding schools. This can be implemented through peer support interventions, teaching method programs¹⁵, and experiential learning¹⁶. In this activity, the nurse becomes a mediator in carrying out the teaching method program by asking youth to express an idea through mind mapping, building meaning in the learning process, involving youth in social activities, and providing motivation¹⁵. The peer support program can be implemented by feeling, observing, reflecting, thinking, and planning. This can foster a sense of empathy for other friends, work together and support each other¹⁵. At the same time, the Experiential Learning (EXL) program applies methods in community service, role-playing, simulations, or adventure programs that aim to increase the sense of empathy and prosocial behavior of adolescents¹⁶. Based on some research, nurses

could be role models in developing health promotion intervention programs related to efforts to improve subjective well-being, which can be implemented through peer support interventions, teaching method programs, and experiential learning by considering adolescents' social support.

The results of this study can be used as a reference for developing school and community-based interventions for adolescents in the form of training, developing extracurricular types, and including them in the curriculum so that it can be an idea for Islamic boarding schools to increase involvement and collaboration with the community of nurses in developing health promotion programs to improve subjective well-being in adolescents. This research is evidence of applying the Health Promotion Model theory to adolescent aggregates, and nurse educators can integrate it into learning community nursing practice related to Subjective Well-Being.

Conclusion

Social support affects subjective well-being, so it impacts adolescent social relations. This can be a recommendation for schools and health centers to increase social support through health promotion.

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