

# Strength-Based Parenting and Well-Being in Adolescence

## *Strength-Based Parenting dan Kesejahteraan Remaja*

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Adolescents' well-being deserves attention as it promotes adolescents' general health. Parenting is a factor that may influence adolescents' well-being. Unfortunately, some parents provide only limited support to their adolescents and show ineffective parenting. Strength-based parenting (SBP) is a parenting style where parents seek to deliberately identify and develop positive conditions, processes, and qualities in their children. Research conducted in Western culture showed that strength-based parenting (SBP) was associated with adolescents' subjective well-being, particularly life satisfaction. This present study extends the past research by involving adolescent sample from Eastern culture (Indonesia) and including the measure that combines both subjective and psychological well-being. Particularly, this study examined if strength-based parenting (SBP; strength knowledge and strength use) predicted adolescent well-being. Participants were 191 high school students in Surabaya (15-18 years old). Participants completed the Pemberton Happiness Index (PHI) and Strength-Based Parenting Scale (SBPS). Results showed that both strength knowledge and strength use were positively related to adolescent well-being. This indicates that parents' recognition and encouragement to use adolescents' strengths has helped adolescents to understand their own potentials and therefore, generate positive feelings and meaningful experiences. Thus, strength-based parenting (SBP) does not only benefit adolescents from Western culture, but also adolescents from Eastern culture (Indonesia).

*Keywords:* adolescents, strength-based parenting, well-being

Kesejahteraan remaja perlu mendapat perhatian karena dapat meningkatkan kesehatan remaja secara umum. Pola asuh orang tua merupakan salah satu faktor yang dapat memengaruhi kesejahteraan remaja. Namun, sebagian orang tua memberikan hanya dukungan yang terbatas kepada anak remajanya dan menerapkan pola asuh yang kurang efektif. *Strength-based parenting (SBP)* merupakan pola asuh yang secara sengaja melibatkan orang tua dalam mengidentifikasi dan mengembangkan kondisi, proses, dan kualitas positif anak. Penelitian yang dilakukan dalam konteks budaya Barat menunjukkan bahwa *strength-based parenting (SBP)* berkorelasi dengan kesejahteraan subjektif remaja, khususnya terhadap kepuasan hidup. Penelitian ini memperluas penelitian sebelumnya dengan melibatkan sampel remaja dari budaya Timur (Indonesia) dan menggunakan alat ukur yang menggabungkan kesejahteraan subjektif dan kesejahteraan psikologis. Secara khusus, penelitian ini bertujuan untuk menguji apakah *strength-based parenting (SBP; strength knowledge dan strength use)* dapat memprediksi kesejahteraan remaja. Penelitian ini melibatkan 191 orang siswa Sekolah Menengah Atas (SMA) di Surabaya (usia 15-18 tahun). Partisipan mengisi *Pemberton Happiness Index (PHI)* dan *Strength-Based Parenting Scale (SBPS)*. Hasil penelitian menunjukkan bahwa *strength knowledge dan strength use* berhubungan positif dengan kesejahteraan remaja. Hal ini menandakan bahwa pengetahuan orang tua tentang kekuatan anak remajanya dan dorongan orang tua agar remaja menggunakannya dapat membantu memahami potensi mereka, dan karenanya dapat menumbuhkan perasaan positif dan pengalaman yang bermakna. Dengan demikian, *strength-based parenting (SBP)* tidak hanya bermanfaat bagi remaja dalam konteks budaya Barat, tetapi juga remaja dari budaya Timur (Indonesia).

*Kata kunci:* remaja, *strength-based parenting*, kesejahteraan

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Well-being represents the condition of being fully functioning, having excellent physical and psychological health, and keeping positive social relationships, that occurs in a safe, secure, and supportive environment (Žukauskienė, 2014). Well-being is associated with good feelings and functioning well (Huppert, 2014). There are two different perspectives of well-being that generate two different concepts of well-being: (1) hedonic (subjective) well-being; and (2) eudaimonic (psychological) well-being (Hervás & Vázquez, 2013). Hedonic well-being is related to positive emotion, whereas eudaimonic well-being is related to meaningful experiences. The combination of hedonic and eudaimonic well-being represents the highest level of well-being which is indicated by high vitality and life satisfaction, as well as meaningful and elevating experiences (Huta & Ryan, 2010).

Adolescents with high levels of well-being show good physical and mental health, and build positive relationships with their parents and peers (Žukauskienė, 2014). Hoyt et al. (2012) indicated that a high level of well-being is associated with improved general health and decreased risky health behaviors in adulthood (e.g., smoking, consuming fast food, drinking alcohol and using illegal drugs). Additionally, adolescents with higher levels of well-being experienced less depression, negative emotions, and social stress than those at the lower levels of well-being (Proctor et al., 2010). In general, they were better in interpersonal relationships (e.g., parent and peer relations), intrapersonal conditions (e.g., life meaning, gratitude, self-esteem), and school outcomes (e.g., school satisfaction and academic achievement).

However, not all Indonesian adolescents show high levels of well-being as indicated from their positive emotion and relationships. The Global School-Based Student Health Survey (World Health Organization [WHO], 2017) reported 5% of 8,899

Kesejahteraan (*well-being*) merupakan kondisi saat seorang individu dapat berfungsi secara utuh, memiliki keadaan fisik dan psikologis yang sehat, dan dapat mempertahankan hubungan sosial yang positif yang terjalin dalam lingkungan yang aman dan mendukung (Žukauskienė, 2014). Kesejahteraan diasosiasikan dengan perasaan yang baik dan kemampuan untuk berfungsi dengan baik (Huppert, 2014). Ada dua perspektif terkait kesejahteraan yang menghasilkan dua konsep yang berbeda tentang kesejahteraan: (1) kesejahteraan hedonik (subjektif); dan (2) kesejahteraan eudaimonik (psikologis; Hervás & Vázquez, 2013). Kesejahteraan hedonik terkait dengan emosi positif, sementara kesejahteraan eudaimonik terkait dengan pengalaman yang bermakna. Kombinasi antara kesejahteraan hedonik dan eudaimonik menyatakan tingkat kesejahteraan tertinggi yang diindikasikan dengan vitalitas yang tinggi dan kepuasan hidup, di samping pengalaman yang bermakna (Huta & Ryan, 2010).

Remaja dengan tingkat kesejahteraan yang tinggi menunjukkan kesehatan fisik dan mental yang baik, dan membangun hubungan yang baik dengan orang tua dan teman sejawat (Žukauskienė, 2014). Hoyt et al. (2012) menyatakan bahwa tingkat kesejahteraan yang tinggi dapat diasosiasikan dengan peningkatan kesehatan secara umum dan pengurangan perilaku kesehatan yang berisiko di masa dewasa (contohnya merokok, mengonsumsi makanan cepat saji, mengonsumsi minuman beralkohol, dan menggunakan narkoba). Di samping itu, remaja dengan tingkat kesejahteraan yang tinggi mengalami lebih sedikit depresi, emosi negatif, dan tekanan sosial daripada remaja dengan tingkat kesejahteraan yang rendah (Proctor et al., 2010). Secara umum, remaja tersebut lebih baik dalam hal hubungan interpersonal (contohnya hubungan dengan orang tua dan teman sejawat), kondisi intrapersonal (contohnya makna hidup, perasaan bersyukur, dan harga diri), serta hasil kinerja belajar (contohnya kepuasan bersekolah dan pencapaian akademik).

Namun tidak semua remaja Indonesia menunjukkan tingkat kesejahteraan yang tinggi, sebagaimana ditunjukkan oleh emosi positif dan hubungan positif mereka. Survei Global Kesehatan Berbasis Sekolah oleh Organisasi Kesehatan Dunia (*World Health*

Indonesian adolescents aged 13-17 years old experienced anxiety, 7% felt lonely, 3% did not have close friends, and 21% were bullied. Regarding their relationship with their parents, 36% of adolescents in the survey had low parental engagement or connectedness. Only 34% of adolescents reported that their parents understood their problems and worries, and only 40% of adolescents reported that their parents were aware of how adolescents spent their free time (World Health Organization [WHO], 2017). Low parental engagement increases adolescents' risk of feeling lonely or anxious, conducting suicidal attempts, and being involved in substance abuse (World Health Organization [WHO], 2017). This supports the evidence that parent-adolescent relationship is associated with adolescents' well-being and emotional problems (Abubakar et al., 2015; Sumargi & Kristi, 2017).

To further check adolescents' well-being, the authors interviewed five high school students in Surabaya. They reported that they felt unhappy and bored, and lacked future goals and directions. They were also unable to see their strengths. The negative feelings seemed to influence their motivation to learn and school performance. The students also reported that they had limited support from their parents. Their parents often showed disagreements with adolescents' interests and aspirations. Parents did not seem to attend to adolescents' needs and nurtured their strengths. Notably, although adolescents' main task is to develop their own identity, adolescents still need parents' care and support to be independent and well-adjusted (Kaniušonytė & Žukauskienė, 2018).

Parenting has been known to influence adolescent development, including their well-being (Žukauskienė, 2014). A high-quality relationship between parents and their adolescent child was positively related to adolescents' subjective well-being (Diener & Diener McGavran, 2008), as well as to their psychological well-being in adult life (Ryff, 2014). Parenting strategies, such as providing support and maintaining good relationships with adolescents, were found to increase adolescents' self-esteem and reduce mental

*Organization [WHO], 2017)* melaporkan bahwa 5% dari 8,899 remaja Indonesia usia 13-17 tahun mengalami kecemasan, 7% merasa kesepian, 3% tidak mempunyai teman dekat, dan 21% pernah dirundung. Terkait hubungan dengan orang tua, 36% remaja yang disurvei menyatakan keterlibatan orang tua yang rendah. Hanya 34% remaja melaporkan bahwa orang tua mereka mengerti permasalahan dan kekhawatirannya, dan hanya 40% remaja melaporkan bahwa orang tua mereka mengetahui bagaimana anak remaja mereka meluangkan waktunya (*World Health Organization [WHO], 2017*). Rendahnya keterlibatan orang tua meningkatkan risiko timbulnya rasa kesepian atau kecemasan pada remaja, percobaan bunuh diri, dan penyalahgunaan narkoba (*World Health Organization [WHO], 2017*). Hal ini mendukung temuan bahwa hubungan orang tua dengan anak remaja diasosiasikan dengan kesejahteraan masalah dan emosional remaja (Abubakar et al., 2015; Sumargi & Kristi, 2017).

Untuk lebih lanjut menilai kesejahteraan remaja, penulis mewawancarai lima siswa Sekolah Menengah Atas (SMA) di Surabaya. Mereka menyatakan bahwa mereka merasa tidak bahagia dan merasa bosan, tidak memiliki arah dan tujuan masa depan. Mereka juga tidak mampu melihat kekuatan dalam diri mereka. Perasaan negatif nampak memengaruhi motivasi belajar dan kinerja pembelajaran mereka di sekolah. Mereka juga menyatakan bahwa mereka mendapatkan dukungan yang terbatas dari orang tua mereka. Orang tua seringkali menunjukkan ketidaksepahaman dengan minat dan aspirasi anak remajanya. Orang tua nampaknya tidak bisa memenuhi kebutuhan emosional dan mengayomi kekuatan anak remajanya. Terlebih, walaupun tugas utama remaja adalah untuk mengembangkan identitas mereka sendiri, mereka masih memerlukan perhatian dan dukungan dari orang tua untuk menjadi insan yang mandiri dan bisa menyesuaikan diri (Kaniušonytė & Žukauskienė, 2018).

Pola asuh diketahui berpengaruh terhadap perkembangan remaja, termasuk kesejahtraannya (Žukauskienė, 2014). Kualitas hubungan yang baik antara orang tua dan anak remajanya berpengaruh positif terhadap kesejahteraan subjektif remaja (Diener & Diener McGavran, 2008), selain terhadap kesejahteraan psikologis mereka saat sudah menginjak usia dewasa (Ryff, 2014). Strategi pola asuh, seperti memberikan dukungan dan mempertahankan hubungan yang baik dengan anak remaja, diketahui

health problems such as depression (Smokowski et al., 2014). Similarly, it was found that emotional support from both parents reinforced adolescents' self-esteem (Boudreault-Bouchard et al., 2013). Parental support decreased adolescents' psychological distress, but, parents' coercive control undermined adolescents' self-esteem (Boudreault-Bouchard et al., 2013). To conclude, there was strong evidence that parent-child relationship and parental support were associated with increased well-being in adolescents.

Strength-based parenting (SBP) is a parenting style that is based on positive psychology paradigm (Waters, 2015b). It is a style of parenting aiming to deliberately identify and develop positive conditions, positive processes, and positive qualities in one's children (Waters, 2015a). Instead of focusing on a child's weaknesses, parents who employ strength-based parenting (SBP) seek and develop their child's strengths and potentials (Waters, 2017). In other words, parents try to recognize and understand their child's strengths (strength knowledge) and then, encourage their child to use their strengths (strength use; Waters, 2015a). Strength knowledge and strength use are the two components in strength-based parenting (SBP; Jach et al., 2018). Parents' ultimate goal is to have their child fully develop and reach the highest levels of well-being (Waters, 2017). Parents who employ strength-based parenting (SBP) often talk to and discuss with adolescents about their abilities, talents, and positive characters (e.g., courage, kindness, perseverance, and modesty; Waters, 2017). Furthermore, parents motivate adolescents to develop their own strengths, providing them with facilities and encouraging them to be engaged in activities that interest them (Waters, 2017).

Research showed that strength-based parenting (SBP) increased adolescents' life satisfaction (Waters, 2015a) and subjective well-being (Jach et al., 2018). Strength-based parenting (SBP) makes adolescents use their strengths, resulting in positive emotions (e.g., feeling happy and proud) and satisfaction with life (Waters, 2015a). Moreover, adolescents become more confident in their abilities

dapat meningkatkan harga diri remaja dan mengurangi masalah kesehatan mental seperti depresi (Smokowski et al., 2014). Di samping itu, penelitian sebelumnya juga menemukan bahwa dukungan emosional dari kedua orang tua memperkuat harga diri remaja (Boudreault-Bouchard et al., 2013). Dukungan orang tua mengurangi tekanan psikologis bagi remaja, namun sebaliknya kontrol koersif orang tua dapat merusak harga diri remaja (Boudreault-Bouchard et al., 2013). Sebagai kesimpulan, ada bukti kuat bahwa hubungan orang tua dengan anak remajanya serta dukungan orang tua diasosiasikan dengan peningkatan kesejahteraan bagi remaja itu sendiri.

*Strength-based parenting* (SBP) adalah pola asuh yang didasari oleh paradigma psikologi positif (Waters, 2015b). Gaya asuh ini memiliki tujuan yakni secara sengaja mengidentifikasi dan mengembangkan kondisi positif, proses positif, dan kualitas positif dalam diri anak (Waters, 2015a). Alih-alih memfokuskan pada kelemahan anak, orang tua yang menerapkan *strength-based parenting* (SBP) mencari dan mengembangkan kekuatan dan potensi yang ada pada anak (Waters, 2017). Dengan kata lain, orang tua mencoba mengenali dan memahami kekuatan anaknya (*strength knowledge*), dan kemudian mendorong anak tersebut untuk menggunakan kekuatannya (*strength use*; Waters, 2015a). *Strength knowledge* dan *strength use* adalah dua komponen dalam *strength-based parenting* (SBP; Jach et al., 2018). Tujuan utama orang tua adalah agar anaknya dapat mengembangkan potensinya secara penuh dan mencapai tingkat kesejahteraan yang tinggi (Waters, 2017). Orang tua yang menerapkan *strength-based parenting* (SBP) seringkali berbicara dan berdiskusi dengan anak remaja mereka mengenai kemampuan, talenta, dan karakter positif yang dimiliki (contohnya keberanian, kebaikan, ketekunan, dan kerendahan hati; Waters, 2017). Di samping itu, orang tua memotivasi anak remajanya untuk mengembangkan kekuatan mereka sendiri, menyediakan fasilitas dan mendorong anak untuk ikut terlibat dalam aktivitas yang diminati (Waters, 2017).

Penelitian sebelumnya menunjukkan bahwa *strength-based parenting* (SBP) dapat meningkatkan kepuasan hidup (Waters, 2015a) dan kesejahteraan subjektif di kalangan remaja (Jach et al., 2018). *Strength-based parenting* (SBP) mendorong remaja untuk menggunakan kekuatan mereka, yang bermuara pada emosi positif (contohnya merasa senang atau bangga) dan kepuasan hidup (Waters, 2015a).



(Loton & Waters, 2017), and use a constructive approach in solving their problems and difficulties; in other words, adolescents employ strength-based coping to overcome their stress and depression (Waters, 2015b).

Research on strength-based parenting (SBP) is still limited. Based on a recent search in Google Scholar, there were only 13 journal publications on strength-based parenting (SBP). Nine of them were the studies conducted in Western countries such as Australia and Canada (e.g., Jach et al., 2018; Loton & Waters, 2017; Waters, 2015a; Waters & Sun, 2016), whereas the studies in the non-Western context involved adult participants from Peru (Zavala & Waters, 2020), adolescents from Turkey (Sağkal, 2019; Sağkal & Özdemir, 2019), and adolescents from Indonesia (Sumargi & Firlita, 2020). Thus, strength-based parenting (SBP) research in the Eastern context such as Indonesia is warranted, not only because it is understudied, but also because differences in parenting style and practices between parents from the Western and Eastern cultures might affect the findings. Research indicates that Indonesian parents employed more authoritarian parenting (i.e., less affectionate and more punitive parenting) than parents from the Western culture such as Australia (Haslam et al., 2020). Haslam and colleagues (2020) found that authoritarian parenting was associated with more behavior problems and lower emotion regulation among children from both cultures. Furthermore, a survey involving 273 parents from Indonesia showed that parents used ineffective parenting strategies when dealing with child misbehavior, such as making the child to apologize, lecturing, and shouting at the child (Sumargi et al., 2015). The interview with several adolescents (Sumargi et al., 2015) showed that their parents did not pay attention to adolescents' strengths and encourage them to use their strengths. Thus, it would be interesting to examine if Indonesian parents employ strength-based parenting (SBP) with the adolescent sample in this present study and whether strength-based parenting (SBP) would positively impact adolescents' well-being as that in Western culture. Given that self-report was used to measure adolescents' well-being, it would be appropriate that strength-based parenting (SBP) was also measured from adolescents' perspective. Similarly, the previous study in Australia used adolescents' report to assess strength-based parenting (SBP) and adolescents'

Terlebih, remaja menjadi lebih percaya diri dengan kemampuannya (Loton & Waters, 2017), serta menggunakan pendekatan konstruktif dalam memecahkan masalah dan kesulitan yang dihadapi; dengan kata lain, remaja dapat menerapkan *strength-based coping* untuk mengatasi stres dan depresi (Waters, 2015b).

Penelitian mengenai *strength-based parenting* (SBP) masih terbatas. Berdasarkan pencarian terkini di Google Cendikia, hanya terdapat 13 publikasi jurnal ilmiah dengan topik *strength-based parenting* (SBP). Sembilan di antaranya dilakukan di negara Barat seperti Australia dan Kanada (Jach et al., 2018; Loton & Waters, 2017; Waters, 2015a; Waters & Sun, 2016), sementara studi di negara-negara lain melibatkan partisipan dewasa dari Peru (Zavala & Waters, 2020), remaja dari Turki (Sağkal, 2019; Sağkal & Özdemir, 2019), dan remaja dari Indonesia (Sumargi & Firlita, 2020). Sebab itu diperlukan penelitian *strength-based parenting* (SBP) dalam konteks budaya Timur seperti di Indonesia, bukan hanya karena topik riset ini masih kurang dipelajari, namun juga karena perbedaan dalam pola asuh dan perbedaan praktik pengasuhan antara orang tua di budaya Barat dengan di budaya Timur dapat memengaruhi temuan. Riset sebelumnya mengindikasikan bahwa orang tua di Indonesia cenderung menerapkan pola asuh otoritarian (kurang dalam hal menunjukkan kasih sayang dan lebih cenderung menggunakan pola asuh hukuman/punitif) jika dibandingkan dengan orang tua dari budaya Barat seperti Australia (Haslam et al., 2020). Haslam et al. (2020) menemukan bahwa pola asuh otoritarian diasosiasikan dengan masalah perilaku yang lebih tinggi dan regulasi emosi yang lebih rendah bagi anak-anak di kedua budaya. Lebih lanjut, sebuah survei yang melibatkan 237 orang tua dari Indonesia menunjukkan bahwa orang tua menggunakan strategi pola asuh yang kurang efektif ketika berhadapan dengan perilaku menyimpang pada anak, seperti memaksa anak untuk minta maaf, menggurui, dan menjeriaki anak (Sumargi et al., 2015). Wawancara dengan beberapa remaja (Sumargi et al., 2015) menunjukkan bahwa para orang tua tidak memperhatikan kekuatan anak remajanya dan tidak mendorong para remaja untuk menggunakan kekuatan mereka. Oleh karena itu, penulis tertarik untuk meneliti apakah orang tua asal Indonesia menerapkan *strength-based parenting* (SBP) terhadap sampel remaja dalam penelitian ini, dan apakah *strength-based parenting* (SBP) berdampak positif terhadap kesejahteraan remaja seperti halnya pada budaya

subjective well-being (Jach et al., 2018; Waters, 2015a).

Based on previous studies in Australia, strength-based parenting (SBP) has contributed significantly to adolescents' subjective well-being (Jach et al., 2018; Waters, 2015a). Multiple regression analysis revealed that the contribution of strength-based parenting (SBP) to adolescents' life satisfaction (19%) was larger than that of authoritative parenting style (17%) (Waters, 2015a). Considering that Indonesian parents was more authoritarian and less authoritative than Australian parents (Haslam et al., 2020), and showed dysfunctional parenting practices (Sumargi et al., 2015), it is important to study strength-based parenting (SBP) that emphasizes the positive aspects of parenting and assess their outcomes. Policy makers and parenting program developers could use this knowledge to extend or modify their program content.

The aim of this present study was to investigate the relationship between strength-based parenting (SBP) and well-being in Indonesian adolescents, particularly whether or not strength knowledge and strength use predicted adolescent well-being. Based on the previous findings (Jach et al., 2018; Waters, 2015a), it was expected that both factors of strength-based parenting (SBP; strength knowledge and strength use) would contribute significantly to the increase of adolescent well-being. If adolescents perceived their parents had more knowledge about their strengths (i.e., a higher level of strength knowledge) and encouraged them to use their strengths more frequently (i.e., a higher level of strength use), the adolescents would indicate more positive feelings and satisfaction with their lives (i.e., subjective well-being; Jach et al., 2018; Waters, 2015a). In the Indonesian context, strength knowledge and strength use were positively associated with adolescents' self-esteem, but only strength knowledge was the significant predictor for adolescents' self-esteem (Sumargi & Firlita, 2020). It should be noted that self-esteem (i.e., a sense of self-worth) is different from well-

Barat. Penelitian ini menggunakan metode pelaporan diri untuk mengukur kesejahteraan remaja, dan maka dari itu, lebih sesuai jika *strength-based parenting* (SBP) juga diukur dari perspektif remaja. Penelitian serupa di Australia juga menggunakan laporan dari remaja untuk melakukan asesmen terhadap *strength-based parenting* (SBP) dan kesejahteraan subjektif remaja (Jach et al., 2018; Waters, 2015a).

Berdasarkan penelitian sebelumnya di Australia, *strength-based parenting* (SBP) ditemukan berkontribusi secara signifikan terhadap kesejahteraan subjektif remaja (Jach et al., 2018; Waters, 2015a). Analisis regresi berganda menunjukkan bahwa kontribusi *strength-based parenting* (SBP) terhadap kepuasan hidup (19%) lebih tinggi dibandingkan pada pola asuh otoritatif (17%) (Waters, 2015a). Dengan pertimbangan bahwa para orang tua di Indonesia cenderung lebih otoritarian dan kurang otoritatif dibandingkan para orang tua di Australia (Haslam et al., 2020), serta kecenderungan praktik pola asuh disfungsi (Sumargi et al., 2015), dinilai penting untuk meneliti *strength-based parenting* (SBP) dengan menekankan aspek positif pola asuh dan melakukan asesmen atas hasilnya (*outcome*). Para pembuat kebijakan dan pengembang program pola asuh dapat menggunakan pengetahuan ini untuk memperluas dan memodifikasi konten dari program yang ada.

Penelitian ini bertujuan untuk menyelidiki hubungan antara *strength-based parenting* (SBP) dan kesejahteraan remaja di Indonesia, utamanya apakah *strength knowledge* dan *strength use* dapat memprediksi kesejahteraan remaja. Berdasarkan temuan sebelumnya (Jach et al., 2018; Waters, 2015a), diharapkan bahwa kedua faktor *strength-based parenting* (SBP; *strength knowledge* dan *strength use*) berkontribusi secara signifikan terhadap peningkatan kesejahteraan remaja. Jika remaja memandang bahwa orang tua lebih memahami kekuatan mereka (tingkat *strength knowledge* yang lebih tinggi) dan mendorong mereka untuk lebih sering menggunakan kekuatannya (*strength use* yang lebih tinggi), remaja akan cenderung melaporkan persaaan positif dan kepuasan terhadap hidupnya (kesejahteraan subjektif; Jach et al., 2018; Waters, 2015a). Dalam konteks Indonesia, *strength knowledge* dan *strength use* diasosiasikan secara positif dengan harga diri remaja, namun hanya *strength knowledge* yang merupakan prediktor signifikan harga diri remaja (Sumargi & Firlita, 2020). Perlu dicatat bahwa harga diri berbeda dari kesejahteraan, dan harga diri dipengaruhi secara positif oleh kese-

being, self-esteem positively influenced well-being (Kong et al., 2013). Thus, the present study would extend the results from previous studies by including adolescents' well-being (both subjective and psychological well-being) as the study variable. The main hypothesis of this present study was:

*Hypothesis 1:* Strength-based parenting (SBP) predicted adolescent well-being.

Additionally, the specific hypotheses for each aspect of strength-based parenting (SBP) were:

*Hypothesis 2:* Strength knowledge was the significant predictor for adolescent well-being.

*Hypothesis 3:* Strength use was the significant predictor for adolescent well-being.

jahteraan (Kong et al., 2013). Oleh karena itu, penelitian ini diharapkan dapat memperluas penelitian sebelumnya dengan menyertakan kesejahteraan remaja (baik kesejahteraan subjektif maupun psikologis) sebagai variabel penelitian. Hipotesis dalam penelitian ini adalah sebagai berikut:

*Hipotesis 1:* *Strength-based parenting* (SBP) dapat memprediksi kesejahteraan remaja.

Lebih lanjut, hipotesis spesifik untuk masing-masing aspek *Strength-based parenting* (SBP) adalah:

*Hipotesis 2:* *Strength knowledge* adalah prediktor signifikan terhadap kesejahteraan remaja.

*Hipotesis 3:* *Strength use* adalah prediktor signifikan terhadap kesejahteraan remaja.

## Method

### Participants

Participants were 191 adolescents studied at a private high school in Surabaya. High school students were chosen because during this time, they develop career interests, and have identity exploration and experimentation; thus, they need support from their environment, including parents, to adjust well (Santrock, 2013). Unfortunately, previous interview with five high school students at this private high school in Surabaya showed that they experienced negative feelings and lacked future directions. Their parents also did not seem to provide enough support and failed to recognize their strengths.

Participants in this present study were the year 10 and 11 students with the age range of 15-18 years. Stratified random sampling was used to select participants. The sample size requirement ( $n = 107$ ) was estimated using *G\*Power* 3.1 (Faul et al., 2009). To meet the number required, six out of eight classes of year 10 and 11 were randomly chosen. All students in the selected classes were involved in the study. Data were collected after participants received explanations about the study and signed informed consent. This study used

## Metode

### Partisipan

Partisipan dalam penelitian ini adalah 191 remaja yang sedang menempuh pendidikan di sebuah Sekolah Menengah Atas (SMA) swasta di Surabaya. Siswa SMA dipilih karena pada jenjang pendidikan ini mereka sedang mengembangkan minat karir mereka, mengeksplorasi dan bereksperimen dengan jati diri; karenanya mereka memerlukan dukungan dari lingkungan, termasuk orang tua, untuk dapat menyesuaikan diri dengan baik (Santrock, 2013). Sayangnya, wawancara terdahulu dengan lima orang siswa di sebuah SMA swasta di Surabaya menunjukkan bahwa para remaja mengalami perasaan negatif dan kurangnya arah untuk masa depan. Orang tua mereka juga nampaknya tidak memberikan dukungan yang mencukupi, serta gagal dalam memahami kekuatan para remaja.

Partisipan dalam penelitian ini adalah siswa kelas X dan XI, dengan rentang usia 15-18 tahun. Teknik pengambilan sampel acak berstrata (*stratified random sampling*) digunakan dalam memilih partisipan. Ukuran sampel minimal ( $n = 107$ ) diestimasi dengan menggunakan *G\*Power* 3.1 (Faul et al., 2009). Untuk memenuhi jumlah sampel yang dibutuhkan, enam dari delapan kelas di tingkat X dan XI dipilih secara acak. Semua siswa di kelas-kelas terpilih dilibatkan dalam penelitian ini. Data dikumpulkan setelah siswa mendapatkan penjelasan mengenai

existing data from undergraduate thesis. The ethical clearance was not sought because there was no ethical committee at the Faculty of Psychology of X University.

## Measures

### *Pemberton Happiness Index (PHI)*

Pemberton Happiness Index (PHI; Hervás & Vázquez, 2013) was used to measure adolescent well-being. Pemberton Happiness Index (PHI) is a comprehensive measure of well-being, it includes hedonic and eudaimonic well-being. Pemberton Happiness Index (PHI) consists of 21 items, divided into 11 items of remembered well-being (the score ranges from “0 (*fully disagree*)” to “10 (*fully agree*)”) and 10 items of experienced well-being (the score ranges from “0 (*No for positive experience*)” to “1 (*Yes for positive experience*)”). The scores of 10 items of experienced well-being are summed and the sum is treated as the twelfth item of the Pemberton Happiness Index (PHI). The total score of remembered and experienced well-being is divided into 12 to obtain the final mean score ranging from 0 to 10, with higher scores indicating higher levels of well-being (Hervás & Vázquez, 2013). Examples of items were “I am very satisfied with my life” (remembered well-being) and “I did something fun with someone” (experienced well-being). Pemberton Happiness Index (PHI) has been translated into Indonesian, the internal consistency of the measure in the past study was good,  $\alpha = .75$  (Sumargi & Kristi, 2017). In this present study, the Cronbach’s alpha was .83.

### *Strength-Based Parenting Scale (SBPS)*

To measure strength-based parenting (SBP) from adolescents’ perspective, Strength-Based Parenting Scale (SPBS) was used (Jach et al., 2018). The Strength-Based Parenting Scale (SPBS) consists of two factors: strength knowledge (seven items) and strength use (seven items). The score ranges from “1 (*strongly disagree*)” to “7 (*strongly agree*)”. Examples of items were “My parents know what I do best” (strength knowledge) and “My parents suggest I should use my strengths every day” (strength use). Strength-based parenting (SBP) is represented by the two mean scores of strength

penelitian dan menandatangani pernyataan persetujuan (*informed consent*). Penelitian ini menggunakan data eksisting dari skripsi S1. Penelitian tidak menggunakan surat kelayakan etik karena tidak ada komite etik di Fakultas Psikologi Universitas X.

## Alat Ukur

### *Pemberton Happiness Index (PHI)*

*Pemberton Happiness Index* (PHI; Hervás & Vázquez, 2013) digunakan untuk mengukur kesejahteraan remaja. *Pemberton Happiness Index* (PHI) adalah sebuah alat ukur kesejahteraan yang komprehensif, meliputi kesejahteraan hedonik dan eudaimonik. *Pemberton Happiness Index* (PHI) terdiri atas 21 butir, yang dibagi menjadi 11 butir *remembered well-being* (dengan rentang skor dari “0 (sangat tidak setuju)” sampai “10 (sangat setuju)”) dan 10 butir *experienced well-being* (dengan rentang skor dari “0 (tidak untuk pengalaman positif)” sampai “1 (ya untuk pengalaman positif)”). Skor dari 10 butir *experienced well-being* kemudian dijumlahkan dan hasil penjumlahannya dibagi 12 untuk mendapatkan hasil skor mean dengan rentang antara 0 sampai 10. Skor yang tinggi mengindikasikan tingkat kesejahteraan yang tinggi pula (Hervás & Vázquez, 2013). Contoh butir dalam alat ukur ini antara lain “Saya sangat puas dengan kehidupan saya” (untuk *remembered well-being*) dan “Saya melakukan suatu hal yang menyenangkan dengan seseorang” (untuk *experienced well-being*). *Pemberton Happiness Index* (PHI) tersebut telah diterjemahkan ke dalam bahasa Indonesia dengan konsistensi internal alat ukur yang memadai, dengan  $\alpha = 0,75$  (Sumargi & Kristi, 2017). *Cronbach’s alpha* dalam penelitian ini adalah 0,83.

### *Strength-Based Parenting Scale (SBPS)*

Untuk mengukur *strength-based parenting* (SBP) dari perspektif remaja, digunakan instrumen *Strength-Based Parenting Scale* (SPBS; Jach et al., 2018). *Strength-Based Parenting Scale* (SPBS) tersebut terdiri atas dua faktor: *strength knowledge* (7 item) dan *strength use* (7 item), dengan rentang nilai skor dari “1 (sangat tidak setuju)” sampai “7 (sangat setuju)”. Contoh butir dalam skala ini antara lain: “Orang tua saya mengetahui apa yang menjadi kekuatan terbaik saya” (*strength knowledge*) dan “Orang tua saya menyarankan apa yang sebaiknya saya lakukan untuk menggunakan kekuatan saya



knowledge and strength use. Higher scores of strength knowledge indicate that parents are perceived as having more knowledge about their child's strengths. Higher scores of strength use indicate that parents are perceived as having more support to their child to use their strengths. After obtaining consent to use the Strength-Based Parenting Scale (SPBS), the authors translated the scale into Bahasa Indonesia. The translation was reviewed by two judges who had an educational background in psychology and were fluent in Bahasa Indonesia and English. The internal consistency of the measure in the present study was excellent,  $\alpha = .90$  for strength knowledge and  $\alpha = .92$  for strength use.

## Statistical Analysis

A multiple regression analysis was used to test if both factors of strength-based parenting (SBP; strength knowledge and strength use) were the predictors of adolescent well-being. In addition, a correlation analysis (Pearson's correlation) was conducted to describe the relationships between research variables. Data were analyzed using the International Business Machines Corporation (IBM) Statistical Product and Service Solutions (SPSS) Statistics for Windows, Version 25.

## Results

### Preliminary Analysis

Prior to data analyses, assumption testing was conducted. The results showed no serious violations of normality, linearity, homoscedasticity, and multivariate outlier assumptions. This was based on the visual inspections of histogram and residual plots, as well as Mahalanobis Distance values (only one value below the critical value of 13.82). The multicollinearity assumption was also met, the tolerance value was more than .01 (0.61) and Variance Inflation Factor (VIF) was less than 10 (1.65).

sehari-hari" (*strength use*). *Strength-based parenting* (SBP) direpresentasikan oleh nilai mean dari dua skor yaitu *strength knowledge* dan *strength use*. Skor *strength knowledge* yang tinggi mengindikasikan bahwa orang tua dinilai mempunyai lebih banyak pemahaman mengenai kekuatan anak mereka. Sementara itu, skor *strength use* yang tinggi mengindikasikan bahwa orang tua dinilai lebih mendukung anak mereka dalam menggunakan kekuatannya. Setelah mendapatkan persetujuan untuk menggunakan *Strength-Based Parenting Scale* (SPBS), penulis menerjemahkan skala tersebut ke dalam bahasa Indonesia. Hasil terjemahan kemudian ditelaah oleh dua orang *reviewer* yang memiliki latar belakang pendidikan di bidang psikologi dan fasih berbahasa Indonesia dan bahasa Inggris. Konsistensi internal alat ukur dalam penelitian ini sangat baik, dengan  $\alpha = 0,90$  untuk *strength knowledge* dan  $\alpha = 0,92$  untuk *strength use*.

## Analisis Statistik

Analisis regresi berganda digunakan untuk menguji apakah kedua faktor *strength-based parenting* (SBP) yakni *strength knowledge* dan *strength use* merupakan prediktor kesejahteraan remaja. Selain itu, analisis korelasi (*Pearson's correlation*) dilakukan untuk mendeskripsikan hubungan antar variabel penelitian. Data dianalisis dengan menggunakan perangkat lunak *Statistical Product and Service Solutions* (SPSS) untuk Windows, Versi 25, dari *International Business Machines Corporation* (IBM).

## Hasil

### Analisis Awal

Sebelum tahapan analisis data, dilakukan uji asumsi. Hasil analisis menunjukkan bahwa tidak ada pelanggaran serius terhadap asumsi normalitas, linearitas, homoskedasitas, dan *outlier* multivariat. Hal tersebut didasari oleh pemeriksaan visual terhadap histogram dan plot residual, termasuk nilai Jarak Mahalanobis (hanya satu nilai yang berada di bawah nilai kritis yaitu 13,82). Asumsi multikolinieritas juga terpenuhi, dengan nilai toleransi lebih dari 0,01 (0,61) dan nilai *Variance Inflation Factor* (VIF) kurang dari 10 (1,65).

## Descriptive Analysis

Table 1 indicates mean, standard deviation, and correlation coefficients of strength knowledge, strength use, and adolescent well-being. The mean well-being score was 6.89 ( $SD = 1.26$ ), it was above the middle score of Pemberton Happiness Index (PHI;  $Mean = 5$ ) which indicates that the well-being of adolescents in the present study was quite good. Most adolescents seemed to experience positive emotion quite frequently and had meaningful experiences to some extent. Similarly, the mean strength-knowledge score was 5.29 ( $SD = 1.06$ ) and the mean strength-use score was 5.21 ( $SD = 1.20$ ), both were above the middle score of Strength-Based Parenting Scale (SBPS;  $Mean = 4$ ), indicating that most adolescents reported their parents recognized their strengths (strength knowledge) and encouraged them to use their strengths (strength use). Thus, strength-based parenting (SBP) was employed by Indonesian parents to some degree.

Table 1  
Mean, Standard Deviation, and Correlation Between Research Variables

| Variables                      | Possible score range | Mean | SD   | Correlations |        |   |
|--------------------------------|----------------------|------|------|--------------|--------|---|
|                                |                      |      |      | 1            | 2      | 3 |
| 1. Adolescent Well-Being (PHI) | 0-10                 | 6.89 | 1.26 | -            | -      | - |
| 2. Strength Knowledge (SBPS)   | 1-7                  | 5.29 | 1.06 | .51***       | -      | - |
| 3. Strength Use (SBPS)         | 1-7                  | 5.21 | 1.20 | .50***       | .63*** | - |

Note. PHI = Pemberton Happiness Index (PHI); SBPS = Strength-Based Parenting Scale (SBPS); \*\*\* $p < .001$ .

Tabel 1  
Mean, Standard Deviasi, dan Korelasi antar Variabel Penelitian

| Variabel                            | Possible score range | Mean | SD   | Correlations |         |   |
|-------------------------------------|----------------------|------|------|--------------|---------|---|
|                                     |                      |      |      | 1            | 2       | 3 |
| 1. Kesejahteraan Remaja (PHI)       | 0-10                 | 6,89 | 1,26 | -            | -       | - |
| 2. <i>Strength Knowledge</i> (SBPS) | 1-7                  | 5,29 | 1,06 | 0,51***      | -       | - |
| 3. <i>Strength Use</i> (SBPS)       | 1-7                  | 5,21 | 1,20 | 0,50***      | 0,63*** | - |

Catatan. PHI = Pemberton Happiness Index (PHI); SBPS = Strength-Based Parenting Scale (SBPS); \*\*\* $p < 0,001$ .

The correlation analysis showed that the relationship between strength-based parenting (SBP) and adolescent well-being was significant ( $p < .001$ ), in this case  $r = .51$  between strength knowledge and adolescent well-being, and  $r = .50$  between strength use and adolescent well-being. The more parents recognized adolescents' strengths or encouraged adolescents to use their strengths, the higher their well-being levels. The significant relationships between the two factors of strength-based parenting (SBP) and adolescents' well-being mean that both

## Analisis Deskriptif

Tabel 1 menunjukkan *mean*, standar deviasi, dan koefisien korelasi *strength knowledge*, *strength use*, dan kesejahteraan remaja. Skor *mean* kesejahteraan adalah 6,89 ( $SD = 1,26$ ), lebih tinggi dari nilai tengah *Pemberton Happiness Index (PHI; Mean = 5)*. Hal ini mengindikasikan bahwa tingkat kesejahteraan remaja dalam penelitian ini cukup baik. Kebanyakan remaja nampak cukup sering mengalami emosi positif dan mendapatkan pengalaman yang bermakna. Demikian pula skor *mean strength knowledge* adalah 5,29 ( $SD = 1,06$ ) dan skor *mean strength use* adalah 5,21 ( $SD = 1,20$ ); keduanya lebih tinggi dari nilai tengah *Strength-Based Parenting Scale (SBPS; Mean = 4)*. Hal ini mengindikasikan bahwa sebagian besar remaja melaporkan bahwa orang tua mengenali kekuatan mereka (*strength knowledge*) dan mendorong mereka untuk menggunakan kekuatan mereka (*strength use*). Oleh karena itu, dapat dikatakan bahwa *strength-based parenting (SBP)* diterapkan oleh orang tua di Indonesia pada tingkat tertentu.

Analisis korelasi menunjukkan hubungan yang signifikan antara *strength-based parenting (SBP)* dan kesejahteraan remaja ( $p < 0,001$ ), dengan  $r = 0,51$  antara *strength knowledge* dan kesejahteraan remaja, dan  $r = 0,50$  antara *strength use* dan kesejahteraan remaja. Semakin orang tua mengenali kekuatan anak remajanya dan mendorong mereka untuk menggunakan kekuatannya, semakin tinggi tingkat kesejahteraan remaja tersebut. Hubungan yang signifikan antara kedua faktor *strength-based parenting (SBP)* dan kesejahteraan remaja menunjukkan bahwa

strength knowledge and strength use were the potential predictors for adolescents' well-being. Multiple regression analysis was used to further test this possibility.

### Multiple Regression Analysis

Multiple regression analysis with adolescent well-being as the dependent variable, and strength knowledge and strength use as the predictors also revealed a significant result,  $F(2,188) = 42.60$ ,  $p < .001$ . The contribution of strength knowledge and strength use to adolescent well-being ( $R^2$ ) was 31%. More specifically, Table 2 describes the contribution of each variable to adolescent well-being. Both strength knowledge ( $\beta = 0.32$ ) and strength use ( $\beta = 0.30$ ) made a significant and unique contribution to the prediction of adolescent well-being.

To sum up, the hypothesis that strength-based parenting (SBP) predicted adolescent well-being was confirmed. Both factors of strength-based parenting (SBP; strength knowledge and strength use) had significant relationships with adolescent well-being. The overall contribution of strength-based parenting (SBP) to adolescent well-being was 31%.

Table 2  
Multiple Regression Analysis of Adolescent Well-Being with Strength-Based Parenting as the Predictor

| Variables               | B     | SE B | $\beta$ | p    |
|-------------------------|-------|------|---------|------|
| Strength Knowledge      | 0.38  | 0.09 | 0.32    | .000 |
| Strength Use            | 0.31  | 0.08 | 0.30    | .000 |
| Constant Score          | 3.25  | 0.41 |         | .000 |
| F                       | 42.60 |      |         | .000 |
| df                      | 2.188 |      |         |      |
| Adjusted R <sup>2</sup> | .31   |      |         |      |

Note. B = Unstandardized beta coefficient; SE B = Standard error of B;  $\beta$  = Standardized beta coefficient.

## Discussion

The results supported the hypothesis that strength-based parenting (SBP) was a significant predictor of adolescents' well-being. The more often parents employed strength-based parenting (SBP; i.e., having more knowledge about adolescents' strengths and providing more encouragement to adolescents to

*strength knowledge* dan *strength use* merupakan prediktor yang potensial terhadap kesejahteraan remaja. Analisis regresi berganda digunakan untuk menguji kemungkinan ini lebih lanjut.

### Analisis Regresi Berganda

Analisis regresi berganda yang dilakukan dengan menggunakan kesejahteraan remaja sebagai variabel dependen serta *strength knowledge* dan *strength use* sebagai prediktor, juga menunjukkan hasil yang signifikan,  $F(2,188) = 42,60$ ;  $p < 0,001$ . Kontribusi *strength knowledge* dan *strength use* terhadap kesejahteraan remaja ( $R^2$ ) mencapai 31%. Lebih spesifiknya, Tabel 2 mendeskripsikan kontribusi masing-masing variabel terhadap kesejahteraan remaja. Baik *strength knowledge* ( $\beta = 0,32$ ) maupun *strength use* ( $\beta = 0,30$ ) berkontribusi secara unik dan signifikan terhadap prediksi kesejahteraan remaja.

Sebagai kesimpulan, hipotesis bahwa *strength-based parenting (SBP)* dapat memprediksi kesejahteraan remaja telah terbukti. Kedua faktor *strength-based parenting (SBP; strength knowledge dan strength use)* berhubungan signifikan dengan kesejahteraan remaja. Kontribusi *strength-based parenting (SBP)* terhadap kesejahteraan remaja secara keseluruhan adalah sebesar 31%.

Tabel 2  
Analisis Regresi Berganda Kesejahteraan Remaja dengan Strength-Based Parenting (SBP) sebagai Prediktor

| Variabel                | B     | SE B | $\beta$ | p    |
|-------------------------|-------|------|---------|------|
| Strength Knowledge      | 0,38  | 0,09 | 0,32    | .000 |
| Strength Use            | 0,31  | 0,08 | 0,30    | .000 |
| Constant Score          | 3,25  | 0,41 |         | .000 |
| F                       | 42,60 |      |         | .000 |
| df                      | 2,188 |      |         |      |
| Adjusted R <sup>2</sup> | 0,31  |      |         |      |

Catatan. B = Koefisien beta tak terstandar; SE B = Standar error B;  $\beta$  = Koefisien beta terstandar.

## Diskusi

Hasil penelitian mendukung hipotesis bahwa *strength-based parenting (SBP)* merupakan prediktor kesejahteraan remaja yang signifikan. Semakin sering orang tua menerapkan *strength-based parenting (SBP)*, dengan cara lebih mengenali kekuatan anak remaja dan memberikan lebih banyak dorongan

use their strengths), the higher their well-being levels. Based on adolescents' perspective, strength-knowledge and strength-use shown by parents positively influenced adolescents' well-being.

The results of this study confirm the previous findings that strength-based parenting (SBP) was associated with adolescents' well-being, in particular with adolescents' life satisfaction (Waters, 2015a). Strength-based parenting (SBP) was found to increase adolescents' happiness and reduced depression (Loton & Waters, 2017). In this present study, the adolescent sample were high school students who still explore their career interests and experiment with different range of activities that suit with their competence and interests (as per interview results). Although adolescents are capable to make their own decisions and have a need for autonomy, they still need support from their environment, including their parents, to adjust well (Santrock, 2013). This is particularly true for adolescents in collectivist cultures such as Indonesia where parents still have strong influence on adolescents' lives, including their career exploration and aspiration (Sawitri et al., 2014). If parents disapprove of adolescents' choices and insist their own wishes on career-related matter, this would put adolescents under pressure, making them generate negative feelings and experience distress (Hariyanto et al., 2014). However, if parents support adolescents' choices, in this case parents acknowledge adolescents' strengths and encourage them to develop these strengths, adolescents will develop positive feelings and have meaningful experiences (as seen in the result of this present study). The results of this study support and extend the past finding that strength-based parenting (SBP) predicted adolescents' self-esteem (Sumargi & Firlita, 2020). Adolescents who perceived their parents were supportive and recognized their strengths, had positive evaluations towards themselves. Self-esteem was found to contribute to subjective well-being (Kong et al., 2013).

Furthermore, parents' strength-based parenting (SBP) seems to move adolescents to recognize and develop their own strengths (Jach et al., 2018), and this contributes to their well-being. Strength-based

untuk menggunakan kekuatan mereka, semakin tinggi tingkatan kesejahteraan remaja. Berdasarkan perspektif remaja, serta *strength knowledge* dan *strength use* yang ditunjukkan oleh orang tua berpengaruh secara positif terhadap kesejahteraan remaja.

Hasil penelitian ini mengonfirmasi temuan sebelumnya yang menyatakan bahwa *strength-based parenting (SBP)* diasosiasikan dengan kesejahteraan remaja, khususnya kepuasan hidup remaja (Waters, 2015a). *Strength-based parenting (SBP)* dapat meningkatkan kebahagiaan dan mengurangi depresi pada remaja (Loton & Waters, 2017). Dalam penelitian ini, sampel remaja adalah siswa SMA yang masih mengeksplorasi minat karir mereka dan sedang bereksperimen dengan beragam kegiatan yang sesuai dengan kompetensi dan minat mereka (berdasarkan hasil wawancara). Walaupun remaja mampu mengambil keputusan mereka sendiri dan memiliki kebutuhan akan otonomi, mereka masih memerlukan dukungan dari lingkungan untuk dapat menyesuaikan diri dengan baik, termasuk dari orang tua (Santrock, 2013). Hal ini terutama sangat penting untuk remaja dalam konteks budaya kolektif seperti di Indonesia, di mana orang tua masih mempunyai pengaruh yang kuat terhadap kehidupan anak remajanya termasuk dalam eksplorasi dan aspirasi karir (Sawitri et al., 2014). Jika orang tua tidak merestui pilihan anak remajanya dan memaksakan kehendak dalam keputusan terkait karir, remaja akan merasa tertekan; hal tersebut dapat menyebabkan timbulnya perasaan negatif dan tekanan negatif (Hariyanto et al., 2014). Namun jika orang tua mendukung pilihan anak remajanya, dalam hal ini orang tua mengenali kekuatan anak remaja dan mendorong mereka untuk mengembangkan kekuatannya, maka remaja akan cenderung mengembangkan perasaan positif dan mendapatkan pengalaman yang bermakna (seperti terlihat dalam hasil penelitian ini). Hasil penelitian ini mendukung dan memperluas temuan sebelumnya yang menyatakan bahwa *Strength-based parenting (SBP)* dapat memprediksi harga diri remaja (Sumargi & Firlita, 2020). Remaja yang memandang bahwa orang tua mengenali dan mendukung kekuatannya, cenderung mempunyai evaluasi diri yang positif. Temuan penelitian sebelumnya menyatakan bahwa diri berkontribusi secara positif terhadap kesejahteraan subjektif (Kong et al., 2013).

Di samping itu, *strength-based parenting (SBP)* oleh orang tua cenderung mendorong remaja untuk mengenali dan mengembangkan kekuatan mereka sendiri (Jach et al., 2018), dan hal tersebut berkon-



parenting (SBP) reinforces adolescents' belief that they are capable, in other words strength-based parenting (SBP) influences adolescent self-efficacy (Loton & Waters, 2017). When experiencing stress, adolescents whose parents employ strength-based parenting (SBP) tend to adopt constructive coping strategies (strength-based coping), they will make the best use of their personal strengths and social supports to deal with stressful situations (Waters, 2015b). In other words, strength-based parenting (SBP) encourages adolescents to be fully functioning (i.e., to increase their wellbeing) through the use of strengths and positive states. Parents who apply strength-based parenting (SBP) are likely to have children and adolescents with high levels of awareness of their potentials and positive characters. In a later development, this will enable children and adolescents to draw on their own strengths and use of them to overcome difficult problems (Reckmeyer & Robison, 2016). Previous studies suggest that adolescents' use of strengths and use of strength-based coping, as well as adolescents' self-efficacy have relationships with adolescents' happiness and stress levels (Jach et al, 2018; Loton & Waters, 2017; Waters, 2015b). Therefore, future studies might consider these variables as potential mediators or moderators in the relationship between strength-based parenting (SBP) and adolescents' well-being.

In this present study, strength-based parenting (SBP) contributes to adolescent well-being was fairly large (31%). Both strength knowledge and strength use were moderately associated with adolescent well-being,  $r = .51$  for strength knowledge and  $r = .50$  for strength use. The positive and moderate associations imply that parents play a major role in Indonesian adolescents' well-being. As explained above, adolescents from the collectivist cultures need to know that their parents are supportive to their career aspirations and explorations (Sawitri et al., 2014). Parents' recognition and encouragement to adolescents' strengths have helped adolescents in this study who are high schoolers to understand their potentials and generate positive feelings and meaningful experiences. The current results are similar to the results in the previous study with Australian adolescent sample ( $N = 662$ ). Moderate correlations were also found between strength know-

tribusi terhadap kesejahteraan mereka. *Strength-based parenting (SBP)* memperkuat kepercayaan remaja bahwa mereka mampu; dengan kata lain *strength-based parenting (SBP)* memengaruhi efikasi diri remaja (Loton & Waters, 2017). Ketika mengalami stres, remaja yang orang tuanya menerapkan *strength-based parenting (SBP)* cenderung untuk mengadopsi strategi *coping* yang konstruktif (*strength-based coping*), mereka akan memanfaatkan kekuatan diri dan pendukung sosial mereka untuk menghadapi situasi stres (Waters, 2015b). Dengan kata lain, *strength-based parenting (SBP)* mendorong remaja untuk berfungsi secara utuh (meningkatkan kesejahteraan mereka) dengan menggunakan kekuatan dan keadaan positif mereka. Orang tua yang menerapkan *strength-based parenting (SBP)* cenderung mempunyai anak dan remaja dengan kesadaran yang tinggi akan potensi dan karakter positif dalam dirinya. Dalam tahapan perkembangan selanjutnya, hal ini akan memungkinkan anak dan remaja untuk menggunakan kekuatan mereka untuk mengatasi permasalahan yang sulit (Reckmeyer & Robison, 2016). Penelitian sebelumnya menyatakan bahwa penggunaan kekuatan dan *strength-based coping* di kalangan remaja, serta efikasi diri remaja, berhubungan dengan kebahagiaan dan tingkat stres (Jach et al, 2018; Loton & Waters, 2017; Waters, 2015b). Dengan demikian, penelitian selanjutnya disarankan untuk mempertimbangkan variabel-variabel tersebut sebagai mediator atau moderator yang potensial dalam hubungan antara *strength-based parenting (SBP)* dan kesejahteraan remaja.

Dalam penelitian ini ditemukan bahwa kontribusi *strength-based parenting (SBP)* terhadap kesejahteraan remaja cukup besar (31%). *Strength knowledge* dan *strength use* berasosiasi secara moderat dengan kesejahteraan remaja, dengan  $r = 0,51$  untuk *strength knowledge* dan  $r = 0,50$  untuk *strength use*. Asosiasi positif dan moderat ini menyiratkan bahwa peran orang tua cukup besar dalam kesejahteraan remaja Indonesia. Seperti dijabarkan di atas, remaja yang berasal dari budaya kolektif memiliki kebutuhan untuk tahu bahwa orang tua mendukung mereka dalam aspirasi dan eksplorasi karir (Sawitri et al., 2014). Pengenalan dan dorongan orang tua terhadap kekuatan anak remajanya dapat membantu remaja, yang dalam penelitian ini adalah siswa SMA, untuk memahami potensi dirinya dan menimbulkan perasaan positif serta pengalaman yang bermakna. Hasil penelitian ini serupa dengan hasil dari penelitian sebelumnya terhadap sampel remaja Australia ( $N =$

ledge and adolescent life satisfaction,  $r = .45$ ; and between strength use and adolescent life satisfaction,  $r = .56$  (Waters, 2015a). The contribution of strength knowledge and strength use to adolescent life satisfaction was 19% after controlling for other variable (authoritative parenting; Waters, 2015a).

Further, the present study results extend the previous findings (Waters, 2015a), because the concept of adolescent well-being used in the present study is much broader, including both subjective well-being (e.g., life satisfaction) and psychological well-being. This study was also conducted in the non-Western context; that is, involving adolescent sample in Indonesia. Research has indicated that some parents in Indonesia show limited support to their adolescents (World Health Organization [WHO], 2017), and employ authoritarian and ineffective parenting (Haslam et al., 2020; Sumargi et al., 2015). In contrast, this current study shows that some Indonesian parents have employed strength-based parenting (SBP; see Table 1;  $M = 5.29$  for strength knowledge and  $M = 5.21$  for strength use), and strength-based parenting (SBP) have positively influenced adolescents' wellbeing. Thus, having positive parenting, such as strength-based parenting (SBP), benefits both adolescents from Eastern culture (Indonesia) and Western culture (Australia). Cross-cultural research is warranted to further compare the positive impacts of strength-based parenting (SBP) on adolescents' well-being from diverse cultures (e.g., Western vs. Eastern culture).

## Limitations

This study has a number of limitations that should be considered. First, participants were limited to adolescents who were students in year 10 and 11 at a private high school in Surabaya. This limits the generalizability of the findings. Second, the study used a cross-sectional design; therefore, causality could not be inferred from this study. It is not possible to conclude that strength-based parenting (SBP) is the cause for increased well-being in adolescence. Only an experimental or a longitudinal study that can test the causal relationship. Third, this present

662). Dalam penelitian tersebut korelasi moderat juga ditemukan antara *strength knowledge* dan kepuasan hidup remaja,  $r = 0,45$ ; serta antara *strength use* dan kepuasan hidup remaja,  $r = 0,56$  (Waters, 2015a). Kontribusi *strength knowledge* dan *strength use* terhadap kepuasan hidup remaja ditemukan sebesar 19% setelah mengontrol variabel lainnya (pola asuh otoritatif; Waters, 2015a).

Lebih lanjut, hasil dari penelitian ini memperluas temuan penelitian sebelumnya (Waters, 2015a), karena konsep kesejahteraan remaja yang digunakan dalam penelitian ini cakupannya lebih luas, termasuk kesejahteraan subjektif (kepuasan hidup) dan kesejahteraan psikologis. Penelitian ini juga dilakukan dalam konteks budaya non-Barat; yakni dengan melibatkan sampel remaja di Indonesia. Penelitian sebelumnya mengindikasikan bahwa sebagian orang tua di Indonesia yang menunjukkan dukungan secara terbatas terhadap anak remajanya (World Health Organization [WHO], 2017), dan menerapkan pola asuh otoritarian dan pola asuh yang kurang efektif (Haslam et al., 2020; Sumargi et al., 2015). Berlawanan dengan hal tersebut, penelitian ini menunjukkan bahwa sebagian orang tua di Indonesia telah menerapkan *strength-based parenting (SBP)*; lihat Tabel 1;  $M = 5,29$  untuk *strength knowledge* dan  $M = 5,21$  untuk *strength use*), dan bahwa *strength-based parenting (SBP)* berpengaruh secara positif terhadap kesejahteraan remaja. Dengan demikian, pola asuh yang positif seperti halnya *strength-based parenting (SBP)* bermanfaat bagi remaja di budaya Timur (Indonesia) dan budaya Barat (Australia). Riset antar budaya diperlukan untuk membandingkan lebih lanjut dampak positif antara *strength-based parenting (SBP)* terhadap kesejahteraan remaja dari budaya yang beragam (misalnya, budaya Barat vs. budaya Timur).

## Keterbatasan

Penelitian ini memiliki beberapa keterbatasan yang perlu dipertimbangkan. Pertama, partisipan terbatas pada remaja yang berada di kelas X dan XI pada sebuah SMA swasta di Surabaya. Hal ini membatasi generalibilitas dari temuan penelitian. Kedua, penelitian menggunakan desain lintas bagian (*cross-sectional design*); karenanya penelitian tidak bisa menarik inferensi kausalitas. Desain penelitian tidak memungkinkan penarikan kesimpulan bahwa *strength-based parenting (SBP)* merupakan penyebab peningkatan kesejahteraan pada remaja. Hanya

study collected data from adolescence; thus, strength-based parenting (SBP) was based on adolescents' reports, not parent reports. Although in this current study, adolescents' reports are indeed appropriate as they portray adolescents' subjective experiences, having a parent report would help understand the real parenting effects. Finally, this study focused only on the relationship between strength-based parenting (SBP; strength knowledge and strength use) and adolescent well-being. The study did not control other variables that might influence adolescent well-being, such as authoritative parenting (Waters, 2015a).

## Suggestions

To address the limitations in this study, further research is suggested to involve adolescents from different schools in various regions in Indonesia. This can increase the generality of the findings. It is interesting to see if the positive outcomes of strength-based parenting (SBP) can extend to adolescents from different ethnicities and socio-economic backgrounds. Younger adolescents (junior high school students) could also be involved in strength-based parenting (SBP) studies. The use of a more robust design, such as an experimental or a longitudinal design, is warranted to further investigate the positive impact of strength-based parenting (SBP) on adolescent well-being.

Further research may consider parents' report in addition to adolescents' report when measuring strength-based parenting (SBP). It would be interesting to compare both reports and explore if different perspectives on strength-based parenting (SBP) bring implications to the results. Finally, future research is suggested take into account other variables that might influence adolescent well-being. These variables should be controlled or included in the research design as a mediator or moderator variable.

## Conclusion

Despite the limitations, this present study contri-

penelitian eksperimental dan longitudinal yang dapat menguji hubungan kausal tersebut. Ketiga, penelitian ini mengumpulkan data dari remaja; karenanya *strength-based parenting (SBP)* dalam penelitian ini didasari atas laporan remaja yang menjadi partisipan, bukan laporan dari orang tua. Walaupun dalam penelitian ini, laporan remaja sudah cukup sesuai karena dapat menggambarkan pengalaman subjektif para remaja, adanya laporan dari para orang tua akan membantu pendalaman pemahaman mengenai efek pola asuh. Keempat, penelitian ini hanya memfokuskan pada hubungan antara *strength-based parenting (SBP; strength knowledge dan strength use)* dan kesejahteraan remaja. Penelitian ini tidak mengontrol variabel lainnya yang mungkin saja memengaruhi kesejahteraan remaja, misalnya pola asuh otoritatif (Waters, 2015a).

## Saran

Untuk menjawab keterbatasan penelitian ini, penelitian selanjutnya disarankan untuk melibatkan remaja dari beberapa sekolah di berbagai wilayah di Indonesia. Hal ini diharapkan dapat meningkatkan generabilitas temuan penelitian. Sangat menarik untuk melihat apakah hasil positif *strength-based parenting (SBP)* juga dapat diperluas sehingga mencakup beragam etnis dan latar belakang sosial ekonomi. Remaja yang usianya lebih muda (siswa SMP) juga dapat dilibatkan dalam penelitian *strength-based parenting (SBP)* selanjutnya. Penggunaan desain yang lebih kuat (*robust*), seperti desain studi eksperimental atau longitudinal, diperlukan untuk meneliti lebih lanjut dampak positif dari *strength-based parenting (SBP)* terhadap kesejahteraan remaja.

Penelitian selanjutnya dapat mempertimbangkan laporan dari perspektif orang tua untuk memperkaya perspektif remaja dalam pengukuran *strength-based parenting (SBP)*. Sangat menarik jika kedua perspektif tersebut dapat dibandingkan, dan jika perspektif yang berbeda mengenai *strength-based parenting (SBP)* akan berimplikasi terhadap hasil penelitian. Akhirnya, penelitian selanjutnya disarankan untuk mempertimbangkan variabel lain yang mungkin memengaruhi kesejahteraan remaja. Variabel tersebut harus dikontrol atau disertakan dalam desain penelitian sebagai variabel mediator atau moderator.

## Simpulan

Penelitian ini, dengan segala keterbatasannya,

butes to implementation of strength-based parenting (SBP) in Indonesia. It is expected that this study will stimulate and generate more studies on strength-based parenting (SBP) in order to widely introduce the benefits of this approach to parents and families in Indonesia.

All hypotheses in this study were confirmed. Strength-based parenting (SBP) factors, in this case strength knowledge and strength use, were positively related to adolescent well-being. Strength knowledge and strength use altogether predicted adolescent well-being significantly. The contribution of strength-based parenting (SBP; strength knowledge and strength use) to explaining adolescent well-being was 31%.

The results are consistent with the previous finding indicating the positive correlation of strength-based parenting (SBP) with subjective well-being amongst adolescents in Australia (Western culture). This study expands the findings to include both types of well-being (subjective as well as psychological well-being) and involve adolescents from Indonesia (Eastern culture).

berkontribusi dalam implementasi *strength-based parenting (SBP)* di Indonesia. Diharapkan bahwa penelitian ini akan menstimulasi dan memunculkan penelitian-penelitian lainnya mengenai *strength-based parenting (SBP)* dalam upaya lebih memperkenalkan manfaat pendekatan pola asuh ini bagi para orang tua dan keluarga-keluarga di Indonesia.

Semua hipotesis dalam penelitian ini terbukti. Faktor *strength-based parenting (SBP)*, dalam hal ini *strength knowledge* dan *strength use*, berhubungan positif terhadap kesejahteraan remaja. *Strength knowledge* dan *strength use* bersama-sama memprediksi kesejahteraan remaja secara signifikan. Kontribusi *strength-based parenting (SBP; strength knowledge dan strength use)* untuk menjelaskan kesejahteraan remaja adalah sebesar 31%.

Hasil penelitian ini konsisten dengan temuan sebelumnya yang mengindikasikan adanya korelasi positif antara *strength-based parenting (SBP)* dengan kesejahteraan subjektif di kalangan remaja di Australia (budaya Barat). Penelitian ini memperluas temuan tersebut dengan melibatkan dua jenis kesejahteraan (kesejahteraan subjektif dan kesejahteraan psikologis), serta melibatkan remaja dari Indonesia (budaya Timur).

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