



The influence of spirituality and social support on the psychological welfare of muhammadiyah 03 junior high school (SMP) students Tanjung Sari Medan

Didi Supriadi¹, Nefi Darmayanti², Hasanuddin³

¹ Master of Psychology Study Program, Postgraduate Program Universitas Medan Area, Indonesia

² Study Program of Islamic Educational Counseling, Faculty of Education and Teaching Sciences, Universitas Islam Negeri Sumatera Utara, Indonesia

³ Master of Psychology Study Program, Postgraduate Program Universitas Medan Area, Indonesia

Abstract

This study analyzes the influence of spirituality and social support on the psychological well-being of students at Muhammadiyah 3 Medan Private Middle School. Quantitative approach is used in the analysis of the influence of spirituality and psychological well-being, social support and psychological well-being, as well as the interaction of spirituality and social support on psychological well-being. The results of the statistical analysis showed that there was a significant influence of spirituality on psychological well-being (coefficient $t = 23.777$, $p < 0.05$), as well as social support on psychological well-being (coefficient $t = 0.998$, $p < 0.05$). The analysis also revealed the joint effect of spirituality and social support on psychological well-being (F reg coefficient = 531.810, $p < 0.05$; correlation coefficient $R = 0.945$, $p < 0.05$; $R^2 = 0.893$), contributing 89.3% on the psychological well-being of students. These findings provide important insights for understanding and efforts to improve students' psychological well-being, strengthening the role of spirituality and social support in the educational context.

Keywords: Influence, spirituality, social support, psychological well-being, junior high school students

Introduction

Psychological well-being, better known as the psychological condition of individuals who feel their lives are good and function normally, is the main focus in many studies. When individuals enter adolescence, psychological well-being becomes crucial in human development. In this period, individuals begin to create life goals, values, direction, and goals in life (Doloksaribu *et al.*, 2022) [8].

Particularly in the context of adolescents, psychological well-being is related to feelings of satisfaction with life and an understanding of positive emotions related to academic functioning, skills, social support, and physical health (Widyawati *et al.*, 2022). Given the many changes experienced both physically and psychologically, adolescence is often seen as a crisis period, while the individual's ability to manage and adapt to these changes affects their quality of life (Fahmawati *et al.*, 2022) [9].

Dodge and Sanders (2012) suggest that psychological well-being includes self-acceptance of both positive and negative experiences, independence, mastery of the social environment, ability to build good relationships, clear goals in life, and motivation to develop one's potential. (Dodge *et al.*, 2012) [7]. Ryff and Singer (2006) [25] define psychological well-being as a condition that is formed from various experiences and individual functions as whole human beings. (Ryff & Singer, 2008) [25]. Furthermore, the psychological well-being of adolescents refers to the ability to enjoy life, feel positive emotions, and achieve optimal academic functioning, good social skills, physical health, and achievement of life goals. (Yasmin *et al.*, 2015) [33].

The development of mental maturity that occurs during adolescence plays an important role in achieving good psychological well-being (Hurlock, 1997) [15]. However, findings from (Ryff & Singer, 2008) [25] showed that the

level of psychological well-being can vary between individuals, from high to low, depending on the optimal use of various aspects of the self. Study (Prabowo, 2016) [23], shows that the level of psychological well-being of teenage students still tends to be low and moderate, especially in the aspect of personal growth. Similar findings were also seen in research (Fitri *et al.*, 2017) [11] where a number of teenagers have a low level of psychological well-being, especially in positive relationships with others.

Individuals who have psychological well-being tend to be able to accept themselves, build positive relationships with others, have independence in dealing with social pressures, are able to control the external environment, have clear goals in life, and are able to continue to develop their potential. (Ryff & Singer, 2008) [25]. In the context of adolescents, this understanding has important implications for their quality of life.

Based on findings that contradict theory, the researcher is interested in conducting preliminary research through a survey of the psychological well-being of 100 adolescents at SMP Muhammadiyah 03 Tanjung Sari Medan, a private school in Medan City. This research was conducted in November 2022 using a questionnaire and direct interviews with researchers. The survey was compiled based on the six dimensions of psychological well-being which are defined by (Ryff & Singer, 2008) [25], namely self-acceptance, life goals, environmental mastery, positive relationships, independence, and self-development.

From the existing findings, it appears that there is a problem of psychological well-being in the school. Looking at each dimension of psychological well-being, on the Purpose in Life dimension, 35 adolescents still do not have clear goals in life, feel less significant in present and past lives, and lack confidence in their life goals. On the dimension of Personal

Growth, 15 teenagers feel stagnant in their own abilities, feel bored and uninterested in life, and have difficulties in dealing with and solving problems. On the dimension of Self Acceptance, 10 teenagers feel disappointed with their current learning achievements and some feel dissatisfied with the condition of a broken home family. On the dimension of Positive Relations with Others, 20 teenagers feel uncomfortable with their friends because they have experienced bullying. On the dimension of Independence (Autonomy), 10 teenagers have difficulties in making independent decisions, managing life, and conducting self-evaluations. On the dimension of Environmental Mastery, 10 teenagers find it difficult to choose or create the environment they want.

Therefore, researchers direct the focus on the positive aspects and individual strengths of adolescents. This is important because in adolescence, individuals are trying to make sense of their experiences, identify important aspects of their personal and social lives, and find meaning in their lives. (Hardjo & Novita, 2017) ^[13].

Adolescence is a transitional phase from childhood to adulthood, where many physical and psychological changes occur. This phase is often characterized by fluctuations in thoughts, feelings and actions that can lead to conflict (Dianaanda, 2019). The quality of action and life of adolescents is strongly influenced by their ability to manage themselves and demands from within and outside themselves. Good psychological well-being can be an important basis in dealing with the challenges and changes that occur in adolescence (Ryff & Singer, 2008) ^[25] (Koydemir *et al.*, 2021) ^[16]

SMP 03 Muhammadiyah is an Islamic religion-based school, where spirituality has an important role in shaping individual psychological well-being. Previous research (Lisnawati & Al Rahmah, 2019) ^[18] demonstrated a positive relationship between spirituality and psychological well-being in various educational institutions, including Islamic boarding schools and non-Islamic boarding schools. Spirituality helps individuals understand their existence and purpose in life. Therefore, researchers believe that understanding spirituality can help shape the psychological well-being of adolescents.

In conclusion, this study highlights the existence of psychological well-being problems in adolescents at SMP Muhammadiyah 03 Tanjung Sari Medan. Focusing on positive aspects and spirituality is expected to help youth manage changes and challenges in their lives better. Good psychological well-being in adolescence has an important impact on self-development and quality of life in adulthood. Strong spirituality has the potential to contribute to positive psychological well-being. This understanding is in line with Coyte's views as described by (Mujib, 2011) ^[19] that spirituality functions as an individual guide in understanding its existence, directing its life, and giving meaning. Spirituality in humans is also related to life goals, knowledge, meaningfulness, social relations, love, and feelings towards the divine aspect. This opinion also supports the statement (Angraeni, 2012) ^[3] who describes psychological well-being as a psychological construct that involves self-acceptance, warm relationships with others, independence in dealing with social pressures, and the ability to control the external environment. Another thing that can develop in an individual is a sense of meaning in

life and the ability to continue to develop one's potential on an ongoing basis.

Muhammadiyah 03 Junior High School (SMP) Tanjung Sari has a religious culture that is embodied in religious practices. The implementation of this religious culture includes various aspects, such as the implementation of congregational prayers, infaq movements, short lectures after prayers, tahfiz programs, and Al-Qur'an reading activities before learning. Apart from that, achievements in the field of Musabaqah Tilawatil Quran (MTQ) and extracurricular martial arts are also part of this school. Even though students' cognitive and academic achievements have reached the target, some students have not fully formed noble character.

This fact is reflected in the behavior of some students who are not disciplined in following school rules, such as smoking and fighting the teacher. This also has an impact on the relationship between students and teachers which is not always positive. Other violations include students who are not disciplined in time and attendance, as well as non-compliance in fulfilling obligations related to memorizing the Al-Qur'an. This data indicates that some students have not fully developed psychological well-being optimally, especially in terms of environmental mastery and self-development, which in this case includes good spirituality.

Researchers assume that the spirituality factor, as an internal element, has not fully developed optimally in shaping the psychological well-being of students. In addition to the spirituality factor, social support factors also have an important role in the psychological well-being of adolescents. According to (Ryff & Singer, 2008) ^[25], social support affects psychological well-being. (Sarafino, 2011) ^[27] identify aspects of social support, including emotional, reward, instrumental, and informational support. Individual psychological well-being can be reflected in the social support received from the surrounding environment, such as family, friends and important people in his life.

Furthermore, peer support also plays an important role in shaping the psychological well-being of adolescents. Through interactions with friends, adolescents receive emotional and practical support, as well as opportunities to share feelings and work through problems together. In addition, the presence of special people, who are considered special and important in adolescents' lives, can provide social support that helps them control positive moods, strengthen themselves, and build warm and trusting relationships with others.

Overall, the psychological well-being of SMP Muhammadiyah 03 Tanjung Sari students is still developing and is influenced by spirituality and social support. Therefore, this study aims to analyze the effect of spirituality and social support on the psychological well-being of students at the school. Each factor has a significant role in shaping the psychological well-being of adolescents. Based on the available data, it appears that some students show a lack of discipline in following school rules, such as smoking behavior and fighting the teacher. The impact of this behavior is the formation of a less positive relationship between students and teachers. In addition, other violations were also committed by several students, such as going in and out of school during class hours without the teacher's permission, skipping deposits for memorizing Al-Quran letters. These facts indicate that the psychological well-being of some students is still not optimally developed.

Lack of environmental mastery and personal development, including a good attitude of spirituality, is also a factor in the student's psychological well-being is not optimal.

In addition to internal factors such as spirituality, external factors also affect the psychological well-being of adolescents (Ryff & Singer, 2008) [25] states that one of the factors that influence psychological well-being is social support. Social support has various aspects, such as emotional, reward, instrumental, and informational support, as explained by (Sarafino, 2011) [27]. The importance of psychological well-being is reflected in the social support provided by the surrounding environment, including parents, friends and the physical environment. Good social support helps individuals feel cared for and valued. High social support can improve the psychological well-being of adolescents, as explained by (Sarafino, 2011) [27].

Social support does not only come from family, but also from peers. The relationship between peer support and adolescent psychological well-being has a significant relationship, including in terms of independence, environmental mastery, self-development, positive relationships, life goals, and self-acceptance. Interaction with peers provides emotional and practical support, including opportunities to talk about personal or school problems. Peer support also helps students develop themselves and improve various aspects of psychological well-being, such as environmental mastery and positive social relationships, as stated by (Arfianto *et al.*, 2020) [4].

In addition, sources of social support can also come from individuals who are considered special in life, who are referred to as special people. Support from a special person includes helping in difficult situations, sharing feelings, protecting, and providing comfort. Special people are able to control positive moods and help build relationships of mutual trust and understanding. Special people can also help students strengthen themselves, regulate behavior, and create appropriate environmental conditions. The presence of this special person is an indicator of achieving psychological well-being, as explained by (Arfianto *et al.*, 2020) [4].

However, it should be noted that in the initial research, it was found that some students experienced less positive relationships with others, perhaps because they had experienced unfavorable treatment from their peers, such as experiences of bullying. This can have an impact on not achieving psychological well-being.

Therefore, based on the description above, the researcher is interested in investigating the influence of spirituality and social support on the psychological well-being of students at the Muhammadiyah 03 Tanjung Sari Medan Junior High School. This study aims to analyze how the influence of spirituality and social support on the psychological well-being of these students. The method to be used is an analysis of the effect of spirituality on psychological well-being, an analysis of the effect of social support on psychological well-being, and an analysis of the effect of a combination of spirituality and social support on psychological well-being.

Research methods

This study uses a quantitative approach. The quantitative approach uses data in the form of numbers and is a scientific method that is systematic in understanding the parts of the phenomenon and the causal relationship between them

Sugiyono (2014). This approach aims to develop and use mathematical models, theories, and hypotheses related to the phenomena being studied. This approach is more suitable for the purpose of this study because it is used to identify the extent to which variation in one factor is related to variation in one or more other factors through a correlation coefficient.

The quantitative approach is a research method based on the philosophy of positivism. This method is generally used for research on certain populations and samples, with random sampling techniques, as well as data collection using research instruments. Therefore, in this study, the variables used were the independent variable (X), namely Spirituality (X1) and Social Support (X2), as well as the dependent variable (Y), namely Psychological Welfare.

Psychological well-being is an individual condition marked by happiness, life satisfaction, and the absence of signs of depression. Positive psychological functions of the individual, such as self-acceptance, positive social relationships, life goals, potential development, and the ability to control the external environment, influence this condition. Spirituality refers to an individual's belief in a supernatural dimension that influences and shapes the quality of the soul, harmonizes relationships with God and the universe for positive life goals. Social support is a form of assistance given or received by individuals from their social environment, so that individuals feel loved, cared for, and valued.

In research, the selection of population and sample is important. The population of this study was class 9 at SMP Muhammadiyah 03 Tanjung Sari Medan, which consisted of 258 students. To determine the sample, the method used is probability sampling, in which about 20% of the total population, or about 200 students, are taken as a sample. The rest of the students are used to try out research measuring instruments.

Data analysis was performed using SPSS version 20 for Windows. The analysis includes a normality test, which determines whether the data is normally distributed, as well as a linearity test to identify a linear relationship between variables. The data analysis method used in testing the hypothesis is multiple regression. The hypothesis test is based on the coefficient of determination (R Square) in linear regression analysis, which measures the contribution of the independent variable to the dependent variable.

The linearity test aims to determine whether there is a linear or nonlinear relationship between two variables (Field, 2009). The linearity test was carried out using the Anova procedure. The rules used are by paying attention to the significance value of Linearity and Deviation From Linearity. If the value of the analysis results on Sig Linearity < 0.05 and the Sig value on Deviation From Linearity is > 0.05 then it shows that the relationship that occurs between the two variables is a linear relationship.

The entire process of data analysis was carried out using the help of the SPSS version 20 for Windows program. In this study there are three variables to be measured and analyzed. Therefore the method of data analysis to test the hypothesis in this study is the multiple regression method. The hypothesis test used in this study uses the determinant coefficient (R Square) in linear regression analysis. The coefficient of determination (R Square) or called R^2 is interpreted as the influence contribution given by the independent variables (X1 and X2) on the dependent variable (Y)

Results and discussion

Results of research data analysis

This study uses multiple linear regression statistical techniques. Multiple linear regression is a regression in which the dependent variable is connected or explained by more than one independent variable but still shows a linear relationship. Analysis Multiple regression is used to predict how the condition of the dependent variable is when two or more independent variables as predictors are manipulated.

Normality assumption test

The distribution normality test was analyzed using the research data normality test using the Kolmogorov-Smirnov technique. From the results of the normality assumption test for the distribution of the dependent variable Social Welfare data, the independent variable Spirituality, and Social Support it is known that the data distribution is normally distributed.

Psychological well-being normality test

From the results of the normality assumption test for the distribution of psychological well-being data, it is known that the data distribution is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.076 with $p = 0.066$ or $p > 0.05$.

Spiritual normality assumption test

From the results of the assumption test for the normality of the distribution of spirituality data, it is known that the distribution of the data is normally distributed. It is known from the Kolmogorov-Smirnov normality test coefficient of 0.075 with $p = 0.084$ or $p > 0.05$, the normality test calculation results can be seen in the following table:

Social Support Normality Test

From the results of the normality assumption test for the distribution of social support data, it is known that the data distribution is normally distributed. It is known from the Shapiro-Wilk normality test coefficient of 0.075 with $p = 0.070$ or $p > 0.05$.

Linearity test

The linearity test is intended to determine the degree of linearity of the independent variable and the dependent variable. That is, do spirituality and social support affect the psychological well-being of students at Muhammadiyah 3 Medan Private Middle School.

- From the results of the linearity test between the variables of spirituality and psychological well-being it is known that between the variables of spirituality and psychological well-being there is a linear correlation. This is indicated by the linearity coefficient $F = 1238.166$ with $p < 0.05$, the complete calculation results can be seen in the following table:
- From the results of the linearity test between the variables of social support and psychological well-being, it is known that there is a linear correlation between the variables of social support and psychological well-being. This is indicated by the linearity coefficient $F = 114.482$ with $p < 0.05$.

Discussion

Hypothesis 1: The effect of spirituality on students' psychological welfare

Based on the results of the study, it is hypothesized that there is an effect of spirituality on subjective well-being.

This is shown by the t coefficient of 23.777 with $p < 0.05$, thus it can be concluded that there is an influence of spirituality on the psychological well-being of Muhammadiyah 3 Medan Private Middle School students. In addition, it is also known that the correlation between spirituality and subjective well-being is $r_{xy} = 0.948$ with $p < 0.05$. From these results it can be concluded that the better the spirituality that students have, the better their psychological well-being will be.

In 1947 the World Health Organization (WHO) provided a definition of health consisting of 3 (three) aspects, namely physical health (organobiology), mental health (psychological/psychiatric) and social health. This definition changed in 1984, and was added to the religious (spiritual) aspect, which the American Psychiatric Association (APA) known as the formula "bio-psycho-socio-spiritual".

As found (Amawidyati & Utami, 2007) ^[2] that the factors that influence psychological well-being are 1) cultural background; 2) Socioeconomic class; 3) Education and employment level; 4) Personality; 5) Age; 6) Gender; 7) Spirituality and religiosity. This means that Spiritual is also one of the elements of the meaning of human health.

This study emphasizes more on spiritual factors that can shape the psychological well-being of students well because spirituality is a character highlighted by Muhammadiyah 03 Private Middle School Medan in the context of developing Islamic religion-based education for students. A good spiritual condition such as Muhammadiyah 03 Private Middle School in Medan is one way for someone to get a good psychological well-being condition. It is not surprising that the results show that the spirituality factor contributes 89% to the psychological well-being of students.

This is in line with Coyte's opinion (Mujib, 2011) ^[19] that spirituality is an individual guide in understanding its existence in order to direct and give meaning to its life. In human life, spirituality is also related to goals, knowledge, meaningfulness, individual relationships with others, love, and feelings for God. Spirituality is a drive from within in order to meet the needs of a process in life, in the form of meaning and purpose, all of which have an impact on individuals and their environment. (Nurtjahjanti, 2010) ^[22].

A person with good psychological well-being will have a better life where he has an awareness of his potential and weaknesses, is able to accept himself as he is, is able to develop his existence in society, and so on. This is in line with what was stated by (Angraeni, 2012) ^[3] that psychological well-being describes an individual's psychological health condition which is an individual's ability to accept himself as he is, form warm relationships with others, be independent from social pressure, and control the external environment. Another thing that can develop in the individual is that he feels he has meaning in life and realizes his potential continuously.

According to (Fisher, 2010) ^[10] Spirituality is the condition of an individual who can live the values of the relationship with God that is believed in his life both in relation to himself, the community, the environment and God. This is illustrated by emphasizing the implementation of religious teachings, especially in this research is Islam so that it is able to grow self-awareness as a transcendent being who has goals and meaning in his life while living on earth. Every human being was created by God with noble intentions and goals, that is, every human being must be aware of his own existence.

With good spirituality, when someone is faced with a difficult situation, then someone will be trained to develop a life skill. Study (Hadjam & Widhiarso, 2011) ^[12] states that those who are able to develop life skills are able to achieve good mental health. Conversely, those who are unable to develop life skills mean they have not been able to achieve mental health. With good spirituality, they will survive to face difficult situations until they get through it well. With perseverance, toughness and patience that has been tested by the passage of time while facing these difficult situations, they develop a life skill. By developing life skills within them, they have achieved good mental health as well.

Hypothesis 2: Effect of social support on psychological well-being

The results of this study found that there was an effect of social support on psychological well-being, as indicated by the t coefficient of 0.998 with $p < 0.05$. This finding illustrates that social support has an effect on students' psychological well-being. In addition, it is also known that the correlation between social support and psychological well-being is $r_{xy} = 0.647$ with $p < 0.05$. From the results of this data analysis, it can be concluded that the more students get social support from their environment, the more their psychological well-being will improve.

Social support from partners, friends and family is a major factor in shaping an individual's positive mental health. So that (Ryff & Singer, 2008) ^[25] said that one of the factors that can affect psychological well-being is social support. There is the influence of social network support (Sarafino, 2011) ^[27] on psychological well-being related to one of the dimensions of psychological well-being, namely the ability to maintain positive relationships with other people, which shows interpersonal Wells (2010) states that the availability of a culture of togetherness leads to better feelings when part of the social group (Sumarsongko, 2015) ^[31].

Benefits of social support (Rohayati, 2014) ^[24] that is, if a person gets social support in doing a job, this can increase his productivity. Social support provides a sense of belonging, clarifies self-identity, increases self-esteem and reduces stress so that it can also improve and maintain physical health and psychological well-being. Sarason in (Yurliani, 2007) ^[34] say that social support (Muslifah, 2013) ^[20] is the existence, availability, care of people who can be relied on, appreciate and sing us. He also added that social support is the physical and psychological comfort provided by the individual's friends and family members. In the research disclosed by (Laursen, 2005) emphasized that peers are a very influential factor in life. There are also studies showing that friends tend to influence a person's feelings of happiness and positive disposition more than family members can (Cable et al., in (Blieszner, 2014) ^[5]

Hypothesis 3: The influence of spirituality and social support on psychological welfare

The results of this study found that there was an influence of spirituality and social support on psychological well-being, as indicated by the Freg coefficient of 531.810 with $p < 0.05$; in other words, together spirituality and social support can affect the psychological well-being of SMP Muhammadiyah 3 Medan students. In addition, it is also known that the correlation between spirituality and social support with psychological well-being is $R = 0.945$ with $p < 0.05$ and R^2

$= 0.893$, this means that spirituality and social support contribute to psychological well-being by 89.3%.

Mental health is a form of self-reflection about happiness, emotional health, and positive psychology that is manifested known as psychological well-being which is influenced by several internal and external factors. Adolescence, which lasts from 11 to 20 years of age, is a transitional period from childhood to adulthood (Santrock, 2009) ^[26]. This period is a critical period because it involves physical, mental and psychological functions. At this time, they tend to be unstable in their actions and are very easy to experience emotional changes. The emotions experienced in adolescence make adolescents very vulnerable to depression (Santrock, 2009) ^[26]. Youth is an important asset for the progress of the State. Therefore, a teenager is expected to be able to do various positive things in his teens as a form of preparation to become an independent adult.

To support the development of adolescents according to their stage of development, adolescents are expected to have high psychological well-being, so that adolescents can become strong, reliable and useful young people for many people. One form of well-being that is relevant to the stages of adolescent development is psychological well-being, as has been found by (Akhtar & Barlow, 2018) ^[1] that psychological well-being can help adolescents to grow positive emotions, feel life satisfaction and happiness, reduce depression, and negative adolescent behavior.

According to (Wink & Dillon, 2003) ^[32] revealed that spirituality can affect psychological well-being on the personal growth dimension. Other definitions are mentioned (Schreurs, 2006) ^[29] said that spirituality is an individual's personal relationship to a transcendent figure. For Muslims the purpose of life is to worship Allah subhanahu wa ta'ala. The opportunity to see Allah's Essence is an incomparable blessing. Someone who wants to become a better person in the concept of the Muslim tradition is to make God the owner of the transcendent dimension as the goal of his life. The closer he is to transcendence, he will feel peace in his heart. Being spiritual is the same as implementing the dimensions of psychological well-being. As mentioned (Nelson, 2009) ^[21] Healthy spirituality can make a person's life meaningful, have noble goals, have high integration and full responsibility, or make life blessed, happy and peaceful. People who have taken a spiritual journey have a personality that does not depend on anything other than Allah. A spiritual person maintains good relations with God, maintains good relations with fellow human beings, and maintains good relations with nature. Spiritual encourages humans to organize themselves and know themselves. Knowing yourself makes a person more autonomous, which means they are not easily influenced by other things outside themselves. Knowing what it is necessary to have or seek and limiting false desires. become a driving force for personal growth. This process of knowing oneself leads to personal autonomy.

On the other hand (Schabracq *et al.*, 2003) ^[28] adding social support is closely related to harmonious relationships with other people so that the individual knows that other people care, respect and love him. The importance of one's psychological well-being can be seen from social support from people around, starting from parents, friends and the surrounding environment so that a person will feel more cared for and valued. (Sarafino, 2011) ^[27]. Teenagers who get good social support will have a good social life.

Research result (Hilman & Indrawati, 2018) ^[14] shows that social support, especially support from family, plays an important role in building the future of children assisted by correctional institutions by providing encouragement to take positive actions so that later they will avoid harmful problems in the future. The importance of the psychological well-being of adolescents is to form a more positive adolescent personality in living life, foster positive attitudes towards themselves and others so that adolescents have more meaningful life goals and are able to develop themselves to change for the better.

(Ryff & Singer, 2008) ^[25] suggests that one of the internal factors that influence is spirituality, while one of the external factors is social support. As the results of the research found, spirituality and social support jointly affect the psychological well-being of students, the contribution of both in bringing about psychological well-being is 89.3%. This means that the higher the spirituality and social support provided, the higher the psychological well-being of students. Conversely, the lower the spiritual and social support provided, the lower the psychological well-being of students (Siregar *et al.*, n.d.) ^[30].

Conclusion

There is an influence of spirituality on the psychological well-being of Muhammadiyah 3 Medan Private Middle School students. From the results of statistical analysis it was found that the t coefficient was 23.777 with $p < 0.05$, this means that whether or not the spirituality that students have will be able to increase or decrease the psychological well-being experienced by school students Muhammadiyah Private Middle School 3 Medan. There is an influence of social support on the psychological well-being of Muhammadiyah 3 Medan Private Middle School students. From the results of statistical analysis it was found that the t coefficient was 0.998 with $p < 0.05$, thus it can be concluded that there is a lot of social support for school students Muhammadiyah Private Middle School 3 Medan. will be able to affect the psychological well-being experienced by students. There is an influence of spirituality and social support on the psychological well-being of Muhammadiyah 3 Medan Private Middle School students. From the results of statistical analysis it was found that the coefficient $F_{reg} = 531.810$ with $p < 0.05$, and the correlation coefficient $R = 0.945$ with $p < 0.05$ and $R^2 = 0.893$. Thus it can be concluded that spirituality and social support have an impact on the psychological well-being of school students Muhammadiyah Private Middle School 3 Medan the contribution of both in raising psychological well-being was 89.3%.

Reference

1. Akhtar S, Barlow J. Forgiveness therapy for the promotion of mental well-being: A systematic review and meta-analysis. *Trauma, Violence, & Abuse*,2018;19(1):107-122.
2. Amawidyati SAG, Utami MS. Religiosity and psychological well-being of earthquake victims. *Journal of Psychology*,2007;34(2):164-176.
3. Angraeni T. Differences in psychological well-being in middle-aged type 2 diabetes sufferers in terms of coping strategies. AIRLANGGA UNIVERSITY, 2012.
4. Arfianto MA, Mustikasari M, Wardani IY. Is Social Support Related to Psychological Wellbeing in Working Mothers? *Journal of Psychiatric Nursing*,2020;8 (4):505-514.
5. Blieszner R. The worth of friendship: Can friends keep us happy and healthy? *Generations*,2014;38 (1):24-30.
6. Diananda A. Adolescent Psychology And Its Problems. *ISTIGHNA Journal*,2019;1 (1):116-133. <https://doi.org/10.33853/istighna.v1i1.20>
7. Dodge R, Daly AP, Huyton J, Sanders LD, The challenge of defining wellbeing,2012;2:222-235.
8. Doloksaribu MF, Lubis MR, Ideyani N. The Effect of Psychological Welfare and Organizational Climate on Job Satisfaction. *Journal of Education, Humanities and Social Sciences (JEHSS)*,2022;4(4):2023-2029. <https://doi.org/10.34007/jehss.v4i4.993>
9. Fahmawati ZN, Laili N, Paryontri RA. Psychological Well-Being of High School Students During the Pandemic. *Procedia of Social Sciences and Humanities*,2022;3:1527-1532.
10. Fisher JW. *Spiritual health: Its nature and place in the school curriculum*. UoM Custom Book Centre, 2010.
11. Fitri S, Luawo MIR, Noor R. An overview of the psychological well-being of teenage boys in public high schools in DKI Jakarta. *Insight: Journal of Counseling Guidance*,2017;6(1):50-59.
12. Hadjam MNR, Widhiarso W. Testing the role model of life skills on mental health. *Journal of Psychology*,2011;38(1):61-72.
13. Hardjo S, Novita E. The relationship between social support and psychological well-being in adolescent victims of sexual abuse. *Analytics*,2017;7(1)12-19. <https://pdfs.semanticcholar.org/aa5a/2936e999b7f56c6b623a23d1f7974647521c.pdf>
14. Hilman DP, Indrawati ES. The experience of being a juvenile convict in Class I Lapas Semarang. *Journal of Empathy*,2018;6(3):189-203.
15. Hurlock EB. *Developmental psychology: an approach across the life span*, 1997.
16. Koydemir S, Sökmez AB, Schütz A. A meta-analysis of the effectiveness of randomized controlled positive psychological interventions on subjective and psychological well-being. *Applied Research in Quality of Life*,2021;16:1145-1185.
17. Laurensen B. Dyadic and group perspectives on close relationships. *International Journal of Behavioral Development*,2005;29 (2):97-100.
18. Lisnawati L, Al Rahmah. IAD Psychological Welfare in View of Student Spirituality in Islamic Boarding Schools and Non-Islamic Boarding Schools Religious-Based Education Institutions. *Journal of Integrative Psychology*,2019;6(2):190-212.
19. Mujib A. Reaching quality of life through Islamic spiritual therapy, 2011.
20. Muslifah F. The Relationship between Self-Control and Cheating Behavior Intentions in Prambanan 1 Public Middle School Students. *Journal of Guidance and Counseling Edition*, 2013, 3.
21. Nelson JM. *Psychology, religion, and spirituality*, 2009.
22. Nurtjahjanti H. The Relationship Between Perceptions Of Compensation And Morale Of Operational Employees Of PT KAI (Persero) Purwokerto. *Journal of Psychology*,2010;8(2):97-101.
23. Prabowo A. Psychological well-being of adolescents at school. *Scientific Journal of Applied Psychology*,2016;4(2), 246-260.

24. Rohayati A. The Effect of Job Satisfaction on Organizational Citizenship Behavior. *Journal of Study and Management Research*,2014;11(1);20-38.
25. Ryff CD, Singer BH. Know yourself and become what you are: A eudaimonic approach to psychological well-being. *Journal of Happiness Studies*,2008;9:13-39.
26. Santrock JW. *Child Development* (11th ed). Jakarta: Erlangga, 2009, 2.
27. Sarafino EP. *Applied behavior analysis: Principles and procedures in behavior modification*. John Wiley & Sons, 2011.
28. Schabracq M, Winnubst JAM, Cooper CL. *The handbook of work and health psychology*. Wiley Online Libraries, 2003.
29. Schreurs A. Spiritual relationships as an analytical instrument in psychotherapy with religious patients. *Philosophy, Psychiatry, & Psychology*,2006;13(3):185-196.
30. Siregar NSS, Rehia K, Barus I, Kumara R, Pulungan W. (nd). Public Relations Officer of Coca-Cola Amatil Indonesia Strategy in Running Activities of Media Relations against the News Party in the City of Medan.
31. Sumarsongko S. *The Relationship Between Self-Esteem and Prosocial Behavior at PT Danliris Security Guards*. Surakarta, 2015.
32. Wink P, Dillon M. Religiousness, spirituality, and psychosocial functioning in late adulthood: findings from a longitudinal study. *Psychology and Aging*,2003;18(4):916.
33. Yasmin K, Taghdisi MH, Nourijelyani K. Psychological Well-Being (PWB) of school adolescents aged 12–18 yr, its correlation with general levels of Physical Activity (PA) and socio-demographic factors in Gilgit, Pakistan. *Iranian Journal of Public Health*,2015: 44(6):804.
34. Yurliani R. *Description of Social Support for Drug Addicts*, 2007.