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SELF-MEANING INTERVENTION ON THE CHARACTER FORMING OF PAMONG BELAJAR IN LEARNING ACTIVITY CENTER: A CULTURAL BACKGROUND IN INDONESIA

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ABSTRACT

Self-meaning determines the direction of life, especially in the Industrial Revolution era. This study aims to find out how the effectiveness of improving self-meaning to improve motivation and Pamong Belajar Work Culture. This research uses a naturalistic qualitative approach. Data sources are determined by *purposive sampling techniques and snowball sampling* of Pamong Belajar and heads of the Learning Activities Center. The data was netted with interview and observation techniques where the researcher was domiciled as the main "technique". The data were analyzed with interactive analysis techniques from Miles and Huberman. The results of the study describe the influence of resources and also the central policy affecting the performance of employees of the Learning Activity Center. Self-meaning influences how creation and innovation create excellent programs. This shows that SKB employees who are highly insightful in interpreting life are the first step that opens up self-awareness so that creative living behavior becomes the true meaning of life. Ultimately, success in life will push individuals towards the era of the industrial revolution faster in reaching that stage.

Keywords: *Self-Meaning, Meaning in Life, New Behavior, Sanggar Kegiatan Belajar, Non-formal Education*

INTRODUCTION

Success in life is a hope for every individual. Students who are in growth and development explore in school, want to meet the need for success to actualize themselves and be able to prepare themselves in the face of the world of work (Maslow, 1987). So that students in their lives in school can be triggered and strive to achieve their dreams. Individual learners come from various family environments when in school live with each other, related in the context of new social relationships, as well as the demands in the era of increasingly advanced technology, and with the same goal is the dream to succeed. Success can be had with a struggle that is a struggle focused on the goals to be achieved.

Various challenges must be passed through the struggle of teenage learners during the rapid advancement of existing technology. Learners must be tough, diligently struggling to challenge the obstacles and difficulties faced, such as the desire to play games, even other attractions that exist in technological advances such as social media, which are more likely to take up time. Furthermore, when existing technology is used to find and do schoolwork, it is more likely for learners to be helped. In this case, *self-meaning* will be very important, especially when facing a situation full of burdens and crowded agendas. *Self-meaning* is the image of a human being in the meaning of his life. According to Adler (1964a), *self-meaning* is a form of effort to find solutions to social problems faced.

Steger's research (2006) found that people who are high in the meaning of life can better manage

life's challenges. Meaning in life and psychological flexibility mediates stress's effects on student well-being (Arslan & Allen, 2021). Kiang & Fuligni's research (2009) found that there is a positive correlation between the search for meaning, *self-esteem* through academic success, as well as the relationship between *meaning in life*, *self-esteem*, and *motivation*. The findings suggest that self-meaning in a social environment gives rise to a sense of responsibility and need that must be met through the struggle for success. This condition can trigger individuals to struggle to fight various obstacles, in gaining recognition as meaningful individuals in their community environment. Self-responsibility allows self-committed individuals to demonstrate *a lifestyle for success*. The results of another study from Klussman, et al. (2022) stated that self-connection and meaning in life play a key role in a person's subjective well-being. This suggests that more research and interventions should focus on ways to improve self-connection and meaning in life as a way to help people increase happiness in their lives.

However, the impact of technological advances not only supports success but can also attract the desire to use it on the other side (such as *online games*, etc.) to take time to study / complete school tasks. This means that technological advances have the opportunity to bring success, but are also very likely to bring failure. An attachment to time-consuming things to learn, and a lack of self-responsibility drive to meet the need will lead to failure. Cognitive insensitiveness awareness of the failures experienced will weaken the struggle to overcome various challenges, thus allowing the individual to remain within the scope of *inferiority*. Depression and the existence of meaning in life make a uniquely significant contribution to the variation in satisfaction in life. Students with lower depression and with a sense of meaning in life tend to be more satisfied with their lives (Cömert, Özyeşil, & Özgülük, 2016).

Failure leads to disappointment that can lead to despair. The impact of failure requires professional attention and handling as a solution. Conditions that show a blur of life meaning can be a cause of frustration that can continue in worse conditions. Frankl (1985) and Maddi (1978) reveal that the existence of neurosis as an event experienced by a person is a saturation, a condition without meaning, *empathy*, and purpose. The presence of positive meaning in life is related to life satisfaction and positive influences (Sung, 2017). The meaning of life serves as a buffer, where the meaning of life can affect stress in work so that a person does not easily experience work stress (Allan, Douglass, Duffy, & McCarty, 2016).

Man according to Adler is a social creature. Social awareness is related to how life becomes meaningful to others. Adler's (1964) feeling of inferiority arises when an individual compares himself to other individuals in his successful family; And inferior feelings can give rise to a consciousness that triggers striving to gain success and meaningfulness in life (as a valuable individual), both from oneself and from others. If this can be achieved by the individual through proper effort, then the individual will continue to progress, which will lead to feelings of satisfaction and happiness.

The purpose of Adlerian counseling is to change the feeling of inferior to superior or successful. Adlerian counseling, in this case, will be a process of restoring an individual's state as a social being. According to Adler (1964a) that humans are motivated to carry out social responsibility and fulfill the need to achieve something. Adler was one of the first to recognize this process in human development. He calls the sequence of individual experiences into a teleological narrative of lifestyle, the individual's unique way of being, coping, and moving through life's tasks. Adler's view (1964b) also posits that the main purpose of human life is to provide a source of motivation

for the achievement of goals that bring security and can overcome *the inferior to be superior or successful*. Adler himself asserts that the source of motivation or the thing that motivates individuals is primarily the social responsibility of meeting needs and that it can be said to be the naturality of life in society. The desire to realize responsibility as a meaningful individual is what needs to be generated or conditioned through *encouragement* needs to be done by counselors in helping build *insights into self-meaning life clients*.

Wong (2011) argues that *meaning* is one of the four pillars of the second wave of positive psychological development (the other three pillars are *virtue, resilience, and well-being*). Longitudinal research on the meaning proves a relationship between the meaning of life and *outcomes* by research Farber et al (2011). Counselors in the Adlerian counseling process try to optimize encouragement with appropriate effectiveness so that the client can be aware of himself. *The* encouragement is equipped with reflection, to improve the counseling experience, helping the client discover his advantages and disadvantages. So that the technique in Adlerian counseling can be said to be precise, and complete in helping the client.

The atmosphere shows the sincerity of the counselor, allows the emergence of feelings of encouragement, and has a new spirit, hope because it realizes that there are advantages such as the potential for unprocessed success, and other aspects that allow the client to feel able to fight for success. With the steps of building relationship counseling and assessment, building self-awareness reorientation and re-education, and Termination.

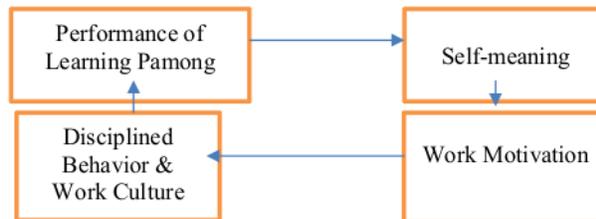
Furthermore, to achieve success, participants through *encouragement* are helped to understand success itself and what is related to the meaning of success for self and the environment. Understanding the meaning of success above will further realize that his life has meaning for self and environment; Therefore, the achievement of goals is very necessary to fight for. Adlerian counseling characteristics with *encouragement reflection* techniques can be a guarantee, that the counseling is appropriately used as an intervention to increase self-meaning that triggers self-motivation.

Increased learning achievement will be *strongly linked to* striving students in learning, and *striving* is more likely to be performed by individuals driven to success. Students who have the drive, will be able to learn from experience, tend to have a more positive view of *lifestyle*, learn consistently with goals through self-evaluation of performance and mindset that will bring him able to behave reject **life style** fail and struggle show / live a *lifestyle* success (Brooks, R. L. & Noy Van, M. 2008, Rill, et al. 2009: 112).

Madidi (1978) further emphasizes that the search for meaning is fundamental to human motivation. The meaning of life will be born from the thought processes (*cognitive*) that need to be created in individuals; Frankl, in Watts (2003:143) explains that the role of the meaning of life is very important in human life. Meaning is a cognitive category that shapes a person's view of reality and with defined actions.

METHOD

This study uses qualitative shorts based on the following paradigms:



Research design is used to measure the level of performance of Pamong Belajar who are influenced by the ability to interpret themselves, thus forming work motivations that will improve the disciplined behavior and work culture of SKB Pamong Belajar.

Operational Definition: 1. Discipline is the process of directing/devoting direct wills, impulses, desires, or interests to a particular idea or goal to achieve a greater effect. Direct supervision of the behavior of subordinates (students) by using the punishment/reward system), 2. Work culture is attitudes and behaviors that grow from a sincere will, implemented consciously in carrying out tasks to increase work productivity and maximum service to the community, to achieve optimal results. The form of work culture is reflected in the following behavior: Work culture in the family environment includes: Instilling and increasing the pleasure of working in each member of the community for example: (1) I'm used to getting up in the morning, (2) To be successful, you have to work diligently. Get used to preparing a daily activity plan for example (1) A daily plan and (2) Each activity is evaluated for its implementation results. Divide tasks for each family member. Get used to family members completing tasks in time. Fostering a spirit of togetherness in the family environment in completing work. Work culture in the work environment (office) for example: Fostering and fostering a sense of pleasure in work; Familiarize and always prepare a daily work plan regularly that includes: (1) the work plan is a benchmark for assessing the success rate, (2) the work plan must refer to the target tasks that have been set, (3) the work plan must be easy to implement and can be evaluated. Increase knowledge and ability for the smooth execution of tasks.

Data sources or informants in this study are civil servants in SKB Manado City as administrative personnel and functional personnel (Pamong Belajar). Determination of data sources is determined by purposive sampling techniques or sampling aimed at snowball sampling techniques or snowball samples. The number of educators and education personnel as informants is as many as 6 (six) people each three administrative personnel and three functional personnel or Pamong Belajar.

To capture this research data used observation techniques and in-person interviews where the "researcher" acts as the main "tool" and observation technique. The data that has been netted is analyzed with interactive analysis techniques from Milles and Huberman (1991: 21) namely, data sets, data displays, data reduction, and verification/conclusions. To check the validity of the data in this study, several procedures were used, including credibility tests that included: (1) Extension of observations, (2) increased perseverance, (3) Triangulation, (4) Discussions with friends, (5) negative case analysis and (6) member check (Sugiyono, 2011: 366).

RESULTS AND DISCUSSIONS

This research obtained data that the determinants of discipline and work culture from within the administrative staff of SKB Manado City are factors of awareness and responsibility as well as factors of mastery of functional competencies or technical abilities possessed through their involvement in functional training to carry out basic tasks and functions. As for learning students, various determinants of discipline and work culture from within themselves are moral responsibility as educators for children out of school and course awareness as a State Civil Apparatus (ASN).

The determinants of discipline and work culture from outside the administrative staff of SKB Manado City are the existence of rules in the office (SKB), the pattern of leadership and behavior of the head of SKB, cooperation between employees, and supervision from the Manado City National Office even from the Manado City Government. For the Pamong Belajar, Various determinants of discipline and work culture from outside themselves are the example and consistency of enforcement of the rules from the Head of SKB, discussions with colleagues both inside and outside the SKB, and awards both in the form of material and non-material on the results of the work achieved.

Discipline and work culture as outlined above is still a problem for us Indonesia nation. In the process of daily life, it is found that there is a person or group of people who can behave disciplined and cultured work is relatively high. But there is also a person or group of people who are not able to show or behave disciplined and cultured work or better known as lazy. A person or group of people who can show high discipline and cultured high work must indeed be pursued or pursued with various forms of education and exercise. The main thing is the education carried out by parents in the family. It is undeniable that other institutions must play a role to foster a culture of discipline and work culture for everyone, namely school institutions, and communities in this case religious institutions. What is important is the cooperation and consistency of the three institutions to build disciplined behavior and work culture.

Feeling inferior is the initial state when the individual begins to be able to observe the success that others can get. The success achieved by others makes the individual an observer while learning to evaluate what can make people successful. The observation of success is mounted on the self to be able to feel what the successful person feels by saying to me: if I can do what will make me successful, then I will also feel happy because it succeeded. (Adler, 1964a) is of the view that the only force behind action to advance dynamically is the hope for success or superiority that is felt through appreciation for the results of the struggle.

Failure shows there is something that needs to be learned, and evaluated to be changed in the form of a *lifestyle* of choice that consistently manifests in a valid struggle to achieve superior (success). Adler in William (2011) calls a serious inferior complex a condition that presents serious problems, so it is no longer possible for the individual to be able to trigger themselves to achieve success in a meaningful life.

Individuals less/unable to increase success meaning unable to change *themselves (self-discharge)* from feeling inferior to superior or being successful, meaningful lives will tend to exhibit consensual behaviors to cover up deficiencies. Most of the pending done tends to take the individual further and further away from what he or she expects; This means that individuals are more likely to fall into inferior complex problems. Haugen (2014) posits Adler's explanation that when individuals are desperate, he or they can act in an unhealthy way by competing.

Wilbum (2005) explains that children who do not receive encouragement and support, will behave inappropriately or inappropriate goal selection, as a result of which feelings of inferiority become excessive, and hopeless and can lead to depression. The concept of being part of society, by Adler (1964b) as a healing process by beginning to feel part of the wider community, helps reduce neurotic feelings such as being alone and seceding. For him, Adler's concept of meaning allows individuals to learn a lot about improving themselves to cooperative, healthier living, positive thinking to be able to set goals. Take a lifestyle that is consistent with the goal, and live it with the support of social interaction in the community that has become part of his life. According to Adler (1964a) that social intercession makes people able to struggle to pursue superiority by adjusting healthily, and not "get lost. Campbell & Brigman (2005) found through the results of research that the main or key factor for behavioral changes in this model lies in reflection and *encouragement*.

Many factors can affect the establishment of a work discipline in a company. According to Gouzali Saydam (1996:202), These factors include: (a) The small amount of compensation, (b) Whether or not there is leadership transparency in the company, (c) Whether or not there are definite rules that can be used as a handle, (d) Courage of the leadership in taking action, (e) whether or not there is leadership supervision, (f) There is no attention to employees and (g) Created habits that support the establishment of discipline.

In addition, several things can support discipline, including (Nitisebito, 1984: 119-123) namely: (a) Threat. To enforce discipline sometimes there is a need for threats even though the threat given is not aimed at punishing, but rather aims to educate to behave by what we expect, (b) welfare; To enforce discipline, it is not enough with threats alone, but it needs sufficient welfare, namely the number of wages they receive, so that at least they can live properly; (c) Firmness. Do not let us allow an offense that we know to be without action or allow it to drag on without decisive action, (d) Participation. By entering the participation element, employees will feel that the regulation on the threat of punishment is the result of mutual agreement (e) Purpose and Ability. For discipline to be implemented in practice, discipline should be able to support the company's goals and by the ability of employees, (f) Leadership Transparency. Has a very large influence in enforcing discipline so the transparency of the leadership must be considered.

Furthermore, establishing work discipline requires some effort. One of the most difficult tasks for a boss is how to enforce work discipline appropriately. If employees violate the rules of order, such as being too late or skipping work, fighting, dishonesty, or other behavior that can damage the smooth work of a part, the boss must intervene. Such mistakes must be punished and superiors should strive so that such behavior is not repeated.

Adler's views imply that in addition to education in the family environment in which the individual was raised, Adlerian aligns on social interests that are very beneficial in (1) character formation and development, (2) developing social care and cooperative living to contribute to the good of others (3) including mutually encouraging efforts (*striving*).) to find success, strengthen each other, appreciate, or contribute to each other, for personal and mutual interests (si tou timou, tu mou tou means human life to bring other humans to life).

Failure many times, tends to result in individuals getting weaker choosing goals, planning lifestyles for *striving*. It becomes a discouragement problem that must be fixed by turning weaknesses into striving strengths, allowing success. Adler (1992) explains that, if children do not receive appropriate encouragement and support, as a result, their feelings of inferiority are

exaggerated, and tend to despair. Many struggles to be successful by not paying attention to others, their goals are personal, and their struggles are motivated by excessive feelings of weak self. Once individuals adopt the "wrong goal," they further establish a misunderstanding to support "false logic." Millar A. (2007) shows that encouragement is a multi-faceted process and an essential element for all Adlerian practices effectively. According to Nasheeda A. (2008) that "One of the main duties of counselors is to help restore the pattern of hope".

Planning for the future is part of one's success in controlling *Meaning-life*, this is a fact where individuals have a consistent personality that is planning according to the goals to be achieved and realizing them for the expected goals. Nasheeda (2008) in his research on "*Life Skills Education for young people: Coping with Challenges*" found that the ability to be contented with positive behavior allows individuals to effectively handle everyday demands and challenges. It is a basic skill to overcome challenges to make individuals feel more confident, and motivated, and develop a positive attitude towards life.

The study of organizational performance including the Learning Activity Center (SKB) as a Technical Implementation Unit (UPT) of the Regency / City Government in terms of serving and meeting the learning needs of the community through non-formal education channels, must be able to carry out and realize its main duties and functions (Paus, 2021:83-93). Therefore "performance assessment is part of Good Governance in the management of the organization, so it takes assessment so that performance can have standards for improvement" (Sobirin, 2014).

Motivation to achieve needs serious attention. Motivation should be a driving factor for a person or group to achieve personal and organizational goals. This confirms that Pamong Belajar's motivation variables need to be studied more deeply why qualitatively found these facts. So that later the motivation to achieve becomes a positive factor in supporting the performance of Pamong Belajar in North Sulawesi Province (Paus, 2021:83-93).

CONCLUSION

The results of the study describe the influence of resources and also central policies affecting the performance of Pamong Belajar of the Learning Activity Center. Self Meaning influences how creativity and innovation in creating excellent programs. This shows that SKB Pamong Belajar who is highly insightful in interpreting life is the first step that opens up self-awareness so that creative living behavior becomes the true meaning of life, and ultimately produces life success will push individuals towards the industrial revolution era faster in reaching that stage. As a recommended material: 1. The existence of more comprehensive character development related to the improvement of Self Meaning SKB Pamong Belajar. 2. Building the basic concept of Self Meaning that is relevant as a driver of Pamong Belajar SKB creates a competent activity program and follows the demands of the times. 3. Creating a new habit to take concrete action on social issues as a form of community service.

Referring to the results of the research that has been outlined in the previous section, this section will be put forward some conclusions as follows:

1. The determinants of discipline and work culture from within the administrative staff of SKB Manado City are factors of awareness and responsibility as well as factors of mastery of functional technical competencies or abilities possessed through their involvement in functional training to carry out basic tasks and functions. As for Pamong Belajar, various determining

factors of discipline and work culture from within themselves are moral responsibility as educators for children out of school and course awareness as a State Civil Apparatus (ASN).

2. The determining factors of discipline and work culture from outside the administrative staff of SKB Manado City are the existence of rules in the office (SKB), the pattern of leadership and behavior of the head of SKB, cooperation between employees, and supervision from the Manado City Education Office even from the Manado City Government. For Pamong Belajar, various determinants of discipline and work culture from outside themselves are examples and consistency of enforcement of rules from the Head of SKB, discussions with colleagues both inside and outside SKB, and awards both in the form of materials and non-material on the results of the work achieved.

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