

Development of Tunjung Source Values to Improve the Psychological Well-Being of Broken Home Children at SMP Argopuro 1 Panti

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Abstract: This study aims to develop and examine the effectiveness of a counseling service module based on Sumber Tunjung local values to improve the psychological well-being of broken home students at SMP Argopuro 1 Panti. The research employed the ADDIE development model using a mixed-method approach that combined quantitative and qualitative data. The participants consisted of five purposively selected students. Quantitative data were collected using pre-test and post-test questionnaires based on Ryff's six dimensions of psychological well-being. The results of the paired sample t-test showed significant improvements in all dimensions, with p-values < 0.05. Self-acceptance increased from a mean score of 2.8 to 4.1 (p = 0.021), positive relations with others from 2.9 to 4.3 (p = 0.014), and personal growth from 2.9 to 4.4 (p = 0.009). Qualitative findings supported the quantitative results, indicating positive behavioral changes, enhanced self-confidence, improved social skills, and increased student reflection. The integration of local values such as mutual cooperation, empathy, courage, respect, and social responsibility proved relevant in shaping adaptive character and supporting the psychological well-being of broken home students in a culturally contextual manner.

Keywords: Sumber Tunjung, psychological well-being, counseling service, broken home students.

Abstract: Penelitian ini bertujuan untuk mengembangkan dan menguji efektivitas layanan bimbingan konseling berbasis nilai-nilai Sumber Tunjung dalam meningkatkan kesejahteraan psikologis siswa broken home di SMP Argopuro 1 Panti. Penelitian menggunakan model pengembangan ADDIE dengan pendekatan campuran (mixed-method) kuantitatif dan kualitatif. Subjek penelitian adalah lima siswa yang dipilih secara purposive. Instrumen kuantitatif berupa angket pre-test dan post-test berdasarkan enam dimensi kesejahteraan psikologis Ryff. Hasil uji paired sample t-test menunjukkan peningkatan signifikan pada semua dimensi dengan nilai signifikansi < 0,05. Dimensi penerimaan diri meningkat dari rata-rata 2,8 menjadi 4,1 (p = 0,021), hubungan positif dari 2,9 menjadi 4,3 (p = 0,014), dan pertumbuhan pribadi dari 2,9 menjadi 4,4 (p = 0,009). Temuan kualitatif menguatkan hasil kuantitatif dengan menunjukkan adanya perubahan perilaku positif, peningkatan kepercayaan diri, keterampilan sosial, dan sikap reflektif siswa dalam menghadapi masalah keluarga. Integrasi nilai-nilai lokal seperti gotong royong, empati, keberanian, saling menghargai, dan tanggung jawab sosial terbukti relevan untuk membentuk karakter adaptif dan mendukung kesejahteraan psikologis siswa broken home secara kontekstual.

Kata Kunci: Sumber Tunjung, kesejahteraan psikologis, bimbingan konseling, siswa broken home.

Introduction

An incomplete family structure due to divorce, the departure of a parent, or death often leads to a condition known as a *broken home*. This condition results in the parents not fulfilling their full role in life (Simanjuntak & Julita Latuhihin, 2023). Children from dysfunctional families generally lack a sense of emotional security, making them more susceptible to mental health disorders such as stress, anxiety, and depression. (Ratu et al., 2024). Lack of parental attention and affection also affects children's psychological well-being. When psychosocial support is

inadequate, children from broken homes can experience decreased motivation to learn, feelings of worthlessness, and a tendency to withdraw from their social environment. (Hasanah & Maarif, 2021) . The absence of emotional support from an early age also negatively impacts the development of children's self-esteem and social relationships, which are often disrupted by negative self-perceptions. (Budiono, 2024) . In conditions like this, psychological well-being plays an important role as a protective factor in dealing with emotional pressure and stress. (Nurhayati et al., 2023) .

Psychological well-being is a crucial component of individual development, especially for children from broken homes who experience emotional and social barriers. Individuals with psychological well-being are able to manage emotions positively, establish healthy social relationships, and develop optimally in various aspects (Deviana et al., 2023) . Conversely, when these psychological needs are not met, children tend to express negative emotional distress through maladaptive behaviors at school and in their social environments. This challenge is further compounded when educational environments do not provide a safe and supportive space for students from vulnerable family backgrounds.

Psychological well-being consists of six main dimensions, namely self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. Ryff (1989) . Each dimension reflects an important aspect of healthy psychological development. Self-acceptance relates to an individual's ability to accept their shortcomings and past, while positive relationships indicate the quality of warm and supportive interpersonal relationships. Autonomy indicates independence in thought and action, while environmental mastery refers to the ability to adapt to and influence one's surroundings. Life purpose reflects direction and meaning in life, and personal growth refers to the desire to continually develop into a better person. In the lives of children from broken homes, these dimensions are often hampered by emotional stress and a lack of ongoing social support. (Pradana, 2020) . Several studies have shown that psychosocial interventions utilizing local cultural approaches can have a positive impact on improving the psychological well-being of children from broken homes (Yvonne & Abdurrahman, 2024) .

Vygotsky's theory of social development emphasizes that social interaction and support from the surrounding environment are crucial in a child's learning process, especially in *the Zone of Proximal Development* (ZPD), which is the distance between actual abilities and the potential that can be achieved with the help of adults or peers. Seventh-grade students in early adolescence still greatly need guidance from teachers and social support to build self-acceptance and positive relationships. (Kozulin et al., 2003) . Meanwhile, ninth-grade students begin to demonstrate greater independence and a stronger sense of direction in life, necessitating interventions that help them manage their environment and make decisions independently (Rabiah & Syofyan, 2023) . Therefore, the guidance and counseling approach used must be tailored to the student's developmental stage to ensure the effectiveness of services in supporting the psychological well-being of children from broken homes .

Local wisdom-based approaches are currently a widely used strategy for building character and psychological well-being. Local cultural values have been shown to be powerful in internalizing positive behavior contextually because they align with the social background, norms, and customs of the local community. Research conducted by Hotimah et al. (2025) developed *Nyuguh* traditional values in counseling services and found this approach effective in reducing narcissistic behavior in students and strengthening their cultural identity and social values. Meanwhile, Maghfiroh et al. (2025) developed a counseling service module based on social cognitive theory and behavior modification techniques applied to students at the Ibnu Katsir 2 Islamic Boarding School in Jember. The module was designed to address social isolation behavior while still integrating local values typical of the Islamic boarding school. Similarly, Baihaqi et al. (2025) also developed a counseling service based on social cognitive theory and behavior modification techniques to reduce social isolation behavior in students at the same institution. The research results show that an approach that combines modern psychological principles with local wisdom can improve social relations, emotional engagement, and satisfaction in social life in Islamic boarding schools. These three studies confirm that the application of local cultural values

in guidance and counseling services is not only educational but also has a transformational impact on the psychological well-being of students.

The values embedded in the local culture of Sumber Tunjung have great potential to improve the psychological well-being of students from broken homes. The value of mutual cooperation fosters a habit of selfless mutual assistance, which emotionally strengthens a sense of belonging, solidarity, and togetherness among students. When students feel accepted in their social community, they more easily develop a sense of security and self-confidence (Juliani et al., 2024). The value of empathy encourages students to understand and feel the feelings of others, which in turn fosters tolerance, reduces interpersonal conflict, and increases harmony in daily interactions. Empathy also strengthens healthy interpersonal relationships and improves assertive communication skills (Trisnawaty et al., 2022). The value of courage is closely related to the ability to face emotional stress, speak honestly, and make the right decisions even in difficult situations. For students from broken homes, courage is an important asset for facing social stigma, dealing with family conflict, and recovering from low feelings (Edmawati, 2021). Meanwhile, the value of social responsibility fosters awareness of fulfilling roles and obligations at school and in society. Students learn to act not only for personal gain but also consider the impact on the social environment, which fosters a sense of caring and social leadership from an early age (Fa'idah et al., 2024). These four values can be integrated into guidance and counseling services to build adaptive character and strengthen the psychological aspects of students from broken homes contextually.

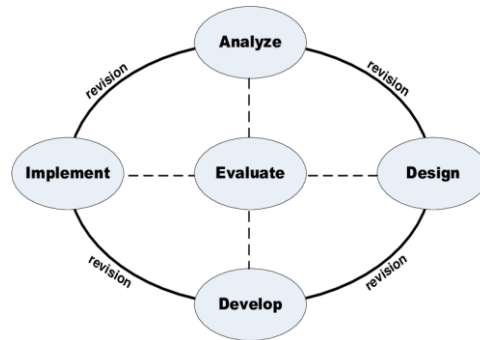
Local value-based character education has been shown to foster positive emotions and social identity in students (Ikhsan et al., 2024). Guidance services that incorporate local values into the learning process feel more meaningful and contextual, especially for students from broken family backgrounds (Yurika et al., 2022). However, to date, there have been few studies specifically developing a counseling module based on Sumber Tunjung values to improve the psychological well-being of junior high school students from broken homes, particularly in the Jember area.

This research reinforces previous findings highlighting the importance of local culture-based interventions in improving the psychological well-being of students, particularly children from broken homes. Several studies have shown that approaches such as local wisdom-based counseling (Afriani et al., 2022), the integration of social values such as gratitude (Sa'adah et al., 2024), and social support from the surrounding environment (Alyaa Prameswari & Muhid, 2022) have proven effective in helping children cope with psychological distress caused by family dysfunction. Although the research direction is similar, the approaches used in these studies generally have not utilized specific local wisdom values as a structured intervention medium.

Based on this, the problem formulation in this study includes how the psychological well-being of broken home students at SMP Argopuro 1 Panti, how to develop guidance and counseling services based on Sumber Tunjung values that are appropriate to the needs of broken home students, and the extent to which the application of these values is effective in improving the psychological well-being of broken home students. This study aims to describe the initial condition of psychological well-being of broken home students, develop a guidance and counseling service model based on Sumber Tunjung values, and test its effectiveness. This research is important to provide relevant and contextual solutions in supporting the psychological development of broken home children in schools, especially at SMP Argopuro 1 Panti.

Method

This study uses a Research and Development / R&D approach with the ADDIE development model consisting of five stages: *analysis*, *design*, *development*, *implementation*, and *evaluation*. This model was chosen because it is systematic, flexible, and allows researchers to conduct evaluations and revisions at each stage of product development (Branch, 2009). The visualization of the ADDIE model flow can be seen in Figure 1.



Stages of the ADDIE Development Model (Maribe & Varank, 2009)

Research Steps

1. Analysis

At this stage, an analysis was conducted on the conditions of children from broken homes at SMP Argopuro 1 Panti to understand the problems they face and determine whether the values of Sumber Tunjung can be a solution in improving their psychological well-being. This stage began with field observations conducted by researchers to identify students experiencing broken homes. Data were obtained through interviews with Guidance and Counseling teachers, checking students' family backgrounds, and observing students' behavior and social-emotional conditions. This stage aims to map the need for appropriate counseling services and become the basis for designing interventions based on the values of Sumber Tunjung. The steps in the analysis stage include: a). Identifying the psychological conditions of students from broken homes through interviews and observations. b). Analyzing factors that influence their psychological well-being, such as lack of emotional support, low self-confidence, or stress due to family conditions. c). Assessing the possibility of implementing an approach based on cultural values, especially Sumber Tunjung, to help overcome the psychological problems experienced. d). Adapting the intervention to the conditions of the school environment and the school's readiness to implement this approach.

2. Design

After understanding the students' conditions, the next stage is to design interventions based on Sumber Tunjung values to improve their psychological well-being. Steps taken: a). Determine the most relevant Sumber Tunjung values in helping students from broken homes, such as mental resilience, empathy, and independence. b). Compile an intervention module containing activities based on Sumber Tunjung values, such as self-reflection, group discussions, and culturally based psychological guidance. c). Design a method for measuring psychological well-being before and after the intervention, including questionnaires, in-depth interviews, and observations of student behavior. d). Compile an implementation guide for teachers, school counselors, and related parties in carrying out the intervention.

3. Development

This stage is the development of the design that has been made to ensure the intervention meets the needs of students from broken homes. Steps: a). Create materials or modules based on Sumber Tunjung values that will be used in the intervention. b). Validate the module with experts (psychologists, guidance counselors, academics) to ensure the suitability of the material to the needs of students from broken homes. c). Conduct a limited trial on a small group of students to see the initial effectiveness of the intervention. d). Make improvements based on the trial results and input from experts before wider implementation.

4. Implementation

After being developed, the intervention was implemented for broken home students at SMP Argopuro 1 Panti. The implementation stages include: a). Carrying out guidance and mentoring

activities based on Sumber Tunjung values. b). Holding reflection sessions and group discussions so that students understand and apply these values. c). Conducting direct monitoring of changes in students' psychological well-being during the program. d). Providing opportunities for students to share experiences and express feelings during the program.

5. Evaluation

The final stage is an evaluation of the effectiveness of the intervention to see the influence of Sumber Tunjung values on students' psychological well-being. Evaluation steps: a). Formative evaluation during the program to see student responses and adjust the intervention if necessary. b). Summative evaluation by comparing the results of psychological well-being measurements before and after the intervention. Interviews and observations to determine improvements in psychological aspects, such as self-confidence, emotional management, and social relationships. d). Refinement of the intervention model based on evaluation results for further development.

Research Subjects

This study involved students of Argopuro 1 Panti Junior High School from broken homes as the target population. Based on initial observations and coordination with the Guidance and Counseling teacher, eight students were identified as having broken homes. From this population, five students were purposively selected because they were considered most relevant to the research focus. The selection was made by considering the conditions of an incomplete family, such as divorce or long-term parental absence, as well as indications of psychological well-being problems monitored through the social-emotional dynamics at school. The sample consisted of two seventh-grade students and three ninth-grade students, thus expected to represent the characteristics of early and late adolescent development. These research subjects were selected to ensure the achievement of the objectives of the Sumber Tunjung values-based guidance and counseling intervention in an appropriate manner.

Research Approach and Data Analysis

Quantitative Approach

The quantitative approach in this study aims to objectively measure the extent to which the guidance and counseling service module based on Sumber Tunjung values influences the improvement of psychological well-being of students from broken homes at SMP Argopuro 1 Panti. Measurements were carried out using pre-test and post-test questionnaire instruments developed based on six dimensions of psychological well-being, including self-acceptance, positive relationships with others, autonomy, environmental mastery, life goals, and personal growth. Each dimension is measured through several detailed indicators. For example, self-acceptance is measured through statements related to acceptance of family conditions, self-confidence, and acceptance of personal shortcomings. Positive relationships with others are evaluated through indicators of the ability to make friends, openness to communication, and the ability to maintain social relationships at school. Prior to use, the questionnaire instrument was tested for validity through *expert judgment* involving experts in guidance counseling and developmental psychology. The expert assessment results indicated that all items were relevant to the measurement objectives. Next, reliability testing was conducted using Cronbach's Alpha. The instrument's pilot test on a limited sample outside the research subjects yielded a reliability coefficient of 0.86, indicating excellent internal consistency.

During the implementation phase, a questionnaire was administered to students as a pre-test before the intervention module was implemented, and then repeated as a post-test after the entire intervention series was completed. The module emphasized the application of the values of mutual cooperation, empathy, courage, mutual respect, and social responsibility in the context of students' daily lives at school. Pre-test and post-test scores were compared to determine significant changes in each dimension of psychological well-being. The data obtained were then analyzed using a *paired sample t-test* to determine the difference in average scores before and after the intervention in each dimension. From the initial analysis, it was concluded that the Sumber Tunjung values-based guidance and counseling service module was able to improve several aspects of psychological well-being with an average percentage increase of 20–35% in

each dimension. For example, the self-acceptance dimension experienced an average increase of 30% after the intervention, positive relationships with others increased by 28%, while environmental mastery and life goals showed an increase of over 25%. These results indicate that the integration of local cultural values into counseling services has a significant impact in helping students from broken homes develop psychological aspects that support their social adaptation at school. Overall, this quantitative approach provides empirical evidence regarding the effectiveness of the Sumber Tunjung values-based guidance and counseling module in improving students' psychological well-being, while also providing a basis for strengthening the interpretation of the results from an in-depth qualitative approach.

Qualitative Approach

This study used a qualitative approach to broaden our understanding of the psychological and social dynamics experienced by students during the intervention process. Qualitative data were collected through in-depth observations, semi-structured interviews, and documentation of activities during the guidance and counseling services. Direct observations were conducted during each service session, both individual and group, focusing on students' behavior, social interactions, and emotional responses when confronted with material containing Sumber Tunjung values.

During the observations, researchers used guidelines containing observable behavioral indicators, such as emotional expression during discussions, participation in group activities, ability to express opinions, and changes in attitudes toward peers. In-depth interviews were conducted individually with each subject to explore their personal experiences, perceptions of the values they shared, and the challenges they experienced in internalizing those values. The interviews were conducted in stages at the beginning, middle, and end of the intervention to capture progressive process changes.

In addition to observations and interviews, documentation in the form of field notes, session recordings, and student reflections was also used as additional data sources. All qualitative data was then analyzed using thematic analysis. Through this process, researchers identified narrative patterns indicating shifts in how students interpreted their family circumstances, their relationships with friends, and how they managed their emotions. For example, some students exhibited behavioral changes from withdrawal to openness, or from aggression to cooperation. Observed indicators included self-acceptance, social communication skills, simple problem-solving skills, courage to express opinions, and concern for peers. Furthermore, researchers noted how students internalized the values of mutual cooperation, empathy, courage, mutual respect, and social responsibility in daily school activities. The validity of qualitative data was strengthened through source triangulation, which involved comparing observational findings with interview data and documentation.

Thus, this qualitative approach not only describes the module's impact numerically but also provides a deeper understanding of how students interpret each local cultural value presented, and how these values contribute to the formation of new, more adaptive attitudes and behaviors. The results of this qualitative analysis are expected to support the quantitative findings and provide more applicable recommendations for the development of local wisdom-based guidance and counseling services in schools.

Research Limitations

This study has several limitations that need to be considered when interpreting the results. The main limitation lies in the relatively small number of subjects, only five students, so the results cannot be broadly generalized. Furthermore, the local context of the study being limited to a single school in a specific area also limits the extension of the results to more diverse populations or regions. Therefore, although this study makes a significant initial contribution to the development of local values-based guidance and counseling interventions, further research with a broader scope and a larger number of subjects is needed to strengthen the findings and increase the external validity of the research results.

Results and Discussion

This study aims to develop and test the effectiveness of a guidance and counseling service module based on Sumber Tunjung values in improving the psychological well-being of students from broken homes at SMP Argopuro 1 Panti. The results were obtained from quantitative analysis using a paired sample t-test and qualitative analysis using interviews and observations.

Quantitative Results

The pre-test and post-test instruments used refer to the six dimensions of psychological well-being according to Ryff (1989). The results of the paired sample t-test showed that there was a significant increase in the average score of students' psychological well-being after being given the intervention.

Dimensions of Psychological Well-being	Average Pre-Test Score	Post-Test Average Score	Difference	Sig. (2 Tailed)
Self-Acceptance	2.8	4.1	+1.3	0.021
Positive Relationships With Others	2.9	4.3	+1.4	0.014
Autonomy	2.7	3.8	+1.1	0.037
Environmental Mastery	2.6	3.9	+1.3	0.028
Purpose of life	2.5	4.0	+1.5	0.011
Personal Growth	2.9	4.4	+1.5	0.009

From the table above, the results of the paired sample t-test show that there was a significant increase in all dimensions of psychological well-being after the intervention was given. The dimensions of life purpose and personal growth experienced the highest increase, each by +1.5 points, with a significance value of 0.011 and 0.009. Other dimensions such as positive relationships with others (+1.4), self-acceptance (+1.3), and environmental mastery (+1.3) also showed a significant increase. Meanwhile, autonomy experienced the lowest increase of +1.1, but remained statistically significant ($p = 0.037$). All significance values were below 0.05, indicating that the difference in pre-test and post-test scores did not occur by chance, but rather as a result of the intervention given. Thus, the intervention was proven effective in improving students' psychological well-being in all dimensions.

Qualitative Results

Based on direct observations, in-depth interviews, and documentation throughout the intervention process, it can be seen that the students involved experienced significant positive changes. In general, they began to demonstrate greater self-acceptance compared to their initial state. At the beginning of the process, most students still appeared withdrawn and felt guilty about their broken families. However, as the service progressed, they gradually learned to understand their family situations and were no longer burdened by feelings of self-blame. Furthermore, changes were also evident in social relationships. Before the intervention, students tended to withdraw and were reluctant to participate in group discussions. However, after attending several sessions of Sumber Tunjung's values-based guidance and counseling services, they began to open up, express their opinions more actively, and engage in warmer communication with their peers. In group discussions, students appeared more comfortable working together, listening to each other, and respecting differences of opinion.

The ability to manage emotions has also improved significantly. Some students who previously became easily angered or anxious when faced with pressure are now able to respond to situations more calmly and think before acting. This is evident in daily interactions at school, where guidance and counseling teachers have noted a decrease in the frequency of minor conflicts between peers. Students are also beginning to recognize emerging negative feelings and are trying to address them in more constructive ways. In terms of self-confidence, students who were initially hesitant to speak in front of others began to demonstrate courage in expressing

their opinions. They appeared more confident when asked to offer suggestions in groups, were more willing to ask questions, and were even able to make simple decisions regarding responsibilities given in class. This demonstrates that students not only understand the value of courage as a guidance material but are also trying to put it into practice. The process of self-reflection also develops through various activities based on Sumber Tunjung's cultural values. The values of mutual cooperation, empathy, courage, mutual respect, and social responsibility implemented in the module have been proven to help students review their habits and attitudes. Through group work activities, simple case discussions, and social project assignments, students begin to understand the importance of mutual support, empathy for others, and responsibility for their roles at school. Several students even expressed in interviews that they felt more valued by their peers after learning to work together and share experiences.

Overall, these positive changes demonstrate that counseling services integrated with local values not only help students from broken homes understand their situation more wisely, but also encourage the development of positive attitudes in interactions, managing emotions, building self-confidence, and developing a reflective attitude for self-improvement. These qualitative findings support the quantitative data and provide evidence that a local wisdom-based approach has the potential to improve students' overall psychological well-being.

Discussion

the Sumber Tunjung values-based intervention is effective in improving the psychological well-being of students from broken homes. This finding supports Ryff's (1989) Reigning measures of psychological well-being have little theoretical grounding, despite an extensive literature on the contours of positive functioning. Aspects of well-being derived from this literature (self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth) were operationalized. Three hundred and twenty-one men and women, divided among young, middle-aged, and older adults, rated themselves on these measures along with six instruments prominent in earlier studies (affect balance, life satisfaction, self-esteem, morale, locus of control, depression). Results revealed that positive relations with others, autonomy, purpose in life, and personal growth were not strongly tied to prior assessment indexes, thereby supporting the claim that key aspects of positive functioning have not been represented in the empirical arena. Furthermore, age profiles revealed a more differentiated pattern of well-being than is evident in prior research, which emphasizes that individual well-being is not only influenced by internal factors but also depends on social environmental support, the quality of interpersonal relationships, and perceived meaning in life. The application of local values such as mutual cooperation, empathy, courage, and social responsibility can fill the emotional space that is often empty in students from broken homes. These values create a warm, familiar, and down-to-earth atmosphere, making it relevant to the context of students' lives. The implementation of group activities such as group discussions, empathy practices, and teamwork encourages students to feel accepted, appreciated, and heard. This strengthens the dimensions of positive relationships with others and environmental mastery as described in Ryff's theoretical framework. In addition, structured self-reflection activities help students explore their personal experiences, find meaning in life, and formulate future goals. This process supports the dimensions of personal growth and life goals, so that students' psychological well-being can develop optimally.

Overall, the results of this study emphasize the importance of a local values-based approach to supporting psychological well-being, particularly for students facing emotional challenges due to family circumstances. Interventions designed with cultural and social contexts in mind have been shown to strengthen fundamental psychological aspects relevant to students' needs.

Implications and Suggestions

The results of this study contribute significantly to the development of local wisdom-based guidance and counseling services. The application of Sumber Tunjung values has proven to be an effective alternative approach to improving the psychological well-being of students, particularly those from broken homes. This approach, which integrates local values, is expected

to create a warmer, more intimate, and more relevant guidance atmosphere to the socio-cultural context of students in various educational settings.

In the future, similar research is recommended, involving a larger sample size and with more diverse student characteristics, to ensure greater generalizability of the findings. Furthermore, the development of more systematic and practical implementation guidelines is needed to enable school counselors to optimally implement this intervention in various settings. Assessing the program's long-term impact through follow-up testing is also crucial to determine the extent to which the intervention's benefits are sustained and provide a sustainable positive impact.

Thus, guidance and counseling services that adopt local wisdom values such as *Sumber Tunjung* have great potential as an innovative, adaptive and contextual approach to supporting the psychological well-being of students as a whole.

Conclusions

This study proves that the guidance and counseling service module based on *Sumber Tunjung* values is effective in improving the psychological well-being of broken home students at SMP Argopuro 1 Panti. The module development process follows the ADDIE stages, starting from needs analysis, design, material development, program implementation, to impact evaluation implemented systematically and based on real-world conditions. Local values such as mutual cooperation, empathy, courage, mutual respect, and social responsibility have been shown to shape positive character in students. The quantitative analysis showed significant improvements in six dimensions of psychological well-being based on Ryff's theory: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. These results were supported by qualitative findings showing that students experienced positive behavioral changes and emotional improvements after participating in the intervention.

Thus, this module is not only theoretically relevant but also contextually relevant to local needs and culture. This research makes a significant contribution to the practice of guidance and counseling services in schools and serves as a reference for the development of similar interventions in the future, particularly for students from emotionally vulnerable family backgrounds.

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