



The Role of Psychoeducation Using Positive Thinking Techniques in Enhancing the Psychological Well-Being of Adolescents in Special Child Development Institutions (LPKA)

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Abstract

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Research on the psychological well-being of children in conflict with the law remains limited, particularly within juvenile correctional settings that emphasize rehabilitation rather than punishment. Therefore, this study aimed to examine the effectiveness of psychoeducation using positive thinking training techniques in enhancing the psychological well-being of adolescents residing in a Special Child Development Institution (LPKA). This study employed a quasi-experimental pre-test–post-test control-group design involving 20 adolescents, consisting of 10 participants in the experimental group and 10 participants in the control group. The experimental group received psychoeducational intervention in the form of positive thinking training, while the control group did not receive any treatment. Psychological well-being was measured using the Happiness Psychological Scale developed by Anggoro and Widhiarso (2010). Data were analyzed using the Mann–Whitney U test and the Wilcoxon signed-rank test. The results of the Mann–Whitney U test indicated a significant difference in psychological well-being between the experimental and control groups ($Z = -2.881$, $p = .004$, $p < .05$), with the experimental group demonstrating higher psychological well-being scores ($M = 14.30$) than the control group ($M = 6.70$). In addition, the Wilcoxon signed-rank test revealed a significant increase in psychological well-being within the experimental group between the pre-test and post-test conditions ($Z = -1.955$, $p = .037$, $p < .05$). These findings provide empirical evidence that psychoeducation delivered through positive thinking training effectively enhances adolescents' psychological well-being in juvenile correctional institutions. The novelty of this study lies in its focus on children in conflict with the law and its examination of psychological well-being as a multidimensional construct within an institutional rehabilitation context, an area that has received limited empirical attention in prior research. The results highlight the potential of psychoeducational interventions as evidence-based strategies to support psychological development and rehabilitation among institutionalized youth.

INTRODUCTION

Children within the age range of 12 to 18 years who have not yet reached the age of 18 and are legally proven to have committed a criminal offense may be sentenced to imprisonment through a judicial decision. Such children are required to serve their sentences and receive guidance in a Special Child Development Institution (Lembaga Pembinaan Khusus Anak, hereinafter referred to as LPKA), which is a juvenile correctional facility in Indonesia that prioritizes rehabilitation and child development over punitive measures (Guidelines for the Treatment of Children in the Special Child Development Institution, 2015). The establishment of LPKA is grounded in Law No. 11 of 2012 concerning the Juvenile Criminal Justice System (SPPA), which stipulates that children under the age of 12 who commit or are suspected of committing a criminal offense cannot be subjected to imprisonment or detention. Instead, investigators, community counselors, and professional social workers are required to decide whether the child should be placed under parental supervision or in a child social welfare institution. This legal framework reflects a development-oriented approach, emphasizing the fostering of independence and the acquisition of life skills to support children's successful reintegration into society, particularly through vocational and entrepreneurial activities.

The LPKA Class I Medan is one of the institutions designated to manage children in conflict with the law. This institution functions as a rehabilitation and developmental center, aiming to prepare children involved in criminal cases to return to society as responsible and productive individuals. In line with this mission, LPKA Class I Medan does not merely implement disciplinary measures but places strong emphasis on character development and psychosocial recovery (LPKA Medan). Its institutional vision is to nurture children who possess good character, independence, and social readiness. To achieve these objectives, LPKA Class I Medan implements a range of development programs, including formal education, which ensures continuity of schooling according to national educational standards, and non-formal education, such as vocational training in sewing, cooking, and agriculture, aimed at strengthening practical life skills.

According to data from the Directorate General of Corrections, Ministry of Law and Human Rights, the number of children in conflict with the law increased between 2020 and 2023, reaching nearly 2,000 cases. Of these, 1,467 children were undergoing judicial processes as detainees, while 894 children were serving sentences as convicts (Krisdamarjati, 2023). These figures underscore the growing urgency of addressing not only the legal but also the psychological and developmental needs of children within correctional institutions.

For children in conflict with the law, the transition into adolescence constitutes a particularly vulnerable developmental period. Ideally, adolescents should receive affection and protection from their families, gain access to appropriate education, develop their potential, and engage in healthy peer interactions. Adolescence is widely recognized

as a phase of identity exploration, during which individuals attempt to understand who they are, determine future life directions, and define their social roles (Santrock, 2010). During this stage, adolescents often seek acceptance and validation from peers, who become a primary reference group and exert significant influence on both positive and negative behaviors.

The influence of peers, combined with limited family attention and support, may contribute to the emergence of risky behaviors among adolescents, including truancy, physical aggression, bullying, theft, sexual harassment, substance abuse, premarital sexual activity, and even violent crime. Consequently, children's involvement in legal conflicts has become an increasingly alarming social issue. Data from the Indonesian Child Protection Commission (KPAI) indicate that 2,304 cases of crimes committed by children were recorded in Indonesia between 2020 and 2022 (cited in Hanafi, 2023). At the local level, interviews with the Head of LPKA Class I Medan revealed that in 2024, approximately 189 children received daily guidance at the institution, highlighting the substantial number of adolescents requiring structured support and intervention.

Children serving sentences in juvenile correctional institutions require serious and sustained attention to their psychological well-being. Previous studies have consistently shown that children in LPKA experience various psychological difficulties, including anxiety (Suroto, Firdaus, & Rizani, 2014), high stress levels (Ariyanto, 2016), fear of family rejection (Faried & Nashori, 2012), reduced mindfulness (Agustin, 2019), ineffective coping strategies (Maslihah, 2018), low resilience (Septiani, Maslihah, & Musthofa, 2021), limited social support (Diana, 2019), loneliness (Mozes & Huwae, 2023), and diminished psychological well-being (Dewi & Purwandari, 2024). Beyond psychological challenges, children in LPKA also face structural and environmental constraints, such as restricted educational access, overcrowding beyond institutional capacity (Hafrida, Monita, & Siregar, 2015), anxiety regarding post-release life (Febrilinda, 2016), and concerns about returning to adverse social environments (Putrie & Prasetya, 2021).

Given the state's obligation to ensure children's rights, protection, and development, as mandated by the Child Protection Act No. 23 of 2002, socialization and educational interventions within LPKA must be prioritized. One of the most critical objectives of such interventions is the enhancement of psychological well-being. Psychological well-being, often equated with happiness, refers to a condition of healthy psychological functioning characterized by self-development, optimal utilization of positive psychological resources, and the realization of individual potential (Bentea, 2019).

Within the framework of positive psychology, psychological well-being is conceptualized as an individual's cognitive and emotional evaluation of life, encompassing happiness, tranquility, optimal functioning, and life satisfaction (Diener, 2020). Ryff (2013) defines psychological well-being as a condition in which individuals

remain psychologically healthy regardless of whether they encounter favorable or adverse life circumstances. Individuals with high psychological well-being are able to accept themselves, exercise autonomy, establish meaningful life goals, and engage effectively with others. Conversely, low psychological well-being is characterized by dissatisfaction with life, limited positive affect, and a predominance of negative emotions such as anxiety and sadness (Diener, 2020).

One approach to enhancing psychological well-being is psychoeducation. Psychoeducation refers to structured interventions delivered individually or in groups that aim to strengthen coping strategies and support individuals in managing psychological challenges to maintain mental health (Suryani et al., 2016). More broadly, psychoeducation integrates educational and psychotherapeutic components, enabling individuals to gain insight into their psychological conditions while developing adaptive skills (Trisanti & Nurwati, 2022).

Psychoeducation using positive thinking training techniques is designed to help individuals develop new cognitive skills by transforming negative thought patterns related to themselves, their environment, and life events into more adaptive perspectives. This approach is grounded in cognitive-behavioral therapy (CBT), which emphasizes the reciprocal relationship between thoughts, emotions, and behaviors. CBT posits that cognitive distortions influence emotional responses and behavioral outcomes, and that modifying maladaptive thought patterns can lead to improvements in both emotional regulation and behavior (Crum, 2019).

The positive thinking training employed in this study is based on the module developed by Zulni (2018), which draws on Seligman's (2006) A-B-C-D-E model. This model conceptualizes cognitive restructuring through five interconnected components: Adversity (A), referring to negative life events; Belief (B), encompassing individuals' interpretations of those events; Consequences (C), involving emotional and behavioral responses; Distraction and Disputation (D), which focus on challenging and redirecting negative thoughts; and Energization (E), representing the emergence of more adaptive emotional and behavioral outcomes.

Previous studies have demonstrated the effectiveness of psychoeducation in correctional and educational settings. Psychoeducational interventions have been shown to foster optimism (Muna, Nashori, & Sulistyarini, 2020), improve mental health (Putri, 2023), and enhance self-esteem among adolescents in institutional contexts (Meilita, 2018). However, most existing studies have examined psychoeducation using diverse techniques and outcomes, leaving limited evidence regarding the specific role of positive thinking training in enhancing psychological well-being among children in LPKA.

Psychoeducation refers to structured efforts aimed at addressing psychosocial problems in individuals or groups through specific educational and therapeutic methods, with the objective of improving individuals' understanding, coping capacities, and overall quality of life (Oliveira & Dias, 2023). As a preventive intervention, psychoeducation

seeks to enhance knowledge and psychological awareness, thereby reducing the risk of emerging psychological disorders within a group (Permata et al., 2020). Psychoeducation in the form of positive thinking training is specifically designed to facilitate the development of new cognitive abilities by reconstructing negative cognitive structures related to individuals' self-perceptions, environments, and life experiences into more adaptive and positive perspectives. Grounded in cognitive-behavioral therapy (CBT), positive thinking training aims to help individuals recognize, regulate, and transform maladaptive negative thoughts into more constructive patterns. According to Diachkova et al. (2024), positive thinking training represents an extension of the cognitive model that focuses on identifying, understanding, and correcting dysfunctional thinking patterns, ultimately leading to improved emotional regulation and behavior.

A growing body of research has emphasized the importance of psychoeducation for children as a means of supporting healthy self-development and psychological adjustment. Nevertheless, within the academic field, empirical studies examining psychoeducation—particularly those employing positive thinking training or therapy—to enhance children's psychological well-being remain limited. Some studies have investigated psychoeducation through positive thinking training, such as Diachkova et al. (2024), who demonstrated its effectiveness in reducing psychological stress among university students. In addition, positive thinking training has been shown to increase assertiveness (Ramadhan, Keliat, & Wardani, 2019) and to help students manage anxiety during high-stakes academic examinations (Mohamed, Ewise, & Ali, 2023).

Research focusing specifically on the benefits of psychoeducation for improving children's psychological well-being is still relatively scarce, as the majority of existing studies concentrate on adult populations. This trend may stem from the assumption that childhood is primarily a period of exploration characterized by curiosity and generally adequate psychological well-being. However, studies conducted in juvenile detention contexts have demonstrated that psychoeducation can support children's adaptation (Irwan, 2016), improve mental health (Putri, 2023), and enhance self-esteem (Meilita, 2018). Despite these contributions, research that directly examines the impact of psychoeducation on the multidimensional psychological well-being of children in juvenile correctional institutions remains limited.

Accordingly, the present study offers a novel contribution by examining the role of psychoeducation delivered through positive thinking training in fostering positive personal development, strengthening protective self-factors, reducing negative emotional experiences, and enhancing psychological well-being among children in conflict with the law. Given that children in juvenile detention settings commonly exhibit low psychological well-being, exposure to structured psychoeducational interventions grounded in positive thinking is expected to yield meaningful improvements in their psychological functioning. Therefore, the hypothesis of this study posits that psychoeducation significantly enhances the psychological well-being of children in

juvenile detention centers (LPKA). In line with this hypothesis, the study aims to improve the psychological well-being of children at LPKA through psychoeducation using positive thinking training techniques, as reflected in the research title: “*The Role of Psychoeducation in Enhancing the Psychological Well-Being of Children at Special Child Development Institutions.*”

METHOD

This study employed a quasi-experimental research design to examine the role of psychoeducation using positive thinking training techniques in enhancing the psychological well-being of children at LPKA. A quasi-experimental design involves the comparison of at least two groups—namely, a treatment (experimental) group and a non-treatment (control) group—without random assignment of participants (Saifuddin, 2019). This design allows researchers to investigate causal relationships while maintaining a degree of control over the research setting (Neuman, 2003).

The specific design adopted in this study was a pre-test–post-test control-group design. According to Sugiyono (2017), this design enables the comparison of outcomes between participants who receive an intervention and those who do not, both before and after the treatment is administered. The variables examined in this study were as follows: (1) the independent variable, psychoeducation using positive thinking training techniques; and (2) the dependent variable, psychological well-being.

Table 1 presents the quasi-experimental research design applied in this study.

Tabel 1

Quasi-Experimental Research Design.

Group	Pretest	Treatment	Posttest
KE	Y1	X	Y2
KK	Y1	O	Y2

Description:

KE: Experimental Group
 KK: Control Group
 Y1: Pre-test
 Y2: Post-test
 X: Treatment
 O: Without Treatment

Procedurally, participants were first administered a psychological well-being scale as a pre-test to assess their initial condition. This was followed by psychoeducational intervention in the form of positive thinking training for the experimental group, while the control group did not receive any treatment. After the intervention phase was completed, the psychological well-being scale was re-administered as a post-test to evaluate changes in participants’ psychological well-being.

The participants in this study were juveniles residing at the Class I Special Child Development Institution (LPKA Class I) in Medan City, consisting of 10 children in the experimental group and 10 children in the control group, all of whom exhibited

indications of low psychological well-being. All participants were provided with a detailed explanation of the research objectives, procedures, and potential benefits prior to their involvement. Subsequently, each participant signed an informed consent form, indicating voluntary participation in the study.

This study was conducted in collaboration with LPKA Class I Medan. During the psychoeducational intervention, a professional psychologist assisted the researcher by facilitating the positive thinking training sessions for the participants. Purposive sampling was employed, with participants selected based on the following criteria: (1) juveniles in conflict with the law who were currently residing at LPKA; (2) juveniles who expressed willingness to participate, as indicated by their ability to read, understand, and sign the informed consent form; and (3) juveniles who demonstrated low psychological well-being based on their scores on the psychological well-being scale.

Research Instrument

Psychological well-being was measured using the Happiness Psychological Scale developed by Anggoro and Widhiarso (2010). This scale consists of four dimensions: family bonding, spiritual needs, personal achievement, and social relations, and was developed using an indigenous psychology approach grounded in the socio-cultural context of Indonesian society. The scale employs a five-point Likert-type response format. The instrument demonstrated high reliability, with an alpha coefficient (α) of 0.895. Construct validity was supported by acceptable factor loadings, with Cronbach's alpha values if an item was deleted ranging from 0.687 to 0.770.

The response options for each item were SS (strongly appropriate), S (appropriate), N (neutral), TS (inappropriate), and STS (strongly inappropriate). For favorable items, responses were scored from 5 (SS) to 1 (STS), whereas the scoring for unfavorable items was reversed. In the present study, the psychological well-being scale demonstrated good internal consistency, with a Cronbach's alpha value of 0.741.

In addition to the psychological well-being scale, this study utilized a Positive Thinking Training Module, which was adapted from the module developed by Zulni (2018). Positive thinking training is a cognitive-based therapeutic approach that emphasizes individuals' perceptions of themselves and their environment, with the aim of replacing negative cognitions with more adaptive positive thoughts. This intervention is grounded in Seligman's (2006) A-B-C-D-E framework, which includes Adversity, Belief, Consequences, Distraction and Disputation, and Energization, and is intended to help individuals counteract pessimistic thinking patterns and foster more constructive behavioral responses.

Research Prosedure

The research procedure consisted of three main stages: preparation, implementation, and data processing. The preparation stage involved the development and validation of the research instruments. The psychological well-being scale adapted from Anggoro and Widhiarso (2010) had previously demonstrated acceptable validity

and reliability. Subsequently, the psychoeducational intervention module was prepared by adapting the Positive Thinking Training Module developed by Zulni (2018), which had been specifically designed for children in LPKA. The module content was structured according to Seligman's (2006) A-B-C-D-E model, comprising: (1) Adversity, involving introductions and identification of negative thoughts; (2) Belief, focusing on identifying existing beliefs; (3) Consequences, examining emotional and behavioral outcomes; (4) Distraction and Disputation, emphasizing the formation of positive thoughts through cognitive challenge; and (5) Energization, involving the development of new adaptive responses. The final preparation step involved obtaining an official research permit from the relevant authorities, which was addressed to the Head of LPKA Medan.

The implementation stage was conducted over a one-week period (9–14 September 2024) at LPKA Class I Medan. Prior to data collection, on 9 August 2024, the researcher met with the Head of LPKA to explain the objectives, procedures, and anticipated benefits of the study, as well as to submit the research proposal. Approval was granted on the condition that a formal research permit from the North Sumatra Regional Office of the Ministry of Law and Human Rights was obtained. After securing this permit, the research activities were carried out with full institutional support, including assistance from LPKA staff in coordinating participants, organizing schedules, and providing relevant institutional data.

The data processing stage involved scoring participants' responses on the psychological well-being scale. Data from the experimental and control groups were processed separately, and subsequent statistical analyses were conducted using IBM SPSS version 23.0 for Windows.

Data Analysis

The data analysis in this study was conducted to test the research hypothesis, namely that psychoeducation using positive thinking training techniques has a significant effect on improving the psychological well-being of children in LPKA. Specifically, the analysis aimed to examine changes in children's psychological well-being following participation in psychoeducational intervention.

Given the relatively small sample size, assumption testing for parametric statistics was not performed. Therefore, nonparametric statistical analyses were employed, as they are considered appropriate for studies with small sample sizes and data that do not necessarily meet normality assumptions (Saifuddin, 2019). To examine differences in psychological well-being between the experimental group and the control group, the Mann–Whitney U test was utilized. In addition, to assess within-group differences in psychological well-being before and after the psychoeducational intervention in the experimental group, the Wilcoxon signed-rank test was applied.

All statistical analyses were performed using IBM SPSS Statistics version 23.0, and a significance level of $p < .05$ was adopted to determine statistical significance.

RESULTS

Description of Research Participants

Initially, the psychological well-being scale was administered to 50 foster children residing at LPKA, after which participants' psychological well-being levels were categorized. Based on the results of this initial screening, 10 (ten) children with low psychological well-being scores were assigned to the experimental group, and 10 (ten) children with similarly low scores were assigned to the control group. The remaining participants were not included in the intervention phase. The demographic characteristics of the research participants are presented in Table 2.

Table 2

Demographic Data of Participants.

Characteristics	Category	Number of Participants (%)
Age	14 years	7 (14%)
	15 years	9 (18%)
	16 years	13 (26%)
	17 years	15 (30%)
	18 years	6 (12%)
Length of Stay in LPKA	< 1 year	16 (32%)
	1 years	22 (44%)
	>1 year	12 (24%)
Religion	Islam	32 (64%)
	Christian	12 (24%)
	Hindu	6 (12%)
Ethnicity	Batak	22 (44%)
	Javanese	14 (28%)
	Malay	10 (20%)
	Others	4 (8%)
Birth Order	First Child	16 (32%)
	Middle Child	26 (52%)
	Youngest Child	8 (16%)
Parental Occupation	Entrepreneur	32 (64%)
	Civil servant	2 (4%)
	Merchant	8 (16%)
	Others	8 (16%)

Overall, the demographic profile of the participants indicates that the majority of juveniles in this study were 17 years old (30%), of Batak ethnicity (44%), identified as Muslim (64%), occupied the middle-child position within their families (52%), had parents working primarily as entrepreneurs (64%), and had resided at the LPKA for approximately one year (44%). These characteristics provide important contextual information regarding the background of the children involved in the study.

Following the identification of participants' demographic characteristics, the next analytical step involved categorizing participants' psychological well-being levels based on the empirical mean using a standard distribution model, as proposed by Azwar (2000).

Participants were classified into three categories—low, medium, and high psychological well-being—using the following criteria:

Low : $x < (\mu - 1.0 \text{ SD})$
 Medium : $(\mu - 1.0 \text{ SD}) \leq x < (\mu + 1.0 \text{ SD})$
 High : $(\mu + 1.0 \text{ SD}) \leq x$

Notes:

μ = empirical mean

SD = empirical standard deviation

The results of the psychological well-being categorization are presented in Table 3.

Table 3

Categorization of Psychological Well-being Scores

Category	Score Range	Frequency	Percentage
Low	$X < 73$	16	32 %
Medium	$73 \leq X < 75$	9	18 %
High	$X \geq 75$	25	50 %

The results indicate that most participants were classified as having high psychological well-being (50%), suggesting that a substantial proportion of children at the institution experienced relatively positive emotional states, life satisfaction, and limited negative affect. Nevertheless, approximately 32% of participants were categorized as having low psychological well-being, which justified the implementation of psychoeducational interventions in the form of positive thinking training for this subgroup.

Hypothesis Testing Results

This study did not conduct assumption testing due to the relatively small sample size. Consequently, nonparametric statistical analyses were employed, as they are considered appropriate for small samples and data that may not meet normality assumptions (Saifuddin, 2019). The research hypothesis proposed that psychoeducation using positive thinking training techniques would improve the psychological well-being of children in the Special Child Development Institution (LPKA), resulting in significant differences in psychological well-being scores between the experimental group and the control group. To test this hypothesis, data were analyzed using the Mann–Whitney U test and the Wilcoxon signed-rank test with the assistance of IBM SPSS Statistics version 23.0.

Table 4 presents the results of the Mann–Whitney U test, which compared psychological well-being scores between the experimental group and the control group. The experimental group ($n = 10$) obtained a higher mean rank (14.30) and sum of ranks (143.00) than the control group ($n = 10$), which recorded a lower mean rank (6.70) and

sum of ranks (67.00). These results indicate that participants who received psychoeducation demonstrated higher levels of psychological well-being than those who did not receive the intervention. The difference in mean ranks suggests that psychoeducation using positive thinking training had a positive effect on children's psychological well-being, thereby supporting the proposed hypothesis.

Table 4

Differences in Psychological Well-being Scores

	Group	N	Mean Rank	Sum of Ranks
Psychological Being	Well-Experimental Group	10	14.30	143.00
	Control Group	10	6.70	67.00
	Total	20		

The statistical significance of the differences between groups is presented in Table 5.

Table 5

Data Analysis Results Using the Mann-Whitney Test

	Psychological Well-Being
Mann-Whitney U	12.000
Wilcoxon W	67.000
Z	-2.881
Asymp. Sig. (2-tailed)	.004
Exact Sig. [2*(1-tailed Sig.)]	.003 ^b

Based on the Mann–Whitney U test results, a statistically significant difference was observed between the experimental group and the control group ($Z = -2.881$, $p = .004$, $p < .05$). The mean rank values indicate that the experimental group exhibited significantly higher psychological well-being scores ($M = 14.30$) compared to the control group ($M = 6.70$). These findings confirm that psychoeducation using positive thinking training significantly improved the psychological well-being of children at LPKA.

To further substantiate these findings, within-group comparisons were conducted for the experimental group using the Wilcoxon signed-rank test, comparing psychological well-being scores before (pre-test) and after (post-test) the psychoeducational intervention. The results of this analysis revealed a statistically significant improvement, with a Z value of -1.955 and a p-value of $.037$ ($p < .05$).

Table 6

Results of daya analysis using the Wilcoxon test

	Post test – Pre test
Z	-1.955 ^b
Asymp.Sig. (2-tailed)	.037

The Wilcoxon test results indicate a significant difference between pre-test and post-test psychological well-being scores in the experimental group, supporting the hypothesis that psychoeducation using positive thinking training techniques leads to measurable improvements in psychological well-being among children in juvenile

correctional institutions (LPKA). These findings provide empirical evidence that the intervention was effective in enhancing participants' psychological well-being.

Differences in Psychological Well-Being Aspect Scores Between Pre-Test and Post-Test

To provide a more detailed understanding of the impact of psychoeducation using positive thinking training, an analysis was conducted to examine changes in each aspect of psychological well-being within the experimental group between the pre-test and post-test conditions. These aspects included family bonding, spiritual needs, personal achievement, and social relations, as measured by the Happiness Psychological Scale.

Table 7

Differences in Scores for Aspects of Psychological Well-Being in The Psychoeducation Group Between The Pre-Test and Post-Test Conditions.

Aspect Catagory	Pre-test		Post-test	
	Mean	SD	Mean	SD
Family Bond	17.70	4.990	20.00	4.163
Spiritual Needs	17.30	4.809	18.70	3.057
Personal Achievement	10.20	2.486	11.70	2.214
Social Relations	13.80	2.974	16.20	2.741

As shown in Table 7, all aspects of psychological well-being demonstrated higher mean scores in the post-test condition compared to the pre-test condition, indicating a consistent positive change following the psychoeducational intervention. Specifically, the family bonding aspect showed an increase from a pre-test mean score of 17.70 to a post-test mean score of 20.00, suggesting strengthened perceptions of familial connectedness after the intervention.

Similarly, the spiritual needs aspect increased from a mean score of 17.30 at pre-test to 18.70 at post-test, reflecting an enhancement in participants' perceived spiritual fulfillment and meaning. For the personal achievement aspect, the mean score increased from 10.20 in the pre-test to 11.70 in the post-test, indicating improvements in participants' sense of competence and accomplishment.

In addition, the social relations aspect demonstrated a notable increase, with the mean score rising from 13.80 at pre-test to 16.20 at post-test, suggesting improved interpersonal relationships and social engagement among participants following the psychoeducational intervention.

Overall, these descriptive findings indicate that psychoeducation using positive thinking training contributed to improvements across all measured dimensions of psychological well-being, thereby reinforcing the effectiveness of the intervention at both global and aspect-specific levels.

DISCUSSION

Psychoeducation is a structured intervention that aims to provide individuals and communities with knowledge, skills, and adaptive strategies to address psychological challenges, and it can be delivered through various learning methods, including lectures, videos, and group discussions (Coralia et al., 2019; Nelson-Jones, as cited in Yubiliana et al., 2023). Through psychoeducation, individuals are not only exposed to theoretical information but are also given opportunities to experience and reflect on psychoeducational themes, thereby facilitating more effective learning and internalization.

Psychoeducation can function as both a preventive and a remedial intervention (Supratiknya, 2011). In the present study, psychoeducation was implemented as a preventive intervention aimed at enhancing the psychological well-being of children in conflict with the law. More specifically, positive thinking training techniques were employed to assist adolescents in transforming negative thought patterns and emotional responses into more adaptive and positive ones, thereby improving their ability to cope with psychosocial challenges. The involvement of professional psychologists in delivering cognitive interventions further strengthened the intervention process, ensuring that the psychoeducational activities were developmentally appropriate and theoretically grounded. This approach is consistent with theories of adolescent cognitive development, which indicate that adolescents in the formal operational stage possess the capacity for abstract reasoning, systematic thinking, and reflective problem solving (Berk, 2003).

Based on this developmental perspective, psychoeducation is particularly relevant for adolescents residing in juvenile correctional institutions. Children at this developmental stage are cognitively capable of understanding the interrelationships between thoughts, emotions, and behaviors, which constitutes the theoretical foundation of positive thinking training. By facilitating awareness of these cognitive processes, psychoeducation enables adolescents to reinterpret adverse experiences more constructively, thereby reducing maladaptive emotional reactions and enhancing psychological well-being.

Based on the aforementioned literature, psychoeducation has been shown to play a crucial role in supporting adolescents' growth and development by strengthening their knowledge, insight, and adaptive understanding. Therefore, this study aims to examine the effectiveness of psychoeducation in improving the psychological well-being of children residing in the Special Child Development Institution (LPKA). Drawing on previous research, the authors hypothesize that psychoeducational programs may yield positive outcomes, including reducing anxiety (Pourdavaran et al., 2024), optimizing self-acceptance (Bilicha, Nashori, & Sulistyarini, 2022), and enhancing self-concept (Pratiwi & Widyarini, 2021).

The findings of this study demonstrate that psychoeducation using positive thinking training techniques significantly improves the psychological well-being of

children in the Special Child Development Institution (LPKA). This result is evidenced by the significant differences observed between the experimental and control groups, as well as the significant increase in psychological well-being scores within the experimental group following the intervention. These findings confirm the research hypothesis and provide empirical support for the effectiveness of psychoeducation in institutionalized adolescent populations, which have been relatively underrepresented in previous research.

The effectiveness of psychoeducation in this study can be understood through several interrelated mechanisms. First, the delivery of psychoeducational material through structured lectures facilitated by professional psychologists likely enhanced participants' understanding and engagement. Previous studies have shown that psychoeducation delivered by qualified professionals is effective in increasing knowledge and fostering adaptive cognitive change (Magfirah et al., 2023). This professional facilitation may have contributed to participants' ability to internalize the principles of positive thinking training more effectively.

Second, the core components of positive thinking training—particularly the emphasis on recognizing and restructuring negative thoughts—align closely with cognitive-behavioral principles, which posit that changes in cognition lead to subsequent changes in emotional and behavioral functioning. By learning to identify cognitive distortions and replace them with more adaptive interpretations, participants were better equipped to regulate negative emotions and respond more constructively to challenging situations. This finding is consistent with previous research demonstrating that positive thinking training fosters optimism and self-confidence (Arjmandnia, Vatani, & Hasanzadeh, 2017) and contributes to improved psychological well-being (Kiarostami et al., 2022).

Third, participation in psychoeducational group sessions provided adolescents with opportunities for social interaction, shared reflection, and emotional expression, which may have indirectly supported improvements in psychological well-being. The acquisition of new knowledge and coping strategies enables adolescents to manage stressors more effectively, thereby optimizing their psychological potential (Tu, Cai, & Li, 2020). Such group-based learning experiences are particularly valuable in institutional settings, where opportunities for positive peer interaction may be limited.

In addition to demonstrating overall improvements in psychological well-being, the Results also revealed positive changes across all measured dimensions, including family bonding, spiritual needs, personal achievement, and social relations. Improvements in family bonding may reflect participants' enhanced ability to reinterpret familial relationships more positively, despite physical separation from family members. The observed increase in spiritual needs suggests that psychoeducation may have facilitated greater meaning-making and existential reflection, which are important components of psychological resilience in adolescents. Furthermore, gains in personal

achievement are indicative of improved self-efficacy and perceived competence, while enhancements in social relations suggest better interpersonal functioning and social adjustment following the intervention. Together, these multidimensional improvements underscore the comprehensive impact of psychoeducation on adolescents' psychological well-being, rather than its effect on isolated psychological symptoms alone.

Psychological well-being represents a critical foundation for adolescents' motivation, future orientation, and adaptive functioning, particularly for those residing in correctional institutions. Adolescents who experience higher levels of well-being are more likely to develop positive self-identities and to envision constructive future pathways. Supportive social interactions and meaningful engagement with others play a crucial role in this process, as they help adolescents feel valued and understood (Papalia, Olds, & Feldman, 2008). In this study, psychoeducation through positive thinking training constituted a novel and engaging learning experience, which was reflected in participants' enthusiasm, curiosity, and willingness to express their thoughts and emotions during the sessions.

The findings of this study contribute to the growing body of literature on psychological empowerment among institutionalized adolescents. In particular, the observed improvements in family bonding, spiritual needs, personal achievement, and social relations are consistent with previous research indicating that positive thinking interventions foster positive psychological states, reduce negative emotional experiences, and enhance life meaning (Zulni, 2018; Nurdin et al., 2022). By demonstrating the effectiveness of psychoeducation in enhancing multidimensional psychological well-being, this study extends prior research that has primarily focused on anxiety reduction or self-esteem enhancement.

Despite these contributions, several limitations should be acknowledged. First, all participants in this study were male, which limits the generalizability of the findings to female adolescents in juvenile correctional institutions. Second, participants in the experimental group were not assigned structured homework or follow-up practice tasks, due to institutional constraints that restricted the distribution of written materials and limited participants' available time. These limitations may have influenced the extent to which the intervention effects were maintained beyond the immediate post-test period.

Nevertheless, the present study provides robust evidence supporting the effectiveness of psychoeducation using positive thinking training techniques in improving the psychological well-being of children in LPKA. This conclusion is supported by consistent improvements in psychological well-being scores from pre-test to post-test, as measured using the indigenous psychology-based Happiness Psychological Scale developed by Anggoro and Widhiarso (2010). Overall, the findings highlight the value of integrating psychoeducational interventions into rehabilitative programs for children in conflict with the law, with the potential to support their psychological development and social reintegration.

CONCLUSION

This study successfully confirmed the proposed hypothesis, namely that psychoeducation using positive thinking training techniques significantly improves the psychological well-being of children residing in the Special Child Development Institution (LPKA). This conclusion is supported by significant differences observed between the experimental group, which received positive thinking training, and the control group, which did not receive the intervention. Furthermore, within the experimental group, a significant improvement in psychological well-being was identified between the pre-test and post-test conditions, indicating the effectiveness of the psychoeducational intervention.

Based on these findings, several recommendations can be proposed. First, given the importance of fostering psychological well-being and reducing anxiety among children in LPKA, it is recommended that the institution implement psychoeducational programs on a regular and sustainable basis, involving professional facilitators such as psychologists or trained counselors. Continuous psychoeducational support may assist children in recognizing and addressing their psychological challenges, provide safe opportunities for emotional expression, and equip them with adaptive coping strategies to manage psychological distress.

Second, future research is encouraged to incorporate additional personal and contextual resources that may influence psychological well-being, such as coping strategies, resilience, and social support variables. Further studies may also examine the role of sociodemographic factors, including socioeconomic status, age, and educational background, in shaping psychological well-being among children in juvenile correctional institutions. Importantly, future research should include female residents, allowing for comparative analyses of psychological well-being and intervention effectiveness across gender, and enabling the development of gender-responsive psychoeducational interventions.

Overall, this study contributes empirical evidence supporting the integration of psychoeducation grounded in positive thinking training within rehabilitative programs for children in conflict with the law. By demonstrating measurable improvements in psychological well-being, this research underscores the potential of psychoeducational interventions to support children's psychological development, adaptive functioning, and social reintegration, thereby reinforcing the rehabilitative orientation of juvenile correctional institutions.

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