

Interpersonal Mindfulness, Social Support, and Subjective Well-Being: A Moderated Mediation Model of Self-Esteem

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Abstrack

This study examines the role of interpersonal mindfulness and social support in influencing adolescents' subjective well-being, with self-esteem as a mediator. Data from 111 eleventh-grade students at the Indonesian Education University Laboratory High School were collected using validated instruments, including the subjective well-being inventory, interpersonal mindfulness scale, social support scale, and Rosenberg self-esteem scale. Path analysis using JASP revealed that interpersonal mindfulness and social support do not have a significant direct effect on subjective well-being. However, self-esteem was found to be a significant mediator, playing a crucial role in enhancing subjective well-being. These findings highlight the importance of interventions that integrate mindfulness practices, promote self-esteem, and strengthen social support. Further research is needed to explore cultural and digital influences on adolescents' subjective well-being.

Keywords: self-esteem mediation effects, subjective well-being, interpersonal mindfulness, social support

Abstrak

Penelitian ini mengkaji peran mindfulness interpersonal dan dukungan sosial terhadap kesejahteraan subjektif remaja dengan harga diri sebagai mediator. Data dari 111 siswa kelas XI SMA Laboratorium Universitas Pendidikan Indonesia dikumpulkan menggunakan instrumen yang tervalidasi, seperti inventori kesejahteraan subjektif, skala mindfulness interpersonal, skala dukungan sosial, dan skala harga diri Rosenberg. Analisis jalur dengan JASP menunjukkan bahwa mindfulness interpersonal dan dukungan sosial tidak berpengaruh langsung signifikan terhadap kesejahteraan subjektif. Namun, harga diri terbukti sebagai mediator signifikan yang berperan penting dalam meningkatkannya. Temuan ini menekankan pentingnya intervensi yang mengintegrasikan mindfulness, peningkatan harga diri, dan penguatan dukungan sosial. Penelitian lanjutan perlu menggali pengaruh budaya dan digital dalam membentuk kesejahteraan subjektif remaja.

Keywords: efek mediasi harga diri, kesejahteraan subjektif, kesadaran interpersonal, dukungan sosial

Article info

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INTRODUCTION

Adolescence is a critical period in human development. Katsantonis et al., (2023) said that adolescence, which is the focus of research, is a crucial stage in child development, considering the significant changes in the bio-psychosocial and educational fields that occur. Symonds & Galton (2014) state that one of the most critical adolescent transitions is the transition from primary to secondary education. (Virtanen et al., 2019), this transition is full of challenges that impact many essential things in life. (González-Carrasco et al., 2017) collecting adolescents' subjective perceptions of their daily lives is essential for monitoring their well-being.

The concept of hedonism, which originates from Kono Greek philosophy and is integrated into Bentham and Mill's utilitarianism, is centered on the experience of feelings of pleasure, satisfaction, and enjoyment (Sheldon et al., 2019). This concept is related to subjective well-being, namely an individual's subjective evaluation of their life, which includes life satisfaction, high positive affect, and low negative affect (Busseri & Sadava, 2013; Diener, 1984). *Subjective well-being* is a multifaceted concept that includes assessments of happiness, satisfaction, and overall quality of life (Mad et al., 2021). (Kokkinos et al., 2023) health has a multidimensional role in subjective well-being, with various diseases significantly affecting well-being.

Subjective well-being among adolescents is a critical area of focus. Cross-sectional research by (Marquez & Long, 2021) indicates a global decline in subjective well-being. Data from the World Health Organization (WHO) highlights that suicide is the second leading cause of death among individuals aged 15-29, accounting for approximately 4,600 deaths annually (Gustiana & Asiah, 2020). Similarly, the Ministry of Health of the Republic of Indonesia reports that suicide is the second leading cause of death among adolescents and young adults aged 15-29, with 79% of these incidents occurring in low- and middle-income countries (Ismandari & Pusdatin, 2019). In light of this troubling trend, understanding the development of subjective well-being during adolescence is crucial for addressing this issue and fostering positive future outcomes, as subjective well-being is a predictor of various health, educational, and socioeconomic outcomes.

Previous research has highlighted several critical variables associated with adolescents' subjective well-being, including mindfulness, social support, and self-esteem. Interpersonal mindfulness, defined as maintaining full awareness during social interactions, has been positively correlated with subjective well-being. (Pan et al., 2022) demonstrated that mindfulness can directly predict teachers' subjective well-being, while (Sheng et al., 2022) observed that mindfulness has the potential to enhance adolescents' subjective well-being over time. These studies underscore the significance of interpersonal mindfulness in promoting well-being. Another important factor is social support, which has been shown to predict subjective well-being in adolescents significantly. (Sardi & Ayriza, 2020) reported a positive association between peer social support and subjective well-being. (Tarigan, 2018) found that social support for adolescents from single-parent families is positively related to subjective well-being, accounting for 33% of the variance. Further research corroborates the beneficial impact of social interaction and social support on adolescent subjective well-being within familial and educational contexts (Thohiroh et al., 2019; Wijayanti et al., 2020).

These findings underscore the significance of supportive social networks in fostering adolescent well-being. Additionally, self-esteem plays a crucial role in shaping subjective well-being among teenagers. Research by (Khairat & Adiyanti, 2015)



demonstrates that self-esteem strongly predicts subjective well-being in early adolescents, accounting for a substantial 53% of the variance. Further studies by (Firdevs Savi-Çakar & Sevil Savi-Karayol, 2015) reveal that self-esteem and body image perceptions positively impact subjective well-being. Similarly, (Sholeha & Ayriza, 2020) highlight the considerable effect of body image and self-esteem on adolescents' subjective well-being. According to theoretical perspectives by (Leary et al., 1995), high self-esteem is critical for mitigating stress and enhancing positive affect. Moreover, self-determination theory (Deci & Ryan, 2000), posits that fundamental human needs are integral to well-being. Thus, self-esteem is intricately linked to subjective well-being as an essential and universal human need.

Although previous research has provided insight into the relationship between these variables and subjective well-being, our understanding of the complex interactions between interpersonal awareness, social support, and self-esteem on adolescents' subjective well-being still needs to be developed. Several studies have explored the role of mediation and moderation in the relationship between these variables, such as the research of Bajaj et al., (2019) who identified self-esteem as a mediator in the relationship between conscientiousness, social support, and subjective well-being in adolescents. However, a more comprehensive exploration is still needed. The novelty of this research lies in the integrative approach that uses a mediation model to analyze the role of self-esteem as a mediator between interpersonal awareness and social support on adolescents' subjective well-being, with a focus on the Indonesian cultural context, which still needs to be researched. In addition, this research provides a new perspective by considering the dynamics of adolescent development and the psychosocial challenges they face. Therefore, this study aims to investigate the direct and indirect effects of interpersonal awareness and social support on subjective well-being through the mediating role of self-esteem, with the hope of providing theoretical and practical contributions to improving adolescents' subjective well-being.

METHOD

This research uses a correlational design with partial correlation to evaluate the direct and indirect effects of the variables involved (Creswell, 2015). The independent variables include interpersonal mindfulness and social support, while the dependent variable is subjective well-being. *Self-esteem* is a mediating variable that facilitates the analysis of indirect influence mechanisms. Participants in this research were classified as follows: Sample selection was done using a purposive sampling technique to select participants who met specific criteria relevant to the research objectives (Gay et al., 2012). Class XI students were chosen because they represent the age group and educational level appropriate to the focus of the study.

The instrument used in this research consists of four instruments whose reliability has been tested by checking Cronbach's alpha and McDonald's Omega values. The following are details of the instruments used. Inventory Subjective Well-being for High School Students Indonesian Version developed by (Azzahrah et al., 2024) based on Diener's theory, this instrument includes three components that are appropriate for the high school age group, namely pleasant effect, unpleasant effect, and life satisfaction. This instrument uses four answer choices with a Likert scale: strongly agree, agree, disagree, and strongly disagree. The reliability test results show that the McDonald's omega value is 0.917 and Cronbach's alpha is 0.914.



The Interpersonal Mindfulness Scale-Short from (Pratscher et al., 2022) consists of 17 items covering aspects of presence, awareness of self and others, nonjudgmental acceptance, and nonreactivity. This scale uses four answer choices on a Likert scale. The reliability test results show that McDonald's omega value is 0.873, and Cronbach's alpha is 0.871.

The Student Social Support Scale (Malecki & Elliott, 1999), this instrument is designed to measure the level of social support received by students. Using four answer choices with a Likert scale, the reliability analysis results show a McDonald's omega value of 0.940 and a Cronbach's alpha of 0.938.

The Rosenberg Self-Esteem Scale among Adolescents and Adults (Whiteside-Mansell & Corwyn, 2003), aims to assess the level of self-esteem in adolescents and adults. It uses four answer choices with a Likert scale: strongly agree, agree, disagree, and strongly disagree. The results of the reliability analysis show that McDonald's omega value is 0.812, and Cronbach's alpha is 0.814.

RESULT AND DISCUSSION

The findings of this research provide an understanding of the direct and indirect influence of interpersonal mindfulness and social support on subjective well-being, as well as identifying the moderating role of self-esteem. The results of the path analysis are presented in the following table.

Tabel 1.
 Direct Effect

			95% Confidence Interval					
			Estimate	Std. Error	Z-value	p	Lower	Upper
X ₁ (IM)	→	Y (SWB)	0.102	0.165	0.617	0.537	-0.222	0.426
X ₂ (SS)	→	Y (SWB)	0.145	0.113	1.285	0.199	-0.222	0.426
X ₃ (SE)	→	Y (SWB)	1.214	0.274	4.424	< .001	0.676	1.752

Note. IM: Interpersonal Mindfulness; SS: Social Support; SE: Self-Esteem; SWB: Subjective Well-being

Based on the direct effect results in Table 1, the results show that the first hypothesis, namely the influence of interpersonal mindfulness on subjective well-being, is insignificant ($p > 0.05$), with an estimated value of 0.102. This shows that interpersonal mindfulness does not directly influence the subjective well-being of Generation Z. The second hypothesis, namely the influence of social support on subjective well-being, is insignificant ($p > 0.5$) with an estimated value of 0.145. Thus, social support also does not directly influence the subjective well-being of Generation Z. However, the third hypothesis of the influence of self-esteem on subjective well-being is significant ($p < .001$) with an estimated value of 1,124, indicating that self-esteem directly influences Generation Z's subjective well-being.



Tabel 2.
 Indirect Effect

			95% Confidence Interval					
			Estimat	Std.Erro	z-	p	Lowe	Uppe
			e	r	value		r	r
X ₁	→	X ₃						
(IM		(SE						
))						
X ₁	→	X ₃						
(IM		(SE						
))						
X ₂	→	X ₃						
(SS		(SE						
))						

Note. IM: Interpersonal Mindfulness; SS: Social Support; SE: Self-Esteem; SWB: Subjective Well-being

Based on the indirect effect results in Table 2, the fourth hypothesis shows that the influence of interpersonal mindfulness on subjective well-being moderated by self-esteem is significant ($p < 0.05$). Interpersonal mindfulness indirectly affects Generation Z's subjective well-being through self-esteem. The fifth hypothesis also shows that the influence of social support on subjective well-being is moderated by significant self-esteem ($p < 0.5$). Social support indirectly affects Generation Z's subjective well-being through self-esteem.

The research results show that interpersonal mindfulness and social support do not significantly influence the subjective well-being of Generation Z. Although interpersonal mindfulness generally positively influences health and well-being, which is indicated by high levels of awareness and self-acceptance in individuals (London et al., 2023), this can improve the quality of interpersonal relationships. In Generation Z, this impact is reduced by several factors. Namely, generation Z is often connected via social media, which can change how mindfulness affects their well-being (You & Liu, 2022). According to research (B Narasimha Rao, 2022), Generation Z spends much time on social media, so less time is spent interacting face-to-face, which reduces relational abilities; this can limit the effectiveness of interpersonal mindfulness.

Furthermore, social support is also an essential factor in subjective well-being, in line with research (Yıldırım & Green, 2024) showing that social support can reduce the impact of stress and increase social resilience; this is related to the level of life satisfaction with life and development experienced by individuals. However, generation Z experiences a different form of social support, especially with the dominance of social media. Excessive use of social media can reduce the quality of social support and affect subjective well-being (Angelini et al., 2023; Webster et al., 2021). Self-esteem significantly influences subjective well-being, in line with research that high self-esteem is related to life satisfaction and emotional well-being (Coffey & Warren, 2020; Pandey et al., 2021). Further research (Ding et al., 2022a) shows that self-esteem can provide a sense of control and increase self-satisfaction, stress resistance, and the quality of interpersonal relationships, contributing to subjective well-being (Zhang et al., 2020). Therefore, although interpersonal mindfulness and social support did not directly impact this study, self-esteem can be a significant factor in the subjective well-being of Generation Z.

The research results show that self-esteem is a significant mediator in the relationship between interpersonal mindfulness and social support on the subjective well-



being of Generation Z. The interpersonal variable of mindfulness has an indirect effect on subjective well-being through self-esteem; this indicates that mindfulness increases self-esteem (Britton et al., 2021). Previous research results show that mindfulness can increase self-awareness and self-acceptance, which contributes to increasing self-esteem (Ding et al., 2022b). So, by increasing self-esteem, individuals can better utilize mindfulness to improve their well-being.

Furthermore, social support for subjective well-being is also significantly moderated by self-esteem. The social support received can increase self-esteem by providing a sense of acceptance, appreciation, and connection to other people (Katsantonis et al., 2023; Lee, 2022). High self-esteem makes individuals better able to utilize social support more effectively (Zhao et al., 2021), thus having a positive impact on their subjective well-being. Social support can improve individuals' perceptions about the quality and quantity of support they receive (Wilson et al., 2020), especially when they have good self-esteem (Zhang et al., 2020). Therefore, self-esteem functions in connecting the benefits of interpersonal mindfulness and social support with increased subjective well-being.

The results of this research play a role in increasing adolescents' subjective well-being, so there is a need to develop interventions that integrate mindfulness with a focus on increasing self-esteem and strengthening social support. Mindfulness training programs designed to increase self-acceptance and self-esteem can contribute to individual self-esteem, positively impacting subjective well-being. Social support also plays a role in increasing self-esteem and subjective well-being, so creating a supportive social environment is necessary. Considering the role of social media in Generation Z, education about healthy social media use and balance between online and face-to-face interactions is needed.

CONCLUSION

This research finds that self-esteem plays a vital role in mediating the influence of interpersonal mindfulness and social support on adolescent subjective well-being. Although no significant direct influence was found from interpersonal mindfulness and social support on subjective well-being, self-esteem could be the main factor mediating this relationship. Therefore, increasing self-esteem as a strategy to improve adolescent well-being is essential.

This research has limitations that need to be considered, namely that the research design is correlational so that causal conclusions can be drawn definitively. Therefore, although the relationship between interpersonal mindfulness, social support, self-esteem, and subjective well-being is identified, the direction and nature of causality cannot be ascertained. Furthermore, the research sample was limited to class XI high school students in one location, so it did not represent the overall adolescent population. Thus, future research can use experimental designs to identify further the causal influence between interpersonal mindfulness, social support, self-esteem, and subjective well-being. Research with more diverse and representative samples from various cultural and social backgrounds can also provide a more comprehensive picture. Additional research on the interactions between interpersonal mindfulness, social support, self-esteem in social contexts, and demographic considerations could provide a basis for designing effective interventions to develop adolescents' subjective well-being.



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