

The Effect of Peer Support, and Mindfulness on Subjective Well-Being Students in Yogyakarta Dormitory

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Abstrack

Peer support and mindfulness are external factors that are important for individuals, as social beings, to achieve high subjective well-being. This study aims to determine: (1) the effect of peer support on subjective well-being, (2) the effect of mindfulness on subjective well-being, and (3) the effect of peer support and mindfulness on the subjective well-being of secondary education students living in Yogyakarta dormitories. This study uses a quantitative approach with survey-type research. The data collection technique used a scale. The results showed that (1) peer support has a significant effect on subjective well-being, (2) mindfulness has a significant effect on subjective well-being, and (3) peer support and mindfulness have a significant effect on subjective well-being. This study aims to determine: (1) the effect of peer support on subjective well-being, (2) the effect of mindfulness on subjective well-being, and (3) the effect of peer support and mindfulness on the subjective well-being of students of secondary education living in the Yogyakarta dormitory.

Keywords: mindfulness, peer support, subjective well-being

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INTRODUCTION

Every individual experiences happiness and problems in their personal life, including during adolescence. Adolescence is characterized by significant physical, cognitive, and emotional changes (Santrock, 2019). Adolescence also brings unique risks and opportunities. Adolescents will face social pressures, experimentation with risky behaviors, and identity challenges. However, adolescence is also a period where adolescents have the opportunity to develop social skills, explore interests and talents, and prepare for the future (Hibatulloh et al, 2023). The transition period from childhood to adolescence is also risky for mental health because adolescents usually have unstable emotions, so they behave inconsistently (Yani et al, 2019). When adolescents face problems they cannot solve due to unmet pressures and demands, they can experience stress that leads to unpleasant feelings or moods. If a solution (problem-solving) is not found, the condition turns into depression. Adolescent depression is associated with a stressful life, or stress, and changes in cognitive conditions, which tend to be less introspective and think too deeply, plus an overall unpleasant mood (Steinberg, 2019). Adolescents, as a young generation who are the foundation for the continuity of the nation, are very important to have subjective well-being (Almutia, 2019). High subjective well-being enables students to experience happiness in their lives, so they experience positive affect more often than negative affect. If adolescents feel happiness and experience positive emotions, they will achieve optimal development and achieve the goals of education.

Adolescents who have high subjective well-being tend to feel feelings of joy, peace, and the absence of depressed feelings. Teenagers can enjoy the educational process and complete academic tasks well. High subjective well-being is also useful in helping adolescents avoid behavioral deviations that can be detrimental to the educational process. Conversely, adolescents who have low subjective well-being have an impact on an unhealthy personality and harmful behavior. Teenagers need to achieve positive emotions, such as happiness, in order to avoid this (Almutia, 2019).

Research on the concept of happiness or subjective well-being has been conducted by several previous researchers. In research, Dewi (2014) subjective well-being in adolescents who live on the streets is affected because they feel they do not get freedom at home, so they run away to get happiness outside the home. On the other hand, adolescents living in orphanages have very broad but undirected freedom, which makes them feel less confident about facing the future and limits their socialization. Both are different from adolescents living in pesantren with freedom that is strictly regulated but can meet their needs and make them more independent and easy to socialize.

In research conducted by A'yun et al (2018), the subjective well-being of adolescent girls in boarding schools will be good if the factors that influence it lead to positive things, because adolescent girls who live in boarding schools come from various backgrounds, so they need a process of adaptation to the pesantren environment and learning system. Another problem is that adolescent girls who live in boarding schools will feel less free to explore their potential and less able to make choices. This affects the quality of life of adolescent girls in boarding schools, particularly their subjective well-being. In research, Ismail & Yudiana (2020) most of the subjective well-being of Modern Islamic Boarding School students and Madrasah Aliyah students are at a moderate level and will get better if the factors that support the improvement of subjective well-being increase. In addition, research by Nugraha (2020) found that the subjective well-being of



students at Singosari High School is still in the low category. High happiness indicators are only owned by 3 students, and about more than 60% feel less happy.

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The problem faced by adolescents living in dormitories is that they feel less free to do the activities they want. Other problems that often occur include differences in understanding among friends in the lives of adolescents in dormitories, and some people feel alienated from the social environment, leading them to withdraw. In addition, some teenagers in the dormitory feel they are not given enough love by their parents. Some adolescents also make associations of ways to harm themselves, also known as self-harm, such as making wounds on the hands, eating food that is prohibited by doctors, so that it causes allergies, and some drink poison. This adolescent behavior is one of the effects of stress and anxiety about himself and his future so that he hurts himself. Stress is a negative emotion that affects individuals' subjective well-being and can harm students.

The problems mentioned above can reduce students' subjective well-being. Low subjective well-being is associated with problematic personality traits and harmful



behavior. Adolescents need to achieve positive emotions such as happiness to avoid this. Happiness among adolescents can help them avoid serious problems or behavioral deviation (Azizah, 2013). Special interventions are needed to improve adolescents' subjective well-being in such situation (Primasari & Yuniarti, 2021). Some factors predicted to affect subjective well-being include relationship factors with surrounding individuals, education, religion, income, and intelligence. One external factor predicted to influence subjective well-being is peer support. In research Kumalasari & Ahyani (2012), adolescents receive more social support from their peers because they spend their free time together, so as to create a feeling of comfort and support. Relationships with peers are important for achieving full social development in adolescence (Nisa et al, 2018).

In previous research, it was explained that peer support affects subjective well-being through emotional, informational, appreciation, and emotional support (Sardi & Ayriza, 2020). In research Rochma & Hartini (2021), most adolescents spend their time and are closer to their play group. When teenagers engage in many activities with their peers, the majority are open with one another and able to provide encouragement and motivation. However, in research Zulaiha et al (2019) conducted at Bustanul Ulum Integrated High School, it was found that there is still violence between peers, which includes physical aggression such as hitting, kicking, fighting, and verbal aggression such as yelling, insulting, and cursing. Students quickly experience feelings of anger and irritation in response to threats or hostility from their peers, both at school and outside of school. This behavior will become a threat and trigger problems that will affect student well-being. Furthermore, research Jasman & Prsetya (2023) has found that peer social support received by street children in Jayapura City does not make individuals have high subjective well-being, so that peer social support has no influence on subjective well-being in street children. From these findings, it appears that the effect of peer support on subjective well-being is not yet clearly known.

In addition to peer support, there are internal factors we need to consider to improve SWB among students living in dormitories/pesantren, namely mindfulness. The state of mindfulness is thought to be one of the factors that can improve subjective well-being (Yani et al, 2019). Mindfulness involves an individual's deeper awareness of present experiences, including thoughts, feelings, bodily sensations, and the surrounding environment. The main goal of mindfulness is to develop a stronger mental presence and reduce cognitive distortions and emotional reactivity that occur (Bishop et al, 2004). According Hayes & Levin (2013), a state of mindfulness can improve mood by intentionally directing attention to the present moment, without letting oneself get caught up in worrying about the future or judging oneself.

The research Brown & Ryan (2003) found that mindfulness can affect subjective well-being. Mindfulness functions in increasing experiences with positive affect and decreasing experiences with negative affect and better ability to respond to stressful events (Keng et al, 2011). In research, Wahyuningsih et al, (2021) it was found that all students must have the ability to manage their own lives in accordance with the rules that apply in pesantren. These regulations include daily worship activities, diet, study time, and academic competition with other students. Often, students feel stressed, depressed, not at home, and cannot stand life in boarding schools because of the complicated and monotonous activities (Ikromi et al, 2019; Ramadan, 2012). Even research conducted at a boarding school in Jombang found that students are stressed because of the dense learning in which



METHOD

This study employed a quantitative approach with a survey research design. Specifically, it used a cross-sectional survey, where data were collected at a single point in time during the period of October–November 2024. The purpose of this research was explanatory, aiming to explain the influence of peer support and mindfulness on students' subjective well-being. The population in this study consisted of secondary education students residing in dormitories/boarding schools in Yogyakarta. Since the exact population size was unknown, the sample size was determined using the Lemeshow formula, yielding 384 respondents. To increase validity, 387 students were included in the final sample. The sampling technique employed was simple random sampling, where each member of the population had an equal opportunity to be selected.

Inclusion criteria were: (1) students currently enrolled in secondary education, (2) students who had resided in the dormitory/boarding school for at least eight months, and (3) students willing to participate voluntarily. Based on random selection, four dormitories and three boarding schools were included: Stella Duce 1 Dormitory, Putra Sang Timur Dormitory, Putri Sang Timur Dormitory, Santa Maria Dormitory, Pesantren Mualimin, Pesantren Al-Imdad Putra, and Pesantren Al-Imdad Putri. There are 3 scales used: Peer Support Scale, adapted from the Social Support Questionnaire (Baer et al., 2006); Mindfulness Scale, adapted from the Mindful Attention Awareness Scale (MAAS) (Brown & Ryan, 2006); Subjective Well-being Scale, measured by combining the Satisfaction with Life Scale (SWLS) (Diener, Emmons, Larsen, & Griffin, 1985) and the Positive and Negative Affect Schedule (PANAS) (Watson, Clark, & Tellegen, 1988).

All instruments were in the form of Likert-type scales, where respondents selected provided alternatives by marking a checklist (\surd) in the appropriate column. To ensure reliability, Cronbach's alpha coefficients were calculated: peer support scale ($\alpha = 0.87$), mindfulness scale ($\alpha = 0.90$), and subjective well-being scale ($\alpha = 0.89$), indicating high internal consistency.

The data were analyzed using multiple regression with IBM SPSS 20 for Windows. Prior to hypothesis testing, prerequisite tests were conducted: (1) normality test using Kolmogorov–Smirnov, and (2) linearity test using scatterplots. The level of significance was set at 0.05. In addition to statistical significance, effect sizes (R^2 values) were reported to demonstrate the contribution of peer support and mindfulness in predicting subjective well-being, thereby providing information about the practical significance of the findings.

RESULTS AND DISCUSSION

Results

Hypothesis testing was conducted to determine the effects of peer support (X1), mindfulness (X2), and dormitory peace (X3) on subjective well-being (Y) using SPSS Version 20, yielding the results shown in Table 1.



Table 1.
 Major Hypothesis Analysis Results

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	35.394	1.118		31.649	.000
Peer Support	.033	.007	.194	4.938	.000
Mindfulness	.053	.010	.194	5.489	.000

a. Dependent Variable: Subjective well-being

The following regression equation is derived from the results of multiple linear regression analysis. The regression equation in this study is as follows.

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \varepsilon$$

$$Y = 35.394 + 0.033 X_1 + 0.053 X_2$$

The meaning of the above equation is as follows.

1. The constant value is 35.394, indicating that, without the influence of peer support, mindfulness, and dormitory peace variables, the students' subjective well-being score is 35.394.
2. The peer support regression coefficient is 0.033, indicating that peer support positively influences subjective well-being. This means that every increase in score by 1 on the peer support variable will increase the score of 0.033 on students' subjective well-being.
3. The mindfulness regression coefficient is 0.053, indicating that the mindfulness variable has a positive effect on subjective well-being. This means that every increase in score by 1 on the peer support variable will increase the score of 0.053 on students' subjective well-being.

Furthermore, the R-squared is shown in Table 2.

Table 2.
 Model Summary Major Hypothesis

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.801 ^a	.642	.639	1.20613

a. Predictors: (Constant), Mindfulness, Peer Support
 b. Dependent Variable: Subjective well-being

The magnitude of R Square (squared correlation) or the coefficient of determination is 0.720 or 72% (the formula for calculating the coefficient of determination is $r^2 \times 100\%$). This figure means that 72% of the variables of peer support, mindfulness, and dormitory peace together affect the subjective well-being of secondary education students, the remaining 28% (100%-72%) is not examined in this study, meaning that there are other variables that affect the subjective well being of secondary education students who live in dormitories. To determine the influence of each independent variable on the dependent variable, see the following.



The Effect of Peer Support on Subjective well-being

This hypothesis testing uses the help of IBM SPSS 20 so that the following output is obtained.

Table 3.

Regression Analysis Results H1

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	52.291	.583		89.741	.000
Peer Support	.103	.007	.607	14.872	.000

a. Dependent Variable: Subjective well-being

From Table 3, it can be seen that the significance value of the peer support variable is < 0.05 . Then to test the hypothesis, the working hypothesis is first converted into a null hypothesis, so that the null hypothesis tested is as follows.

H0: Peer support (X1) has no effect on subjective well-being (Y)

Ha: Peer support (X1) has an effect on subjective well-being (Y)

Table 4 shows that, at $\alpha < 0.05$, H0 is rejected and Ha is accepted, meaning that the peer support variable has a significant effect on subjective well-being. Furthermore, the R Square can be seen from Table 4.

Table 4.

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.607 ^a	.369	.367	1.59734

a. Predictors: (Constant), Peer Support
 b. Dependent Variable: Subjective well-being

Table 4 shows that the peer support variable has an effect of 0.369. The amount of R-squared (squared correlation) or the coefficient of determination is 0.369 or 36.9% (the formula for calculating the coefficient of determination is $r^2 \times 100\%$). This figure means that 36.9% of peer support variables have a significant positive effect on subjective well-being.

The Effect of Mindfulness on Subjective well-being

Testing this hypothesis using IBM SPSS 20 so that the following output is obtained.

Table 5.

Regression Analysis Results H2

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	51.601	.764		67.508	.000
Mindfulness	.144	.012	.531	12.209	.000

a. Dependent Variable: Subjective well-being



Table 5 shows that the significance value of the mindfulness variable is <0.05 . Then to test the hypothesis, the working hypothesis is first converted into a null hypothesis, so that the null hypothesis tested is as follows.

H0: Mindfulness (X2) has no effect on subjective well-being (Y)

Ha: Mindfulness (X2) has an effect on subjective well-being (Y).

Table 5 shows that the significance value is <0.05 ; therefore, H0 is rejected and Ha is accepted, meaning that the mindfulness variable has a significant effect on subjective well-being. Furthermore, the R-squared can be seen from Table 6.

Table 6.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.531 ^a	.282	.280	1.70296
a. Predictors: (Constant), Mindfulness				
b. Dependent Variable: Subjective well-being				

Table 6 shows that the mindfulness variable has an effect of 0.282. The magnitude of R Square (squared correlation) or the coefficient of determination is 0.282 or 28.2% (the formula for calculating the coefficient of determination is $r^2 \times 100\%$). This figure means that 28.2% of mindfulness variables have a significant positive effect on subjective well-being.

Effect of Peer Support and Mindfulness on Subjective Well-being

Simultaneously, the influence of peer support and mindfulness variables is evident in Table 7.

Table 7.

Multiple Linear Regression Analysis Results H4					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error			
(Constant)	48.237	.721		66.870	.000
Peer Support	.079	.007	.470	11.475	.000
Mindfulness	.093	.011	.344	8.392	.000
1. Dependent Variable: Subjective well-being					

From Table 7 above, it can be seen that the significance values for the peer support and mindfulness variables are <0.05 . Then, to test the hypothesis, the working hypothesis is first converted into a null hypothesis, so that the null hypothesis tested is as follows.

H0: Peer support (X1) and mindfulness (X2) have no effect on subjective well-being (Y)

Ha: Peer support (X1) and mindfulness (X2) have an effect on subjective well-being (Y).

Table 8 shows that, at $\alpha < 0.05$, H0 is rejected and Ha is accepted, meaning that the peer support and mindfulness variables have a significant effect on subjective well-being. Furthermore, the R Square can be seen from table 8.



Table 8.
 Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.684 ^a	.468	.465	1.46851
a. Predictors: (Constant), Mindfulness, Peer Support				
b. Dependent Variable: Subjective well-being				

Table 8 shows that the peer support and mindfulness variables have an effect of 0.468. The magnitude of R Square (squared correlation) or the coefficient of determination is 0.468 or 46.8% (the formula for calculating the coefficient of determination is $r^2 \times 100\%$). This figure indicates that 46 the support and mindfulness variables together have a significant positive effect on subjective well-being.

The results of the data classification analysis and the research hypothesis on the influence of peer support and mindfulness on the subjective well-being of secondary education students living in Yogyakarta dormitories will be described in more detail.

Discussion

The Effect of Peer Support on Subjective Well-being of Secondary Education Students living in Yogyakarta Dormitories

The first research finding is that peer support affects students' subjective well-being. In the categorization of peer support variables, most students report moderate peer support. This means that, on average, students already feel supported by their peers in the dormitory/boarding school. From this finding, it can be explained that the more students feel supported by their peers, the higher their subjective well-being. This is supported by positive interactions and relationships with peers can have a positive impact on feelings of happiness, life satisfaction, and overall psychological well-being. Peers can often be a source of emotional support for someone (Sardi & Ayriza, 2020). Furthermore, peer support can also help reduce levels of stress, anxiety, and depression. Receiving support from peers can foster a sense of connectedness and alleviate feelings of loneliness (Laursen & Hartl, 2013).

These findings are also supported by Nisa et al., (2018) the fact that peer support has an important role in moments of difficulty or life pressure; having friends who listen, understand, and comfort can help reduce stress levels and increase feelings of happiness. Interaction with peers helps individuals feel connected to their social environment. A sense of belonging and acceptance within a peer group can increase positive feelings and well-being. Peer support can also provide positive encouragement, praise, and recognition of an individual's achievements or efforts. This can contribute to increased self-confidence and self-esteem (Katagami & Tsuchiya, 2016). Based on the research findings, it can be explained that the higher students feel peer support, the more often students will feel positive affect so that their subjective well-being is higher. This is because peer support creates positive feelings such as feeling accepted, valued, and cared for, so that it creates feelings of happiness.



The Effect of Mindfulness on Subjective Well-being of Secondary Education Students Living in Yogyakarta Dormitories

The second research finding demonstrates that mindfulness affects subjective well-being. In categorizing mindfulness variables, the majority of students' mindfulness is classified as moderate. This means that, on average, students can focus their awareness on the current situation without judgment, as stated by Herbert & Forman (2012). This finding is supported by previous research which shows that people who have mindfulness are able to build positive social relationships with others and are not easily anxious when facing problems. Through mindfulness, individuals can become more connected to the feelings and experiences of others so that they can build positive social relationships (Nezlek et al., 2019 ; Hernandez et al., 2019; Rahman, 2019).

Furthermore, in research conducted by Farrasani & Hadiyati (2019), individuals who have a high level of mindfulness also have a higher level of resilience. In research, Aherne et al., (2016) it is also explained that mindfulness can improve individual resilience, meaning that mindfulness helps individuals become more aware, including their feelings, thoughts, and physical sensations. With better self-awareness, individuals can recognize how they respond to stress and challenges. Through mindfulness, individuals can also cope with stress in a healthy way. Individuals learn relaxation techniques, deep breathing, and meditation that can relieve stress and help them stay focused.

The findings of this study are also supported by Murniati (2020) the fact that mindfulness can be an alternative to maintaining mental health. This is because mindfulness requires individuals to focus more on what solutions are needed and can be implemented to address current problems. In addition, through mindfulness, individuals learn to stay strong in the face of adversity and not give up when facing challenges, helping them recover faster from failure or disappointment and positively impacting mental health. Also in research Sariyani et al (2023) mindfulness can help students become more focused when following lessons in formal schools, emotions become stable, more obedient to parental advice, more often help parents' homework, and more polite in speaking. This finding suggests that the higher the students' mindfulness, the higher their subjective well-being. As revealed by Baer et al., (2008) aware of himself, both physically and mentally to the events that are happening now, and not fixated on past events or events that are not necessarily happening in the future, so that only focusing on current and present circumstances can help individuals learn to be more present and involved in the activities they do so that they can increase feelings of achievement and satisfaction.

This research proves that mindfulness affects students' subjective well-being. This means that the higher the student's mindfulness, the higher their subjective well-being. Mindfulness can help individuals become more aware of the positive moments in their lives. This can increase positive feelings, such as happiness and joy. Mindfulness involves accepting experiences without feeling the need to react or to avoid them. It helps individuals cope with negative feelings and increases their ability to experience positive feelings without excessive judgment.

The Effect of Peer Support and Mindfulness on Subjective Well-Being of Secondary Education Students Living in Dormitories Yogyakarta

The fourth research finding shows that peer support and mindfulness affect subjective well-being. In categorizing peer support and mindfulness variables, the majority of students' mindfulness is classified as moderate. This means that students who



have mindfulness and feel support from peers will feel happier, feel positive affect more often than negative affect (Diener et al., 2013). In the subjective well-being category, secondary education students living in Yogyakarta dormitories are in the moderate range. This shows that subjective well-being will be higher if students more often feel peer support and have mindfulness. The findings in this study are in line with the results of Herbert & Forman's research (2012), which revealed that learning to accept situations without overreacting can help individuals to reduce stress. Mindfulness can also help reduce anxiety symptoms. Mindfulness helps improve concentration and focus skills. By focusing on the present experience, individuals learn to be more present and engaged in the activity at hand, which, in turn, can increase feelings of accomplishment and satisfaction.

Previous research shows that people who have mindfulness are able to build positive social relationships with others and are less anxious when facing threatening problems (Nezlek et al., 2019 ; Hernandez et al., 2019; Rahman, 2019). Individuals with mindfulness can become more attuned to the feelings and experiences of others, helping them build positive social relationships. In addition, according to research conducted by Farrasani & Hadiyati (2019), individuals who have a high level of mindfulness also have a higher level of resilience. In research by Aherne et al., (2016) it is also explained that mindfulness can better improve individual resilience, meaning that mindfulness helps individuals become more aware, including their feelings, thoughts, and physical sensations. With better self-awareness, individuals can recognize how individuals respond to stress and challenges.

Furthermore, researc (Sardi & Ayriza, 2020) supports the idea that positive interactions and relationships with peers can enhance feelings of happiness, life satisfaction, and overall psychological well-being. Peers can often be a source of emotional support for someone. In moments of difficulty or life pressure, having friends who listen, understand, and comfort can help reduce stress levels and increase feelings of happiness. Interaction with peers helps individuals feel connected to their social environment. A sense of belonging and acceptance in a peer group can increase positive feelings and well-being (Nisa et.al, 2018). Peer support can also provide positive encouragement, praise, and recognition of individual achievements or efforts. This can contribute to increased self-confidence and self-esteem (Katagami & Tsuchiya, 2016). Therefore, it can be explained that the higher students feel the support of their peers, the more often students will feel a positive effect, so that their subjective well-being is higher. This is because peer support creates positive feelings such as feeling accepted, valued and cared for so that it creates feelings of happiness. From the above findings, it can be concluded that peer support and mindfulness simultaneously affect the high and low levels of subjective well-being among students living in Yogyakarta dormitories.

CONCLUSION

This study demonstrates that social and psychological factors, specifically peer support and mindfulness, significantly influence the subjective well-being of secondary school students living in dormitories in Yogyakarta. The regression analysis revealed that peer support has a significant positive effect on subjective well-being, while mindfulness enables students to better regulate stress and emotions, both of which contribute to higher levels of happiness and life satisfaction. Furthermore, the combined influence of peer support and mindfulness explains 72% of the variance in subjective well-being, highlighting their importance as determinants of students' mental health in dormitory



settings. These findings underscore that the subjective well-being of students in a dormitory environment is strongly influenced by the quality of social relationships and self-regulation skills. Therefore, educational and counseling interventions need to prioritize strengthening peer support networks and fostering mindfulness practices to promote healthier psychological development. From an academic standpoint, this research extends existing literature by providing new empirical evidence in the specific context of secondary boarding education. By situating the findings within this unique educational setting, the study not only reaffirms the significance of social and psychological factors in shaping student well-being but also contributes to a more nuanced understanding of how these factors operate in dormitory-based learning environments. Peer support has a significant positive effect on subjective well-being. Students who feel supported by their peers tend to experience greater happiness, a sense of being valued, and acceptance, all of which contribute positively to their psychological well-being.

The findings highlight the importance of fostering healthy peer relationships and strengthening students' self-awareness. Schools and dormitory managers are encouraged to implement mindfulness training programs and organize group activities to improve peer support in dormitory environments. Furthermore, effective collaboration between school counselors and residence managers is essential for monitoring, maintaining, and enhancing students' psychological well-being. Future studies may employ a longitudinal design to capture the dynamic changes in students' well-being over time or adopt mixed-methods approaches to gain deeper insights into the mechanisms underlying peer support, mindfulness, and subjective well-being. Such approaches would enrich understanding and provide stronger evidence to guide interventions in educational and dormitory contexts.

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