RESEARCH ARTICLE

DIFFERENCES IN PSYCHOLOGICAL WELL-BEING OF ADOLESCENTS REVIEWED BY EDUCATIONAL FACTORS: A COMPARATIVE STUDY BETWEEN MARGINALIZED AND CENTRALIZED GROUPS IN INDONESIA

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ABSTRACT

This study aims to compare the psychological well-being of Indonesian adolescents in terms of educational factors, specifically between marginalized and centralized groups. Using a qualitative approach with a literature review design (Snyder, 2019), this study analyzed 35 scientific publications and institutional reports. The synthesis results indicate that unequal access and quality of education creates gaps in the fulfillment of basic psychological needs (autonomy, competence, relatedness) (Ryan & Deci, 2000) and widens the gap in cultural capital (Bourdieu, 2011). Centralized adolescents demonstrate more stable well-being, excelling in the dimensions of autonomy and personal growth, supported by adaptive learning environments (Asih et al., 2024). Meanwhile, marginalized adolescents exhibit fluctuating well-being, weak in self-acceptance and environmental mastery (Fazny et al., 2022). The resilience of marginalized groups is more defensive and community-based (collective coping), rather than psychological growth (flourishing). This study concludes that education functions as an important psychosocial mechanism that determines the psychological development of adolescents, so that inclusive education policies that are sensitive to psychological aspects are needed to create psychological justice.

Keywords: *Psychological well-being, adolescents, educational factors, marginalized groups, comparative studies*

INTRODUCTION

Rapid biological, psychological, and social changes are characteristic of adolescence, a crucial stage in human development (Bronfenbrenner, 1979; recently used in educational psychology research). Psychological well-being, encompassing aspects such as self-acceptance, autonomy, environmental mastery, and healthy relationships, is one of the most important outcomes at this stage. Adolescents' psychological well-being is known to be strongly influenced by educational aspects, such as school quality, teacher support, academic pressure, and educational resources. Socioeconomic status (SES) and educational inequalities are strongly associated with variations in adolescents' psychological well-being, according to recent international research.

For example, during the COVID-19 pandemic, adolescents from lower socioeconomic backgrounds reported significantly poorer psychological well-being, with learning challenges and resilience serving as important mediators, according to cross-regional comparative research. School-level socioeconomic status (school SES) was positively associated with psychological complaints, particularly among adolescents from families with below-average SES, according to another extensive international study involving adolescents from 44 countries. This relationship was mediated by schoolwork pressure. A number of recent studies have begun to clarify how educational factors influence adolescent well-being in Indonesia. For example, "Well-Being Among Boarding School Students in Indonesia" (2019)

demonstrated that peer bonding and academic self-efficacy predict psychological well-being in a population of adolescents attending boarding schools. Furthermore, research on college students' academic course satisfaction revealed that psychological well-being and psychological distress are positively and negatively related, respectively, to course satisfaction. Social support is a key correlate of psychological well-being, according to another Indonesian study examining a population of university students living in marginalized areas ("pinggir kereta" or beside railway tracks). However, gaps in the evidence remain, particularly when comparing the psychological well-being of adolescents in central and marginalized groups in Indonesia in relation to educational parameters. While "central" groups have greater access to institutional support and educational resources, "marginalized" groups may include adolescents from low-income households, physically remote locations, or schools with inadequate resources. Understanding these variations is important because educational disparities can have deeper psychological impacts beyond academic performance. This, the aim of the current study was to compare the psychological well-being of core and marginalized groups of Indonesian adolescents, considering the influence of educational parameters. This study aimed to determine which educational factors, such as school quality, teacher support, academic pressure, and resource accessibility, are most strongly associated with well-being and how these associations might vary between marginalized and core adolescent populations. This was done using a comparative literature review and potentially secondary data. It is hoped that the results will influence educational policies and mental health support initiatives aimed at promoting psychological equity among adolescents.

METHOD

Research Design

This research uses a qualitative approach with a library research design. This approach was chosen because the research aims to analyze and compare the results of previous studies relevant to the topic of adolescent psychological well-being based on educational fact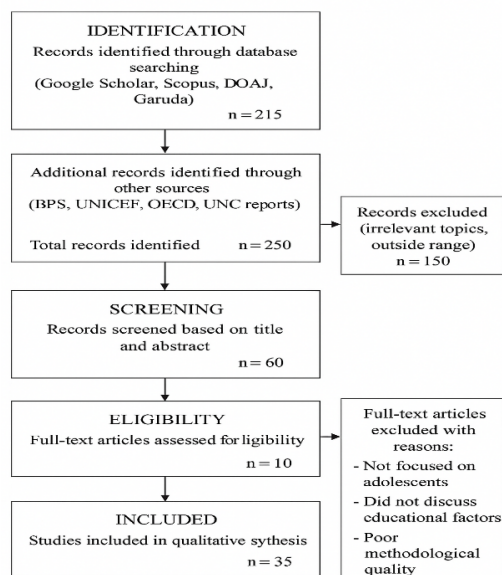ors, specifically in two different social categories marginalized and centralized groups. According to Fatimah, Haya Zen, and Fitrisia (2025), library research is a method that relies on scientific review of various written sources to develop in-depth and systematic theoretical arguments. Harahap (2014) emphasizes that library research is not merely information gathering, but rather a process of critical analysis of theories, concepts, and previously published research findings. In this context, the library research design is used to identify conceptual patterns regarding the influence of educational factors on adolescent psychological well-being in Indonesia. Rahmadi (2011) and Sarwono (2006) add that a qualitative approach in library research allows researchers to conceptually explore the meaning and relationships between variables, not based on direct empirical data, but rather on the strength of the interpretation of the literature. Therefore, this research is descriptive-comparative, focusing on an in-depth understanding and synthesis of the literature to identify similarities and differences in phenomena across social groups.

Participants

In literature research, participants are not individuals interviewed or observed directly, but rather units of analysis represented by the results of previous research (Snyder, 2019). The focus of this research was directed at adolescents aged 10 to 19, according to the World Health Organization's (2024) age classification for adolescents. Literature inclusion criteria included research involving adolescents in this age range, both male and female, from elementary school (SD) to high school (SMA), with and without access to formal education. In accordance with Subhaktiyasa's (2024) guidelines, source selection was conducted purposively that is, considering the suitability of population characteristics and the research context to the focus of this literature review. This research was conducted by four male researchers with undergraduate degrees in psychology, all of whom are Indonesian citizens. The researchers' consistent background in psychology contributed to consistency in the assessment and analysis of the reviewed literature.

Measurement

The data sources for this study were derived from various scientific literature and official documents relevant to the research topic. Data were obtained from developmental and educational psychology textbooks, national and international journal articles, and reports from institutions such as the Central Statistics Agency (BPS), the United Nations Children's Fund (UNICEF), the World Health Organization (WHO), and others. The data collection process used a systematic literature review (SLR) approach, as recommended by Snyder (2019), which emphasizes the importance of order, transparency, and repeatability in literature searches. The stages involved four main steps: Identification, which involved searching for literature using scientific databases such as Google Scholar, Scopus, the Directory of Open Access Journals (DOAJ), and the Garuda Portal for publications spanning 2010–2025. Selection, which involved filtering sources based on topic relevance, methodological quality, and suitability to the research variables. Classification, which involved grouping the literature into key themes such as psychological well-being, education, and social inequality. Analysis, namely the activity of comparing, interpreting, and synthesizing research results to uncover patterns of relationships between educational factors and psychological well-being in adolescents from different social groups. This is illustrated by the following prism flow diagram:

In line with the views of Fatimah et al. (2025) and Harahap (2014), these stages ensure that the data collection process is systematic and based on credible sources, thus ensuring high conceptual validity for the study results. This approach also allows researchers to identify knowledge gaps that can serve as the basis for further empirical research.

Data analysis

Data analysis was conducted using thematic content analysis as outlined by Rahmadi (2011) and Sarwono (2006). This analysis involved coding and grouping key themes emerging from previous studies, then synthesizing them into conceptual conclusions. The analysis stages included: (1) in-depth literature review to understand the context and key findings; (2) identifying themes and subthemes relevant to psychological well-being and education; (3) comparing findings to identify patterns and differences; and (4) developing a conceptual interpretation explaining the relationship between educational inequality and adolescent psychological well-being. This approach aligns with the principles of qualitative research, which emphasize depth of understanding and interpretation of meaning (Subhaktiyasa, 2024), and ensures integration between theoretical sources and previous empirical findings. Therefore, the research findings are expected to provide conceptual contributions to the development of psychological policies and interventions oriented toward educational equity.

RESULTS

Overview of the Literature Selection Process

This study examined 35 publications that met the inclusion criteria identified through a systematic literature review. Literature sources included scientific articles, academic books, and official reports from national and international institutions, such as the Central Bureau of Statistics (2024) and UNICEF (2025). The literature selection process yielded three main themes: (1) the role of education in shaping adolescent psychological well-being, (2) differences in psychological well-being between marginalized and centralized social groups, and (3) psychosocial factors that mediate the relationship between education and psychological well-being.

The analysis was conducted by grouping research findings based on social context, population characteristics, and the psychological variables studied. A comparative approach was used to assess how education functions differently for two social groups: marginalized and centralized adolescents. The review results indicate that the majority of studies focus on the influence of education on psychological well-being through adolescents' social, emotional, and cognitive dimensions (Asih et al., 2024; Prabowo, 2016; Widyawati et al., 2022). From this analysis, a thematic pattern emerged that differentiated adolescents from central social groups (with good access to education) and marginal groups (with limited access to education).

1. Educational Inequality and Its Structural Impact

Educational inequality is the most fundamental finding in distinguishing the psychological well-being of adolescents in Indonesia. According to the Statistics Indonesia (BPS) (2024), disparities in access to education remain high between regions, particularly between urban and rural areas. Provinces in eastern Indonesia show lower school enrollment rates than those in the west, while the quality of teachers, facilities, and educational infrastructure also differ. Anwar's (2022) study reinforces this finding by explaining that educational disparities impact not only academic achievement but also adolescents' sense of belonging and psychological functioning in school. Education plays a role in shaping social identity and as a source of psychological support, thus disparities in access and quality of education contribute to disparities in psychological well-being. Within Bourdieu's (2011) theoretical framework, education functions as cultural capital that determines an individual's social position. Adolescents from highly educated families generally possess greater cultural capital, such as language skills, social expression, and a clear future orientation. Conversely, adolescents from marginalized groups experience a lack of this capital, which subsequently limits their opportunities to develop self-concept and a sense of competence (Fazny et al., 2022). Furthermore, the UNICEF (2025) report on the Indonesia Adolescent Health Profile shows that education is also correlated with mental health. Adolescents with higher levels of education tend to have better self-confidence and self-control over stress and their social environment. This suggests that education influences not only cognitive intelligence but also psychological balance and emotional resilience.

2. Psychological Well-Being in Central and Marginal Contexts

Literature shows that the psychological well-being of Indonesian adolescents varies greatly, particularly when viewed from factors such as access to education and social environment. Based on the psychological well-being model by Ryff (1989) and Ryff & Keyes (1995), psychological well-being encompasses six dimensions: autonomy, environmental mastery, personal growth, positive relationships, purpose in life, and self-acceptance. A study by Asih et al. (2024) found that adolescents who received high-quality secondary education demonstrated high levels of psychological well-being in terms of personal growth and autonomy. Schools that provide psychological support and a positive social environment encourage adolescents to develop themselves and experience meaning in life. This aligns with Ryan and Deci's (2000) self-determination theory, which emphasizes that the fulfillment of basic psychological needs—autonomy, competence, and relatedness—is the foundation of an individual's mental well-being. In contrast, adolescents from marginalized groups exhibited contrasting conditions. Runtiko's (2009) study of teenage street musicians and Syahid's (2015) study of impoverished urban communities illustrate that limited education hinders the formation of social identity, reduces self-esteem, and increases feelings of alienation. Adolescents in this context often experience psychological distress due to social pressure and a lack of structural support. Harjanti's (2021) study of adolescents in orphanages also supports this finding, noting that a low internal locus of control and limited spirituality are factors hindering psychological well-being. The absence of educators and a stable learning environment causes adolescents to lose a sense of control and meaning in life. These findings contrast

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with the research of Prabowo (2016) and Widyawati et al. (2022), which confirmed that adolescents in schools with participatory learning systems experience better psychological well-being. This suggests that education acts as a protective factor against the stress, anxiety, and feelings of inferiority often experienced by marginalized groups.

3. Social Support, Resilience, and Psychosocial Capital

In addition to formal education, social support and psychological resilience also play a crucial role in shaping adolescent well-being. Nur Efendi et al. (2023) found that social support from family, peers, and educational institutions can improve students' academic resilience and subjective well-being. Emotional support provides a feeling of acceptance and appreciation, which serves as a buffer against academic and social pressures. Nashori and Saputro (2021) explain that resilience is the ability to adapt to stress and adversity in a positive manner. In the context of marginalized adolescents, resilience has been shown to be a key protective factor against the psychological impacts of poverty and social inequality. Daulay et al. (2024) reinforce this view by emphasizing that Indonesian society tends toward collective resilience, where community social support can help individuals overcome educational and economic limitations. Digital literacy and psychoeducation are also emerging forms of psychosocial capital for modern adolescents. Afiatin et al. (2025) demonstrated that psychoeducational interventions related to device and internet use helped elementary school students understand boundaries and responsibilities in the digital world. This knowledge has a positive impact on self-control and emotional balance. Meanwhile, Alda et al. (2025) highlight the importance of media literacy for marginalized groups. Through literacy training, these groups can be more critical of the information they receive and build social confidence. Media literacy, therefore, serves as a bridge for marginalized youth to gain empowerment and improve psychological well-being through broader social participation.

4. The Role of Religion and Culture in Psychological Well-Being

Indonesia's social and cultural context adds a unique dimension to adolescents' psychological well-being. Harpan (2021) demonstrated that religiosity is positively related to levels of optimism and subjective happiness in adolescents. Spirituality helps adolescents understand the meaning of suffering and increases gratitude, especially for those from low socioeconomic backgrounds. Wahyono (2022), in his speech on Economic Education and Welfare, emphasized that the values of Pancasila and social morals serve as the foundation for Indonesian human well-being. In an educational context, these values shape resilient character and a sense of social responsibility. Wahidin's (2017) research on children from marginalized families in Bogor also demonstrated that religious education can strengthen self-esteem and hope for the future. From Erikson's (1968) developmental psychology perspective, religiosity serves as a meaning system that helps adolescents resolve identity crises and achieve ego integrity. Thus, education grounded in spiritual values and local culture has the potential to strengthen psychological well-being by enhancing purpose in life and positive relationships, two key dimensions of Ryff's (1989) well-being model.

5. Comparative Analysis: Marginal vs. Central Adolescents

This section presents a comparative analysis that highlights the psychological and social mechanisms behind the differences in well-being between marginalized and central group adolescents.

Table 1.

Aspect	Central Group Teenagers	Marginalized Group Youth
Access to Education	Having complete learning facilities, high academic support, and competent teachers (Anwar, 2022; BPS, 2024)	Limited access, irregular school attendance, low teacher quality (Syahid, 2015; Runtiko, 2009)

Psychological Well-Being	High in autonomy, personal growth, and purpose in life (Asih et al., 2024; Ryff, 1989)	Low in self-acceptance and environmental mastery (Harjanti, 2021; Fazny et al., 2022)
Resilience and Social Support	Supported by family and school environments (Nur Efendi et al., 2023)	Resilience is formed within the community, but limited institutionally (Daulay et al., 2024)
Literacy and Social Participation	Active in academic and social activities, media literate (Afiatin et al., 2025)	Low, minimal access to technology and training (Alda et al., (2025)
Religiosity and Meaning in Life	Integrated into formal education (Harpan, 2021)	As psychological compensation for material limitations (Wahidin, 2017)

1. Educational Context and Psychological Resources

Central adolescents acquire stronger educational capital through a stable formal education system, qualified teachers, and access to extracurricular activities (BPS, 2024; Prabowo, 2016). This enriches psychological resources such as a sense of competence and self-confidence. Conversely, marginalized adolescents who frequently change schools or even drop out experience deprivation in educational and psychological capital (Anwar, 2022; Runtiko, 2009).

2. Self-Identity and Meaning in Life

Based on Erikson's (1968) theory, education plays a crucial role in the formation of ego identity. Central adolescents have a learning environment that allows for self-exploration and autonomous decision-making, while marginalized adolescents form identities more based on survival needs. As a result, marginalized groups often exhibit unstable identities and are vulnerable to negative influences (Fazny et al., 2022).

3. Social Relations and Environmental Support

Schools serve as a social arena for central adolescents to develop positive relationships with others (Ryff, 1989). Stable social support from teachers and peers increases life satisfaction and subjective happiness (Nur Efendi et al., 2023). Conversely, marginalized groups tend to build limited informal social networks that are less conducive to positive emotional development (Syahid, 2015; Eko, 2005).

4. Resilience and Emotional Adaptation

Although marginalized youth often experience social and economic pressures, some demonstrate high levels of resilience due to collective coping strategies within their communities (Daulay et al., 2024). However, this resilience is defensive in nature and does not always promote flourishing, as described by Keyes (2002). In contrast, the resilience of central youth is more constructive, supported by an adaptive and supportive learning environment (Asih et al., 2024).

5. Literacy and Socio-Digital Intelligence

Media and digital literacy play a significant role in widening the psychological gap. Afiatin et al. (2025) showed that digital literacy among elementary school students can improve self-control and social awareness. Meanwhile, Alda et al. (2025) explain that literacy empowerment among marginalized groups is still very limited, making it difficult for adolescents to utilize media as a learning tool.

Overall, the central group demonstrated more stable psychological well-being, supported by the education system, social support, and adequate learning opportunities. Conversely, marginalized

groups demonstrated more fluctuating well-being, heavily dependent on the social context and community support. This difference emphasizes that education is not simply a tool for transferring knowledge, but rather a psychosocial mechanism that determines the direction of adolescent psychological development.

6. Conceptual Integration

This analysis confirms that adolescents' psychological well-being depends not only on internal individual factors but is also significantly influenced by social, educational, and cultural contexts. Quality education plays a crucial role in meeting basic psychological needs (autonomy, competence, relatedness), expanding cultural capital, and building resilience to social pressures (Ryan & Deci, 2000; Bourdieu, 2011). Conversely, adolescents from marginalized groups face structural barriers that limit opportunities for self-actualization and social participation. Educational inequality, as explained by Sholikhah et al. (2015), creates gaps in social and cultural capital that lead to low subjective well-being (Keyes, 2002). This condition leads to low psychological well-being, increased social stress, and a limited outlook on the future (Keyes, 2002; Steinberg, 2014). Thus, the findings of this study strengthen the argument that improving the psychological well-being of Indonesian adolescents must be based on educational policies that are inclusive, socially just, and sensitive to psychological aspects.

DISCUSSION

1. Education as a Psychological Determinant of Adolescent Well-being

This study confirms that education plays a central role in shaping adolescents' psychological well-being in Indonesia. Beyond its cognitive function, education acts as a developmental environment that nurtures character, identity, and emotional regulation (Santrock, 2019; Steinberg, 2014). Within Self-Determination Theory (Ryan & Deci, 2000), education supports the fulfillment of autonomy, competence, and relatedness—three core psychological needs that foster intrinsic motivation and well-being. However, disparities in educational access and quality lead to uneven psychological outcomes. Adolescents from central groups enjoy supportive environments that enhance autonomy and self-growth, while those from marginalized areas often experience limited stimulation and unmet psychological needs (Anwar, 2022; BPS, 2024). Consequently, education serves not only as a means of knowledge acquisition but also as a psychological mechanism that strengthens motivation, confidence, and well-being (Harjanti, 2021).

2. The Role of Social and Cultural Capital in Psychological Development

Consistent with social and cultural capital theories (Coleman, 1988; Bourdieu, 2011), this study highlights that differences in adolescents' well-being are strongly influenced by family and community resources. Youth from central groups benefit from cultural norms, communication styles, and educational expectations that support adaptation and achievement (Thia Jasmina et al., 2024; Wardhana et al., 2023). Their social networks—family, teachers, and peers—build emotional stability and self-confidence (Nur Efendi et al., 2023). In contrast, marginalized adolescents face limited access to supportive relationships and often rely on reactive coping strategies (Daulay et al., 2024). These conditions reproduce structural inequalities in education and manifest as psychological disparities, where marginalized youth struggle to internalize school values and experience isolation.

3. Identity Formation and Self-concept: A Developmental Perspective

From a developmental psychology perspective, the results of this study confirm Erikson's (1968) theory regarding identity crises in adolescence. The process of identity search (identity vs. role confusion) is strongly influenced by the educational and social environment. Adolescents from central groups, with educational support and a conducive social environment, tend to be able to resolve identity crises positively. They gain clarity of values, life goals, and a strong future orientation (Asih et al., 2024). Conversely, adolescents from marginalized groups are more vulnerable to role confusion due to the lack of positive identity reference sources. Runtiko (2009) describes how

street youth construct social identities through survival strategies and group solidarity, often at the expense of self-development. This finding aligns with the findings of Fazny et al. (2022), which show that low socioeconomic status is negatively associated with self-concept. Education plays a crucial role in broadening the framework of self-meaning and providing adolescents with opportunities to build a stable identity. Thus, education serves as a platform for the formation of a healthy and sustainable psychological identity.

4. Resilience and Psychosocial Adaptation in Marginalized Adolescents

Although adolescents from marginalized groups face high economic and social pressures, a growing body of literature suggests that they also possess strong resilience potential. Nashori and Saputro (2021) explain that resilience can develop through experiences of adversity, especially when supported by a coherent social system. Daulay et al. (2024) found that Indonesian society exhibits the characteristic of collective resilience, a tendency to face pressure collectively through social solidarity. In marginalized adolescents, this form of resilience emerges through support from communities or social institutions such as orphanages, Islamic boarding schools, and community organizations (Harjanti, 2021; Wahidin, 2017). However, it should be noted that the resilience of marginalized groups is defensive in nature, focusing on survival skills, rather than psychological flourishing, as described by Keyes (2002). In contrast, adolescents from centralized groups more easily reach the flourishing stage because their educational environment supports self-exploration, problem-solving, and optimism for the future. This, education serves as a catalyst that transforms passive resilience into active resilience, from mere survival to growth. Educational intervention programs that strengthen psychological adaptive capacity have been shown to be effective in reducing the negative effects of poverty on adolescent well-being (Afiatin et al., 2025).

5. Religious and Moral Dimensions of Psychological Well-being

Religiosity and social morality also play a significant role in moderating the relationship between education and psychological well-being. Harpan (2021) showed that religiosity contributes to increased optimism, meaning in life, and subjective happiness in adolescents. Spiritual values help adolescents interpret life's difficulties constructively, especially among marginalized groups with minimal access to formal support. Wahidin (2017) and Wahyono (2022) emphasized that education based on moral and spiritual values can foster a sense of purpose in life, a crucial dimension of Ryff's (1989) model of psychological well-being. By internalizing local religious and cultural values, adolescents develop a more meaningful and emotionally stable identity. The Indonesian context, rich in values of mutual cooperation, religiosity, and social solidarity, provides a unique protective factor in maintaining adolescent well-being amidst educational inequality. This demonstrates that the development of psychological well-being cannot be separated from the moral and spiritual dimensions that are integral to national education.

6. Comparative Synthesis and Theoretical Integration

A comparative analysis of marginalized and central youth reveals a consistent pattern:

- Central youth are superior in the dimensions of autonomy, competence, personal growth, and positive relationships due to educational support and a stable social environment (Asih et al., 2024; Prabowo, 2016).

- Marginalized youth are stronger in collective coping and social solidarity, but weaker in self-acceptance and purpose in life due to limited access to education (Runtiko, 2009; Harjanti, 2021).

From the perspective of Self-Determination Theory, central youth tend to achieve intrinsic motivation through autonomous education, while marginalized youth more often operate within the context of controlled motivation, namely engaging in activities due to external pressures or survival needs (Ryan & Deci, 2000). Within the framework of Social Capital Theory (Coleman, 1988), central youth have extensive and productive social networks, while marginalized youth build compensatory solidarity networks. This results in

different forms of psychological well-being: achievement-based well-being in the central group and community-based well-being in the marginalized group. Thus, differences in psychological well-being between adolescent groups in Indonesia can be understood as the result of the interaction between social structures (education, economics, culture) and psychological mechanisms (motivation, identity, resilience). The combination of these two factors determines the extent to which adolescents can achieve stable and meaningful psychological well-being.

7. *Implications for Policy and Future Research*

The results of this study have important implications for the development of educational and adolescent psychology policies in Indonesia. First, educational policies should prioritize psychological well-being as an indicator of success, not just academic achievement. Second, inclusive education programs should be designed to strengthen the social capital and psychological resilience of marginalized groups, for example through digital literacy training, empowerment of guidance and counseling teachers, and community-based counseling. Furthermore, future research is recommended to develop empirical models that quantitatively examine the relationship between educational capital, psychological needs satisfaction, and subjective well-being. A mixed methods approach is also recommended to explore the psychological dynamics of adolescents within Indonesia's diverse socio-cultural context.

CONCLUSION

The conclusion of this study clearly addresses the research objective by confirming that there are significant differences in psychological well-being between adolescents from marginalized and centralized groups in Indonesia, and these differences are fundamentally influenced by educational factors. Education, a cognitive and psychosocial determinant, is unequal in providing cultural capital and opportunities to fulfill the basic psychological needs of autonomy, competence, and relatedness. Adolescents from centralized groups, with adequate and stable access to education, achieve higher psychological well-being, particularly in the dimensions of personal growth and autonomy. Conversely, marginalized adolescents face structural deprivation, resulting in weaker self-acceptance and environmental mastery. Although they demonstrate strong resilience, they tend to engage in defensive coping (collective coping) rather than resilience that fosters full development (flourishing). The implication is that educational disparities continue to reproduce psychological inequality between generations through non-inclusive social and cultural capital mechanisms. Therefore, the study's primary recommendation is that education policy in Indonesia should be broadened in scope, focusing not solely on academic achievement but also on making psychological well-being a primary indicator of success. Future research is suggested to develop a quantitative empirical model that tests the causal relationship between educational capital, psychological needs fulfillment, and subjective well-being using a mixed methods approach to capture the psychological dynamics of adolescents in the rich Indonesian socio-cultural context.

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