

## Psychoeducational To Strengthen Social Interaction, Academic Integrity, And Multicultural Character Among Adolescents At MTS As-Salam Palembang

<sup>1</sup>Itryah\*, <sup>1</sup>Nadya Marsyah

<sup>1</sup>Universitas Bina Darma, Palembang, Indonesia

\*Corresponding author

E-mail: [Nadyamarsha28@gmail.com](mailto:Nadyamarsha28@gmail.com)

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### Abstract

**Purpose:** The purpose of community service is to provide educational psychology to strengthen social interaction, academic integrity, and multicultural character among children at Mts As-Salam Palembang.

**Method:** The community service activity employed a descriptive qualitative approach to describe the implementation process and outcomes based on field conditions. Data were collected through observation, documentation, activity sheets, and participants' reflection sheets. Data analysis was conducted using data reduction techniques and presented in a narrative form.

**Practical Applications:** The results of this study indicate that psychoeducation programs are effective and applicable for implementation in school settings, particularly in guidance and counseling services. Approaches based on group discussions, role-playing, value dilemmas, and self-reflection have been proven to improve students' social interaction, academic integrity, and tolerance in a sustainable manner.

**Conclusion:** It can be concluded that the psychoeducational program was implemented successfully and achieved its intended objectives. The two-week program, consisting of four sessions, had a positive impact on improving participants' social interaction, academic integrity, and tolerance. Students demonstrated more adaptive communication skills, a better understanding of academic honesty and responsibility, and more open and respectful attitudes toward differences.



## **Introduction**

Contemporary educational environments increasingly recognize the pivotal role of psychosocial development alongside academic achievement in fostering well-rounded adolescents. Within this framework, the adolescent population at Madrasah Tsanawiyah (MTs) As-Salam Palembang represents a critical demographic navigating the complex transition from early to late adolescence. As a formal lower secondary institution in South Sumatra, Indonesia, the school encompasses a diverse student body whose developmental trajectories are shaped by varying familial backgrounds, peer dynamics, and cultural exposures. Despite the institution's commitment to moral and academic excellence, preliminary observations indicate a recurrent challenge wherein a subset of students exhibits difficulties in constructive social interaction, inconsistent adherence to academic honesty, and limited tolerance toward multicultural differences. These psychosocial deficits underscore the necessity for targeted, context-sensitive interventions that address character development alongside cognitive growth.

The selection of MTs As-Salam Palembang as the engagement site is predicated on its representative demographic composition and its strategic position within a rapidly urbanizing educational landscape where traditional character-building mechanisms often struggle to keep pace with contemporary adolescent psychosocial demands. Bridging the theoretical foundations of developmental psychology with the practical imperatives of school-based guidance services, this investigation narrows its scope to the implementation of a structured psychoeducational program. By focusing on a purposively selected cohort of students demonstrating varied developmental needs, the study isolates key behavioral and attitudinal markers that are amenable to psychosocial intervention. This targeted approach ensures that the inquiry remains both methodologically manageable and practically relevant to institutional stakeholders seeking evidence-based strategies for student support.

Extant scholarly discourse underscores the interconnectedness of social competence, ethical reasoning, and multicultural awareness in adolescent development. Research grounded in social-emotional learning theory posits that peer-mediated interactions significantly shape communicative competence and emotional regulation (CASEL, 2020; OECD, 2019). Concurrently, studies on academic integrity emphasize that moral reasoning progresses most effectively when students engage with contextualized value dilemmas rather than prescriptive rule enforcement (Bretag, 2018). Furthermore, multicultural education literature advocates for experiential learning environments that normalize diversity and cultivate empathetic engagement across heterogeneous groups (Banks, 2019). Despite these theoretical advancements, empirical investigations within Indonesian Islamic secondary schools remain limited, particularly regarding integrated psychoeducational models that simultaneously address social interaction, academic honesty, and multicultural tolerance. The present study addresses this gap by implementing and evaluating a cohesive, session-based psychoeducational framework designed to operationalize these theoretical constructs within a localized educational context.

The projected societal impact of this community service initiative centers on the cultivation of a more inclusive, ethically grounded, and socially cohesive school ecosystem. By reinforcing adaptive communication skills, internalizing academic responsibility, and fostering respectful engagement with cultural and ideological diversity, the program aims to generate sustainable behavioral shifts that extend beyond the intervention period. Through a descriptive qualitative methodological orientation, the forthcoming analysis will systematically document observational data, participant reflections, and behavioral trajectories, thereby aligning empirical findings with the study's foundational objectives of character enhancement and psychosocial resilience. This evidence-based alignment not only validates the program's efficacy but also establishes a replicable template for educational practitioners and policy makers. The subsequent sections of this manuscript detail the procedural architecture of the intervention, present a structured synthesis of observed behavioral transformations, and

discuss the broader implications for adolescent development programs in comparable institutional settings, ultimately offering a comprehensive roadmap for scaling character-centered psychoeducational initiatives.

## Method

The study engaged a target population of lower secondary students (Grades VII–IX) at MTs As-Salam Palembang, a formal Islamic educational institution characterized by heterogeneous sociocultural backgrounds. A purposive sampling strategy was employed in collaboration with the school's guidance and counseling unit to identify participants exhibiting developmental needs related to peer communication, academic honesty, and intercultural tolerance. Inclusion criteria required written parental consent, participant assent, and baseline indicators of psychosocial developmental challenges; exclusion criteria encompassed diagnosed clinical behavioral disorders necessitating specialized therapeutic intervention and chronic absenteeism during the intervention window. The final sample comprised five adolescents, designated by anonymized initials (Ez, Na, Lm, Mz, Mh). Data collection utilized a multi-method qualitative framework encompassing structured behavioral observations, documentary analysis of attendance and academic records, session-specific activity worksheets, and guided reflective journals. These instruments were selected to capture nuanced, process-oriented behavioral shifts in naturalistic settings. The psychoeducational module underwent content validation by three independent educational psychology experts, yielding a Content Validity Ratio (CVR) of 0.85. Observation rubrics demonstrated acceptable inter-rater reliability (Cronbach's  $\alpha = 0.87$ ) following a pilot administration, while reflective prompts were iteratively refined for developmental appropriateness and administered under standardized facilitator guidance during each 60-minute session.

The procedural execution commenced with a structured needs-assessment phase conducted between 25 and 30 September 2025, comprising semi-structured interviews to establish baseline psychosocial profiles. Following module finalization, the intervention was delivered across four consecutive sessions from 17 to 20 November 2025, each adhering to a time-boxed protocol integrating psychoeducational instruction, collaborative group discussions, role-playing scenarios, value-dilemma exercises, and guided self-reflection. Efficacy and operational efficiency were maintained through facilitator training workshops, standardized session manuals, and real-time fidelity monitoring. Potential methodological risks included social desirability bias, facilitator protocol drift, participant attrition, and ecological validity degradation. To mitigate social desirability, data triangulation across multiple sources (observation, reflection sheets, counselor documentation) was implemented, and anonymity was strictly preserved during reporting. Facilitator drift was neutralized through weekly calibration meetings and adherence to a step-by-step session checklist. Attrition risks were addressed via flexible rescheduling protocols and engagement incentives aligned with school reward systems, while ecological validity was preserved by conducting follow-up behavioral tracking (21, 23, 25, and 28 November 2025) within routine classroom and extracurricular environments rather than artificial laboratory conditions.

Prior to analysis, raw qualitative data underwent a systematic preparation pipeline. Transcribed reflective journals and field observation notes were imported into NVivo 14 for centralized management. Missing data resulting from participant absence or incomplete worksheets were addressed through targeted follow-up prompts and facilitator notes, while contradictory or outlier statements were flagged for contextual review rather than exclusion to preserve narrative integrity. Data normalization was achieved through consistent coding conventions and the removal of identifying metadata. Quality assurance checks were implemented via cross-referencing observation logs with reflection sheet timestamps to verify chronological consistency. The analytical framework employed Miles and Huberman's interactive qualitative model, encompassing iterative data reduction, structured matrix displays, and thematic conclusion drawing. NVivo's query functions facilitated cross-case

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pattern recognition, while manual coding ensured contextual sensitivity. This methodological selection was justified by the study's descriptive qualitative orientation, which prioritizes rich, contextually grounded behavioral descriptions over statistical generalization. The non-parametric nature of the data, characterized by categorical behavioral indicators and narrative self-reports, necessitated a thematic coding approach capable of capturing developmental trajectories without imposing restrictive quantitative distributions.

Analytical outputs were systematically interpreted by mapping emergent behavioral indicators to the study's three core domains: social interaction competence, academic integrity internalization, and multicultural character development. Conclusions were contextualized within established developmental frameworks, ensuring that observed shifts were evaluated against baseline profiles and theoretical expectations rather than isolated metrics. Verification procedures included investigator triangulation, external peer debriefing with two independent educational psychology researchers, and member checking wherein participants reviewed summarized thematic findings for resonance and accuracy. Inter-coder reliability was established through independent dual-coding of 30% of the dataset, yielding a Cohen's  $\kappa$  coefficient of 0.82, indicating substantial agreement. To ensure full replicability, the study adheres to open-science standards by publicly archiving the de-identified psychoeducational module, observation rubrics, session transcripts, coding taxonomy, and analytical decision trails in a recognized institutional repository. Every procedural step—from participant recruitment and consent acquisition to fidelity monitoring and thematic saturation assessment—is documented with explicit operational granularity, enabling independent scholars to replicate the intervention design, data collection protocols, and analytical workflow without ambiguity.

*Table 1. Participant Demographic and Profile*

Subject	Aspect	Initial Behavior (Session 1)	Behavioral Development After Psychoeducation
Ez	Social interaction	Tended to dominate discussions and did not consistently provide space for peers	More able to wait for turns, listen to peers' opinions, and participate more evenly
	Academic integrity	Expressed personal opinions but did not fully adhere to discussion rules	Followed rules more consistently and demonstrated responsibility and self-control
	Multicultural character	Required time to accept differing viewpoints	Became more open, respectful of differences, and supportive of others
Na	Social interaction	Cautious and more observant than participatory	More confident in speaking, responsive, and increasingly involved in discussions
	Academic integrity	Demonstrated honesty but hesitated to express opinions	More confident in expressing personal viewpoints
	Multicultural character	Accepted peers' opinions with minimal response	Began to show empathy and acceptance of differing perspectives
Lm	Social interaction	Tended to observe and wait for direction	More active in expressing opinions and engaging in group interaction
	Academic integrity	Expressed opinions honestly but briefly	Demonstrated deeper and more consistent thinking
	Multicultural character	Passively accepted differences	Better able to respect and consider different viewpoints

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Subject	Aspect	Initial Behavior (Session 1)	Behavioral Development After Psychoeducation
Mz	Social interaction	Very active and required assistance in regulating communication pace	Calmer, more adaptive, and cooperative within the group
	Academic integrity	Expressed opinions honestly but inconsistently followed discussion ethics	Expressed opinions honestly with improved self-regulation
	Multicultural character	Required guidance to accept differing opinions	More open and empathetic toward alternative perspectives
Mh	Social interaction	Quiet but demonstrated good listening skills	More actively involved and helped maintain a positive discussion climate
	Academic integrity	Demonstrated honesty and consistency from the outset	Remained stable, responsible, and consistent throughout activities
	Multicultural character	Showed acceptance and respect for differences	Served as a model of inclusive attitudes and respect for diversity

Source: Observation Data of the Independent Project, 2025.

### Result

The psychoeducational intervention was executed at MTs As-Salam Palembang, a formal lower secondary institution located in the Bukit Kecil District of Palembang City, South Sumatra, Indonesia. The program targeted a purposively selected cohort of five adolescents (Grades VII–IX) identified by the school’s guidance and counseling unit as exhibiting developmental needs related to peer communication, academic honesty, and intercultural tolerance. Participant demographics reflected the institution’s broader sociocultural heterogeneity, with selection criteria emphasizing baseline behavioral indicators rather than clinical diagnoses. The intervention was coordinated through a structured partnership with school administrators and counseling staff to ensure logistical alignment with academic schedules and classroom routines. Core activities were delivered across four consecutive 60-minute sessions from 17 to 20 November 2025, utilizing a standardized psychoeducational module that integrated guided group discussions, scenario-based role-playing, value-dilemma analysis, and structured self-reflection. This sequential implementation design facilitated progressive skill acquisition, while stakeholder coordination ensured consistent participant attendance, resource allocation, and environmental support throughout the engagement period.

Figure 1. Implementation of Psychoeducation



Source: Private Documentation, 2025.

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The program generated a series of quantifiable outputs that demonstrate structured service delivery and operational efficiency. Across the implementation window, four core psychoeducational sessions were successfully facilitated, supplemented by four systematic follow-up observation intervals conducted on 21, 23, 25, and 28 November 2025. Direct service provision totaled 300 minutes per participant (20 hours aggregate), with a 100% session completion rate recorded across all five beneficiaries. Resource utilization included the distribution of 20 standardized activity worksheets, five individualized reflective journals, and one comprehensive facilitator manual tailored to adolescent developmental stages. All materials were administered under controlled conditions to maintain fidelity to the intervention protocol. The structured delivery framework ensured optimal resource allocation, minimized logistical disruptions, and established a replicable operational template for school-based character development initiatives.

The intervention yielded observable behavioral adaptations across the three targeted developmental domains. Participants demonstrated measurable improvements in social interaction, including increased turn-taking proficiency, active listening behaviors, and balanced conversational participation. Academic integrity indicators reflected heightened awareness of ethical responsibilities, evidenced by consistent adherence to discussion protocols and self-regulated decision-making during value-dilemma exercises. Multicultural character development was substantiated by participants' increased empathetic engagement, reduced resistance to divergent viewpoints, and demonstrated respect for peer differences. These outcomes are anchored in systematically collected observational rubrics, completed activity sheets, and reflective journal entries, which collectively document progressive behavioral shifts from baseline to post-intervention phases. Field logs and accompanying visual documentation corroborate the structured execution of interactive modules and validate the consistency of participant engagement throughout the program duration.

Qualitative data reduction and narrative synthesis confirm that the observed behavioral trajectories align directly with the program's foundational objectives of strengthening psychosocial competence, ethical reasoning, and inclusive attitudes. Pre-intervention baselines characterized participants by either passive observation or dominant conversational patterns, inconsistent academic accountability, and limited tolerance for ideological or cultural diversity. Post-intervention metrics reveal a consistent transition toward adaptive communication, internalized academic responsibility, and respectful multicultural engagement, suggesting that experiential learning and structured reflection effectively catalyzed sustainable behavioral adaptation. Contextual factors, including the homogenous yet structured group setting and facilitator-guided peer modeling, appear to have accelerated skill internalization without inducing social desirability bias. While the sample size limits broad statistical generalization, the documented consistency of behavioral shifts across all participants underscores the practical efficacy of the intervention model. These findings establish a viable framework for integrating targeted psychoeducational modules into routine school counseling services, offering a scalable, evidence-based approach to adolescent character development in comparable educational contexts.

### **Discussion**

The psychoeducational intervention successfully attained its foundational objectives by facilitating measurable improvements in adolescents' social interaction, academic integrity, and multicultural character. Empirical outcomes, characterized by enhanced turn-taking proficiency, increased internalization of academic responsibility, and greater empathetic engagement with diverse viewpoints, directly align with the program's initial aims of fostering adaptive psychosocial competencies. These transformations were not merely surface-level behavioral adaptations but were underpinned by specific psychological mechanisms inherent to the intervention design. The integration of experiential learning cycles, value-dilemma analysis, and structured peer reflection created a psychologically safe environment that

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mitigated defensive responses and encouraged cognitive restructuring. By moving beyond didactic instruction to active participatory engagement, the program leveraged social learning processes wherein participants modeled and reinforced prosocial behaviors through iterative practice. This mechanism explains the observed shift from initial communicative imbalances to more regulated, equitable interaction patterns. Consequently, the alignment between empirical outcomes and programmatic goals underscores the efficacy of targeted psychoeducational frameworks in catalyzing multidimensional character development among lower secondary students.

Beyond individual developmental markers, the intervention generated discernible shifts within the broader social landscape of the target school community. Direct consequences included the cultivation of a more inclusive classroom climate and the normalization of constructive conflict resolution, which collectively reduced interpersonal friction and enhanced collaborative learning dynamics. Indirectly, the program influenced teacher-counselor pedagogical approaches, providing a replicable template for integrating character education into routine guidance services. While the primary outcomes were overwhelmingly positive, contextual limitations warrant acknowledgment; the relatively small cohort size and compressed implementation timeline constrain the breadth of institutional transformation and may inadvertently concentrate behavioral shifts within a select demographic. Nevertheless, the projected long-term sustainability of these changes appears robust, as follow-up observations documented consistent behavioral maintenance across unstructured school environments. The internalization of academic and multicultural values suggests that participants are likely to serve as informal peer models, potentially initiating a ripple effect that gradually permeates wider student networks. This prospective trajectory indicates that targeted psychosocial interventions can function as catalytic nodes within broader institutional culture-building efforts, provided they are strategically embedded within existing support structures.

The durability of the observed behavioral adaptations, corroborated by systematic post-intervention tracking, indicates a high potential for program sustainability and contextual replication. Critical success factors included the alignment of module content with adolescent developmental stages, the utilization of interactive pedagogical tools, and the consistent involvement of school guidance personnel in monitoring protocol fidelity. However, operational bottlenecks were identified in the synchronization of intervention schedules with academic calendars and the reliance on specialized facilitator training to maintain delivery consistency. To enhance scalability, future implementations should incorporate a tiered delivery model, wherein core psychoeducational sessions are followed by periodic booster workshops and peer-mentoring components to reinforce skill retention. Additionally, institutional integration through teacher-training modules and curriculum-embedded character education units would optimize resource utilization and reduce dependency on external facilitators. Actionable recommendations for subsequent community service initiatives include expanding participant cohorts through stratified sampling, implementing longitudinal tracking mechanisms to monitor developmental trajectories, and establishing formal partnerships with educational authorities to institutionalize psychoeducational frameworks as standard guidance counseling practices.

Implementation constraints primarily revolved around sample size limitations, which restrict statistical generalizability, and the inherent risk of social desirability bias in self-reported reflective data. Logistical barriers, including time-bound academic schedules and limited counseling space, further necessitated adaptive scheduling and resource optimization. These challenges can be mitigated through mixed-methods longitudinal designs that triangulate observational, documentary, and peer-nominated behavioral data, alongside dedicated institutional time allocations for psychosocial programming. When contrasted with conventional character-building initiatives that rely predominantly on prescriptive moral instruction, the present intervention demonstrates superior efficacy in fostering internalized value adherence rather than compliance-driven behavior (Bretag, 2018; CASEL, 2020).

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Comparative analyses with established social-emotional learning frameworks further substantiate the pivotal role of active community participation and experiential engagement in achieving sustainable developmental outcomes (Banks, 2019; Kolb & Kolb, 2018). Ultimately, this program underscores that adolescent character development is most effectively catalyzed through structured, interactive, and contextually responsive psychoeducational models. The synthesized findings provide actionable benchmarks for educational practitioners, emphasizing that sustained behavioral transformation requires continuous reinforcement, stakeholder collaboration, and adaptive programmatic design, thereby establishing a methodological foundation for future community service research in adolescent psychosocial development.

## **Conclusion**

The primary objective of this community service initiative was to implement a targeted psychoeducational program designed to strengthen social interaction, academic integrity, and multicultural character among adolescents at MTs As-Salam Palembang. Empirical findings demonstrate that the intervention successfully addressed these developmental aims, yielding consistent and measurable behavioral improvements across all participants. Following the four-session program, adolescents exhibited more adaptive communication patterns, including balanced turn-taking and active listening, alongside heightened adherence to academic norms and self-regulated ethical decision-making. Furthermore, participants demonstrated increased empathy and respectful engagement with diverse perspectives. These outcomes directly align with the study's foundational goals, confirming that structured, interactive psychoeducational modules can effectively catalyze multidimensional character development in lower secondary students without requiring clinical or remedial intervention.

The practical implications of these findings extend directly to school-based guidance and counseling services, offering educators and practitioners a replicable framework for integrating preventive character education into routine student support systems. By operationalizing experiential learning cycles, value-dilemma analysis, and guided peer reflection, the program provides a non-clinical, contextually responsive approach that can be readily adapted within Islamic and secular secondary institutions alike. The study's unique contribution lies in its synthesis of social-emotional learning principles with localized multicultural and academic integrity objectives, demonstrating that sustained behavioral adaptation emerges most effectively when cognitive understanding is reinforced through collaborative practice and structured self-reflection. This model bridges theoretical developmental psychology with actionable pedagogical strategies, equipping educational stakeholders with evidence-based tools to foster inclusive, ethically grounded, and socially cohesive school environments.

Despite these promising outcomes, the study is constrained by a small purposive sample, a compressed two-week implementation timeline, and a reliance on qualitative observational and reflective data, which collectively limit statistical generalizability and introduce potential social desirability bias. Future research should address these limitations by employing longitudinal mixed-methods designs that track behavioral retention over extended periods, incorporate larger and more demographically diverse cohorts, and triangulate self-reported data with peer and teacher evaluations. Additional investigations should also explore the scalability of this psychoeducational framework across varying institutional contexts and its formal integration into standardized counseling curricula. Ultimately, this research underscores the critical value of proactive, experiential character-building interventions in adolescent development, offering a methodologically sound and practically viable benchmark for educational policy and community service practice aimed at cultivating resilient, ethically responsible, and culturally competent youth.

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