

The Nurture on Adolescent: a Review, in Supporting Performance of Human Capital Life Cycle Constellation Developed by Coordinating Ministry for Human Development and Culture of The Republic of Indonesia

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Abstract: Ensuring the quality of youth before investing in human capital became important as a measure to know their strengths and limitations in which be part of human development (education), and then try to enlarge the investment (Azar et al., 1999; Bhandari & Yasunobu, 2009). Any strategies to enhance human capital needs to recognize the influence of the social settings in which it is created and used in schools, organizations, labor markets, communities, and national institutions and cultures (Azar et al., 1999). Therefore, both family and school are equally responsible to provide a well being atmosphere. Bullying inside schools up to negative exposures within digital contents are spanning to devastate mentality of young Indonesian. This study's objective is to emphasize the effectiveness of character education which was designed to utilize a conducive environment for student's mentality and cognitive development to overcome future challenges of digitalization. This research uses meta-analysis consisting data surveyed and descriptive analysis from empirical studies and journal article publications. The results of this study indicate poverty had become broad barrier that the government must resolve to reduce depression and prolonged conflicts, among husband-and-wife relationships and scale down number of divorces in which spawning negative impact on children's psychosocial development. The implementation of national priority programs for mentality reform specifically for character education needs to become a cross sectoral convergent which is obliged to receive more portion on central and local authorities.

Keywords: *Adolescents, Character Education, Mental Wellbeing*

Introduction

Human investment apparently became priority to Indonesia, since the government initiated to enhance the quality of public services through strategic plans on health, education, decreasing poverty, women empowerment and children/youth's protection. Challenges in facing the World Mega Trend 2045, which include demographic and world urbanization, where for more than 65% people will chose to live in cities, and where 95% phenomenon are predicted occurred in emerging economic countries as Indonesia (Kementerian Perencanaan

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Pembangunan Nasional, 2017). It somehow indicates unbalanced distribution in population also infrastructure and the quality of human resources. Moreover, the injection of technology had assigned digital competency as the basic requirement for the future workforce. Therefore, the future generations are expected to be able to overcome those stipulate, so that human as a capital can contribute optimally to both economically and in realizing a dignity towards a globally competitive society. Therefore, education is expected not only stands to prevail the pupil's cognitive achievement, but beyond will also ensuring viable learning atmosphere through psychological well-being or mental health for every single youngster.

Until few years ago, researches on individual factors that influence academic success tended to focus on cognitive or social variables, such as academic motivation and students' self perceptions of their abilities, student – teacher relationships and the fellow students (Health & Achievement, 2011). (Roeser et al., 1998) asserted in summarizing studies on the relationship between children's emotional distress and achievement behavior, researchers found that students with frequent feelings on internalized distress (sadness, anxiety, depression) show diminished academic functioning, and those with externalized distress (anger, frustration and fear) exhibit school difficulties including learning delays and poor achievement (Rüppel et al., 2015).

The young generation's mental recovery is being part of social responsibility which includes government, private sectors, teachers, school management, parents even other social communities to acclimate and reinforce the mentality reform especially to those who are in puberty ages. Hence, it became more comprehensive as the government confirmed the long vision of Indonesia's human development agenda through the national mental's revolution movement (GNRM) and further implemented through Character Education. Character Education emphasizes the strategic roles of Tripusat Pendidikan (Three Central Stakeholders in Education) to collaborate and accomplish what it called a conducive learning and living environment which is necessary before pupils or adolescent internalize all desirable moral values. Reaffirming WHO statement "it is becoming increasingly clear that promoting and protecting adolescent brings a triple dividend undergoes 1) to prevent and early detection their health problems, 2) establishing their future healthy behavior along with a healthy lifestyle, and last is 3) to promote the emotional well being and prevent risk factors and burdens to help the future offspring (WHO, t.thn.). Placing children and adolescents firmly at the center of the SDGs will ensure that they realize the right to survive and thrive throughout the life-course, as the true beneficiaries of the 2030 agenda (Alfvén et al., 2019).

Through this study, authors concerned to emphasize the effectiveness of character education which was designed to utilize a conducive environment for student's mentality and cognitive development to overcome the future challenges of digitalization. The constellation established tended to navigates all policy initiatives and action plans be in the same operational standard implemented by all ministries under the supervision of The Coordinating Ministry for Human Development and Culture, which includes The Ministry of Education and Culture.

Literature Review

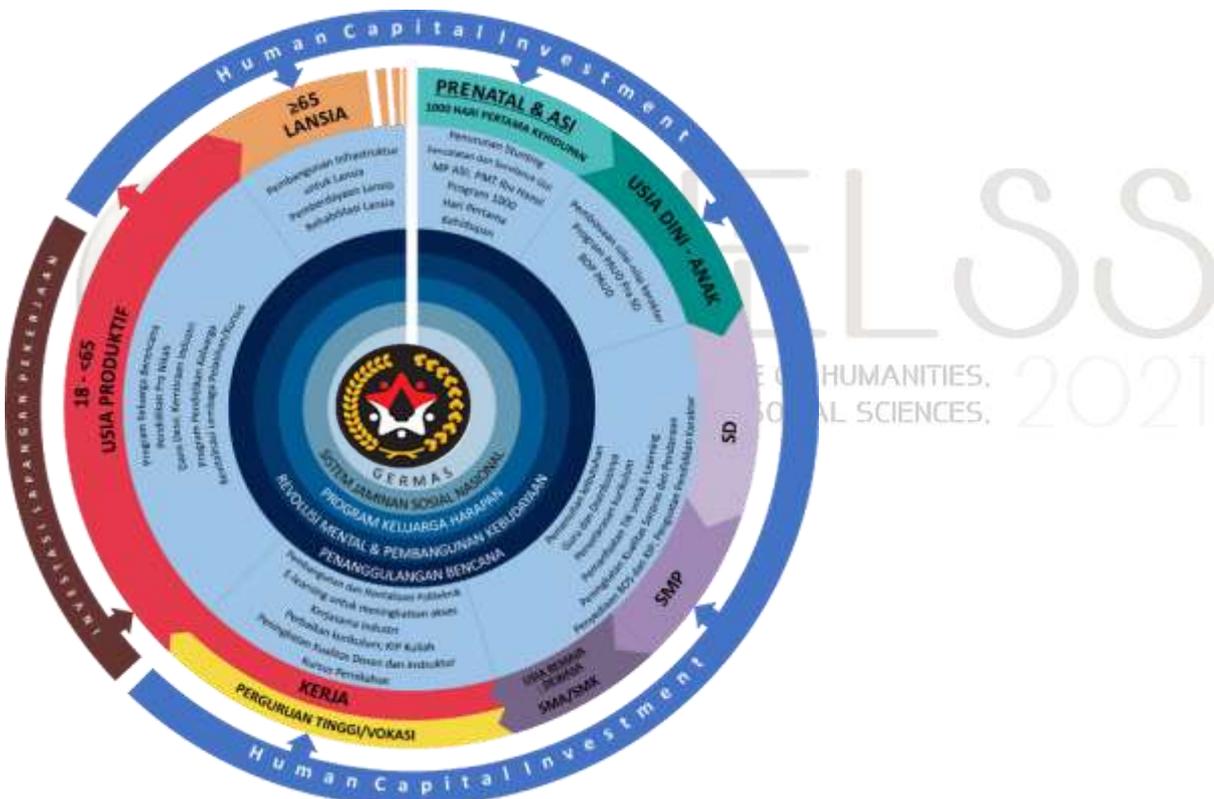
Examining the Forms of Human Capital Investment

In life cycle investing, a person's total wealth is defined as the sum of their current financial wealth and the present value of their human capital, that is what their labor will earn during their lifetime (Morrison et al., 2012). As in empirical studies, a human capital theory have suggested that individuals and society derived economic benefits from investments in people that put education consistently emerges as a prime human capital investment (Sweetland, 1996). (Davies et al., 2015) asserted that the pattern of individuals' lifetime earning are such that they start out low (when the individual is young) and increasing with ages although

earnings tend to fall somewhat as individuals near retirement (McKernan & Ratcliffe, 2013) and that is why we should provide juveniles with competencies and to be ready to compete globally and positively contribute to the increasing of national income.

In wider purpose, social investment approach through social settings is fundamental. Thus, to create a supporting ambiance towards a competitive society which is able to linkage among crucial elements to reach the national goals. Social capital is broadly defined to be a multidimensional phenomenon, encompass a stock in social norms, values, beliefs, trusts, obligations, relationships, networks and institutions that foster cooperation and collective actions for mutual benefits that contributes to economic and social development (Bhandari & Yasunobu, 2009). In rehashed, there is a clear interconnection between social capital and further, with the formula on how to merit the excellence of its human capital. Social convergent and responsibility should be encouraged to optimize the living environment that supports children and adolescent physical, mental and intellectual prosperity.

Figure 1
Human Capital Life Cycle constellation of Human Development



Source: Kemenko PMK

Inside the light blue area of HCLC constellation (figure 1) accentuated interventions given by the government to all citizens refers to specific living phase. Quality earned on each phase implicate sustainability on other contiguous stages as an entity. Through this picture, the research also indicates the essence of family role as a determinant to merit the worth of human investment. Young families have responsibility to understand and have their future concept as their groundwork of family and parenting construct. Since toddler, children need to be treated properly inside a harmonious family.

Further, the table 1 emphasized interventions were carried out since pre marriage peers attended the formal short course, through the curriculum obtained on how to build a harmonious family. Specifically in Character Education, the government has legalized it into presidential regulation number 87-year 2017 as a guidance for both conceptual and operational explanation. The Character Education itself officially designed to be implemented in three based-line: through program structures, integration with curriculum and variety of school activities that insisting the role of three central education stakeholders (school, parents and other social communities).

Table 1

The Essence of Coordinating Ministry for Human Development and Culture's HCLC

Life Cycle's stages	Operational Acts	National Program Interventions
Prenatal and breastfeeding	<ol style="list-style-type: none"> 1. Decreasing stunting (lack of nutrition for both mother and baby); 2. Nutrition monitoring; 3. Extra nutrition for maternal and breastfeeding mothers; 4. Ensuring quality on 1000 days of birth; 5. Sanitary and healthy environment. 	<p>Health:</p> <ol style="list-style-type: none"> 1) GERMAS (National Act of Healthy Society) <p>Social Security:</p> <ol style="list-style-type: none"> 2) Universal Health Coverage 3) PKH (Indonesian Conditional Cash Transfer Program)
Early childhood	<ol style="list-style-type: none"> 1. Family education; 2. Character education through habituation; 3. Pre-primary school preparation. 	
Primary School ages	<ol style="list-style-type: none"> 1. Constructing cognitive potential through formal education; 	<p>Education:</p> <ol style="list-style-type: none"> 4) GNRM (National Act Mentality Revolution) & Cultural advancement
Adolescence (middle and upper secondary)	<ol style="list-style-type: none"> 2. Inquiry process of learning; 3. ICT competencies. 	
Adolescent-adult ages (transitional stage) / higher educational stage	<ol style="list-style-type: none"> 1. Professionalism based Education; 2. Informal pre marriage – course. 	<p>Disaster Mitigation</p>

Insight Adolescent Psychological Traits

What happened for years in Indonesia as in any other country might like was that teenagers still being vulnerable to any types of abuses. According to Erikson's psychological theory, our ego identity is constantly changing due to new experience and information we acquire in our daily interactions with others which followed by increasing of a sense of competence also motivates behaviors and actions (Pardamean & Kj, 2019). Adolescent at the range of ages 12 to 18 are exploring their independence and developing a sense of self and mostly are facing developmental conflict (identity versus confusion) instead of dealing with social interaction and relationship which also affected their growth (Brownell & Jameson, 2004; Duggan & Bush, 2014). An autonomous Psychological conception also came from Jean Piaget which has three main assumption (Piaget, 1920) follows as: (1) Children construct their own knowledge in response to their experiences; (2) Children learn many things on their own without the intervention of older or adults; (3) Children are intrinsically motivated to learn and do not need rewards from adults to motivate learning.

It is important to underlined that since they (adolescents) have mental and intellectual readiness, education is ready to deliver to them. A study also reveals that students who receive

social-emotional support and prevention services achieve better academically in school (Health & Achievement, 2011) and less physical symptoms (e.g. headaches, stomach ache, accompanied by excessive worry, unhappiness, constant crying, easily losing confidence) that relate to school absences at school activities most probably are associated with emotional problems (Yusuf & ., 2018).

Character Education

Character originated from Greek word *charassein* which means to engrave, and referring to person character that means a way of recognizing person's features (Sarros & Cooper, 2006). Character education plays as a stimulant or as a social maneuver to navigate students to understand moral values and positive behaviors in both words and actions in the scope of social interaction. At this stage, children will imitate adults as their role models and it allows them to filtrate between honesty and dishonesty in words and manner. This also figured out that the social environment enhanced the process of internalizing good values. By the end of year 2019, the Ministry of Education had adjusting the five crystallization values on the National Character Education Program into six operational key elements consisting: 1) have a good faith as believe in God; 2) global diversity; 3) mutual cooperation; 4) be independent; 5) critical thinking; and 6) creative (Pusat Penguatan Karakter Kemdikbud, n.a). These 6 key-elements relevantly integrated and implemented the essential function of HOTS (Higher Order Thinking Skills) which concerns the usage of independency in learning also strong ability of collaboration and critical thinking inside learning process. The country at large knows that education comes from role models, and they are parents, teachers and indeed the entire community in which youth exist where this is a joint responsibility (making character building a teachable subject, 2017).

Research Methods

This study is uses qualitative approach within a library or literature research and proceed with meta-analysis consisting data surveyed and descriptive analysis from empirical studies and journal article publications that examined strategies in nurturing adolescent and its relevance to educational circumstances.

Participant

Both Populations and samples of the study represent secondary data surveyed taken from studies, annual reports and journal's published articles issued in between year 2017 to year 2020 (national and international). All samples were those in the age of juveniles (13 – 17 years old), particularly those categorized as middle school students. Consisting literature and information sources were all focused on the issues of empowering students and adolescents on their mental prosperity, as well as other applicable and substantial references released by government institutions of the Republic of Indonesia.

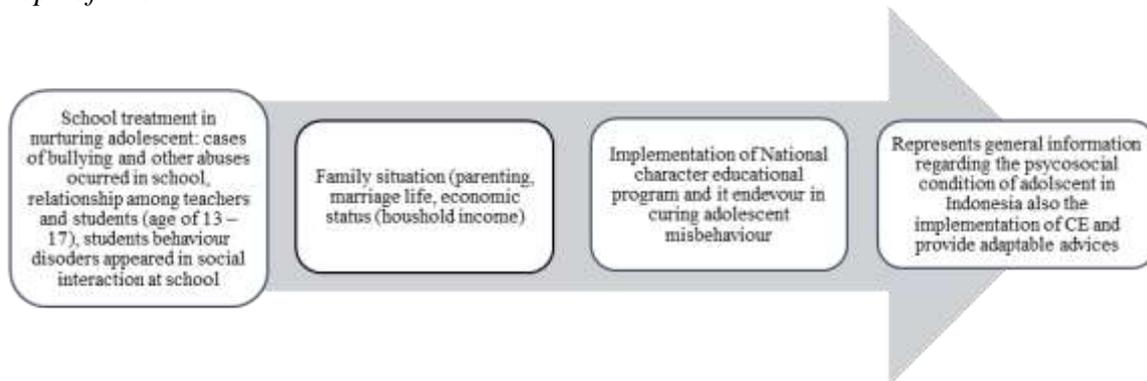
Instrument

Bottom line issues on this research were collected and proceed, systematically compiled and arranged by year of publication. Data coding technique is used in form to sum up or synthetized relevant information. Variable used in clarifying data earned were concerning clarity of research/study's title and or subtitle, year of publication, scope of study, length of time in collecting data sources, validity and instrument reliability measurement.

Procedure

The researchers first concerned was in reviewing all circumstances that effected the process of adolescent mental development and to ensuring the current condition of the implementation of character education in Indonesia.

Figure 2.
Scope of Research



Source: developed by author

Findings & Discussion

Adolescent's wellbeing environment

As a reflection to the famous two theories of human development stages, to achieve prosperous National Human Capital which obtained benefits for all citizens, learning and social living atmosphere should be free from mental discouragement and destruction.

The table 2. demonstrate feeble implementation on collaboration between school and parents. These four studies indicates that education still interpreted just to utilizes students' cognitive achievements, alike the other two annual reports had disclosed. Thus, in many cases both parents and teachers emphasized lack of responsibility concerning student's psychological well being. The condition risen, affirming contradiction considering to the adolescents nurturing strategy where youth commonly frail emotionally and expecting for loyal adviser. It even unfortunate for adolescent that some teachers were found doing verbal and physical abused to their students. Teachers in big cities are ideally have more awareness on how to deal with their 21st century puberty age students. Millennials are defined with their outspoken manner and dare to criticize, in which teacher are expectedly would not be overreacted regarding to this overwhelming circumstances.

American Psychological Association have argued in their handbook that adolescents often go off on tangents, seeming to argue side issue for no apparent reason and it could be very frustrating to many adults (Dow et al., 2012). Another perspectives of early adolescence also mentioned by most experts believe that the idea of young teens being controlled by their "raging hormones" which shows their mood swings, sulking craving for privacy and short temper (Spellings, 2005). This study precisely disclosed that most parents also did not take part for their strategic role in assisting their children's psychological advancement, especially in urban cities, where parents had less bonding time with their children. Due to the limitation of family engagement, most of teenagers in cities obtain more emotional difficulties and vulnerably being depressed. Other fact from this research revealed that teenager's behavior disorders in suburbs were commonly caused by family economic disability factor, where at the same time miserable family engagement between parents and children were commonly occurred in urban areas. Most parents even demanding adolescent to be adequately enough to habituate desiring moral values, while there was contradiction inside husband-and-wife relation that implicate the psychosocial imitating process of the adolescent.

Ensuing the conception of the national investment on health and education for children along with adolescent, WHO-UNICEF Lancet Commission in February 2020 had released data insisted that all member countries have conceded that children age 0 – 18 are the sizable centerpiece undertaking issues in shaping quality of future generation as a strategic long-term

asset. (MacDermid Wadsworth, 2010) claimed that poverty creates a context of stress in which conflict, family violence, food insecurity and shelter uncertainty (homeless family) (Manacorda et al., 2012) which according to family stress model, family distress causes problems in the relationship between adults and in turn it into less effective parenting such as lack of control over children's behavior, aggression or hostility by parents (Zahid et al., 2005). Literature studies used in this research indicates similar conclusion, that inappropriate parenting approach had spawned variety of mental illness, especially at the age of puberty which empirically believed be the most crucial stage in human development.

Table 2

Comparative studies on Adolescent's wellbeing environment (developed by author)

No	Title/ Journal /Author/ Findings
1	<p>Title: Bully Phenomenon Toward The Appearance Of Violence In Educational Institution (In North Aceh)</p> <ul style="list-style-type: none"> • Asian Social Science (Canadian Science Centre & Ed): 2018 • Chairan M.Nur (Nur, 2018) <p>Method: Case study with qualitative description</p> <p>Findings:</p> <ul style="list-style-type: none"> • Bully beaten the weeks. Economic family status be one most factor occurred; • Less attention from parents and teacher
2	<p>Title: Emotional Mental Problems Among Adolescents: Urban And Semi- Urban Settings</p> <ul style="list-style-type: none"> • Athea Medical Journal : Unpad,2018 • Meita, Stanza, Mohamad (Dhamayanti et al., 2018) <p>Method: Observational analytic cross sectional approach method using secondary data from ALG study- UNPAD</p> <p>Findings:</p> <p>Adolescent's Emotional and behavior problems in urban is higher than the sub urban. Most factors was because most parents had less time interacted with their children and had often had peer problems inside the family that affect their children mental health</p>
3	<p>Title: Violence at School And Its Root Cause</p> <ul style="list-style-type: none"> • Proceedings at International Conference Social and Political Affairs, Airlangga University : 2017 • Tuti, Novri (Budirahayu & Susan, 2019) <p>Method: Qualitative descriptive study</p> <p>Findings:</p> <ul style="list-style-type: none"> • 65% respondents had experienced in Bullying; • Most penetrators were conflict among students, the other 44% were by teacher to students.
4	<p>Title: Mental Emotional Symptoms' Determinants Of Junior-Senior High School Student In Indonesia 2015</p> <ul style="list-style-type: none"> • Buletin Penelitian Kesehatan vol 45: 2017 • Rofingatul, Indri, Dwi (Mubasyiroh et al., 2017) <p>Method: Cross sectional analysis ; data seconder Global School-Based Student Health Survey (GSHS) year 2015.</p> <p>Findings:</p> <ul style="list-style-type: none"> • Parents had lack of parenting knowledge, parents gave a verbal bullying to adolescents • Parent's ignorance, parents showed their lack of responsibility to heir children school assignment and psychological development <p>Adolescents who had experienced in drug used or have mental and emotional problems, were mostly felt lonely and often feel depressed ended up wanted to suicide</p>
5	<p>Title: Mental Health Status of Adolescents in South East Asia</p> <ul style="list-style-type: none"> • Evidence for Action, April 2017 (Report) - WHO : Regional Office for South East Asia (World Health Organization, 2017) <p>Method: Cross country analysis among countries in South East Asia region (comparability study)</p> <p>Findings:</p>

- Parental engagement indicates that there are only 34% of parents understood their teenagers' problems and worries; the other 40% of parents paid attention and knew their children free time activities; and for about 33% of parents did checked their children homework;
- 5% of them who had low level of parental engagement attempted to suicided, while 7% of them have a serious problem of loneliness. 17% of young juveniles drove themself to be a young smoker, alcohol and even drug users;
- 21% of total young population (adolescent) in Indonesia. Negative impacts occur from bullying depicted 9% of students were attempted to suicide, 10% anxiety, 14% felt lonely, 19% became smokers, 9% addicted to alcohol and the other 2% became a drug users.

6 **Title:** Kekerasan Terhadap Anak dan Remaja (Violence on Childs and Adolescent), 2018 (Sapada & Asmalinda, 2020) - InfoDatin (Information and data Centre) Ministry of Health The Republic Of Indonesia

Method: Summary on global/regional and national reports corelated to violence on children and adolescent and family functions

Findings

- Prevalence on Children Violence based on income classification and gender (World bank): based on 40 empirical researches indicates:

Global circumstances

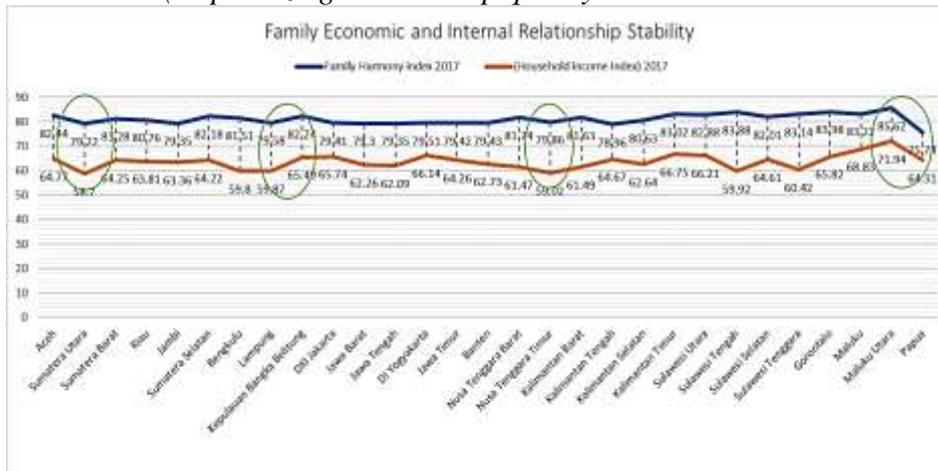
1. Indonesia is in the level of Lower-middle income country, similar to Philippines, Vietnam, Solomon Island, Fiji and some others;
2. Vulnerability rates per 100. neglected 1000 citizens (age 0 – 14) for lower middle-income countries were 0,80 for girls, and 1,60 for boys;
3. Prevalence rates on parental and disregard (refers to 12 researches occurs): Indonesia as one of low middle-income country had approximately 22,10 % for girls and 26,30 for boys;
4. Prevalence rates for children in witness of an inharmonious family (parent's fights: there were 27,80% girls and 31,9% boys were being victims of it conditions.

National Circumstances

1. In 2015, UNICEF reported that both physical and verbal violation were extensively taken place;
2. 40% adolescent between ages 13 – 15 reported had been physically attacked at least once a year;
3. 26% of teenagers also reported had a physical punishment from parents or care givers at home;
4. 50% of school ages, reported had been bullied at school.

Figure 3

Data visual (emphasizing relationship quality and household income in each family)



Source: BPS year Book 2020

The condition described how important that this country needs to firstly ensure the surrounding quality for adolescent. Secondly is to decide how to prove the objections through social manipulating actions and interventions that would systematically navigate to the longing condition. Information from data collected in figure 3 insisting correlation that household income did affected the family harmony index. In this case constant arguing between husband and wife being the most catalyst for divorces. Confirming to the 2014 UNICEF Asia Pacific regional report, world bank data had synthesized that from 40 empirical studies have taken, had placed Indonesia together with other countries such as Vietnam and Philippine as a lower middle-income country. The condition follows with low level of family engagement and depression in adolescent. Most of them eventually had mental defoliation and were seeking to suicide. Numerous studies also argued that number of violences received by Indonesian children and adolescents were originated from parents and teachers. Secondary school students still received variety of verbal or physical abuses from adults inside home or school. The OECD report had pointed out verbal and relational bullying were found as the commonly occurred harassments among secondary school students.

Concerning the current condition of the world COVID-19 pandemics, the quick survey data by the Ministry of Education and Culture in May 2020 cited that 10,9% parents were unable to assist their children while school from home during pandemic. The survey insisted there were only about 60% of parents physically assisting children during online learning. Most reason arise were 53,8% of them still had go to work, followed by 39% implied that had not familiar with the assignments that given. There also 25,3% of parents believed that their children did not need assistance anymore, where it somehow disclosed ignorance from parents and indicated that there are still number of parents had minimum understanding about the nature and nurture of children and adolescent. The Internet of Things in learning todays brings more challanges which parents should be aware of. The 2020 DQ Institute Child Online Safety Index portray Indonesia placed at 26th out of 30 countries, and was at the lowest rank out of 30 countries for its parental guidance and education. The briefs emphasized the overall digital environment for children in Indonesia is still not friendly enough and depicted high risks that will affect the adolescent personal behavior.

Examining Challenges in the Implementation of Character Education

According to the constellation, character education program remains to support the exertion of developing quality in human resources, that gradually elaborate into three critical stages:

1. Pre school to elementary: headlining on family-based education and its engagement with school in habituating moral values in simple and adaptable instruction for early childhood and elementary students;
2. Early teenagers (middle school students): extending the essence of character education through school and community-based activities, also engagement with family;
3. Upper secondary students to early adulthood: driven to be professional expertise and preparing for marriage life

These three stages represent correlation to one another, means that once they earn ideal treatment, they will become an excellence human resource. Collaboration between school and home aimed to develop student's competencies, and to increase bonding between children and parents. Reduced family functioning was associated with more conflicts, less adaptability and cohesion, as well as a disorganized pattern of everyday planning and assignment of chores (Wiegand-Grefe et al., 2019). It is undoubtedly fortunate in a process of educating; character education is assuring circumstances which believed gives boundary to adolescent from misbehavior and misperception during their period of seeking self-identity.

The Ministry of Education and Culture in the release of the year 2019 performance report claimed that there are number of major threats obtained from the implementation of character education program such as less concerns from parents and other social group and communities to participate in promoting local cultures (MoEC, 2020). Significant gap also found inside the program which seems to focused only on how to deliver insight and habituating values to the primary school stages, but not yet in order to expanding the essence of it and to prevent adolescent from mental disorder. It was also uncovered the monetary insufficiency from the ministry. The development of education is a complex occurrence that also has fundamental areas to hastily resolved, such as broaden access to education, improving the quality of teachers, improving the quality of student's trough variety of assessment, also preparing for the upcoming PISA assessment. In consequence, we might needs more monetary reinforcement to run the program more comprehensive, or gives more benefits for adolescent apart from regular budget for education sectors, as in any other OECD countries (Kebudayaan, 2020).

Inspirational best practice found during this meta-analysis was a pilot project run by UNICEF in partnership with the Ministry for Women Empowerment and Child Protection, provinces as well as districts authorities in Central Java and South Sulawesi together with the other stakeholders for 2 years (October 2016 to May 2018). ROOTS program initiated to intervene learning institutions establish conducive climates through variety of programs and actions with active participation of students to be the future's agents of change equipped by social network theory (Sulawesi & Java, n.d.) that has internally fallen down the number of bullying up to 29%, and physical violence also decreased up to 20%.

Conclusion and Summary

The quality on adolescents cognitive, spiritual and psycho-social will directly implicate the national goals in terms of promoting the excellence and globally competitive human resources which will contribute positively on the national income. Therefore, ensuring the well being for mentality of adolescents is fundamental before addressing them to have outstanding academic achievement.

This study accentuated that Indonesia's still struggling to overcome an ideal condition and conducive psychosocial ecosystem for children and adolescent to grown. Various empirical studies and reports had come up with conclusion which indicates Indonesia's most children and adolescent are still exposed by mentality disorder which spawned by self disappointment and emotional pressures caused by long term conflict among parents that some were end up with divorces.

The success of character education also depends on how elder people habituate all good manners into daily life, and generate collaboration between stakeholders. To increase parents' awareness requires commitment and consistency that is measurable, also well monitored due all progress contained.

Character education main purpose is to promote ethical/moral behavior for future generation which remain length of process. The program-based augmentation strategy that functioning students to get involved in entire process (from planning to synthesizing), then pursuing the whole program through intention of delivering positive influence and inspiring one another (as an agent of change), will generate one social movement instead of being just a theoretical understanding. Educational transformation occurring technology into learning activities requires adaptive approaches for the insertion of character or moral values, which aimed to hinder students and adolescent from negative digital exposures as the direct impact of global connectivity and open access era. Empowering digital citizenship and actualize it as a learning strategy or integrated in curriculum will beneficially habituate students with importuning moral values mentioned in presidential regulation number 87-year 2017.

Boosting strategies in financial support are urgently required to enhanced character education for adolescent, not just focused on offering benefits and best praxis in elementary level. Public private partnership through program specifically designed for middle school student gives alternative boosting solution and ensuring the program will not be dependable with annual mandatory budget allocated for plenty of educational strategic issues.

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