

# Life Satisfaction in Adolescents: A Systematic Literature Review

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## ABSTRAK

Penelitian ini melaporkan hasil kajian literasi sistematis tentang artikel-artikel yang secara khusus membahas tentang kepuasan hidup yang dialami oleh remaja. Kepuasan hidup merupakan penilaian secara kognitif pada seseorang yang membandingkan keadaannya saat ini dengan keadaan yang dinilai sebagai keadaan yang ideal. Perubahan yang terjadi pada masa remaja dipengaruhi oleh faktor yang memiliki kontribusi untuk mencapai kepuasan hidupnya. Faktor-faktor yang memiliki kontribusi inilah yang akan digali lebih jauh dalam kajian ini. Kajian literasi sistematis ini bertujuan untuk mendapatkan gambaran mengenai faktor-faktor eksternal apa saja yang memiliki kontribusi terhadap kepuasan hidup pada remaja. Metode yang digunakan dalam penelitian ini adalah systematic literature review dengan memanfaatkan dua pangkalan data internasional, yaitu PubMed dan Google Scholar. Pemilihan artikel yang akan dianalisis untuk dikaji menggunakan panduan Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) dengan ketentuan artikel diterbitkan dalam kurun waktu 5 tahun terakhir (2018-2023). Berdasarkan hasil analisis artikel yang terpilih, ditemukan bahwa faktor-faktor yang memiliki kontribusi terhadap kepuasan hidup pada remaja adalah dukungan sosial, dengan dukungan dari keluarga menjadi faktor utama, dilanjutkan dengan dukungan dari teman, dan terakhir adalah dukungan dari sekolah. Dengan ini dapat dikatakan bahwa terdapat hubungan signifikan antara jenis-jenis dukungan sosial. Hal ini menunjukkan bahwa persepsi seseorang terhadap sumber dukungan sosial dapat mempengaruhi persepsi terhadap sumber dukungan sosial lainnya. Implikasi dalam pendidikan, hasil ini dapat digunakan untuk mengembangkan program pengembangan peserta didik yang lebih komprehensif, seperti pelatihan keterampilan sosial dan komunikasi.

## ABSTRACT

This review reports a systematic literacy review of articles that specifically address life satisfaction experienced by adolescents. Life satisfaction is a cognitive assessment of a person who compares his current state with a state that is considered an ideal state. Changes that occur during adolescence are influenced by factors that contribute to achieving life satisfaction. These contributing factors will be explored further in this study. This systematic literacy study aims to get an overview of what external factors contribute to life satisfaction in adolescents. The method used in this study is a systematic literature review by utilizing two international databases, namely PubMed and Google Scholar. Selection of articles to be analyzed for review using the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guidelines with the provision of articles published within the last 5 years (2018-2023). Based on the analysis of the selected articles, it was found that the factors that contribute to life satisfaction in adolescents are social support, with support from family being the main factor, followed by support from friends, and finally support from school. With this, it can also be said that there is a relationship between types of social support, in other words, the perse.

## 1. INTRODUCTION

Adolescence is one of the stages of development that individuals go through. Adolescence has certain characteristics that distinguish it from the periods before and after it (Hidayat et al., 2020; Lestari, 2012). First, adolescence is an important period because of the physical and psychological effects that

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have very important perceptions accompanied by rapid mental development, especially in early adolescence and this development gives rise to the need for mental adjustment and the formation of new attitudes, values and demands (Rahman, 2019; Rohmawati et al., 2020). Furthermore, adolescence is a transitional period, namely from one stage of development to the next. Individuals begin to leave behind attitudes and behavioral patterns in childhood and prepare themselves to enter adulthood. Adolescence is called a problematic age, where problems in adolescents are often difficult to overcome properly. The difficulty in this case is because throughout childhood, most of the problems experienced are solved with the help of parents and teachers so that most adolescents are inexperienced in overcoming their problems but refuse help from adults (Aprilia, 2013; Massie & Nababan, 2021). Therefore, many teenagers ultimately fail to solve their problems because they do not always go according to what they expect. Furthermore, adolescence is a time of searching for identity, the self-identity that teenagers are looking for is trying to explain who they are. According to previous research, teenagers face a developmental task called identity versus confusion, where they search for their personal identity (Nugraha, 2022). Adolescence as an unrealistic period, because by looking at life through rose-colored glasses. One of them, namely in looking at ideals, unrealistic ideals not only for themselves, but for their families, friends, so that it causes increased emotions which are early characteristics of adolescence. Teenagers will be disappointed when others disappoint them, knowing that they have not succeeded in getting or achieving the goals they have set for themselves (Karpika & Segel, 2021; Meyshera & Raihana Hamdan, 2023).

The hope of every individual, including teenagers, is to achieve life satisfaction. In this study, life satisfaction received great attention because it is one of the most established indicators of well-being and positive functioning among the younger generation (Indrawanto, 2021; Wahyuni & Maulida, 2019). Life satisfaction depends on the cognitive evaluation process, which is the overall assessment of a person's quality of life in relation to the level of goal achievement (Rivera et al., 2021; Zeng et al., 2022). Adolescent life satisfaction has been neglected and under-recognized along with other positive indicators of optimal functioning among adolescents. In this regard, adolescent life satisfaction is one of the key or primary indicators of mental health and is positively related to a wide spectrum of positive personal, psychological, behavioral, social, interpersonal and intrapersonal outcomes (Rahman, 2019; Wardhani et al., 2022). Thus, this study not only adds to the theoretical understanding of adolescent life satisfaction but also reveals the relationship between different types of social support and how perceptions of one source of support can influence perceptions of other sources of support. By understanding how different types of social support interact with each other and influence life satisfaction, programs can be designed to be more effective in improving adolescents' mental and social well-being (Rahman, 2019; Wardhani et al., 2022).

Previous research suggests that life satisfaction is a cognitive assessment in which a person compares his/her current situation with a situation that he/she considers as an ideal standard. Individuals assess their life satisfaction based on the theory of basic needs, one of which is social needs and a comprehensive assessment of a person's life is based on criteria set by themselves (Arifa & Prayitno, 2019; Rivaldi et al., 2020). If these basic needs are met, then teenagers will be able to feel satisfied with their lives. There are two basic components of subjective well-being that were conveyed by previous research, namely cognitive and affective components (Wood, 2017). Cognitive evaluation is done when someone gives a conscious evaluation and assesses their satisfaction with life as a whole. The affective component is an individual's reaction to events in life that include pleasant emotions and unpleasant emotions. Some factors that influence life satisfaction according to previous research include social relationships, work and income, health and longevity, social usefulness (Webb-Williams, 2018). Other studies have shown that life satisfaction is influenced by age, economic status, occupation, marital status, individual traits or personality, as well as experience, self-concept, and various events in life (Affandi et al., 2021; Shwartz, 2018).

Life satisfaction among adults has been studied extensively, including the correlates and consequences of life satisfaction. Although a considerable amount of research has been conducted in this area with adults, there has been less attention paid to adolescents. In comparison, adolescent life satisfaction has also received more attention from various aspects (e.g., demographic, personal, and environmental factors) to adolescent life satisfaction continues to grow such that research in this area seeks to understand the specific mechanisms that link life satisfaction to its determinants and consequences (Nima et al., 2020). There is recent evidence to suggest that increased life satisfaction may buffer the negative effects of stress and psychological development. For example, adolescents with positive life satisfaction are less likely to develop externalizing behaviors or socially problematic behaviors, such as adolescents acting out negatively later in life as a result of stressful life events than adolescents with low life satisfaction, suggesting that life satisfaction acts as a moderator for externalizing behaviors in adolescents (Fauzi, 2018; Setyawan et al., 2020). In addition, there is a finding that the

relationship between parental behavior and adolescent life satisfaction changes as the individual ages. The results of research conducted by previous studies found that support from teachers and peers are significant predictors of students' life satisfaction (Bashori, 2017).

Changes that occur during adolescence to achieve life satisfaction are influenced by factors and a series of variables that contribute to life satisfaction. Previous research says the contribution of several external resources (especially family support and a sense of belonging to the community) is greater than the contribution of internal resources (self-esteem) to adolescent life satisfaction (Indrawanto, 2021). The research on adolescent life satisfaction that researchers have encountered focuses on the external scope. Meanwhile, other scopes such as from within the adolescent themselves have not received attention from researchers. Therefore, this systematic study aims to obtain an overview of what external factors contribute to adolescent life satisfaction. The novelty of this study is understanding that these external factors interact and influence each other and their impact on adolescent life satisfaction. Thus, the results of this study are expected to provide a comprehensive picture of external factors that influence adolescent life satisfaction, which can be used as a basis for effective interventions and policies that support adolescent welfare.

## 2. METHOD

This research uses the systematic literature review (SLR) method, which is a survey of scientific articles, books, and other sources that are relevant to a particular problem, research field, or theory, and thus, provides a description, summary, and critical evaluation of these works (Suhartono, 2017). SLR is a systematic and transparent approach to identifying, assessing, and selecting existing research with the aim of reducing bias and increasing the validity of research findings. Researchers conducted a search for articles on the topic of adolescent life satisfaction using the PubMed and Google Scholar search services or applications. PubMed and Google Scholar were chosen because of their ease of access in searching and filtering articles and their practicality. To search for related articles, researchers used keywords in two languages, namely English and Indonesian. The keywords used are life satisfaction adolescents, life satisfaction. The search for articles with keywords in English aims to obtain articles written by international and Indonesian researchers that have been published in international journals.

Researchers create criteria in determining the articles to be used in the literature review. The first criterion is that the article was published within the last 5 years (2018-2023). Within the 5-year period, it is expected that the content of the scientific article is relevant and the empirical data reported is in accordance with what the researcher is looking for. The second criterion is that the participants in the study are adolescents. The third criterion is that the article uses English and Indonesian. The selection of articles for review uses the Preferred Reporting Items for Systematic Review and Meta-Analysis (PRISMA) guide, this method is carried out systematically by following the correct research stages or protocols, which include the following steps: (1) defining topics and criteria, (2) determining sources of information, (3) selecting relevant literature, (4) collecting articles, and (5) analyzing articles. The flow of article selection is in accordance with the PRISMA steps, explained in Figure 1.

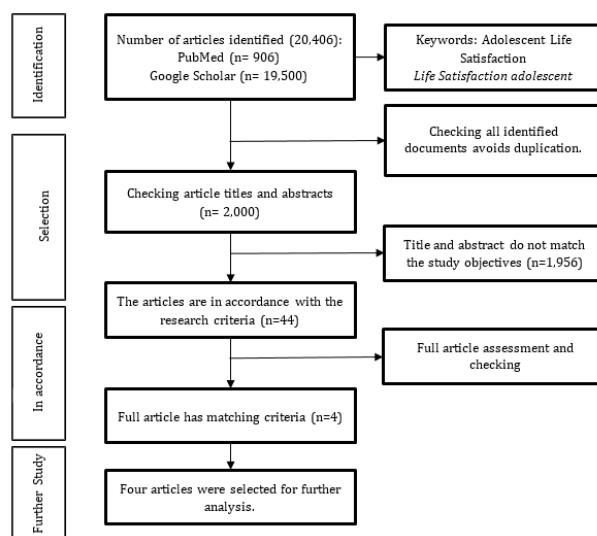


Figure 1. PRISMA Flowchart

The analysis of the article was carried out in three stages. The first stage was by reading the article in full and understanding the contents of the article. The next stage, the researcher made a summary of the review results into a summary table. Presentation of information about the title and author, research objectives, research location, type of research, research sample, data collection methods and a summary of research results. In the third stage, the researcher analyzed the similarities and differences in each article content, and concluded the findings. The results of the analysis identified factors that contribute to adolescent life satisfaction. The complete findings are written in the findings and discussion section.

### 3. RESULTS AND DISCUSSION

#### Result

Based on the results of the article analysis, life satisfaction in adolescents changes between the beginning and end of adolescence. Changes in adolescent life satisfaction are influenced by several areas, namely the family area, the circle of friends, and the school environment. A summary of each article is explained in [Table 1](#).

**Table 1.** Article Summary

No	Researcher	Research purposes	Place	Types of research	Sample	Method	Results
1	(Azpiazu Izaguirre et al., 2021)	To examine the dynamics of a series of variables that contribute to life satisfaction.	Spanish	Quantitative	1,188 teenagers (aged between 12 and 16 years)	Questionnaire	Showing direct predictions from family support, emotion regulation, and resilience to life satisfaction. Peer support and emotion regulation were also found to explain resilience, and support from family and teachers were found to predict emotion regulation. In conclusion, emotion regulation and social support were found to indirectly influence life satisfaction among adolescents through resilience.
2	(Orben et al., 2022)	Investigating how life satisfaction develop throughout adolescence, and compare this development to adulthood, by applying exploration and confirmatory latent growth	English and German	Quantitative	37,076 participants, 10–24 years	Questionnaire	We found a nearly universal decline in life satisfaction during adolescence. This decline is steeper than in other periods of adulthood. Furthermore, our findings suggest that girls are lower than boys in life satisfaction, but this difference does not persist into

No	Researcher	Research purposes	Place	Types of research	Sample	Method	Results
		curve modeling to the UK and German Data					adulthood.
3	(Ardaniyati & Ramadhani, 2021)	To find out the level of life satisfaction of adolescents in the new normal era	Indonesia	Descriptive Quantitative	80 Teenagers aged 15-18 years	Questionnaire	The highest life satisfaction of teenagers in the new normal era is in family life. This is because in the new normal era, teenagers spend a lot of time at home so that the opportunity to gather and share with family members and a safe place during the Covid-19 period
4	(Raharja & Indati, 2018)	To determine the positive relationship between wisdom and life satisfaction in adolescents	Indonesia	Quantitative	105	Questionnaire	There is a positive relationship between wisdom and life satisfaction in adolescents. This means that the higher the wisdom possessed by adolescents, the higher the life satisfaction in adolescents.

### Family Support

Family support is one of the findings from this systematic review. This finding provides empirical evidence that supports that social support from family plays an important role in adolescent life satisfaction. Adolescents with high life satisfaction will have harmonious family relationships (Ardaniyati & Ramadhani, 2021). Other research findings suggest that family support plays a key role during adolescence, with family environment predicting more than friends, teachers and perceptions of family support remain significant factors for adolescents (Azpiazu Izaguirre et al., 2021). Likewise with the research results, where teenagers showed a high level of life satisfaction in the family domain, namely 79.75% in the new normal era (Ardaniyati & Ramadhani, 2021). Family support is a significant predictor of adolescent life satisfaction. Families that provide a stable and safe environment for adolescents and effective open communication between adolescents and their parents are positively correlated with adolescent life satisfaction. Other findings in the research results stated that the decline in life satisfaction in adolescents could be explained in part by mechanisms including increased pressure, one of which was family pressure on questions of life satisfaction (Axelfa et al., 2024). The importance of a parenting approach that involves parents/guardians acting as externals that encourage their adolescent goals. In it mentions the occurrence of a decline in life satisfaction is still unclear because most studies have not examined the entire age range of adolescents 10-24 years and the transition of adolescents to adulthood. So that the decline in life satisfaction in adolescents still needs to be studied further.

With the presence of family as one of the factors in achieving life satisfaction in adolescents, it proves that feeling loved and supported by the family makes adolescents feel good and satisfied and provides various psychological benefits such as greater emotional regulation and resilience which also facilitates the perception of living a satisfying life (Mardiah et al., 2020; Praptiningsih & Putra, 2021). The situation and conditions during the new normal era also require teenagers to stay at home, so that it becomes an opportunity to gather and share with other family members and create a safe place to share



(Mavianti, 2021; Simatupang & Sukmadi, 2020). In line with what was previously conveyed, the fulfillment of security needs in adolescents is obtained from their parents, and good parenting patterns will make adolescents feel peaceful and calm from their families so that they become very loved (Murdi & Yulia, 2021; Pratiwi, 2017).

### **Friend Support**

Peer support is a social relationship that is considered important for a person's psychological and physical well-being because it contains emotional, instrumental and informational relationships (Chandrakanti, 2023; Kurniawan & Sudrajat, 2020). The results of other studies state that recognition from peers provides a good or positive level of satisfaction in friendship relationships as well as good life satisfaction in adolescents (Candrakanti, 2023; Rachmaningtyas & Khoirunnisa, 2022). Social support from friends contributes significantly to subjective well-being, reduces depressive symptoms, and increases feelings of connectedness and self-esteem. One way is by identifying oneself into a school group or extracurricular activity, so that adolescents can actualize themselves within the group and get support from their peers.

Previous studies have shown that during adolescence, interest in peers increases and so does the influence of peer groups on their behavior, where peer relationships are one of the strongest predictors of life satisfaction in adolescence. Seeing peer support as an important predictor, in line with the results of the study, it states that this type of support also affects adolescent life satisfaction with the fact that psychological variables in individuals mediate the relationship between social support and life satisfaction, in addition there is disagreement about which source of support is most influential and the intensity of its impact (Bunsaman & Krisnani, 2020; Hartaty & Azis, 2014). Other studies have shown that attachment to friends can increase happiness in adolescents, so having reliable friends also creates a positive environment and provides a sense of connectedness and acceptance that can ultimately increase adolescent life satisfaction.

### **School Support**

School is a place that is not only for studying or just for lessons. School is a place for interaction between teachers or friends which is where this becomes one of the sources of support for teenagers (Mantau & Talango, 2023; Somad et al., 2018). Participation in school with friends, teachers and getting a good education can increase adolescent life satisfaction. Previous research suggests that human development is influenced by various interacting environmental systems, starting from the closest environment such as school (microsystem) (Purwanti, 2017). The results of other studies state that schools require their students to participate in at least one extracurricular activity, this is one of the important roles of schools in increasing the life satisfaction of adolescents and the emotions of students (Ali, 2020; Setyorini, 2020). In line with what was conveyed by previous research, subjective well-being includes a person's cognitive and affective evaluation of life, which includes life satisfaction and a balance of positive and negative emotions (Afista et al., 2020).

### **Discussion**

Family plays an important role in increasing life satisfaction for a teenager, because the family is often considered the main social unit in society or as the first place of learning and relationships within the family also have a significant impact on a person's happiness and life satisfaction. Positive family relationships are an important aspect, because in adolescence they need support, positive interactions, positive behavior, trust and understanding to create a foundation for a satisfying life (Mardiah et al., 2020; Praptiningsih & Putra, 2021). In this way, the family can help the process of their developmental tasks as teenagers, so that teenagers have a better chance of overcoming new challenges in their lives, so that in the end it can help improve the overall satisfaction of teenagers' lives. The findings on family support not only enrich theoretical and empirical understanding in the fields of psychology and education, but also have broad practical implications for interventions, policies, and program development that support adolescent well-being (Elisa, 2021; Widyastuti & Pratiwi, 2013).

The results of this study can enrich existing theories on social support by highlighting how peer support specifically influences adolescents' life satisfaction and well-being. Applications in education can provide a basis for school programs that encourage the formation and maintenance of healthy and supportive friendships. Schools can implement programs that emphasize the importance of peer support and ways to strengthen relationships (Almun & Ash-Shiddiqy, 2021; Kibtyah, 2017). By participating in activities and facilities provided by the school, adolescents can develop their potential and interact with friends, teachers and other people in the school environment. Encourage collaboration between various disciplines, such as guidance and counseling, sociology, and public policy to address issues of student

welfare in a holistic and integrated manner. This study has several limitations that must be considered. First, this study is a qualitative review, so there are some findings involved in interpreting it subjectively. In the future, further research on adolescent life satisfaction needs to look at other factors as a whole, what things can contribute to and improve adolescent life satisfaction.

#### 4. CONCLUSION

This systematic review focuses on what external factors contribute to adolescent life satisfaction. One of the findings about this external factor is social support. The social support in question consists of family support, which is a major factor in adolescent life satisfaction because the family is a safe and accepted place and helps adolescents to understand and overcome emotional challenges in adolescence. The second support occurs through friend support because it can provide positive contributions such as understanding feelings and balancing positive influences, encouraging healthy behavior, and supporting goal achievement can also contribute to life satisfaction. Positive friendships can create an environment that supports growth and development. The last support is school support. Various aspects of support, both from teachers, school staff, school facilities and classmates, can influence the social, emotional and academic development of adolescents. It can also be said that there is a relationship between types of social support, in other words, perceptions of one source of support are seen as being able to influence other sources of support.

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