



# UNRAVELING BELIEFS IN ADOLESCENT EXISTENTIAL CRISIS: A PHENOMENOLOGICAL STUDY OF HIGH SCHOOL DISTRESS

Renata Dena Faradila Sugiarto<sup>1</sup>, Husni Hanafi<sup>1\*</sup>, Bambang Eko Wahyono<sup>2</sup>

State University of Malang, Jl. Semarang No. 5 Malang, East Java, Indonesia

\*Author of correspondence, Email: husni.hanafi.fip@um.ac.id

## Abstract

Existential crisis is a psychological phenomenon commonly experienced by adolescents during the stage of identity formation. This study aims to explore the psychological dynamics of adolescents undergoing existential crises through the lens of Rational Emotive Behavior Therapy (REBT). Employing a qualitative phenomenological design, the study involved two main informants aged 17 and one key informant serving as a counselor. Data were collected through in-depth interviews, observation, and documentation, and analyzed using the REBT A-B-C model, which comprises Activating Events, Irrational Beliefs, and Consequences. Findings indicate that existential crises among adolescents are primarily triggered by dysfunctional parental relationships and social influences such as digital media. Both informants exhibited deeply rooted irrational beliefs associated with low self-worth and feelings of meaninglessness. These beliefs produced adverse consequences across emotional, cognitive, and behavioral domains, including depression, insomnia, social withdrawal, and self-harm behaviors. The study highlights the complex interplay between external stressors and irrational cognitions in shaping adolescents' existential struggles. These insights underscore the need for targeted interventions within school counseling settings to address activating events and restructure irrational beliefs, thereby promoting emotional resilience and adaptive coping strategies among adolescents.

**Keywords:** Adolescent; Belief; Existential crisis; Rational emotive behavior therapy;

## 1. Introduction

Existential crises can occur at any stage of life, yet many individuals begin facing difficulties in discovering their true identity as early as adolescence. Questions such as "Who am I?" and "What can I do to contribute to this world?" often emerge during this phase and are not easily answered. Such unresolved questions may lead individuals to experience confusion and anxiety, commonly referred to as an existential crisis. Individuals undergoing an existential crisis often experience heightened levels of anxiety (Andrews, 2016), which may persist until the underlying crisis is addressed or resolved.

Erikson (1970) introduced the concept of an identity crisis as a fundamental basis for understanding existential crises. This identity crisis refers to a stage in which individuals engage in intensive analysis and exploration of various possible selves. Viktor Frankl's logotherapy, a cornerstone of existential psychology, emphasizes the primary human motivation to find meaning in life. Frankl (1984) also introduced the concept of an existential vacuum, a sense of emptiness or meaninglessness that arises when individuals fail to find answers to life's questions (Hanafi et al, 2025). In modern contexts, this sense of emptiness often manifests as depression, anxiety, and social withdrawal, particularly when individuals perceive a lack of meaning or fulfillment in their current life circumstances.

This work is licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.

The experience of an existential crisis varies according to an individual's developmental stage. Based on the hierarchical complexity model (Commons, 2007; Commons & Pekker, 2008), three types of existential crises are identified: (1) the sophomore crisis, typically occurring in late adolescence to early adulthood; (2) the adult existential crisis, which arises in the mid-to-late twenties; and (3) the later existential crisis, experienced when an individual has achieved stability in career, relationships, and other life domains. The sophomore crisis frequently emerges during high school years, when adolescents struggle to resolve questions related to identity, career, social relationships, and life direction.

Adolescence is a life stage marked by significant physical, emotional, and social changes (Suryana et al., 2022). According to Erikson (1970), this period is characterized by the search for identity as a crucial process in psychosocial development. Recent data from the Indonesian

Ministry of Health (2022) indicate an increase in adolescent mental health issues, with approximately 15–20% of adolescents experiencing disorders such as depression and anxiety. These statistics underscore the urgent need for appropriate support systems to help adolescents navigate this critical phase.

Existential crises in adolescents are often characterized by confusion as they attempt to define themselves within social contexts (Sasrianis et al., 2025). During this time, adolescents begin questioning their self-worth, life goals, and roles within their environment. Santrock (2019) asserts that failure to resolve existential crises can lead to long-term psychological issues, including anxiety disorders, depression, and low self-esteem. Therefore, a deeper understanding of adolescent existential crises is essential for developing effective preventive and intervention strategies. The present study aims to provide such an understanding by exploring the psychological dynamics of high school students experiencing existential crises.

## **2. Method**

This study employed a qualitative approach with a phenomenological research design to explore, analyze, and uncover the lived experiences and perspectives of the participants (Creswell, 2003). Specifically, phenomenological research is an interpretative approach aimed at understanding a phenomenon through the researcher's engagement and interpretation (Creswell, 2003). The primary goal of this approach is to provide an in-depth description of participants' experiences regarding significant life events (Bryman, 2012; Creswell, 2003). In this study, the objective was to gain a comprehensive understanding of high school students experiencing an existential crisis.

### **2.1 Participants and Sampling**

Participants were selected using a purposive sampling technique, involving two main informants and one key informant (Creswell, 2007). The inclusion criteria for main informants were: (a) Currently experiencing an existential crisis, and (b) Aged between 16 and 19 years. The key informant in this study was a counselor who had provided counseling sessions to the main informants, offering additional insights into their psychological dynamics and intervention processes. This multi-informant approach allowed for triangulation to enhance the credibility of findings.

### **2.1 Data Collection**

Data were collected using multiple techniques: (a) In-depth Interviews: Conducted with the two main informants to explore their subjective experiences and beliefs related to existential concerns; (b) Observation: Non-participant observation during counseling sessions to understand behavioral and emotional responses in context; (c) Document Analysis: Review of counseling notes and relevant documents to corroborate verbal and observational data (Miles et al., 1994). All interviews were audio-recorded with participants' consent and transcribed verbatim for analysis. The study was conducted from March 2025 to June 2025, allowing sufficient time for data collection, analysis, and validation through member checking.

### **2.2 Data Analysis**

The collected data were analyzed using Miles and Huberman's (1994) interactive model, which includes four stages: (a) Data Collection: Gathering information through interviews, observations, and documents; (b) Data Reduction: Selecting, focusing, and simplifying data relevant to the research questions; (c) Data Display: Organizing data into thematic matrices and narrative descriptions to facilitate interpretation; (d) Conclusion Drawing and Verification: Identifying patterns, relationships, and themes to generate findings

## **3. Results and Discussion**

### **3.1 Result**

Psychological dynamics refer to the processes through which an individual resolves internal conflicts within a psychological context. These conflicts can be analyzed through the individual's perceptions, emotions, and behaviors when facing such challenges. Adolescents experiencing existential crises are highly likely to exhibit significant disruptions in these psychological dynamics, particularly across cognitive, affective, and behavioral aspects. In this study, these aspects were examined through the framework of Rational Emotive Behavior

Therapy (REBT) using the A-B-C model, which includes Activating Events (A), Beliefs (B), and Consequences (C). Findings from in-depth interviews with the two main informants, hereafter referred to as KE and TP, reveal both similarities and distinctions in their psychological dynamics during existential crises. Below is an overview of the psychological processes experienced by KE, a 17-year-old informant, as illustrated through selected excerpts (Table 1).

**Table 1. Interview Excerpts on Activating Events Triggering KE's Existential Crisis**

<b>Activating Events (A)</b>	
<b>Parents</b>	<p>"Since I was a kid, my father often <b>said I was useless.</b>" (KE, 17)</p> <p>"Whenever he gets mad, my dad always asks <b>what I'll become if I can't even be a good child.</b>" (KE, 17)</p> <p>"My sister is mom's favorite... <b>I'm no one's favorite</b>, so I often <b>wonder if something's wrong with me.</b>" (KE, 17)</p> <p>"...<b>being told I'm like a homeless freeloader because I can't do anything...</b>" (KE, 17)</p> <p>"If I fight back or try to express how I feel, no one listens. <b>It's like my feelings don't matter.</b>" (KE, 17)</p> <p>"...I feel invisible at home, <b>not close to anyone...</b>" (KE, 17)</p>
<b>Friends</b>	<p>"<b>I often hear my friends talking about college plans and future goals</b>, while <b>I don't even know what I want.</b>" (KE, 17)</p> <p>"When <b>friends talk about hobbies</b>, I feel lost... <b>I don't have one, and I start thinking something's wrong with me.</b>" (KE, 17)</p>
	<p><b>Internet and Social Media</b> "...<b>watching people donate to orphanages</b>, makes me think <b>maybe I'm useless to society.</b>" (KE, 17)</p> <p>"<b>Seeing girls my age achieve so much</b> on social media... I feel like <b>I've accomplished nothing.</b>" (KE, 17)</p>

The issues experienced by KE can be traced to her relationships with both parents and peers. These problems began in early childhood. Based on KE's account, she was often the target of her father's anger, who frequently labeled her as "useless." KE lacked emotional closeness with both parents, particularly her father, and reported being subjected to verbal abuse from a young age. This verbal abuse often took the form of humiliating remarks, even comparing her to a

“freeloader” living in the house. Furthermore, KE’s relationship with her mother also showed no sign of the emotional support she needed. According to KE, her mother did not treat her fairly and displayed favoritism toward her older sibling, behaving more positively toward the sibling than toward her. On several occasions, KE expressed that she felt she had no place in her family and that her existence was barely acknowledged by family members. This situation occurred because whenever KE tried to express her feelings, she felt that no one was willing to listen. KE experienced frustration due to the lack of emotional connection and support from both parents, which led her to believe she had no value as an individual.

In addition, when KE’s friends discussed their future plans, she found it difficult to participate in these conversations. KE felt unable to imagine a future for herself, reinforcing her father’s statement that she was a “useless child.” Moreover, when watching videos showcasing various achievements on social media created by content creators, KE felt that her father’s harsh words were true, as she believed she could not accomplish anything similar.

Similarly, the second informant, TP, demonstrated psychological disruptions during the interviews (Table 2). The following table presents details of TP’s psychological dynamics. **Table 2. Interview Excerpts on Activating Events Triggering TP’s Existential Crisis**

<b>Activating Event (A)</b>	
<b>Parents</b>	<p>“<b>My parents are divorced</b>, and my dad rarely comes home because of work.” (TP, 17)</p> <hr/> <p>“...I’m an only child, and I’m not good at making friends, <b>so I’m often alone.</b>” (TP, 17)</p> <hr/> <p>“Sometimes I don’t know who I am because <b>my parents never guide me</b>” (TP, 17)</p> <hr/> <p>“When I try to talk to my dad about this, he just tells me to be grateful he still works.” (TP, 17)</p>

The psychological dynamics experienced by TP began when her parents divorced several years ago. TP felt that her parents did not understand the impact and consequences of the divorce on her life. She often felt lonely in her daily routine because her father worked out of town and was rarely present. As an only child who also struggled to make friends, TP had no one to confide in or share her problems with. In addition, TP felt a lack of direction in life due to minimal guidance from her parents.

Findings from the in-depth interviews with KE and TP revealed slight differences in the triggering factors of their existential crises. For KE, the main trigger was a problematic relationship with her father, particularly the verbal abuse directed toward her. Furthermore, KE’s existential crisis was intensified whenever she encountered discussions or online content about life achievements and future plans, which she perceived as unattainable. In contrast, TP’s crisis stemmed primarily from the absence of parental presence and support. Her parents’ divorce disrupted her psychological dynamics, leaving her with a persistent sense of emptiness and lack of purpose. The triggering events experienced by both informants generated feelings perceived as abnormal or distressing for adolescents. From the perspective of Rational Emotive Behavior Therapy (REBT), KE and TP developed irrational beliefs as a result of these activating events. These irrational beliefs are defined as negative emotions and thoughts that distort reasoning and influence individual behavior. Tables 3 and 4 present a detailed description of the irrational beliefs held by KE and TP.

**Table 3. Interview Excerpts on Irrational Beliefs (KE)**

	“I have no qualities I can be proud of.” (KE/17)
	“Maybe my father is right, I’m a useless person.” (KE/17)
<b>Irrational Beliefs (B)</b>	“If I die, nothing will change in this world. No one would be sad if I disappeared.” (KE/17)
	“No matter how hard I try, nothing will ever change.” (KE/17)

**Table 4. Interview Excerpts on Irrational Beliefs (TP)**

	“Sometimes I don’t even know who I am.” (TP/17)
	“I honestly don’t care whether I wake up tomorrow or not.” (TP/17)
<b>Irrational Beliefs (B)</b>	“I really don’t have any friends in class; it feels like no one even notices I exist.” (TP/17)
	“I’m not someone worth keeping around.” (TP/17)

Findings from the in-depth interviews with informants KE and TP revealed several similarities in their irrational beliefs. Both believed that their existence had no value and that their lives were meaningless. They consistently expressed the belief that their death would not elicit any response or concern from those around them. Additionally, both informants felt that no matter how hard they tried, nothing in their lives would ever change.

These irrational beliefs gave rise to various consequences, manifesting across three domains: emotional, cognitive, and behavioral. The consequences represent the extended impact of their belief systems and are detailed in Tables 5 and 6 for KE and TP, respectively.

**Table 5. Interview Excerpts on Consequences of Irrational Beliefs (KE)**

<b>Consequence (C)</b>	
<b>Emotional</b>	“...Honestly, I feel depressed.” (KE/17)
	“Empty... I don’t know what to do when these thoughts come.” (KE/17)
	“Sad, of course, but I can’t stop feeling this way.” (KE/17)
	“Disappointed, but I’m not sure if I even have the right to feel that way.” (KE/17)

---

**Behavioral** “I smoke, sometimes a pack a day. I’ve already been labeled useless, so why not just go all in.” (KE/17)

---

“I have insomnia because of overthinking... I sleep only 2 or 3 hours a day.” (KE/17)

---

“Crying... I cry silently so often, and sometimes I even hurt myself.” (KE/17)

---

**Cognitive** “I often think, if I had been born into another family, maybe I wouldn’t be like this.” (KE/17)

---

“If I were more normal, maybe people would care about me.” (KE/17)

---

“After my father yells at me, I think it would be easier if I just died.” (KE/17)

---

“Sometimes I wonder, am I really that worthless for my father to hate me this much?” (KE/17)

---

**Table 6. Interview Excerpts on Consequences of Irrational Beliefs (TP)**

---

**Consequence (C)**

---

**Emotional** “Sad... so sad I can’t even explain it.” (TP/17)

---

“It feels empty, like I have no purpose and no place to return to.” (TP/17)

---

“I hate myself so much...” (TP/17)

---

**Behavioral** “Sometimes I cut my hands just to feel something.” (TP/17)

---

“At night, I choose not to sleep... I scroll through social media or chat with people online.” (TP/17)

---

“In class, I prefer to stay silent and only talk if someone speaks to me.” (TP/17)

---

**Cognitive** “...chatting with people online is the only way I don’t feel empty.” (TP/17)

---

“Sometimes I think, what’s the point of being born?” (TP/17)

---

---

“Why am I me? Why couldn’t I be someone else?” (TP/17)

---

The in-depth interviews with KE and TP revealed a range of emotional consequences, including feelings of sadness, disappointment, and deep self-hatred. Both informants also reported experiencing profound emptiness that was difficult to overcome. TP attempted to cope with this emptiness through short-term solutions, such as interacting with people on social media. In terms of behavioral consequences, both KE and TP engaged in self-injurious behaviors as a way to release stress and frustration. They also experienced insomnia, characterized by excessive overthinking about how their lives might be different under other circumstances. Additionally, TP exhibited signs of social withdrawal in real-life interactions, driven by the belief that she was “invisible” or insignificant to others. Both KE and TP also expressed implicit thoughts about death, indicating a level of vulnerability to suicidal behavior.

### 3.2 Discussion

The findings of this study illustrate how the psychological dynamics experienced by adolescents are shaped by triggering events that differ from those encountered at other developmental stages. Adolescence is a transitional period characterized by significant physiological and psychological changes (Imaningtyas et al., 2017). The development of an individual’s psychological dynamics is strongly influenced by three interrelated aspects: cognitive, affective, and conative (Almaida et al., 2021; Pitaloka & Fauziyah, 2023). In this study, these aspects were analyzed through the framework of Rational Emotive Behavior Therapy (REBT), particularly the A-B-C model, which consists of three stages: Activating Events, Irrational Beliefs, and Consequences (Hidayatullah et al., 2024).

The findings revealed that the activating events underlying the psychological dynamics of adolescents experiencing existential crises primarily involved problematic relationships with their parents. The quality of parent-adolescent relationships is a critical determinant in understanding the psychological functioning of adolescents facing existential crises. Persistent conflicts between parents and adolescents have been shown to contribute to psychological distress and maladaptive behavioral patterns (Albanese et al., 2019). Moreover, as highlighted in this study, these conflicts can interfere with the identity formation process, resulting in existential or identity crises (Andrews, 2016; Du et al., 2021). Both informants reported parental behaviors such as neglect, favoritism, and verbal abuse, which created a sense of emptiness and loss of direction, ultimately manifesting as an existential crisis. These findings align with prior research indicating that sustained conflict and emotional detachment in parent-child relationships significantly increase vulnerability to depression and anxiety in adolescence (Du et al., 2021; McCabe et al., 2022; Puji Rahayu et al., 2024). The emotional states described by the informants can be interpreted as indicators of psychological distress, often associated with feelings of isolation and profound loneliness.

The activating events experienced by the participants led to the formation of irrational beliefs that became deeply embedded in their cognitive frameworks. These irrational beliefs were evident in verbal statements and emotional expressions reflecting negative self-perceptions (Ellis et al., 2009). Among the most prominent were beliefs of worthlessness, perceptions of being neglected, and feelings of inferiority. One core irrational belief identified was the notion that the individual is inherently unworthy and undeserving of life (Dryden, 2003; Ellis et al., 2009; Hanafi et al., 2020). This aligns with Ellis’s assertion that dissatisfaction and unhappiness are often attributed to external factors and a perceived lack of personal control over emotions (Ellis & Ellis, 2019). Additionally, the belief that one lacks the ability or right to experience happiness (Lynn & Ellis, 2010), combined with tendencies to self-deprecate in the presence of others (Turner et al., 2022), reinforces the maladaptive nature of these cognitions. Such beliefs distort reality, lack logical basis, impede goal achievement, elicit negative emotions, and foster harmful behaviors, thus meeting the criteria for irrationality.

The consequences of these irrational beliefs were classified into three categories: emotional, cognitive, and behavioral. Emotional consequences included low emotional regulation, intense self-hatred, diminished self-confidence, and profound sadness (Nurmalia et al., 2020). These findings are consistent with prior research indicating that adolescents with

unstable emotional states often project distressing experiences into heightened negative emotions (Sekar, 2021). Cognitive consequences manifested in persistent rumination over minor issues (overthinking), drawing unfounded conclusions, and questioning personal existence. These patterns reflect cognitive distortions, wherein adolescents construct broad maladaptive narratives from isolated negative experiences, even in the absence of supporting evidence (Burns, 1999). Finally, behavioral consequences included frequent crying, insomnia, self-harm, excessive smoking, and withdrawal from social interactions. These behaviors represent maladaptive coping mechanisms, driven by persistent irrational beliefs and unresolved internal conflicts.

Overall, the findings underscore the interconnectedness of activating events, irrational beliefs, and their consequences, as outlined in the REBT A-B-C model. Parental neglect and emotional detachment emerged as primary activating events, which, when internalized, gave rise to deeply entrenched irrational beliefs and maladaptive behaviors. These insights highlight the urgent need for targeted interventions in school-based counseling settings to identify and challenge irrational beliefs among adolescents, fostering resilience and adaptive coping strategies to mitigate the risks associated with existential crises

#### 4. Conclusion

This study explored the psychological dynamics of adolescents experiencing existential crises through the lens of Rational Emotive Behavior Therapy (REBT). The findings indicate that adolescents in existential crisis exhibit disruptions across three dimensions, both cognitive, affective, and conative. It should analyzed using the A-B-C model, which encompasses Activating Events, Irrational Beliefs, and Consequences. These crises are often reflected in observable behaviors and emotional patterns, including social withdrawal, avoidance of interaction, insomnia, neglect of personal well-being, and diminished selfconfidence. The causes of adolescent existential crises appear to result from an interplay between internal and external factors. Internal factors such as feelings of emptiness, loneliness, and disappointment interact with external influences such as family dysfunction and parental modeling, shaping irrational beliefs that perpetuate distress. The study contributes valuable insights for school counselors, emphasizing the need for interventions that address specific activating events and challenge irrational beliefs associated with existential crises. REBTbased strategies can serve as a structured framework to help adolescents reframe maladaptive cognitions, improve emotional regulation, and develop adaptive coping mechanisms.

However, this study has several limitations. The small sample size and phenomenological design limit the generalizability of findings beyond the studied cases. Future research should involve larger, more diverse populations and consider longitudinal designs to capture developmental trajectories of existential crises. Additionally, integrating mixed methods or quantitative measures could strengthen evidence on the effectiveness of targeted REBT interventions for adolescents. Overall, these findings underscore the urgency for preventive and remedial approaches in educational and counseling settings, particularly strategies tailored to adolescents' unique psychological needs during identity formation.

#### References

- Albanese, A. M., Russo, G. R., & Geller, P. A. (2019). The role of parental self-efficacy in parent and child wellbeing: A systematic review of associated outcomes. *Child: Care, Health and Development*, 45(3), 333–363. <https://doi.org/10.1111/cch.12661>
- Almaida, R., Gumelar, S. A., & Laksmiwati, A. A. (2021). Dinamika Psikologis Fangirl K-Pop. *Cognicia*, 9(1), 17–24. <https://doi.org/10.22219/cognicia.v9i1.15059>
- Andrews, M. (2016). Existential crisis. *Behavioral Development Bulletin*, 21(1), 104–109. <https://doi.org/10.4135/9781526492579.n8>
- Bryman, A. (2012). *Bryman: Social Research Methods* (4 ed.). Oxford University Press.
- Burns, D. D. (1999). *Feeling Good The New Mood Therapy* (1 ed.). Harpin Collins.
- Commons, M. L. (2007). Introduction to the model of hierarchical complexity. *Behavioral Development Bulletin*, 13, 1–6.
- Commons, M. L., & Pekker, A. (2008). Presenting the formal theory of hierarchical complexity. *World Futures: Journal of General Evolution*, 64, 375–382.
- Creswell, J. W. (2003). *Research Design: Qualitative, Quantitative, And Mixed Methods Approaches*. Sage Publications.

- Creswell, J. W. (2007). *Qualitative Inquiry & Research Design: Choosing among five approaches*(2 ed.). Sage Publications, Inc. .
- Dryden, W. (2003). *Rational Emotive Behaviour Therapy: Theoretical Developments*. Routledge.
- Du, F., He, L., Francis, M. R., Forshaw, M., Woolfall, K., Lv, Q., Shi, L., & Hou, Z. (2021). Associations between parent-child relationship, and children's externalizing and internalizing symptoms, and lifestyle behaviors in China during the COVID-19 epidemic. *Scientific Reports*,*11*(1), 23375. <https://doi.org/10.1038/s41598-021-02672-7>
- Ellis, A., David, D., & Lynn, S. (2009). Rational and Irrational Beliefs: A Historical and Conceptual Perspective. *Rational and Irrational Beliefs: Research, Theory, and Clinical Practice*, 3–22. <https://doi.org/10.1093/acprof:oso/9780195182231.003.0001>
- Ellis, A., & Ellis, D. J. (2019). *Rational Emotive Behavior Therapy*(2 ed.). American Psychological Association.
- Erikson, E. (1970). Autobiographic notes on the identity crisis. *Daedalus*,*99*, 730–759. <http://www.jstor.org/stable/20023973>
- Frankl, V. E. (1984). Man's Search for Meaning: An Introduction to Logotherapy. In *Beacon Press*(Vol. 4).
- Hanafi, H., Hidayah, N., Mappiare-AT, A., & Atmoko, A. (2020, December). Belief system on multicultural counseling: Literature review of positive belief system of nusantara culture. In 1st International Conference on Information Technology and Education (ICITE 2020) (pp. 197-201). Atlantis Press.
- Hanafi, H., Hidayah, N., Mappiare, A., & Mamat, N. B. (2025). Syncretic Cognitive Behavioral Counseling: Developing Students' Meaning of Life through the Blended Values of Islamic and Osing Culture. *Pamomong: Journal of Islamic Educational Counseling*, *6*(1), 1-20.
- Hidayatullah, H. T., Setiyowati, A. J., & Simon, I. M. (2024). *Psychological Dynamics among Adolescents with Self-Harm Behavior Based on Rational Emotive Behavior Therapy*.*9*(2), 122–137. <https://doi.org/10.17977/um001v9i22024p122-137>
- Imaningtyas, I., Atmoko, A., & Triyono, T. (2017). Pengekspresian Jatuh Cinta Siswa Sekolah Menengah Pertama Melalui Media Tulisan: Kreativitas atau Vandalisme? *Jurnal Kajian Bimbingan dan Konseling*,*2*(4), 165–178. <https://doi.org/10.17977/um001v2i42017p165>
- Kesehatan, K. (2022). Annual Report on Mental Health in Indonesia. *Kementrian Kesehatan*.
- Lynn, S., & Ellis, A. (2010). *Rational And Irrational Beliefs*(D. David). Oxford University Press.
- McCabe, K. M., Zerr, A., Cook, M., Ringlee, L., & Yeh, M. (2022). The Relation between Parent Mental Health and Child Internalizing Symptoms in Parent-Child Interaction Therapy. *Journal of Child and Family Studies*,*31*(8), 2065–2076. <https://doi.org/10.1007/s10826-022-02254-9>
- Miles, M., Huberman, A. M., & Saldana, J. (1994). *Qualitative Data Analysis: A Methods Sourcebook*(3 ed.). Sage Publications, Inc.
- Nurmalia, T., Chairunnisa, D., & Hanim, W. (2020). Self efficacy dengan menggunakan pendekatan rational emotive behavior therapy (REBT) dalam konseling kelompok pada peserta didik SMA. *Visipena*,*11*(2), 404–415.
- Pitaloka, M. L., & Fauziyah, N. (2023). Suicide Attempt: A Qualitative Study of The Psychological Dynamics of Self-reflection in Adolescents. *Indonesian Psychological Research*,*5*(2), 59–69. <https://doi.org/10.29080/ipr.v5i2.882>
- Puji Rahayu, T., Atikurrahman, M., & Alfin, J. (2024). Eksistensi Kematian Sebagai Akhir: Thanatos dan Eros dalam Ziarah Karya Iwan Simatupang (Perspektif Psikoanalisis Freudian). *MIMESIS*,*5*(1), 1–12.
- Santrock, J. W. (2019). *Adolescence*. McGraw-Hill Education.
- Sasrianis, Karneli, Y., & Netrawati. (2025). *Existential Approach Counseling in Dealing with Adolescent Identity Crisis : A Literature Review*.*3*(1), 94–101.
- Sekar, P. R. (2021). Faktor-Faktor Yang Mempengaruhi Agresivitas Remaja Putri Rahmaning Sekar. *Psyche 165 Journal*,*14*(1), 27–31. [www.springer.com](http://www.springer.com)
- Suryana, E., Hasdikurniati, A. I., Harmayanti, A. A., & Harto, K. (2022). Perkembangan Remaja Awal, Menengah Dan Implikasinya Terhadap Pendidikan. *Jurnal Ilmiah Mandala Education*,*8*(3), 1917–1928. <https://doi.org/10.58258/jime.v8i3.3494>
- Turner, M. J., Miller, A., Youngs, H., Barber, H., Brick, N. E., Chadha, N. J., Chandler, C., Coyle, M., Didymus, F. F., Evans, A. L., Jones, C., McCann, B., Meijen, C., & Rossato, C. J. L. (2022). "I must do this!": A latent profile analysis approach to understanding the role of irrational beliefs and motivation regulation in mental and physical health. *Journal of Sports Sciences*,*40*(8), 934–949. <https://doi.org/10.1080/02640414.2022.2042124>