Character Strength, Quality Of Life And Psychological Well-Being Among Students In Islamic Boarding School

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Abstract. This study aimed to examine the relationships between character strength, quality of life, and psychological well-being among students in an Islamic Boarding School. A total of 130 teenage students aged 13-18 years participated in the research. The study utilized a correlational research design, and data were collected using validated scales for character strength, quality of life, and psychological well-being. The inferential statistical analysis, specifically Pearson correlation analysis, was employed to explore the relationships between the variables. The results indicated significant positive correlations between character strength and quality of life, character strength and psychological well-being, and quality of life and psychological well-being. The findings of this study align with previous research, highlighting the importance of character strengths in influencing an individual's quality of life and psychological well-being. Character strengths play a crucial role in enhancing positive emotions, meaningful relationships, and personal achievements, ultimately contributing to a higher quality of life. Moreover, individuals with higher character strengths demonstrate improved psychological well-being, including adaptability and flexibility in various life situations. These results hold significant implications for educational settings, particularly in Islamic Boarding Schools, where fostering character strengths can be beneficial in promoting students' well-being and positive development.

Keywords: character strength; psychological well-being, Students college, Islamic boarding

INTRODUCTION

Education in Islamic boarding schools named pesantren plays a crucial role in shaping the character, quality of life, and psychological wellbeing of students. In addition to academic education, pesantren emphasizes the development of character and virtues in students, aiming to cultivate them into morally upright individuals who contribute positively to society (Ulumiyah, 2020). Spiritual development and religious values are also emphasized in pesantren, forming the foundation for the students' psychological wellbeing (Hidayat, Rizal, & Fahrudin, 2018).

Adolescence is a critical transitional period in an individual's life, characterized by significant physical, emotional, and social changes. Character strength, quality of life, and psychological wellbeing are crucial aspects in assessing the overall well-being of adolescents during this developmental phase. Adolescence is a period of transition

between childhood and adulthood, influencing cognitive, physical, and psychosocial development. During this transition, adolescents are highly influenced by their environment, including the school environment (Yusuf, 2012).

More Yusuf (2012) said that schools environment are essential in shaping students' personalities, thoughts, attitudes, and behaviors, which ultimately contribute to their psychological wellbeing. As adolescents spend a significant amount of time outside their homes, including at school, the influence of peers in the school environment becomes more prominent, affecting their attitudes, conversations, interests, appearance, and behavior (Hurlock, 2012).

Quality of life and psychological wellbeing are vital aspects for adolescents living in Islamic boarding schools. The developmental phase of adolescence is influenced by various factors, including quality of life and psychological wellbeing (Hurlock, 2012). However, the level of quality of life and psychological wellbeing varies among individuals, depending on how they optimally utilize various aspects within themselves (Ryff et al., 2008).

In recent years, there has been increasing attention to the quality of life and psychological wellbeing of students, considering the challenges and pressures faced by the younger generation in the modern world. This is also applicable to students living in Islamic boarding schools, who face various academic, social, and spiritual demands. One approach that has gained traction in positive psychology is the utilization of character strengths to enhance psychological wellbeing (Seligman & Csikszentmihalyi, 2000). Character strengths refer to positive psychological attributes that positively impact an individual's well-being, such as optimism, gratitude, courage, love, curiosity, and wisdom. It is believed that the application of character strengths can help students cope better with life's challenges, enhance resilience, and achieve optimal psychological wellbeing (Peterson & Seligman, 2004).

Character strengths are psychological ways to manifest these virtues (Peterson & Seligman, 2004). In brief, a thriving community must be built on the promotion of character and virtues (Peterson & Park, 2003; Peterson & Seligman, 2004; Peterson, 2006). Within this framework, character strengths can be classified as heart strengths and mind strengths, depending on how they relate to each other (Peterson, 2006).

Although some research has examined the relationship between character strengths and quality of life, the relationship between character strengths and psychological wellbeing, as well as the relationship between quality of life and

psychological wellbeing, in the general population, specific studies focused on students living in Islamic boarding schools are limited. In the context of pondok pesantren, deep-rooted spiritual aspects and religious values may also influence how character strengths contribute to students' quality of life and psychological wellbeing. The results of this study can provide recommendations for the implementation of programs and interventions aimed at enhancing the quality of life and psychological wellbeing of students, ultimately contributing to the creation of a balanced, integral, and beneficial younger generation for society and the nation.

Research Objectives:

The purpose of this study is to:

a. Identify the level of character strengths among adolescents.

b. Assess the level of quality of life among adolescents.

c. Measure the level of psychological wellbeing among adolescents.

d. Analyze the relationship between character strengths, quality of life, and psychological wellbeing among adolescents.

LITERATURE REVIEW

Character Strengths

Character strengths are positive psychological attributes that influence an individual's well-being. This theory identifies various character strengths, such as courage, optimism, gratitude, love, curiosity, and others (Peterson & Seligman, 2004). According to Peterson & Seligman (2004), character strengths are organized into six virtues consisting of 24 character strengths: Wisdom and Knowledge, Courage, Humanity and Love, Justice, Temperance, and Transcendence.

All of these virtues are considered universal and have been selected through the process of evolution due to their importance for survival (Peterson and Seligman, 2004). According to Peterson and Seligman (2004), a person is considered to have good character if they possess all of these virtues with high values. Each virtue consists of several specific strengths (Peterson and Seligman, 2004). According to Seligman (2005), individuals have both positive and negative character traits. However, character strengths refer to positive attributes that lead individuals to experience positive emotions.

Regarding strengths, Peterson and Seligman (2004) identified twenty-four of them,

including Creativity, Curiosity, Open-mindedness, Love of learning, Perspective, Bravery, Persistence, Integrity, Vitality, Love, Kindness, Social-intelligence, Citizenship, Fairness, Leadership, Forgiveness and Mercy, Humility and Modesty, Prudence, Self-regulation, Appreciation of beauty and excellence, Gratitude, Hope, Humor, and Spirituality. The following are some factors that influence these strengths, with the exception of the strength of leadership (Peterson and Seligman, 2004).

In summary, character strengths are psychological components (processes or mechanisms) that define virtues (wisdom, courage, humanity, justice, temperance, and transcendence). Character strengths can be distinguished in their manifestation of one or more virtues. For example, the virtue of wisdom can be achieved through strengths such as curiosity and a love of learning, open-mindedness, creativity, and perspective, which involve having a larger perspective on life (in Martin Seligman, 2004).

Quality of life

Quality of life encompasses various elements such as life satisfaction, happiness, and other positive emotions (Diener, 2000; Ryff, 1989). Several factors influence quality of life, including educational level, demographics, personality, social support, gender, age, culture, and religiosity (Ryff and Singer, as cited in Keyes, 2013). It is crucial for individuals to enhance their effectiveness in different aspects of life, including academic success.

Psychological well-being

The concept of well-being has gained significant attention since the early 21st century (Coffey, Warren, & Dodfrey, 2015; Dodge et al., 2012). The World Health Organization (WHO, 1999) emphasizes that health is not merely the absence of illness or weakness but also includes complete physical, mental, and social well-being. Well-being is defined as a combination of feeling good and functioning well, involving positive emotional experiences such as happiness, satisfaction, and the realization of one's potential, having control over one's life, a sense of purpose, and positive relationships (Huppert, 2009).

In the literature on well-being, two primary approaches are hedonic and eudaimonic (or subjective and psychological) well-being. Both approaches are distinct (Compton & Hoffman, 2013; Negovan, 2010). Subjective well-being emphasizes satisfaction and pleasure as fundamental components of well-being, which involves experiencing positive emotions and the absence of negative emotions. On the other hand, the eudaimonic approach equates

well-being with living a life driven by purpose and realizing one's optimal potential. Subjective well-being includes hedonic well-being (happiness, life satisfaction, positive affect, etc.) and is described from different perspectives using various terms (Diener, 1984). However, the most widely accepted concept is the cognitive and emotional evaluation of an individual's overall life (Diener, Oishi, & Lucas, 2009). Therefore, subjective well-being involves both cognitive assessments of life (e.g., life satisfaction) and emotional responses to life events (e.g., positive and negative affect).

While much research has traditionally focused on the subjective aspect of well-being, there has been an increasing emphasis on the concept of quality of life in recent years (Diener et al., 2010). Quality of life represents the central aspects of optimal human functioning and is based on the eudaimonic perspective of well-being, which emphasizes psychological aspects such as social contributions, positive relationships with others, personal growth, self-acceptance, and life purpose (Keyes, 1998). Psychological well-being has been studied in terms of cognitive, emotional, and personality variables. Key cognitive variables include self-efficacy (Siddiqui, 2015), optimism (Scheier, Carver & Bridges, 2001), self-esteem (Paradise & Kernis, 2002), mindfulness (Parto & Besharat, 2011), gratitude, and forgiveness (Toussaint & Friedman, 2009).

Psychological well-being is categorized based on the multidimensional model of Ryff and Keyes (1995), which comprises six dimensions: (1) Positive self-acceptance; (2) Efficient environmental mastery (Control); (3) Meaningful relations with others (Meaningful relationships); (4) Pursuit of meaningful goals and a sense of purpose in life; (5) Feeling positive for continuous development and maturity; (5) Autonomy (Self-determination).

Considering the controversy regarding hedonic and eudaimonic views of well-being, it appears that well-being is best understood as a multidimensional phenomenon that combines elements of both perspectives (Silva & Caetano, 2013). Mental health is characterized by three well-being constructs: emotional, psychological, and social (Keyes, 2014). Emotional well-being or hedonic well-being involves temporary catharsis, while eudaimonic well-being is related to social and psychological aspects. In other words, hedonic aspects focus on happiness, pleasure, enjoyment, and satisfaction, while the eudaimonic perspective emphasizes meaning and purpose (Keyes, 2002).

Emotional well-being is defined by positive feelings about life, including being in a good mood, engaged in life, relaxed and happy, and full of life. Social and psychological well-being encompass feelings of acceptance, growth, commitment, coherence, and

integration. Recent research has shown that both hedonic and eudaimonic elements are related to well-being and a flourishing life that combines both approaches (Henderson & Knight, 2012). Keyes' Mental Health Continuum Model (2005) combines both aspects as "flourishing," describing mentally healthy individuals as those with positive impact and functioning (Keyes, 2007).

Keyes (2002, 2005, 2007) specifically defines well-being as consisting of three dimensions: (1) Emotional: This dimension of well-being is related to subjective well-being and includes high positive affect, low negative affect, and the assessment of life satisfaction; (2) Psychological: This aspect involves functioning well at the individual or personal level, including positive attitudes towards oneself (self-acceptance), autonomy, personal growth, positive relationships, environmental mastery, and a sense of purpose in life; (3) Social: This dimension includes thinking that social processes are significant, believing in the potential of society, feeling a sense of belonging, having a positive attitude towards individual differences, and contributing to society.

Flourishing is achieved through a desire for a meaningful and purposeful life and developing positive and enduring relationships with others, leading to an individual's health and happiness. Research shows that happiness stimulates the immune system and enhances strength. Additionally, happiness gives individuals the impression that they are valued in their social bonds and increases productivity in the workplace (Lyubomirsky, King, & Diener, 2005).

One challenge related to well-being is conceptualizing it, as some terms are used interchangeably. For instance, researchers often use different terms when discussing subjective well-being and other life aspects related to it. Happiness can refer to a positive mood in general, a global measure of life satisfaction, living a good life, or factors that contribute to happiness, depending on the context and meaning (Diener, 2006).

The relationship between Character Strengths and Life Satisfaction

Research has shown that character strengths-based positive interventions have a significant impact on life satisfaction (Littman-Ovadia & Steger, 2012; Sin & Lyubomirsky, 2009). For instance, when individuals are aware of their signature strengths and actively use them in new and different ways, it leads to an increase in life satisfaction (Seligman, 2011; Seligman, Steen, Park, & Peterson, 2005).

However, within the framework of positive psychology, the relationship between the

Heart vs. Mind character strengths and life satisfaction has received little attention, and its associations with different variables, such as life satisfaction, remain largely unexplored. Nevertheless, it has been observed that heart strengths, which are associated with preserving relationships, seem to be more strongly related to life satisfaction compared to mind strengths, which are considered to be more individualistic (Haridas, Bhullas, & Dunstan, 2017; Park & Peterson, 2008; Park et al., 2004).

The relationship between Character Strengths and Quality of Life

Although, on the other hand, character strengths and concepts in Positive Psychology have been criticized for their individualistic bias and neglect of environmental factors (Becker & Marecek, 2008; Christopher and Hickinbottom, 2008), character strengths can contribute to life satisfaction and quality of life. While it is true that quality of life is not solely dependent on individual choices and responsibilities, but also influenced by structural factors in the educational and social environment that can hinder character development, the development of character strengths can still be pursued and can significantly enhance quality of life (Proyer et al., 2013).

The relationship between Character Strengths and Psychological Wellbeing

Character strengths support well-being and lead to positive emotions, meaning in life, achievements, and better relationships (Peterson and Seligman, 2004; Seligman, 2011), and they have been shown to have an impact on quality of life. Research conducted by Park, Peterson, and Seligman in 2004 on "Strengths of Character and Well-Being," investigated the relationship between character strengths and quality of life in 5,299 individuals using the VIA-IS internet participant survey. The findings revealed that life satisfaction is influenced by aspects/virtues of character strengths and hope, citizenship, gratitude, love, and curiosity.

Another study conducted by Wijayanti and Fivi (2010) found a relationship between character strengths and well-being among the Javanese ethnic group. The Javanese people exhibited high levels of well-being, influenced significantly by character strengths, contributing to 48.6% of well-being. There were seven character strengths that made the most significant contribution to well-being or quality of life: perseverance and vitality from the virtue of courage, creativity, curiosity, and perspective from the virtue of wisdom and knowledge, justice from the virtue of justice, and forgiveness/compassion from the virtue of temperance.

In conclusion, character strengths play a crucial role in enhancing quality of life and well-being. The possession and cultivation of character strengths, such as courage, wisdom, justice, and temperance, contribute to positive emotions, meaningful living, better

relationships, and life satisfaction. Individuals can work on developing their character strengths to improve their overall well-being and quality of life.

Hypothesis:

Based on the background of the problem, theoretical review, and frame of mind, the hypotheses are formulated as follows:

a. There is a positive relationship between character strengths and life satisfaction in adolescents.

b. There is a positive relationship between character strengths and quality of life in adolescents.

c. There is a positive relationship between quality of life and psychological well-being in adolescents.

Research Methodology

This study used a correlational research design to examine the relationships between the variables under investigation. The participants in this study consist of all teenage students aged 13-18 years who are enrolled in Al Huda Islamic Boarding School, with a total of 130 individuals. Data collected by distributing adopted questionnaires to the participants: The character strengths scale, quality of life scale, and Psychological well-being scale. These instruments have undergone rigorous testing to establish their reliability and validity. Finally, data analyzed using statistical methods, such as correlation analysis, to identify the relationships between the variables under investigation.

Research Results

By analyzing the data on character strengths, researchers can explore the relationships between these strengths and other variables, such as life satisfaction, quality of life, and psychological well-being. This information can provide a comprehensive understanding of how character strengths influence and contribute to the overall well-being and happiness of the participants. Descriptive data analysis is conducted to provide a description of both hypothetical and empirical data. Hypothetical data refers to data of possible values, while empirical data refers to data obtained in the field on the character strengths scale. The research data results are as follows:

Table 1

Description of Research Data for the Variable "Character Strength".

Variabel	Hipotetik				Empirik			
	X maks	X min	Mean	SD	X maks	Xmin	Mean	SD
Character strength	320	80	200	9	180	86	132.21	8.121
Life Satisfaction	16	4	10	3	16	10	12.74	3.621
Psychological Wellbeing	168	42	105	5	126	82	102.93	6.148

Based on the data analysis presented in Table 4.1, the hypothetical results indicate that the maximum value for the character strengths scale is 320, the minimum value is 80, the mean is 200, and the standard deviation is 9. On the other hand, the empirical data obtained in the field shows that the maximum value for the character strengths scale is 180, the minimum value is 86, the mean is 132.21, and the standard deviation is 8.121.

For the life satisfaction scale, the hypothetical results show that the maximum value is 16, the minimum value is 4, the mean is 10, and the standard deviation is 3. On the other hand, the empirical data obtained in the field shows that the maximum value for the life satisfaction scale is 16, the minimum value is 10, the mean is 12.74, and the standard deviation is 3.621.

Similarly, for the psychological well-being scale, the hypothetical results show that the maximum value is 168, the minimum value is 42, the mean is 105, and the standard deviation is 5. On the other hand, the empirical data obtained in the field shows that the maximum value for the psychological well-being scale is 126, the minimum value is 82, the mean is 102.93, and the standard deviation is 6.148.

Based on the data description provided, the research data can be categorized into three categories: high, moderate, and low. The categorization of participants is based on the assumption that the population's scores are normally distributed (Azwar, 2013). The formula used for participant categorization is "M + ISD < X" for the high category, "M - ISD < M + ISD" for the moderate category, and "X < M - ISD" for the low category, where X represents the score obtained by the subject on the scale. M represents the empirical mean, and SD represents the empirical standard deviation. Based on the categorization formula, the levels of character strength, quality of life, and psychological well-being concluded that the majority of

participants have average levels of character strength and quality of life, while the majority of participants have good levels of psychological well-being, as follows in Tables 2, 3, and 4 below:

Table 2

Level of *Character strength*

Range	Score Categories	Character strength Categories	N	Percentage
X < 124	Low	Weak	23	17.7 %
124 < 140	Moderate	Ordinary	62	47.7 %
140 < X	High	Strong	45	34.6 %

Table 3

Level of *quality of life*

Range	Score Categories	quality of life Categories	N	Percentage
X < 9	Low	Bad	15	13.8 %
9 < 17	Moderate	Usual	60	71.5 %
17 < X	High	Good	58	14,6 %

Table 4

Level of *psychological wellbeing*

Range	Score Categories	psychological wellbeing Categories	N	Percentage
X < 97	Low	Bad	34	13.8 %
97 < 109	Moderate	Usual	36	71.5 %
109 < X	High	Good	60	14.6 %

There are three hypotheses in this study. Hypothesis testing using the Pearson correlation analysis method was conducted to determine the relationships between character strength and quality of life, character strength and psychological well-being, as well as the relationship between quality of life and psychological well-being among the students of Al-Huda Islamic Boarding School, Malikussaleh. Based on the analysis results for all hypotheses, it was found that the significance values were less than 0.05 and positively correlated. This indicates that there is a significant relationship between character strength and quality of life, character strength and psychological well-being, as well as the relationship between quality of

life and psychological well-being among the students of Al-Huda Islamic Boarding School, Malikussaleh.

The results of this analysis indicate that the research hypotheses are accepted. Positive correlation values indicate that: (1) higher character strength is associated with higher quality of life, and vice versa, lower character strength is associated with lower quality of life for participants; (2) higher character strength is associated with higher psychological well-being, and vice versa, lower character strength is associated with lower psychological well-being for participants. Similarly, the relationship between quality of life and psychological well-being suggests that higher quality of life is associated with higher psychological well-being, and vice versa, lower quality of life is associated with lower psychological well-being for participants. This confirms that all proposed hypotheses are accepted. The results of the Pearson correlation test are presented in the table below.

Table 5

Test the hypothesis

Variable	Coefficient Correlation (r)	Significance (p)	Information
Character strength, Psychological Wellbeing	.407	.004	Diterima
Character strength, Quality of Life	.262	.031	Diterima
Quality of Life, Psychological Wellbeing	.452	.004	Diterima

Discussion

Based on the results of the study and in line with the theoretical basis and previous research, the following discussions regarding the relationships between character strength, quality of life, and psychological well-being can be drawn.

Relationship between Character Strength and Quality of Life:

The first hypothesis of the study aimed to explore the relationship between character strength and quality of life among the Islamic boarding school students. The research findings supported the hypothesis, indicating a significant relationship between character strength and quality of life. This finding is consistent with Niemiec's (2017) study, which also identified a significant correlation between character strength and quality of life. Similarly, Peterson and Seligman (2004) emphasized that character strengths have a positive impact on an individual's quality of life. The research implies that higher levels of character strengths contribute to higher levels of life satisfaction and vice versa, highlighting the importance of fostering character strengths to enhance the overall quality of life for adolescents.

Relationship between Character Strength and Psychological Well-being

The second hypothesis tested the association between character strength and psychological well-being among the students. The research results supported this hypothesis, demonstrating a significant relationship between character strength and psychological well-being. This finding is consistent with the studies conducted by Prima and Indirawati (2018), Khamida et al. (2019), and Aridhona (2017), all of which revealed a positive correlation between character strength and psychological well-being.

The research suggests that higher levels of character strengths are associated with better psychological well-being, indicating that character strengths play a vital role in an individual's adaptive and flexible behavior. The presence of the "God Spot" within character strengths contributes to the adaptability of students in the Islamic boarding school environment, enabling them to maintain positive relationships with peers and teachers and to adhere to the rules and requirements of the school. The findings also align with Zohar and Marshall's (2007) view that psychological well-being is an application of character strengths, particularly when individuals demonstrate adaptability and flexibility in their lives.

Relationship between Quality of Life and Psychological Well-being

The third hypothesis explored the relationship between quality of life and psychological well-being among the students. The research results confirmed this hypothesis, indicating a significant relationship between quality of life and psychological well-being. Sin and Lyubomirsky (2009) supported this finding, demonstrating that improving quality of life through positive interventions can enhance psychological well-being. Moreover, factors related to biological aspects, such as physical health, can contribute to better psychological well-being (Enung, 2016). The study also revealed that individuals with higher character strengths are

more likely to achieve success and overall psychological well-being (Animasahun, 2010). The research suggests that a positive quality of life, including good physical health and overall life satisfaction, contributes to better psychological well-being. Additionally, the study highlights the significance of building positive relationships within the Islamic boarding school environment to promote students' psychological well-being.

In conclusion, this research provides valuable insights into the relationships between character strength, quality of life, and psychological well-being among Islamic boarding school students. The results affirm the importance of character strengths in influencing life satisfaction and psychological well-being. Future studies could further investigate the specific aspects of character strengths that have the most significant impact on quality of life and psychological well-being and explore interventions to enhance these factors among adolescents in Islamic boarding schools.

CONCLUSION

The discussion of the research results takes into account the findings obtained from both descriptive and inferential statistical analyses, along with the theoretical foundations, previous studies, and the background of the research problem. Based on these aspects, the following points are highlighted in the discussion:

1. Relationship between Character Strength and Life Satisfaction: The study reveals a positive correlation between character strength and life satisfaction among the teenage participants. It is observed that individuals with higher character strength tend to experience higher levels of life satisfaction, while those with lower character strength have lower levels of life satisfaction. This finding is consistent with the theoretical perspective that character strengths play a significant role in shaping individuals' overall well-being and happiness.

2. Relationship between Character Strength and Quality of Life: The research findings indicate a positive association between character strength and quality of life among the teenage participants. Those with stronger character strengths are more likely to have better overall quality of life, encompassing various aspects such as social relationships, personal growth, and sense of purpose. Conversely, individuals with weaker character strengths tend to have lower quality of life. This aligns with the idea that character strengths contribute to a flourishing and fulfilling life.

3. Relationship between Quality of Life and Psychological Well-being: The study reveals a positive relationship between quality of life and psychological well-being among the participants. Higher levels of quality of life are associated with better psychological well-

being, which encompasses aspects like positive emotions, self-acceptance, autonomy, and meaningful relationships. This finding is in line with existing theories that suggest a strong interconnection between an individual's overall life satisfaction and their psychological well-being.

Overall, the research provides evidence supporting the hypotheses proposed in the study. It demonstrates that character strength plays a crucial role in influencing life satisfaction, quality of life, and psychological well-being among the teenage participants. The positive correlations observed in the analysis suggest that nurturing and leveraging character strengths can significantly contribute to enhancing the well-being and overall happiness of individuals.

Furthermore, the study's results reinforce the importance of positive interventions and character strengths-based approaches in promoting the well-being of young individuals. The findings provide valuable insights for educators, practitioners, and policymakers in devising strategies to enhance the quality of life and psychological well-being of adolescents. However, it is essential to consider contextual factors and environmental influences that may impact the development of character strengths and overall well-being in future research.

Suggestions

Based on the research findings and the discussion, several suggestions can be made for future research and practical applications:

1. Investigate the influence of contextual factors, such as family dynamics, cultural background, and socio-economic status, on the relationship between character strengths and well-being. Understanding these contextual influences can provide insights into tailoring interventions for diverse populations. When implementing character strengths-based interventions in diverse cultural settings, consider making appropriate adaptations to ensure their relevance and effectiveness.

2. Continuously improve the measurement tools used to assess character strengths, quality of life, and psychological well-being to enhance the accuracy and reliability of future research.

3. By addressing these suggestions, future research can contribute to a deeper understanding of the role of character strengths in fostering well-being, not only in adolescents but also in various age groups and diverse cultural contexts. Additionally, practical applications of character strengths-based interventions can have a positive impact on individuals' lives, promoting a more flourishing and fulfilling society overall.

4. Suggestions for future researchers:

a. Conduct longitudinal studies to explore the long-term effects of character strengths on life satisfaction, quality of life, and psychological well-being. Following participants over an extended period can provide valuable insights into developmental patterns and causal relationships.

b. Intervention Programs: Design and implement intervention programs based on character strengths to enhance the well-being of adolescents. These programs could be integrated into educational settings or community activities to foster the development and application of character strengths in daily life.

c. Well-being in Educational Settings: Explore the integration of character strengths and well-being education in formal educational curricula. Emphasizing character development and well-being can contribute to better academic performance and overall student growth.

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