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Roots of Adolescent Self-Esteem: The Influence of Family Harmony and Emotion Dysregulation in Rural Bogor Areas

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Abstract

Adolescence represents a critical phase in identity formation, wherein self-esteem serves as a fundamental basis for psychological development, self-confidence, and effective social functioning. External influences, such as family harmony, and internal factors, such as emotional dysregulation, are both important determinants of adolescent development. This research examines the effects of these factors on adolescent self-esteem in rural Bogor through a quantitative explanatory research design. A purposive sample of 169 students 15–18 years from two public senior high schools in Bogor Regency was collected between August and September 2025. Data were analyzed using descriptive statistics, correlation analysis, and regression testing with SPSS version 25.0. The findings reveal that family harmony is significantly and positively associated with self-esteem, while emotional dysregulation is inversely related to self-esteem. Regression analysis further confirms family harmony as a protective factor and emotional dysregulation as a risk factor. Together, these variables explain 22.9 per cent of the variance in self-esteem, indicating that other influential factors remain outside the scope of this study.

Keywords: emotion regulation difficulties, family cohesion, self-esteem, adolescents, rural areas

Abstrak

Masa remaja merupakan fase krusial dalam pembentukan identitas. Pada fase ini, harga diri (*self-esteem*) berfungsi sebagai landasan fundamental bagi perkembangan psikologis, pembentukan kepercayaan diri, dan keberfungsian sosial yang efektif. Faktor eksternal, seperti keharmonisan keluarga, serta faktor internal, seperti disregulasi emosi (emotional dysregulation), merupakan determinan penting dalam perkembangan remaja. Penelitian ini bertujuan untuk menganalisis pengaruh kedua faktor tersebut terhadap *self-esteem* remaja di wilayah pedesaan Kabupaten Bogor dengan menggunakan desain penelitian kuantitatif eksplanatori. Sampel penelitian terdiri atas 169 siswa berusia 15–18 tahun dari dua Sekolah Menengah Atas (SMA) negeri di Kabupaten Bogor. Pengumpulan data dilaksanakan pada periode Agustus hingga September 2025. Analisis data dilakukan melalui statistik deskriptif, uji korelasi, dan analisis regresi dengan bantuan perangkat lunak SPSS versi 25.0. Hasil penelitian menunjukkan bahwa keharmonisan keluarga berhubungan positif dan signifikan dengan *self-esteem*, sedangkan disregulasi emosi berhubungan negatif dengan *self-esteem*. Hasil analisis regresi menegaskan bahwa keharmonisan keluarga berperan sebagai faktor protektif, sementara disregulasi emosi berperan sebagai faktor risiko terhadap *self-esteem*. Secara simultan, kedua variabel tersebut menjelaskan 22,9 persen variasi *self-esteem*, yang mengindikasikan adanya faktor-faktor lain di luar cakupan penelitian ini yang turut memengaruhi *self-esteem* remaja.

Kata kunci: harga diri, kehangatan keluarga, kesejahteraan psikologis, kesulitan regulasi emosi, remaja perdesaan

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Introduction

Self-esteem is an evaluation that an individual gives to themselves, which can have either high or low levels (Rosenberg, 1965). This evaluation reflects the extent to which individuals view themselves as valuable and competent (high self-esteem), or conversely, as less valuable and incompetent (low self-esteem). High self-esteem in a person affects several other aspects of their abilities, including academic performance, social competence, and the assessment of physical appearance (Srisayekti & Setiady, 2015). Furthermore, high self-esteem makes individuals happier, whereas low self-esteem tends to make individuals view themselves and their environment negatively (Heartherton & Wyland, 2003). During adolescence, self-esteem plays an important role in the process of identity formation. Low self-esteem can cause diminished confidence, fear of trying new things because of potential failure, and a pessimistic outlook regarding one's ability to reach goals or handle future challenges (Rosani et al., 2021).

Adolescent self-esteem is influenced by more than just scholastic factors. Research by Jayanthi and Rajkumar (2014) stated that adolescents with poor self-esteem are 3.7 times more likely to develop depression than adolescents with strong self-esteem. Research by Salsabila et al. (2022), which discovered that low self-esteem can lead to a number of detrimental phenomena in adolescent life, including depression, anxiety, and suicide tendencies, supported this finding. Additionally, according to research by Fitriah and Hariyono (2019), depression can be influenced by low self-esteem by as much as 92.7 per cent. On the other hand, Anggawira et al. (2022) found that adolescents with high self-esteem also have a low level of social anxiety. According to Zhao et al. (2021), self-esteem directly predicts academic engagement among adolescents by 73.91 per cent. These results suggest that improving self-esteem should be a top focus in order to assist adolescent growth because it is essential for both preventing mental health risk and supporting academic performance.

Numerous studies have revealed variations in adolescents' levels of self-esteem. According to research conducted in Vietnam, there is no gender difference in the roughly 20 per cent of students who have low self-esteem (Nguyen et al., 2019). According to Adiyanti et al. (2019), 62 per cent of Indonesian adolescents in East Java have low self-esteem, which is strongly associated with family dynamics and emotional well-being. Similarly, 65% of adolescents had low self-esteem as a result of their families' lack of emotional support (Surzykiewicz et al., 2022), and 55% adolescents in Jakarta had low self-esteem after losing their parental roles (Munthe et al., 2023). In Bekasi, 64.4 per cent of adolescents from single-parent households exhibited low self-esteem, compared to 65.5 per cent of adolescents from intact families (Hadori et al., 2020). In spite of this, low self-esteem related to parenting style was noted by 52.3 per cent of adolescents in Padang (Febristi, 2021). Overall, these results show that low self-esteem is still common among adolescents. Contributing factors include unhealthy or authoritarian parenting, which fosters self-doubt and helplessness (Maya et al., 2018; Riska & Krisnatuti, 2017), bullying, which lowers self-worth (Saragih & Soetikno, 2023), and social media comparison, which leads to anxiety and dissatisfaction (Firdaus et al., 2023).

The formation of self-esteem is inextricably linked to a combination of internal and external factors. The family environment is an important external factor influencing self-esteem, as the family is the first social environment that shapes a child's personality (Rihi et al., 2023). As stated by Kavikondala et al. (2016), one of the most valuable characteristics of positive family relations, emphasize, closeness, cooperation, unity, tolerance, agreement, and belonging. This satisfaction reflects positive feelings toward relationships among family members, an emotionally stable atmosphere, and minimal conflict that can cause stress or anxiety. Families can create a safe and peaceful environment to help develop children's self-esteem, for example, by showing support, warmth, praise, and affection toward their children. However, if parents do not provide support, such as being indifferent or not showing affection toward their children, the children will develop low self-esteem (Nurhasnah, 2021). Families also need to carry out their functions properly to achieve family harmony in accordance with the family functions mentioned by the National Population and Family Planning Board (BKKBN) (2020), especially in the functions of love and protection. When all family members feel peaceful and happy, the family is considered harmonious (Aziz & Mangestuti, 2021).

Research by Khusnul et al. (2024) showed that family harmony had a strong influence on adolescent self-esteem. However, the explanatory power observed in this study was substantially lower. This discrepancy may be explained by differences in measurement approaches, sample characteristics, and contextual settings. While Khusnul et al. (2024) focused on a different adolescent population, this study involved adolescents living in economically vulnerable rural areas, where self-esteem may be influenced by broader contextual factors beyond family harmony, such as peer relationships, school experiences, and social environments. Nevertheless, these findings remain consistent with previous studies emphasizing the importance of family harmony in adolescent psychological development. For instance, Haryantini (2020) found that lower family harmony was associated with less positive adolescent psychological conditions. Similarly, Rihi et al. (2023) reported that low family harmony was accompanied by lower self-concept among adolescents. Given the close relationship between self-concept and self-esteem, these findings further reinforce the role of harmonious family relationships in shaping adolescents' self-evaluations.

Apart from family harmony, emotion dysregulation is another internal aspect that affects adolescents' self-esteem. According to Sabrina & Afiatin (2023), emotion dysregulation is the inability to control and effectively express emotions, which can result in maladaptive behaviors and psychological issues during adolescence. According to research by Ramba et al. (2023), adolescents who can control their emotions typically have greater levels of self-esteem. Similar findings were made in Yogyakarta by Muarifah et al. (2019), also in Surabaya by Rohmah & Cristiana (2022), who discovered that emotion control had a significant impact on high school students' self-esteem. These results show that emotion control accounts for around 40 per cent of the variation in adolescents' self-esteem, with other factors influencing the remaining portion. Supporting this, Mahmud et al. (2023) found that 55 per cent of adolescents in Jakarta had low emotion regulation, and 56 per cent of them also reported low self-esteem. These findings indicate that difficulties in emotion regulation may negatively distort self-evaluation and increase vulnerability to low self-esteem.

Previous research indicates that many Indonesian adolescents, especially those in urban settings, experience low self-esteem. Nonetheless, studies focusing on rural adolescents are scarce, particularly concerning the links between family harmony, emotional dysregulation, and self-esteem. This aligns with Bronfenbrenner's ecological theory, which emphasizes that the family, as a microsystem, directly impacts individual growth, including emotion regulation and self-esteem (Bronfenbrenner, 1979). Within the microsystem level, the family directly shapes adolescents' emotional experiences and self-perceptions. Emotional dysregulation, although categorized as an internal factor, develops through repeated interpersonal interactions within the microsystem, particularly family relationships. Supportive and harmonious family environments facilitate adaptive emotion regulation, which subsequently strengthens self-esteem.

In line with Bronfenbrenner's ecological systems theory, adolescents' psychological development and self-evaluations are shaped through dynamic interactions between individual characteristics and environmental contexts. Emotion dysregulation represents an ontogenic factor, whereas family harmony reflects a microsystem influence within adolescents' immediate social environment. From this perspective, family harmony may function as a protective factor that buffers the negative impact of emotion dysregulation on self-esteem. Adolescents who experience difficulties in regulating emotions may still maintain more positive self-evaluations when they are raised in warm, communicative, and emotionally supportive family environments. Conversely, unsupportive or conflictual family interactions may exacerbate the adverse effects of emotional dysregulation and hinder the development of healthy self-esteem.

Despite growing attention to adolescent emotional well-being, studies focusing specifically on rural adolescents remain limited, particularly those examining the combined influence of family harmony and emotion dysregulation on self-esteem. Therefore, this study aims to examine the relationships between family harmony, emotion dysregulation, and self-esteem among adolescents in Bogor Regency.

Methods

Participants

This study employed an explanatory quantitative design to determine the causal association between family harmony, emotion dysregulation, and self-esteem among adolescents living in rural areas of Bogor Regency. The study, which involved 169 adolescents 15-18 years, representing middle to late adolescence (84 from SMA X and 85 from SMA Y), was conducted in two districts, Sukajaya and Jasinga, between August 2024 and September 2025. Purposive sampling, a non-probability technique, was used to choose participants. The inclusion criteria deliberately targeted adolescents in the middle to late stage of development who lived in intact families with both biological parents. This sample was selected to allow for meaningful comparisons across places and to reflect youth residing in rural areas that are economically vulnerable. This sampling strategy was also intended to maintain relative homogeneity in family structure; however, it may limit the representativeness of adolescents from diverse family backgrounds.

Data Collection

Data were collected through a structured questionnaire administered to eligible students in the selected schools during school hours. Prior to data collection, permission was obtained from school authorities, and participants were informed about the study purpose, voluntary participation, and response confidentiality. Questionnaires were completed individually under researcher supervision. Returned questionnaires were screened for completeness and eligibility, and only responses meeting the study criteria were included in the final analysis.

Measurement

Data were collected using a structured, closed-ended questionnaire that had been tested for validity and reliability. The questionnaire included demographic information and three main constructs: family harmony, emotion dysregulation, and self-esteem. Demographic information was composed of parents' age, parents' occupation and parents' educational level. The number of family members was classified according to the criteria by (BKKBN, 1998), which categorizes families into small families (≤4 members), medium-sized families (5-7 members), and large families (≥8 members). Economic status was determined based on the 2024 poverty line for Bogor Regency, set at IDR513,512 per capita per month (BPS, 2025).

Family harmony is a condition in which all family members are able to live together harmoniously, provide mutual support, and function effectively, which was measured using the Family Harmony Scale (FHS) by Kavikondala et al. (2016), adapted by Fauziah et al. (2021). This scale consists of 24 items on a 5-point Likert scale (1 = strongly disagree to 5 = strongly agree). The scale measures five dimensions, namely Communication, Conflict Resolution, Patience, Family Identity, and Quality Time. As the FHS-24 has no officially established cut-off scores, the categorization into low (<60), moderate (60–80), and high (>80) was adapted from Puspitawati et al. (2021) for descriptive purposes only. Given the absence of standardized thresholds for rural adolescent populations, these categories should be interpreted cautiously. Continuous scores were retained for correlation and regression analyses to better capture variability in family harmony.

Emotion dysregulation refers to an individual's difficulty in recognizing, understanding, and managing emotions effectively, particularly in stressful situations, which may influence thoughts, behaviors, and social interactions. This variable was assessed using the Difficulties in Emotion Regulation Scale–Short Form (Bjureberg et al., 2016), consisting of 16 items on a 5-point frequency scale (1 = almost never to 5 = almost always). The instrument measures five dimensions, namely Emotional Denial, Difficulty Focusing on Goals, Difficulty Controlling Impulses, Minimal Emotional Regulation Strategies, and Lack of Emotional Clarity. Total scores were categorized into low (<31), moderate (31–70), and high (>70).

Self-esteem refers to an individual's subjective evaluation of their own worth, which can range from positive to negative. It was measured using the Rosenberg Self-Esteem Scale (1965), which contains 10 items on a 4-point scale, with five items reverse-coded. Scores were transformed into index values and categorized into low (<50), moderate (50–83.3), and high (>83.3). All instruments demonstrated adequate

psychometric properties, with item-total correlations above 0.30. In the current sample, Cronbach's α coefficients were 0.961 for the Family Harmony Scale (FHS-24), 0.857 for the Difficulties in Emotion Regulation Scale–Short Form (DERS-SF), and 0.680 for the Rosenberg Self-Esteem Scale (RSES), indicating acceptable internal consistency.

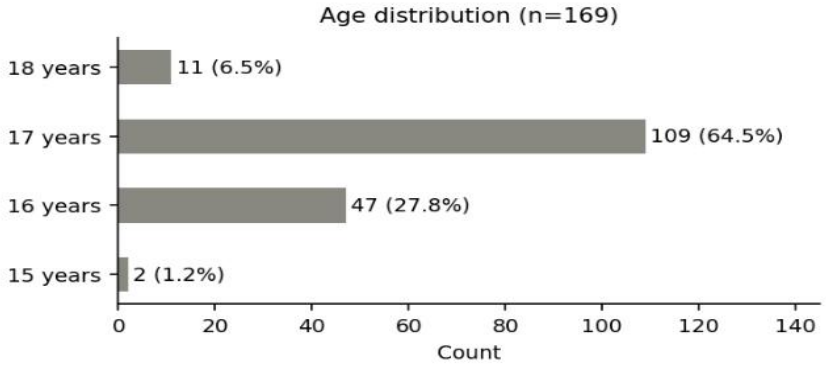
Analysis

Descriptive statistical analysis was conducted to examine the distribution of the data, including frequencies, percentages, means, standard deviations, as well as minimum and maximum values. This analysis was used to describe family characteristics, the level of family harmony, emotion dysregulation, and adolescents' self-esteem in rural Bogor. Furthermore, Pearson's correlation analysis was conducted to assess the relationship between family characteristics, adolescent characteristics, the level of family harmony, emotion dysregulation and adolescent self-esteem. Finally, multiple linear regression analysis was employed to examine the effects of family characteristics, adolescent characteristics, the level of family harmony, and emotion dysregulation on adolescents' self-esteem. Demographic variables were included as theoretically relevant control variables to account for potential confounding influences on adolescent self-esteem, particularly family socioeconomic and parental background characteristics. Prior to regression analysis, assumption testing was conducted. Multicollinearity was assessed using Variance Inflation Factor (VIF) values, which were all below the recommended threshold, indicating no serious multicollinearity among predictors. Residual analysis also indicated that the assumptions of normality and homoscedasticity were adequately met, and no influential outliers were identified.

Findings

Adolescent Characteristics

According to Figure 1, the characteristics of adolescents in this study included age, gender, and district. More than half of respondents (64.5%) were 17 years old, with a higher number of female adolescents compared to male adolescents. The total number of respondents from Sukajaya was 84, while Jasinga had 85 respondents. All participants who met the age criteria were students in the 11th grade (aged 15–18 years).



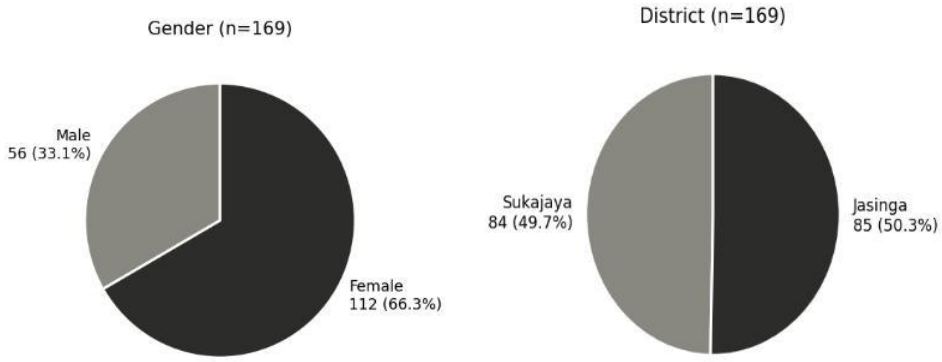


Figure 1. Adolescent Characteristics

Family Characteristics

In Figure 1, the family characteristics examined in this study included the father's age, the mother's age, the father's educational level, the mother's educational level, the father's occupation, and the mother's occupation. Based on Hurlock (1996), categorization, the findings indicated that most fathers and mothers were in the middle adulthood stage (40–60 years old). More than half of both fathers and mothers had completed elementary school or its equivalent as their highest education level.

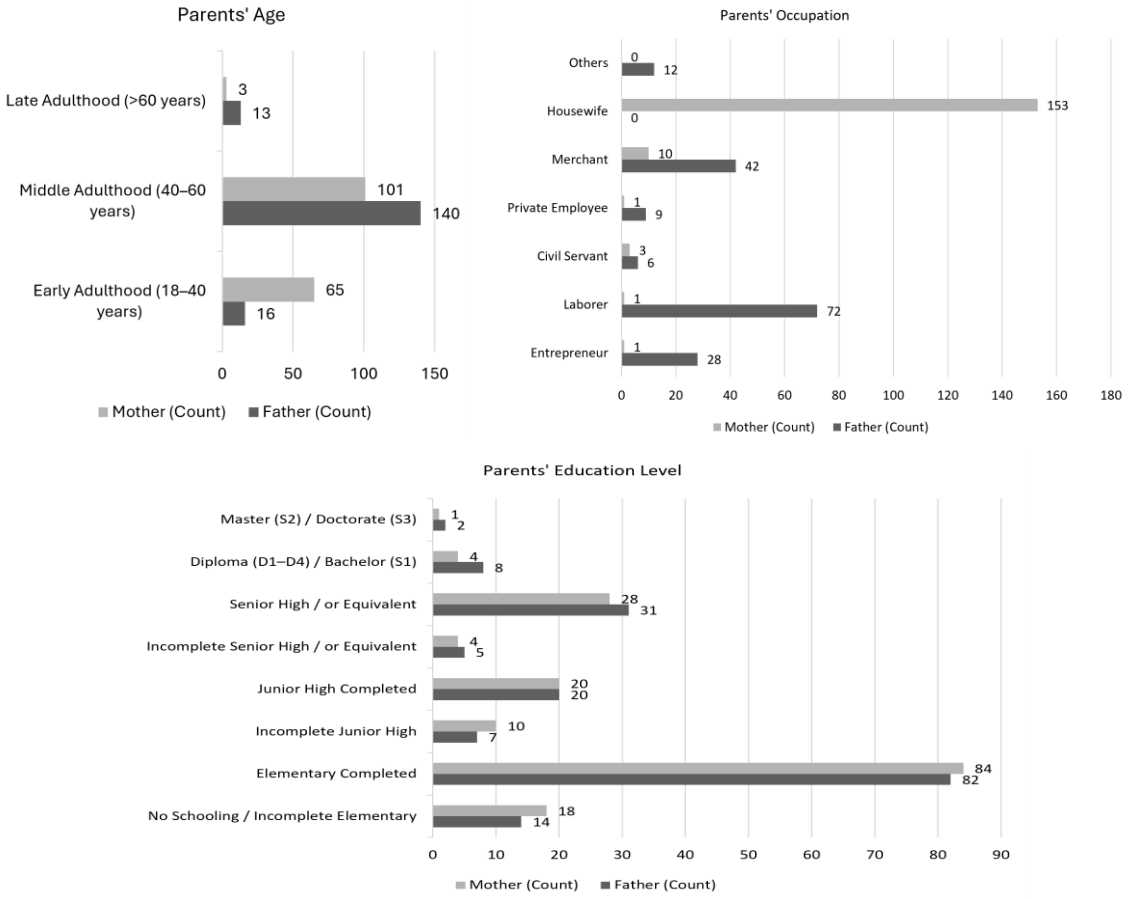


Figure 2. Family Characteristics

The lowest educational level was did not complete elementary school/no formal education, while the highest was postgraduate degree (Master's/Doctorate). Furthermore, most fathers worked as laborers, while most mothers were housewives. The results also showed that more than half of families had a monthly income below IDR 1,000,000, with the smallest proportion earning above IDR 5,500,000. Almost all respondents came from intact families. According to BKKBN (1998), more than half of the adolescents lived in medium-sized families. Based on the Bogor Regency poverty line (BPS, 2024) and the BPS poverty classification (2025), more than half of the adolescents' families were categorized poor.

Family Harmony

Family harmony refers to the extent to which relationships among family members are positive, supportive, and relatively free from conflict. This concept reflects how effectively communication, cooperation, and mutual respect are practiced within the family environment. As shown in Table 1, the results indicate that the family identity dimension achieved the highest score, whereas the patience dimension recorded the lowest. The patience dimension describes family members' capacity to understand one another, manage emotions, and accept differences with empathy. Meanwhile, the family identity dimension captures feelings of pride, attachment, and the inclination to integrate positive family values into one's self-concept. A strong family identity suggests that adolescents experience a solid sense of belonging, which may contribute to higher self-esteem. Conversely, a lower level of patience within the family points to a greater risk of conflict, which could potentially undermine adolescents' self-esteem.

Table 1. Distribution of family harmony categories

Family Harmony	Category						Min-Max	Mean±SD
	Low		Moderate		High			
	n	%	n	%	n	%		
Communication	20	11.8	55	32.5	94	55.6	8.3-100.0	79.7±17.2
Conflict Resolution	34	20.1	53	31.4	82	48.5	10.0-100.0	74.8±16.8
Patience	45	26.6	57	33.7	67	39.6	8.3-100.0	72.4±18.5
Family Identity	27	16.0	40	23.7	102	60.4	0.0-100.0	79.9±19.2
Quality Time	19	11.2	58	34.3	92	54.4	7.1-100.0	80.2±18.0
Dimension Total	18	10.7	60	35.0	91	53.5	10.4-100.0	77.9±16.0

Note. n=number; %=percentage; SD=standard deviation

Emotion Dysregulation

Emotion dysregulation refers to an individual's capacity to identify, comprehend, and regulate emotions, including challenges in controlling emotional responses and difficulties in using adaptive emotion regulation strategies across different situations. As presented in Table 2, the findings show that the dimension of limited access to emotion regulation strategies received a low score, whereas the lack of emotional clarity dimension received the highest score. The low score on limited access to emotion regulation strategies suggests that adolescents retain a certain level of ability to manage their emotions, which may have a positive contribution to their self-esteem. In contrast, the high score on the lack of emotional clarity dimension indicates difficulties in

recognizing and understanding one's own emotions, a condition that may, in turn, negatively affect self-esteem.

Table 2. Distribution of emotion dysregulation categories

Emotion Dysregulation	Category						Min-Max	Mean±SD
	Low		Moderate		High			
	n	%	n	%	n	%		
Emotional Denial	38	22.5	88	52.1	43	25.4	0.0-100.0	50.9±25.0
Difficulty Focusing on Goals	26	15.4	69	40.8	74	43.8	0.0-100.0	61.9±26.7
Difficulty Controlling Impulses	49	29.0	71	42.0	49	29.0	0.0-100.0	50.3±30.8
Minimal Emotional Regulation Strategies	65	38.5	85	50.3	19	11.2	0.0-100.0	42.8±23.6
Lack of Emotional Clarity	39	23.1	50	29.6	80	47.3	0.0-100.0	65.8±31.0
Dimension Total	20	11.8	110	65.1	35	20.7	9.3-98.4	52.2±19.2

Note. n=number; %=percentage; SD=standard deviation

Self-Esteem

Self-esteem is defined as a psychological concept that measures an individual's ability to evaluate themselves positively or negatively, in terms of competence, achievement, and sense of self-worth as an individual. In other words, self-esteem reflects an individual's belief in their intrinsic value and the perceived importance of their existence within the social environment. Table 3 shows that most adolescents fall into the moderate category of self-esteem, although they tend toward the lower end. This result reflects that they possess a fairly positive self-evaluation; however, it is not fully stable or strong. This condition may be influenced by external factors, including the rural environment, which offers limited access to education, self-development facilities, and opportunities to explore and express one's potential. These conditions may hinder the optimal development of adolescents' self-esteem.

Table 3. Distribution of self-esteem categories

Self-Esteem	n	%
Low (<50)	50	29.6
Moderate (50-83.3)	117	69.2
High (>83.3)	1	0.6
Min - Max	13.3-90.0	
Mean±SD	54.9-12.8	

Notes. n=number; %=percentage; SD=standard deviation

The Relationship of Adolescent Characteristics, Family Characteristics, Family Harmony, Emotion Dysregulation, and Self-Esteem

The correlation test examined relationships among adolescents' characteristics, family harmony, emotion dysregulation, and self-esteem. Table 4 shows that age had a significant positive correlation with the patience dimension ($r = 0.156$; $p < 0.05$), indicating that older adolescents tend to be more patient in handling family situations. This tendency may be related to greater experience and understanding of family dynamics. Gender showed significant positive correlations with emotional rejection ($r = 0.177$; $p < 0.05$), difficulty maintaining goal-directed behavior ($r = 0.209$; $p < 0.01$), and lack of emotional clarity ($r = 0.238$; $p < 0.01$). Female adolescents (0 = male, 1 = female)

were more likely to struggle in managing negative emotions, maintaining focus, and understanding their feelings, which may relate to higher emotional sensitivity and the need for stronger emotional support.

Table 4. The relationship of adolescent characteristics, family characteristics, family harmony, emotion dysregulation, and self-esteem

Adolescent Characteristics	**Age**	**Gender**
Family Harmony Variable		
Communication	0.095	0.013
Conflict Resolution	0.109	-0.040
Patience	0.156*	-0.047
Family Identity	-0.027	0.025
Quality Time	0.054	0.038
Family Harmony Total	0.085	-0.003
Emotion Dysregulation Variable		
Emotional Denial	0.005	0.177*
Difficulty Focusing on Goals	-0.073	0.209**
Difficulty Controlling Impulses	-0.075	0.009
Minimal Emotional Regulation Strategies	-0.089	-0.037
Lack of Emotional Clarity	-0.125	0.238**
Emotional Dysregulation Total	-0.100	0.134
Self-Esteem Variable		
Self-Esteem Total	0.040	-0.135

Notes. *significant at $p < 0.05$ (2-tailed); **significant at $p < 0.01$ (2-tailed)

The result from Table 5 indicates that family harmony has a significant positive correlation with total self-esteem (RSES total). Higher scores in communication ($r = 0.345$; $p < 0.01$), conflict resolution ($r = 0.362$; $p < 0.01$), patience ($r = 0.329$; $p < 0.01$), family identity ($r = 0.297$; $p < 0.01$), quality time ($r = 0.327$; $p < 0.01$), and overall family harmony ($r = 0.370$; $p < 0.01$) are associated with higher self-esteem. This finding suggests that a harmonious family characterized by effective communication, patience, and emotional support plays an important role in strengthening adolescents' sense of self-worth. In contrast, emotion dysregulation shows a significant negative correlation with self-esteem (RSES total). Specially, emotional rejection ($r = 0.199$; $p < 0.01$), impulse control difficulties ($r = 0.157$; $p < 0.05$), limited regulation strategies ($r = 0.324$; $p < 0.01$), lack of emotional clarity ($r = 0.356$; $p < 0.01$), and overall emotion dysregulation ($r = 0.330$; $p < 0.01$) are associated with lower self-esteem, whereas difficulties maintaining goals show no correlation. Overall, these results highlight the importance of effective emotional regulation in supporting adolescents' self-esteem.

Table 5. The relationship of family harmony, emotion dysregulation, and self-esteem

Variable	TE	DT	MI	SP	JE	ED	SE
Communication	0.101	0.057	0.044	0.019	-0.137	0.026	0.345**
Conflict Resolution	0.094	0.097	-0.086	-0.111	-0.069	-0.034	0.362**
Patience	0.115	-0.005	-0.037	0.020	-0.050	0.013	0.329**
Family Identity	0.107	0.116	0.002	-0.077	0.008	0.029	0.297**
Quality Time	0.127	0.096	-0.081	-0.128	-0.028	-0.023	0.327**
Family Harmony Total	0.122	0.099	-0.058	-0.102	-0.038	-0.009	0.370**
Emotional Denial	1	0.360**	0.210**	0.486**	0.366**	0.662**	-0.199*
Difficulty Focusing on Goals	0.360**	1	0.373**	0.383**	0.307**	0.671**	-0.144
Difficulty Controlling Impulses	0.210**	0.373**	1	0.451**	0.338**	0.692**	-0.157*
Minimal Emotional Regulation Strategies	0.486**	0.383**	0.451**	1	0.483**	0.837**	-0.324**
Lack of Emotional Clarity	0.366**	0.307**	0.338**	0.483**	1	0.659**	-0.356**
Emotion Dysregulation Total	0.662**	0.671**	0.692**	0.837**	0.659**	1	-0.330**

Notes. *significant at $p < 0.05$ (2-tailed); **significant at $p < 0.01$ (2-tailed); TE=Emotional Response; DT=Goal-Directed; MI=Impulse Control; SP=Emotional Regulation Strategies; JE=Emotional Clarity; ED=Emotion Dysregulation; SE=Self-Esteem

The Influence of Adolescent Characteristics, Family Characteristics, Family Harmony, Emotion Dysregulation, and Self-Esteem

The regression analysis results in Table 6 were significant ($F = 5.158$; $p = 0.000$**), indicating that the regression model was statistically significant and showed the influence of the independent variables on self-esteem. The Adjusted R^2 value of 0.244 means that 24.4 per cent of the variation in adolescents' self-esteem is explained by family harmony and emotional dysregulation, while the rest is explained by other factors not examined in this study.

Family harmony has a significant positive effect on adolescents' self-esteem ($\beta = 0.353$; $p = 0.000$*), meaning that the more harmonious the family, the higher their self-esteem. Conversely, emotional dysregulation has a significant negative effect ($\beta = -0.311$; $p = 0.000$*), indicating that the more difficulties adolescents have in regulating emotions, the lower their self-esteem. This finding suggests that psychological and relational factors within the family play an important role in adolescents' self-esteem.

The regression analysis used the total scores of family harmony and emotional dysregulation variables because, theoretically, these constructs consist of several interrelated aspects. Therefore, the total score was used to capture the overall influence of these multidimensional constructs on adolescents' self-esteem.

Table 6. The influence of adolescent characteristics, family characteristics, family harmony, emotional dysregulation, and self-esteem

Variable	Self-Esteem		Sig.
	Unstandardized Sig. Coefficient β	Standardized Coefficient β	
(Constant)	66.424		**0.014**
Adolescent Age	-0.718	-0.032	0.648
Gender	-2.943	-0.108	0.126
Father's Age	-0.164	-0.099	0.343
Mother's Age	0.064	0.034	0.754
Father's Education Level	1.532	0.028	0.760
Mother's Education Level	-12.003	-0.159	0.119
Father's Occupation	-1.694	0.038	0.681
Mother's Occupation	13.400	0.159	0.116
Family Income	-0.454	-0.012	0.873
Number of Family Members	-0.681	-0.064	0.399
Family Harmony	0.281	0.353	0.000*
Emotion Dysregulation	-0.207	-0.311	0.000*
F	5.158		
Adjusted R-Square	0.229		
R Square	0.284		
Sig.	0.000**		

Notes. *significant at $p < 0.05$ (2-tailed); **significant at $p < 0.01$ (2-tailed)

Discussion

The demographic characteristics of the respondents in this study indicate a relatively homogeneous profile, with most participants aged 17 years and enrolled in the 11th grade. This developmental stage represents a critical period marked by ongoing identity exploration and increasing social pressures arising from interactions with peers and family members (Utami et al., 2018). As a transitional phase toward early adulthood, the 11th grade is accompanied by greater academic demands and the need for adolescents to make significant decisions regarding their future education. Together, these circumstances play a significant role in shaping adolescents' psychological development and emotional well-being (Windarwati et al., 2021).

Economic hardship is further shaped by the household structure, as most respondents live in families consisting of five to seven members. In the context of financial limitation, larger family sizes can place additional strain on household resources and increase the likelihood of interpersonal tension. However, previous research suggests that families characterized by harmony and emotional support may serve as important protective factors, helping adolescents cope with psychological stress arising from economic adversities that can otherwise interfere with emotional

regulation and identity development (Sterrett-Hong et al., 2020). Accordingly, fostering a supportive and harmonious family environment remains crucial for strengthening adolescents' psychological resilience in the present sample.

Despite economic limitations, the findings of this study suggest that most adolescents in Bogor Regency grow up in relatively harmonious family environments. This observation invites a reconsideration of the common assumption that low socioeconomic status is inevitably linked to low levels of family harmony. It also aligns with previous research indicating that rural families with limited financial resources may still maintain strong familial bonds (Medellu & Azzahra, 2022). One key element supporting this harmony appears to be effective daily communication, which forms the basis of emotional connectedness within the family. Research by Wulaningsih and Krisnatuti (2020) found that husband-wife interactions and parent-child relationships have a significant impact on family harmony. Conversely, miscommunication may give rise to more complex relational issues, particularly in families experiencing economic difficulties (Helmanda & Pratiwi, 2018).

Positive parent–child relationships and supportive parenting practices have been recognized as important to adolescents' self-confidence and self-esteem (Ram et al., 2017). In line with this perspective, Sari and Alfiasari (2024) found that a higher level of parental supprot were associated with higher students' self-esteem. Bogor Regency represents a local context where the sense of family harmony is further supported by cultural values, particularly the Sundanese principle that emphasizes affection, care, and emotional warmth, which contribute to the maintenance of children's emotional stability despite financial hardship (Herawati et al., 2019).

Furthermore, the hypothesis proposing a negative association between low socioeconomic status and family harmony was not fully supported, as the findings indicate that family harmony remains at a relatively high level. This finding can be interpreted through Bronfenbrenner's Ecological Systems Theory, particularly the microsystem level, which emphasizes the immediate environment where adolescents interact directly with family members. Within this microsystem, supportive family interactions, emotional responsiveness, and effective communication play important roles in shaping adolescents' psychological development and self-perception.

Regarding emotional dysregulation, the findings show that most adolescents fall within the moderate category. This indicates that challenges in managing emotions are relatively common, which may be related to limited access to emotional education and psychosocial resources in rural areas (Annisa, 2023). Emotional regulation is closely intertwined with family functioning, as adolescents who grow up in harmonious families marked by open communication and emotional warmth tend to develop more adaptive strategies for regulating their emotions (Farih & Wulandari, 2022).

Instead, the results highlight that several dimensions of emotional dysregulation, including emotional rejection, impulse control difficulties, and limited regulation strategies, may undermine adolescents' self-evaluations. Adolescents who struggle to understand and manage their emotions may experience frustration and negative self-perceptions, which can gradually weaken their sense of self-worth.

Regarding self-esteem, most adolescents in this study fall within the moderate category. Although family harmony appears relatively high, adolescents' self-esteem

seems to be shaped by a range of external influences, including limited parental support (Birkeland et al., 2014), inconsistent parenting styles (Febrina et al., 2018), and social pressures associated with economic hardship and social comparison with more economically advantaged peers (Auttama et al., 2021; Orth et al., 2018). In addition, the transitional period of adolescence, with biological and social changes, may contribute to temporary fluctuations and declines in self-esteem (Febrina et al., 2018).

The correlation results further highlight the importance of family harmony as a key foundation for adolescents' self-esteem, as all of its dimensions show positive associations. Among these dimensions, conflict resolution demonstrates the strongest relationship, suggesting that the families' capacity to address and resolve disagreements in constructive ways plays a crucial role in shaping adolescents' emotional experiences and supporting the development of a positive self-concept (Arya & Syanti, 2022). Other dimensions such as communication, patience, family identity, and quality time may also strengthen adolescents' sense of belonging and emotional security, which are closely related to the development of healthy self-esteem. In contrast, most dimensions of emotional dysregulation are negatively associated with self-esteem, indicating that more limited emotional regulation capacities tend to be linked to less favorable self-perceptions (Gomez-Baya et al., 2016). Difficulties such as emotional rejection, impulse control problems, and limited access to adaptive regulation strategies may increase adolescents' vulnerability to negative emotional experiences, which can weaken their confidence and overall self-evaluation.

Regression analyses indicate that family harmony and emotional dysregulation significantly influence adolescents' self-esteem, with family harmony showing a positive association and emotional dysregulation demonstrating a negative association (Taccini et al., 2024; Windarwati et al., 2021). Although the regression model significantly explained 22.9% of the variance in adolescents' self-esteem, a substantial proportion of variance remained unexplained. This suggests that other contextual and individual factors, such as peer relationships, academic experiences, parenting styles, or social media exposure, may also contribute to adolescents' self-esteem and warrant further investigation.

These findings highlight the importance of harmonious family relationships as a protective factor for adolescents' psychological well-being, particularly in economically vulnerable rural settings. The results further suggest that emotional support, communication quality, and constructive conflict resolution within the family may play important roles in strengthening adolescents' self-worth and helping them manage emotional difficulties more effectively. In rural families facing economic limitations, supportive family interactions may provide emotional stability and a sense of security that contribute to healthier psychological adjustment among adolescents.

From an ecological perspective, the results are consistent with Bronfenbrenner's ecological systems theory, which emphasizes that adolescent development is shaped through reciprocal interactions between individual characteristics and the surrounding social environment, particularly within the family microsystem (Bronfenbrenner & Morris, 1998). In this study, emotion dysregulation reflects adolescents' individual emotional characteristics, whereas family harmony represents the quality of interactions within their immediate social environment. The findings therefore reinforce

the ecological perspective that adolescents' self-esteem is influenced not only by internal emotional processes but also by the relational climate within the family. Positive family interactions may function as a protective microsystem factor that supports adolescents' emotional adjustment and psychological well-being.

Although this study provides important insights into the relationships among family harmony, emotion dysregulation, and adolescents' self-esteem in rural areas, several limitations should be acknowledged. First, the cross-sectional design limits causal inference among family harmony, emotional dysregulation, and self-esteem. Future studies are encouraged to employ longitudinal designs to better examine developmental pathways and causal relationships. Second, the use of purposive sampling involving adolescents from only two public senior high schools in rural Bogor Regency, as well as the restriction to intact families with both biological parents, may limit the generalizability of the findings to adolescents from different family structures, urban settings, or sociocultural backgrounds. Third, the use of self-report questionnaires may introduce response bias, as all variables were assessed based on adolescents' subjective perceptions. In particular, family harmony reflected adolescents' perceived family functioning and may not fully represent objective family dynamics. Future research is encouraged to incorporate multiple informants, such as parents, teachers, or observational methods. In addition, the inclusion of multiple demographic control variables relative to the sample size may have increased model complexity. Future studies with larger samples may consider more parsimonious models and further examine potential mediating mechanisms, particularly whether emotion dysregulation mediates the relationship between family harmony and adolescents' self-esteem

Conclusion and Recommendation

Conclusion

The findings of this study indicate that most adolescents exhibit moderate levels of self-esteem and emotion dysregulation, even though they generally come from harmonious families. This underscores that economic limitations do not necessarily hinder an emotionally healthy family environment as long as effective communication and parental support are present. Furthermore, a higher level of family harmony was positively associated with self-esteem, whereas emotion dysregulation showed a negative association with self-esteem. These findings emphasize that positive family relationships can strengthen adolescents' self-worth, while emotional difficulties may reduce it. Emotional maturity was reflected in higher levels of patience among older adolescents, whereas female adolescents tended to experience greater difficulties in emotion regulation. Regression analysis also confirmed that family harmony positively affected self-esteem, while emotion dysregulation negatively affected self-esteem. Overall, these results highlight that psychological and relational factors within the family play a more significant role than demographic characteristics in shaping adolescents' self-esteem in rural areas.

These findings have important implications for family studies and adolescent intervention programs in rural settings. The results suggest that economic hardship does not necessarily weaken family harmony, indicating that families in economically

vulnerable rural settings may still maintain warm, supportive, and emotionally positive relationships. In this context, emotional support, effective communication, and constructive conflict resolution within the family appear to play important roles in strengthening adolescents' self-esteem. Therefore, family-based intervention programs may benefit from focusing on improving parent–adolescent communication, emotional responsiveness, and conflict management skills within daily family interactions. Psychoeducational programs for parents may also help families develop supportive emotional environments that strengthen adolescents' self-worth. In addition, schools and counselors in rural areas may play an important role by providing emotional regulation training and self-esteem support programs, particularly for younger female adolescents who may be more vulnerable to emotional difficulties.

Recommendation

For future researchers, it is recommended to expand the sample to include adolescents from urban and peri-urban settings to allow for broader generalization. Longitudinal designs would also be valuable to examine how family harmony and emotion dysregulation influence self-esteem over time. Future studies may also consider additional variables such as peer relationships, parenting practices, or school environment to provide a more comprehensive understanding of the factors shaping adolescent self-esteem.

For practitioners and counselors, emotion regulation programs tailored specifically for female adolescents are strongly recommended, given their greater difficulties in this area. Younger adolescents should also be prioritized in self-esteem strengthening interventions, considering their relatively lower emotional maturity. School-based programs incorporating emotional support strategies and communication skills training may serve as practical platforms for such efforts in rural settings.

For policymakers, these findings highlight the importance of investing in community-based family support programs in rural areas, particularly those targeting psychological well-being and relational quality rather than focusing solely on economic assistance. Given that family harmony proved to be a stronger predictor of adolescent self-esteem than economic conditions, policy frameworks should allocate resources toward programs that strengthen family functioning and emotional resilience at the community level.

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