

## Overview of Psychological Well-Being After The Flood Disaster in Meteseh Village Semarang City

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### Abstract

A disaster is an event or incident caused by natural or human factors, resulting in human casualties, environmental damage, property loss, and psychological impacts on disaster victims. One such disaster is flooding. This study aims to describe psychological well-being after a flood disaster. This study used descriptive analysis techniques, with a sample size of 105 respondents using purposive sampling. The study was conducted over 21 days from May 11 to May 31. The measurement tool used was a Psychological Well-Being scale questionnaire. Data analysis was performed using univariate analysis with frequency distribution tables. The results of this study showed that 34 respondents or 32.4% had moderate psychological well-being. Based on this study, it is hoped that the scope of research can be expanded to be more complete and useful. This study recommends that psychological well-being be included in disaster nursing studies and as a basis for disaster nursing interventions.

**Keywords:** disaster, flood, psychological well-being

### INTRODUCTION

A disaster is an event or incident caused by natural or human factors, resulting in human casualties, environmental damage, property loss, and psychological impacts on disaster victims. Data from the *Guideline for Reducing Flood Losses, United Nations-International Strategy for Disaster Reduction* (UN-ISDR) shows that the number of disaster events worldwide related to floods from 1990 to 2015 has increased, from 20 events in 1990 to 147 events in 2015, with the highest number of deaths in 1999 at  $\pm 35,000$ . Based on data obtained from the Agency for the Assessment and Application of Technology (BPPT) in 2016, floods ranked first in the world among various natural disasters, accounting for 55% of all disasters.

This also occurs in Indonesia, a country with a tropical climate that has the potential for high rainfall intensity. Floods occur almost every year in Indonesia, which has experienced 12,366 natural disasters, consisting of 26.7% geological disasters and 73.3% hydrometeorological disasters. According to the BNPB's annual report, there were 3,058 natural disasters throughout 2021. The most frequent natural disaster was flooding, with 1,288 incidents, followed by extreme weather with 791 cases and landslides with 623 cases. The high number of natural disasters in Indonesia is greatly influenced by the frequently changing weather. Areas close to the coast often experience flooding due to high rainfall or high tides, but more often due to high rainfall. Very high rainfall causes rivers to overflow onto highways, narrow alleys in villages, and submerge several houses. This results in floods that occur almost every year in Indonesia. During 2020, there were 726 floods in Indonesia (Agnesia & Nopianto, 2022).

A flood disaster is a natural event where land is submerged by water. The unpredictable global climate change in recent years, which has been dominated by the rainy season, is expected to lead to an increase in the number of landslides. Landslides that cause rivers to be blocked, or what can be called natural dams, have the potential to trigger flash floods. As in previous years, during the rainy season, such as January-February, all parties, both the government and the community, are usually concerned about the arrival of floods. Rainfall during this period is usually higher than in other months, so people living in flood-prone areas (riverbanks, floodplains, coasts, etc.) or who regularly experience flooding are usually prepared for the worst-case scenario, especially if they live near bodies of water, particularly rivers. Rainfall in most parts of Indonesia has caused flooding

in many places, such as in the cities of Bandung, Jakarta, Semarang, Manado, Lamongan, Serang, and several other cities/regions both on the island of Java and outside Java (Sania, 2020).

The city of Semarang is the capital of Central Java Province, which has experienced rapid development. The development of Semarang has led to an increase in population. Based on data from the Semarang City Disaster Management Agency (BPBD), flooding disasters in Semarang occurred frequently between 2014 and 2018. As the capital of Central Java Province and an industrial city, Semarang is prone to flooding. Semarang City is an area that often experiences flooding during the rainy season, with flooding occurring at several points in Semarang City, especially in the areas of the Tenggeng Semarang River, Bringin River, Pengkol River, and Babon River. Rainwater, which initially had the opportunity to seep into the ground, resulted in reduced water absorption due to a lack of absorption areas. Geographically, Semarang City is located on the north coast of East Java, with an area of 37,366,838 ha or 373.7 km<sup>2</sup>. Semarang City is divided into 16 subdistricts and 177 villages. Semarang is bordered on the west by Kendal Regency. To the east by Demak Regency, to the south by Semarang Regency, and to the north by the Java Sea, with a coastline length of 13.6 km. There were 30 recorded cases of flooding in 2016, and this increased to 36 cases in 2017. Of the 16 subdistricts in Semarang City, 10 are prone to flooding. In 2018, there were 2,085 victims affected by flooding and displaced, and 529 houses were submerged, two of which were damaged by the flood (BPBD, 2018).

The 2022 flood disaster in Semarang City caused significant losses to flood victims. These losses included material, non-material, and socio-cultural losses. Flood disasters often occur in areas that experience frequent weather changes. Semarang City has two types of terrain: hills and lowlands (coastal areas), which are coastal areas with a coastline of 13.6 km. This has an impact on climate change in Semarang City, especially in coastal areas. The coastal areas in Semarang City that are prone to flooding include Tanjung Mas, Gayamsari, Tambakrejo, Kaligawe, Tenggeng, Terboyo, Mangkang, and Genuk. Based on data from several areas in Semarang City Province, the most vulnerable impact on flood victims is psychological. Psychological impact is a mental trait viewed from a psychological perspective. In relation to the stimuli and responses that drive a person's behavior, psychological impacts can be seen as the result of stimuli and responses acting on a person. Psychological impacts are also positive or negative influences that arise from stimuli and responses acting on a person, where these influences are apparent in individual behavior (Sarwono, 2013).

Baron & Byrne argue that psychosocial is a branch of psychology that seeks to understand and explain how individuals think, feel, and behave when influenced by the presence of other people. Their presence can be felt directly, imagined, or implied. Psychosocial is the connection between two aspects, namely psychological and social aspects. The psychological aspect relates to emotional and cognitive development associated with the ability to learn, feel, and remember. The social aspect relates to a person's ability to establish relationships with others by following cultural and social norms (Myers, 2013).

Erikson's theory of personality development is one of the most influential theories in psychology. For Erikson, personality dynamics are always manifested as a result of the interaction between basic biological needs and their expression as social actions. Central to Erikson's theory of ego development is an assumption about the development of every human being, which is a universally defined stage in every human life. This psychosocial development theory is one of the best personality theories in psychology. Like Sigmund Freud, Erikson believed that personality develops in several stages. One important element of Erikson's psychosocial stage theory is the development of ego equilibrium. Ego equilibrium is a conscious feeling that we develop through social interaction (Erikson, 2017).

The magnitude of the impact caused by floods, such as damage to homes and public facilities, as well as the loss of life, causes psychological trauma for the affected communities. Various emergency response activities have been carried out to help victims of flash floods. In the rehabilitation and reconstruction stages, home repairs are an important component that must be carried out in order to restore the community's livelihood. Home repairs are expected to be the first

step in accelerating the disappearance of psychological pressure on victims. In addition, it will also provide confidence and a solid foundation to immediately seek economic resources and quickly recover from their predicament (BPDB, 2018).

The floods caused trauma and stress to the post-flood community, resulting in interrelated impacts such as physical and psychological conditions of stress and trauma, which in turn had implications for the economic conditions of the flood victims. This occurred when heavy rains of long duration were accompanied by high tides, causing the water volume to rise and resulting in flooding. The problems arising from the flood disaster can be physical or psychological. Physically, efforts have been made to rebuild houses that were destroyed, schools, and other public facilities that were damaged by the floods. Various forms of assistance, from the emergency response stage to the reconstruction and rehabilitation stages, have revived the spirits of the flood victims and actively channeled them towards the collective well-being (Kemenppa, 2016).

The concept of collective well-being is adapted from individual well-being, which states that health and well-being are not only the absence of illness and weakness but also the presence of positive conditions. A community can be considered an entity in and of itself, shaped by cultural, organizational, political, and social factors. Thus, collective well-being can be conceptualized as a group-level construct for populations of people, such as residents of a geographic unit (e.g., neighborhood, city, or county), analogous to other group-level constructs such as culture, social cohesion (i.e., group connectedness and cooperation), or collective efficacy (i.e., a group's perception of their ability to succeed in a task). Collective well-being connects individual community members' perceptions of life in the community. Thus, collective well-being depends on individual well-being, but this association is bidirectional, and group properties also influence individuals (Roy, Riley, Sears & Rula, 2018).

Individual well-being is also known as psychological well-being, which is a concept of psychological well-being that refers to an individual's positive psychological state that allows them to function optimally and reach their potential. The concept of psychological well-being is theoretical, meaning that the conceptualization of this form of well-being begins with basic assumptions about optimal human psychological functioning, such as happiness (eudemonic well-being), self-actualization, or fully functioning person (Ryff, 2018).

Carol D. Ryff (1989) divides psychological well-being into six dimensions: (1) self-acceptance, which is the description of an individual's acceptance of themselves, including all their shortcomings, strengths, and past. (2) Positive relations with others, which shows that the patterns and quality of an individual's social interactions are warm, satisfying, and mutually and sharing, which also reflects an individual's ability to empathize with others. (3) Autonomy, which refers to an individual's freedom to act according to their will and ability to deal with pressure from other individuals and the environment. (4) Environmental mastery describes an individual's belief that they are capable of managing their surroundings, utilizing available resources, and creating conditions conducive to fulfilling their needs. (5) Personal growth expresses an individual's perception of their own development and (6) purpose in life. This explains an individual's perspective on the goals and direction of their life, how they interpret their current life and their past.

Based on the results of research conducted by Indrawati (2019), psychological well-being is influenced by religiosity and resilience. Individuals who are resilient and always worship will also have high psychological well-being. The results of the research conducted by Indrawati (2019) are in line with previous research conducted by Purwanti and Kustanti (2018), which showed that resilience is positively related to psychological well-being.

Referring to the above studies, it can be concluded that people will be more psychologically well-off in facing disasters (floods) if they are able to fulfill all aspects of their psychological well-being. Based on the results of a preliminary study conducted by researchers in the Meteseh sub-district of Semarang City, the 2023 flood victims were obtained based on the RW group, namely: (RW 26, RT 6, KK 39, 139 people), (RW 5, RT 5, KK 10, 37 people), (RW 5, RT 3, KK 18, 78 people), and (RW 5, RT 4, KK 2, 10 people). Conducted on 3 respondents, it was found that 3

(100%) respondents had psychological well-being issues psychological well-being with a very high category. This is what made the researcher very interested in conducting research and raising the title "Description of Psychological Well-Being After the Flood Disaster in Meteseh Village, Semarang City."

## METHOD

The research design used in this study was a quantitative descriptive method. There were 105 respondents in this study, with purposive sampling used as the sampling technique. The location of this study was in Meteseh Village, Semarang City in May 2023. The data collection tool used in this study was a psychological well-being questionnaire to measure psychological well-being issues among flood victims.

## RESULTS AND DISCUSSION

### 1. Characteristics Based on Age

**Table 1.1 Frequency Distribution of Respondents Based on Age Among Flood Disaster Victims in Meteseh Village May 2023**

(n = 105)		
Age	Frequency	Percentage
17-25 Late Adolescents	45	42
26-35 Early Adults	34	32.4
36-45 Late adulthood	13	12.4
46-55 Early elderly	13	12.4
56-65 Late elderly	0	0
<b>Total</b>	<b>105</b>	<b>100</b>

Based on Table 1.1, it shows that the characteristics of the 105 respondents based on age are mostly aged 17-25 years, namely 45 respondents (42.9%). The age factor shows a t of psychological well-being as individuals become more mature. This study is in line with research conducted by Riski Rahayu (2023), which found that differences in age in improving psychological well-being will vary according to the experiences gained; the more mature an individual is, the more mature they will be in achieving well-being (Rahayu, 2023).

This study is also in line with research conducted by Carol D. Ryff, which shows that the three age groups, namely early adulthood, middle adulthood, and late adulthood, have varying degrees of psychological well-being. In certain high and low dimensions, the psychological well-being of the three age groups differs. Early adults score highest on purpose in life, self-acceptance, and self-development, but low on autonomy, mastery of the environment, and positive interpersonal relationships. The results of this study show that subjects in middle adulthood have higher psychological well-being than those in early adulthood. Subjects in late adulthood also have high psychological well-being, but there are some areas of low psychological well-being due to previous experiences, indicating that age can also influence the psychological well-being of flood victims (Ryff 2018).

### 2. Characteristics Based on Education Level

**Table 1.2 Frequency Distribution of Respondents Based on Education Level Among Flood Disaster Victims in Meteseh Village, May 2023**

(n = 105)		
Level of Education	Frequency	Percentage (%)
No schooling	0	0
Elementary	10	9.5
Junior High School	13	12.4
High School	64	61
Higher Education	18	17.1
<b>Total</b>	<b>105</b>	<b>100</b>

Table 1.2 shows that the characteristics of the 105 respondents based on their level of education indicate that most of them had a high school education, namely 64 respondents (61.0%). Coral D. Ryff states that education is another factor that can influence psychological well-being, which is one of the significant variables in the level of psychological well-being related to life goals. Among flood disaster victims, subjects who did not attend school had lower psychological well-being than subjects who did attend school (Ryff, 2018).

The results of this study are in line with several studies, Sarma (2014) & Ryff (in Ryan & Deccy, 2001: 153), both of which found that individuals with low social status, income, and education levels have lower psychological well-being. Educational level, where individuals with higher educational levels have better environmental awareness and psychological well-being (Sharma, 2014).

### 3. Characteristics Based on Gender

**Table 1.3 Frequency Distribution Based on Gender Among Flood Disaster Victims in Meteseh Village May 2023**

(n = 105)		
Gender	Frequency	Percentage
Female	58	55.2
Men	47	44.8
<b>Total</b>	<b>105</b>	<b>100</b>

Based on Table 1.3, it shows that the characteristics of the 105 respondents based on gender are predominantly female, with 58 respondents (55.2%). According to Coral D. Ryff, the level of psychological well-being between men and women varies. Women have a higher significance value than men because they are more capable of interacting with their environment than men. Women tend to have better interpersonal relationships than men. This difference is based on aspects of relationships with others and self-development. Ryff (Liwarti, 2013).

Unlike Coral D. Ryff's research, this study found that men have better psychological well-being than women. In line with a 2014 study by Winda Tanujaya entitled "The Relationship Between Job Satisfaction and Psychological Well-being in Cleaner Employees," the majority of male cleaning employees have high psychological well- , while female cleaning employees have low psychological well-being.

### 4. Overview of Psychological Well-Being After the Flood Disaster

**Table 1.4 Frequency Distribution of Psychological Well-Being Profile After Flood Disaster in Meteseh Subdistrict, Semarang City, May 2023**

(n = 105)		
Psychological Well-Being	Frequency	Percentage (%)
Very Low	5	4.8

Low	33	31.4
Moderate	34	32.4
High	24	22.9
Very High	9	8.6
<b>Total</b>	<b>105</b>	<b>100</b>

Based on Table 1.4, it shows that of the 105 victims of the flood disaster in Meteseh Village, most had moderate psychological well-being, with 34 respondents (32.4%) falling into this category. Based on the questionnaire results obtained by the researcher, the subjects had strong and moderate psychological well-being. The subjects were able to survive in this flood disaster situation because they received encouragement and support from the people around them and they learned lessons from this event.

Psychological well-being can be achieved by individuals through six aspects, including self-acceptance, the ability to build good relationships with others, independence, mastery of the environment, having a purpose in life, and self-development. The aspects that play a role in psychological well-being in the Meteseh Village community in facing floods are broadly described as follows (Ryff, 2018).

In terms of self-acceptance, the majority of respondents (44) disagreed and had moderate self-acceptance. Some subjects were able to accept their condition during the flood disaster, while others were not yet able to accept their condition. This is because each individual has a different personality, especially when facing a flood disaster. In this study, there were several subjects who were still traumatized when exposed to stressors, while others did not experience trauma after the flood disaster. Subjects whose personalities tended to have negative traits, such as being easily angered, easily stressed, unstable in responding to things, and easily influenced by the circumstances they faced, experienced low psychological well-being. In contrast, subjects with personalities that tend to have positive traits feel that their lives are better, full of happiness, and always optimistic about the life they are living (Ryff, 2018).

In terms of positive relations with others, the majority of respondents (70) answered that they strongly agreed with this statement. The subjects stated that they had good relations with the people around them. Especially during floods like this, as stated by the subjects, they communicated with their neighbors whom they had never interacted with before. All subjects also provided mutual support and encouragement to those around them in facing this flood. According to Hartono and Yang, living in locations designated for disaster survivors, whether in evacuation posts for temporary housing or in relocation areas for women who are victims of natural disasters, increases the sense of togetherness among them, namely that they are all victims of natural disasters who are experiencing difficult situations. (Hartono and Yong, 2020)

In terms of autonomy, the majority (41 respondents) disagreed with the category of very low. The subjects stated that they were afraid of the possibility of subsequent flooding or river overflow, which would increase the water discharge. In addition, the slow arrival of aid and other necessities, as well as the evacuation process, were difficult due to the difficult terrain. This is in line with research conducted by Lamba, Munayang, and Kandou (2017), which explains that most people living in flood-prone areas experience anxiety. This is also in line with research conducted by Widhayanti, Sutono, and Warsini, which states that flood victims experience anxiety because they have to evacuate to shelters. (Widhiyanti, 2018)

In terms of environmental mastery, the majority (33 responses) disagreed with the moderate category. The subjects knew that the cause of flooding was heavy rainfall, which caused river embankments to collapse. There was also human negligence, tree felling, and excessive construction of houses around rivers. This is in line with research conducted by Baseri, Jarmie, and Anhar, which found that the causes of flooding are illegal logging without reforestation, mining activities, river siltation, and the disposal of waste into rivers. (Anhar, 2017)

In terms of purpose in life, the majority (64 responses) agreed with the high category. Subjects had different meanings of life in a flood situation like this. Some subjects were optimistic

about their future, which became their meaning of life at that moment. There are subjects who are grateful because even though they have experienced a disaster such as this flood, they still have their families intact, no one is separated, let alone dead. The subjects said that their meaning of life at this time is that they must survive in the midst of the current difficult situation and conditions. (Haryanto, 2020).

In terms of personal growth, the majority (51 responses) strongly agreed with the high category. The subjects stated that they were getting closer to Allah SWT because everything happens according to Allah SWT's will and that what humans can do is to continue to develop themselves to be better and get closer to Allah SWT. This is in line with research conducted by Linawatu and Desiningrunga (2017) that religion plays a positive role in psychological well-being. The results of this study are also consistent with previous research conducted by Indrawati, which shows that religiosity has a direct effect on psychological well-being. (Indrawati, 2019)

Individual well-being is also known as psychological well-being, which is a concept of psychological well-being that refers to a positive psychological state in which individuals can function optimally and reach their full potential. The concept of psychological well-being is theoretical, meaning that the conceptualization of this form of well-being begins with basic assumptions about optimal human psychological functioning, such as happiness (eudemonic well-being), self-actualization, or fully functioning person (Ryff, 2018).

Another factor that affects psychological well-being is socioeconomic status, which includes: level of education, income level, and level of job success. These factors have a distinct influence on psychological well-being, self-acceptance, life goals, environmental mastery, and self-development, all of which are closely related to socioeconomic status. Subjects with higher socioeconomic status usually experience more stress than those with lower socioeconomic status (Liung, 2014).

Culture can also influence psychological well-being. The culture at the relocation site is characterized by subjects speaking Javanese, with some speaking Indonesian and Sundanese, yet this coexists with a tolerant and friendly way of life. According to Carol D. Ryff, cultural factors that influence psychological well-being naturally vary according to the conditions of the community. Western culture highly values self-acceptance and independence, while Eastern culture highly values interpersonal relationships. (Ryff, 2018).

All subjects have their own meaning of life to survive this flood disaster. Based on the above description, it can be concluded that the subjects have strong and moderate psychological well-being. There are subjects who have low psychological well-being in facing the flood disaster that hit Meteseh Village.

Based on the above description, it can be understood that servants of Allah are asked to always be patient with all of Allah SWT's decisions, because everything happens according to Allah SWT's will, all losses will be replaced with something better and many times over. The community can also optimize the use of rainwater by collecting, processing, and harvesting rainwater as a concrete effort to mitigate flooding during the rainy season and to have a reserve of rainwater that can be used during the dry season (Haryanto, 2020).

#### 5. Overview of Psychological Well-Being Based on Age, Education Level, and Gender

Overview of Psychological Well-Being After the Flood Disaster in Meteseh Village Based on Age. Based on Table above, it shows that the description of psychological well-being based on age with a high category is 17-25 years (13.3%) with a high school education level (19.0%) and female gender (20.0%).

The difference in age in terms of psychological well-being will vary depending on the experiences gained; the more mature an individual is, the more mature they will be in achieving well-being. Subjects in middle adulthood have higher psychological well-being than those in early adulthood. Subjects in late adulthood also have high psychological well-being, but there are some with low psychological well-being because in late adulthood, psychological abilities decline rapidly compared to earlier stages of life. Therefore, in this study, age is also a factor that can affect the psychological well-being of flood disaster victims.

Ryff and Keyes argue that age differences influence differences in the dimensions of psychological well-being. In their research, they found that the dimensions of environmental mastery and autonomy increase with age, especially from young adulthood to middle age. The dimension of positive relationships with others also increases with age.

Diener et al. (2019) state that it is important to have high psychological well-being to support better health, prolong life, increase life expectancy, and describe the quality of life and functioning of individuals.

This study shows that the results indicate that at the elementary school education level, low psychological well-being dominated, with 5 (4.8%) respondents.

The junior high school education level was dominated by moderate psychological well-being in 7 (6.7%) respondents. The senior high school education level was dominated by moderate psychological well-being in 20 (19.0%) respondents. The higher education level was dominated by low psychological well-being in 8 (7.6%) respondents. This is one of the significant variables in the level of psychological well-being related to life circumstances. Among flood victims, subjects who did not attend school had lower psychological well-being than subjects who did attend school. This is in line with the findings of this study, which show that education plays an important role in psychological well-being.

Education and employment also affect a person's psychological well-being. Looking at the results of the demographic survey, all elderly people who had attended college had high and very high levels of psychological well-being. Ryff and Singer found that the higher a person's level of education and employment, the higher their level of psychological well-being. This is in line with research conducted by Laxmi, which states that education can increase one's knowledge regarding personal growth. In addition, social groups can also influence a person's psychological well-being. When the social groups in the environment are good, it will be easier for a person to accept themselves, build positive relationships with others, be independent, and control their environment (Laxmi, 2015).

According to Carla Raymondalexas Maredhira, a 2019 study by Irwan Supriyanto et al. entitled "Association of Religious Coping Use with Psychological Well-Being of Mothers of Mentally Disabled Children" found that mothers' education effectively contributes 26.7% to the psychological well-being of mothers of children with mental disabilities. Sak Liung's research also supports these findings.

Parents with higher education reported fewer behavioral problems with their children, were less burdened with more parenting responsibilities, and had better psychological well-being levels than parents with lower education. Individual resilience in facing pressures, challenges, and difficulties in life can be developed through higher education (Tanujaya, 2014).

Description of Psychological Well-Being After Flooding in Meteseh Village Based on Gender. This study shows that the results indicate that male respondents are dominated by low psychological well-being, with 14 (13.3%) respondents. Female respondents are dominated by moderate psychological well-being, with 21 (20.0%) respondents. According to Carol D. Ryff, the level of psychological well-being between men and women varies. Women have significantly higher scores than men because they are more capable of interacting with their environment than men. This difference is based on aspects of relationships with others and self-development.

Ryff's research found that compared to men, women have a higher ability to foster positive relationships with others and have better personal growth. In addition, research conducted by Martire, Stephens, and Townsend, which studied the influence of gender on well-being in nearly 300 women, found that well-being is influenced by age, and that effect increases with women's social roles (Martire, 2019).

Activities that can improve psychological well-being for subjects include: (1) Being grateful, with increasing the subject's sense of gratitude so that they can learn more lessons from the misfortunes that befall them. (2) Getting used to always doing good wherever they are, doing things that are beneficial. (3) Avoiding things that can trigger stress or using other psychological well-being techniques. (4) Adapting well to new environments. (5) Singing and relaxation; many studies



show that combining singing and relaxation can reduce stress, thereby producing a sense of pleasure in the subject. (6) Discipline in carrying out every activity, applying a disciplined life, so that the subject can have a concept and purpose in life.

## CONCLUSION

1. The characteristics of respondents after the flood disaster in Meteseh Village, Semarang City, were that the majority of respondents were aged 17-25 years, totaling 45 respondents (42.9%), the majority had a high school education, totaling 64 respondents (61.0%), and based on gender, the majority were female, totaling 58 respondents (55.2%).
2. The results of psychological well-being after the flood disaster in this study were obtained, with 34 respondents (32.4%) in the moderate category.
3. Description of psychological well-being based on respondent characteristics
  - a. Based on age characteristics  
Found in the 17-25 age group (late adolescence), 14 (13.3%) respondents were dominated by the high psychological well-being category. Differences in age in terms of improvements in psychological well-being will vary in line with experience gained; the more mature an individual is, the more mature they will be in achieving well-being.
  - b. Based on educational level characteristics  
The results show that the highest level of education is high school, with 20 (19.0%) respondents. Subjects who did not attend school had lower psychological well-being compared to subjects who did attend school.
  - c. Based on gender characteristics  
In terms of gender characteristics, females were dominated by moderate Psychological Well-Being, with 21 (20.0%) respondents. The level of Psychological Well-Being differs between males and females. Females have significantly higher scores than males because they are more capable of interacting with their environment than males. This difference is based on aspects of relationships with others and self-development.

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