

# Discovering the Influence of Identity, Moral Development, and Supportive Relationships on Mental Health and Academic Success in Adolescence

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## Abstract

Adolescence is a critical period characterized by profound transformations in identity, moral cognition, and relational dynamics. This qualitative research study employs a multifaceted approach, combining discussions, observations, and literature review to understand adolescent development's interconnected elements comprehensively. Through in-depth discussions with adolescents, educators, and caregivers, as well as observations in diverse educational settings, this study captures the nuanced interplay and complexities of adolescent identity formation, moral growth, and the role of supportive relationships. Thematic analysis of the collected data reveals significant insights into the impact of these factors on mental health, psychosocial functioning, and academic Motivation. By integrating findings with existing literature, this study contributes to the knowledge base, providing practical strategies and implications for educators, caregivers, and researchers to foster positive adolescent development, well-being, and academic success. Ultimately, this research aims to promote holistic support for adolescents during this pivotal developmental stage.

## Keywords

adolescent development; academic motivation; identity formation; moral growth; supportive relationships; psychosocial functioning



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## INTRODUCTION

Adolescence is a time of tremendous growth and self-discovery, during which people experience enormous changes in their identity, moral development, and relationships. Understanding the intricate interplay of these elements is essential for educators, caregivers, and researchers to help adolescents successfully during this vital developmental stage. This article will look at three interconnected elements of adolescent development: identity, moral growth, and supporting relationships. By undertaking this research, we will better understand why these areas are being studied and how they affect mental health, psychosocial functioning, and academic

## Motivation.

It is critical to investigate teenage identity and its impact on mental health, psychosocial functioning, and academic Motivation. Adolescents go through a transforming process of self-discovery and identity construction, which can result in psychological suffering and decreased well-being if identity issues are not handled. By performing this study, we aim to explore the complex relationship between teenage identity and these crucial consequences (Mățã Liliana et al., 2023). The findings will highlight the importance of providing adolescents with adequate assistance and guidance as they navigate identity formation, eventually contributing to their overall mental health, psychosocial well-being, and academic performance.

Fostering moral development in teenage classrooms provides distinct problems and opportunities in multicultural cultures such as Indonesia. To foster ethical decision-making, empathy, and respect among Indonesian teenagers, it is critical to balance universal moral principles and cultural values. By undertaking this research, we will be able to identify successful ways that educators can support moral development while considering the cultural environment (Abdurahman et al., 2023). The findings will provide useful insights into developing an educational environment that respects universal principles and local values, thereby boosting Indonesian adolescents' holistic growth and moral development.

Adolescent development is heavily reliant on supportive relationships. Adolescents thrive in connections that are kind and nurturing with their guardians and peers. These interactions provide emotional support, direction, and a sense of belonging, essential for healthy psychosocial outcomes and academic Motivation. By performing this study, we aim to investigate the approaches and theoretical views that build supportive connections among adolescents, caregivers, and peers (Waham et al., 2023). The findings will provide people with practical methods for creating a loving and empowering atmosphere for teenagers, thereby improving their psychosocial well-being and academic engagement.

This study endeavors to provide a holistic understanding of the three aspects of adolescent development by critically studying them together. While past research has focused on these domains individually, knowing their synergistic impacts is critical for understanding adolescent development. By undertaking this research, we want to learn more about the complex relationships between identity, moral growth, and supportive relationships. The findings will provide educators, caregivers, and researchers with useful insights that will allow them to better help teenagers on their path to healthy development and overall well-being.

The importance of researching teenage identity, moral development, and supportive relationships is emphasized in this essay. By conducting the research, we hope to understand better these areas and their tremendous impact on mental health, psychosocial functioning, and academic Motivation. The findings will add to the body of knowledge and provide practical strategies for educators, caregivers, and researchers working with teenagers worldwide. Finally, this study aims to promote healthy growth, well-being, and academic performance in adolescents during this critical period.

## **METHODS**

This qualitative study employs a multi-method approach that includes discussions, observations, and literature review to investigate the interwoven parts of teenage development: identity, moral growth, and supporting relationships. This study intends to capture the intricacies and complexities of these developmental characteristics through in-depth talks with adolescents, educators, and caregivers and observations in various educational contexts. The results of this investigation will provide valuable insights into how identity development, moral growth, and supportive connections affect adolescent well-being, psychosocial functioning, and academic Motivation by combining findings with existing literature. The study aims to educate educators, caregivers, and researchers on practical practices that promote positive teenage development and general well-being

## **RESULTS AND DISCUSSION**

### **A Critical Examination of Adolescent Identity and Its Influence on Mental Health, Psychosocial Functioning, and Academic Motivation**

Adolescence is a vital developmental stage characterized by various identities' exploration, formation, and junction. These evolving identities, such as ethnic, gender, and cultural identities, substantially impact teenagers' mental health, psychosocial functioning, and academic Motivation and achievement. Investigating the impact of teenagers' growing and crossing identities on these critical aspects of their lives is crucial, drawing parallels with personal experiences of identity exploration during adolescence.

#### **1. Impact of Identity Exploration on Mental Health**

The exploration of many identities by adolescents can have both positive and negative consequences for their mental health. On the one hand, adolescent identity discovery permits them to acquire a sense of belonging, self-acceptance, and authenticity (Meeus, 2011). However, the process of forming one's identity can be

fraught with difficulties and conflicts, making one more vulnerable to mental health concerns (Schwartz *et al.*, 2005). Individuals experiencing identity-related stressors, such as discrimination or internalized stigma, may have greater rates of anxiety, sadness, and low self-esteem (Umaña-Taylor *et al.*, 2014).

## 2. Influence on Psychosocial Functioning

Adolescent identity discovery also affects psychosocial functioning, such as social relationships, peer interactions, and self-perception. As adolescents navigate their multiple identities, they seek approval and validation from their peers and social groups that correspond with their growing identities (Meeus, 2011). Positive experiences of social support and acceptance contribute to improved psychosocial adjustment and well-being. In contrast, identity-related disputes or rejection can contribute to feelings of isolation, alienation, and impaired psychosocial functioning (Crocetti *et al.*, 2012).

## 3. Effects on Academic Motivation and Achievement

The discovery of identities by adolescents can substantially impact their academic Motivation and accomplishment. Individuals with a strong sense of identity and purpose are likelier to be intrinsically motivated and engaged in their academic endeavors (Erikson, 1968). On the other hand, identity-related challenges or conflicts may divert attention and energy away from academic goals, potentially resulting in lower Motivation and academic accomplishment (Crocetti *et al.*, 2012). Academic performance can be hampered by stereotype threat, identity-based stressors, or competing expectations between cultural or social identities and academic aspirations (Umaña-Taylor *et al.*, 2014).

### **Educator Empowerment: Promoting Healthy Adolescent Identity**

The journey of adolescent identity formation is a complex and transformative process, marked by self-discovery, exploration, and the negotiation of multiple identities. Educators are pivotal in supporting teenagers navigating this critical phase, fostering healthy identities and academic success. It is critical to explore practical innovation ideas that empower educators to guide teenagers in creating healthy identities, considering the interplay of various identities, societal expectations, and potential identity-related issues. By drawing on research and evidence-based strategies, this article aims to equip educators with practical tools to facilitate the development of resilient and authentic identities among adolescents.

#### 1. Encouraging Self-Reflection and Self-Awareness

Educators can help adolescents develop healthy identities by encouraging self-reflection and self-awareness and allowing students to explore their values, interests,

strengths, and aspirations through introspective activities like journaling, self-assessment assignments, and reflective discussions. Teenagers can acquire a stronger sense of identity and make more informed decisions about their academic courses if they better understand themselves (Meeus, 2011).

## 2. Promoting a Safe and Inclusive Learning Environment

It is critical to foster healthy identities by providing a safe and inclusive learning environment. Educators can establish classroom norms that promote respect, empathy, and open-mindedness. Students feel accepted and inspired to embrace their unique identities when variety is valued and encouraged to be expressed. This welcoming environment develops genuineness, positive self-esteem, and academic engagement (Freiberg & Lamb, 2009).

## 3. Cultivating Positive Role Models and Mentors

Positive role models and mentors have a tremendous impact on the identity formation of adolescents. Educators might invite guest lecturers or set up mentorship programs where successful people from various backgrounds share their journeys and offer advice. Teenagers can widen their minds, explore possibilities, and form their identities by being exposed to relatable and inspiring role models (Erikson, 1968).

## 4. Integrating Identity Exploration in the Curriculum

Integrating identity inquiry into the curriculum allows teenagers to think about their identities and understand how they shape their academic pathways. Educators can add activities, debates, and assignments to encourage students to investigate their cultural, ethnic, and personal identities. Teenagers build a sense of purpose and drive by connecting these identities to their educational goals, resulting in a healthy academic identity (Wigfield & Gladstone, 2019).

## 5. Providing Counseling and Support Services

Educators can work with school counselors and support services to provide youngsters with targeted assistance in their identity-building process. Students can navigate identity-related problems such as cultural conflicts, self-doubt, and peer pressure by participating in counseling sessions, workshops, or support groups. These resources encourage resilience and well-being by providing a secure space for investigation, advice, and emotional support (Schwartz et al., 2013).

Teenage identity building is a dynamic and varied process requiring educators' active help. Educators can empower adolescents to develop resilient and authentic identities while fostering academic success by encouraging self-reflection, promoting a safe and inclusive learning environment, cultivating positive role

models, incorporating identity exploration into the curriculum, and providing counseling and support services. These practical innovation ideas provide educators with the resources they need to lead teenagers through the complex journey of identity development, allowing them to negotiate hurdles, embrace their individuality, and prosper academically.

### **Fostering Moral Development in an Indonesian Adolescent Classroom: Balancing Universal Principles and Cultural Values**

This topic seeks thorough replies from peers, inviting them to contribute insights, techniques, and experiences to facilitate healthy adolescent identity development and academic engagement. Educators can obtain significant insights into successful techniques for supporting students' holistic development, assuring their mental health, psychosocial functioning, and academic success by exploring different views and experiences.

Moral growth shapes people's values, beliefs, and ethical decision-making processes. This article aims to explain the concept of moral development, critically evaluate key theories from the unit readings, and investigate educators' roles in creating healthy moral identities in students. By participating in this conversation, we may increase our understanding of moral development and its practical implications in educational settings.

#### **1. Theories of Moral Development**

Lawrence Kohlberg's stages of moral reasoning is a well-known theory of moral growth. Kohlberg (1969) claimed that people develop through six stages, which he divided into three levels: pre-conventional, conventional, and post-conventional. According to Kohlberg, moral thinking progresses from a concentration on self-interest to an appreciation of societal norms and values. The readings in this unit corroborate Kohlberg's theory. In "Moral Development: A Review of the Theory," Blasi (1980) underlines Kohlberg's contribution to our understanding of moral growth. The theory provides a framework for understanding the cognitive processes that underpin moral decisions.

Kohlberg's theory, however, has been criticized. According to Gilligan (1993), it mostly represents a male-centric perspective, ignoring women's particular moral concerns and perspectives. Gilligan suggested the ethics of care, an alternative theory emphasizing connections, compassion, and interdependence in moral decision-making.

#### **2. Evaluation and Critical Analysis**

While Kohlberg's theory has made substantial contributions to the field of

moral formation, it is critical to recognize its limitations. The theory's emphasis on abstract, logical reasoning may fail to convey the complexities of moral decision-making in real-world situations. Furthermore, cultural and gender biases in the theory limit its applicability to various communities (Narvaez, 2010).

Gilligan's ethics of care theory provides a valuable viewpoint on moral growth by emphasizing the role of empathy, relationships, and environmental elements. It gives a more comprehensive framework that considers individuals' distinctive moral concerns and experiences, notably those of women.

### 3. Educators' Role in Moral Development

Educators are crucial in supporting students' moral growth. Educators may encourage empathy, ethical reasoning, and responsible decision-making by creating a supportive and inclusive school atmosphere. Nucci (2001) highlights the need for moral education in schools, recommending that educators incorporate moral discourse, ethical quandaries, and character education into their curricula.

Educators can foster critical thinking, perspective-taking, and ethical reflection in students to help them establish a healthy moral identity. Educators can encourage examining multiple moral perspectives and help students develop a sophisticated understanding of ethical decision-making processes by offering chances for open discourse and courteous debate (Power *et al.*, 1989).

### 4. Ethical Principles and Cultural Values in an Indonesian Classroom

Educators can support moral growth in an Indonesian teenage classroom by fostering a courteous, inclusive environment that recognizes varied opinions and local customs. Students can better understand their moral identities within the Indonesian cultural setting by incorporating local values and customs into classroom discussions and activities. Educators can also foster critical thinking, perspective-taking, and open debate to investigate ethical quandaries and assess various moral positions. Involving students in service-learning activities also allows them to apply their moral principles in real-world circumstances, cultivating a feeling of social responsibility and empathy. By applying these approaches, educators can encourage moral growth while respecting and incorporating Indonesian cultural values and customs.

Educators must achieve a balance between promoting universal ethical principles and incorporating cultural beliefs and traditions into moral education. Educators may build a classroom climate that respects multiple opinions and nurtures moral growth by understanding the relevance of both qualities. This can be accomplished by allowing students to investigate ethical concerns within Indonesian

culture, fostering critical thinking and open conversation, and facilitating service-learning activities that accord with global ethical principles and local values.

Nurturing moral development in an Indonesian classroom necessitates educators striking a delicate balance between universal ethical concepts and cultural values. Educators encourage students to realize their moral identities within the Indonesian setting by providing a respectful and inclusive atmosphere incorporating local cultures. Encouragement of critical thinking, open conversation, and service-learning activities provide students with the tools they need to make responsible decisions and accept societal responsibility. Educators may develop a generation of ethical individuals who traverse the intricacies of the world with empathy, wisdom, and a profound appreciation for their cultural history by employing these approaches.

### **Nurturing Moral Development in Multicultural Classrooms: Innovative Approaches for Combining Universal Ethical Principles and Cultural Norms**

Meanwhile, educators have the problem of encouraging moral growth in students within multicultural classrooms in today's more diverse world. It is critical to build an inclusive and culturally sensitive learning environment by balancing promoting universal ethical principles with accepting cultural norms. It is vital to investigate practical innovation ideas that can assist educators in effectively combining different techniques, allowing for children's holistic moral development while honoring their diverse cultural backgrounds. This article attempts to give educators practical skills to negotiate the complexity of moral growth in a multicultural classroom by analyzing existing research and relying on novel solutions.

#### **1. Developing Cross-Cultural Competence**

Educators must establish their cross-cultural competency to blend universal ethical concepts and cultural norms effectively. This entails learning about and appreciating different cultural backgrounds, beliefs, and values. Educators can improve their cultural competence and be effective moral development facilitators in multicultural classrooms by participating in continuous professional development programs, attending cultural sensitivity workshops, and forming partnerships with diverse communities (Romijn et al., 2021).

#### **2. Cultivating Dialogue and Perspective-Taking**

Promoting open discourse and different points of view is essential for fostering moral development in a multicultural school. Educators can encourage students to participate in meaningful debates regarding ethical quandaries, allowing



them to contribute their viewpoints and cultural insights. Students can learn from one another, appreciate different points of view, and develop empathy for diverse ideas by fostering a safe and courteous environment (Banks, 2015). This approach fosters moral thinking and an appreciation for cultural variety.

### 3. Integrating Multicultural Literature and Case Studies

Incorporating multicultural literature and case studies into the curriculum is an innovative method to combine universal ethical concepts with cultural conventions. Educators can introduce students to ethical quandaries from distinct cultural viewpoints by introducing multiple narratives and stories that reflect different cultural contexts. This helps students critically analyze and evaluate moral decisions within various cultural frameworks, promoting a deeper understanding and respect for various ethical standards (Durodoye, 2013).

### 4. Engaging in Service-Learning Projects

Service-learning programs allow youngsters to apply universal ethical ideas while respecting cultural conventions. Students can participate in meaningful initiatives that address social concerns and encourage ethical behavior by engaging with local communities and organizations. Educators can help students undertake research, devise solutions, and carry out projects consistent with universal ethical principles and cultural norms. Students acquire the value of responsible citizenship and build a strong moral compass through these projects (Eyler et al., 2001).

### 5. Collaborating with Families and Communities

Engaging families and communities is critical for developing moral development in a multicultural classroom. Educators might encourage Parents and community members to share their cultural practices, traditions, and beliefs. Cultural festivals, guest speakers, and family involvement in classroom discussions are examples of collaborative activities that allow students to understand cultural norms and values better while relating them to universal ethical concepts (Banks & Banks, 2019).

Promoting moral development in a multicultural classroom necessitates novel techniques that combine promoting universal ethical principles with accepting cultural norms. Educators can create an inclusive and culturally sensitive environment that nurtures the moral growth of children from diverse backgrounds by developing cross-cultural competence, cultivating dialogue and perspective-taking, integrating multicultural literature and case studies, participating in service-learning projects, and collaborating with families and communities. These practical, innovative ideas give educators the tools they need to traverse the challenges of

moral development, ensuring that children build a strong ethical foundation while respecting and valuing cultural variety.

### **Adolescents, Caregivers, and Peers Fostering Supportive Relationships: Strategies and Theoretical Perspectives**

Maintaining positive and supportive relationships is crucial during adolescence, as it significantly contributes to adolescents' overall well-being and development. As an educator, it is essential to understand how to help adolescents and their caregivers cultivate and sustain these relationships. Additionally, fostering deeper connections among peers is essential for adolescents' social and emotional growth. This article explores strategies and theoretical perspectives to support adolescents' relationships with caregivers and peers, critically evaluating concepts and ideas.

#### **1. Fostering Supportive Relationships with Caregivers**

Adolescents frequently encounter difficulties establishing strong connections with their caregivers due to communication gaps, disputes, and growing independence. The following practices, informed by attachment theory and family systems theory, can assist educators in supporting adolescents and their caregivers: Facilitate open and empathetic communication; Encourage teenagers and caregivers to practice active listening, voicing concerns, and demonstrating empathy. This method builds understanding and enhances their emotional link (Bowlby, 1969). Encourage autonomy while providing advice: Adolescents aspire for independence while requiring caretakers' supervision. Encourage caregivers to provide appropriate levels of autonomy while being supportive and involved in their lives (Bronfenbrenner, 1979). Offer family-friendly activities: Organize family-friendly activities that encourage bonding and shared experiences. Examples of these activities include workshops, gaming nights, and combined community service (Cox & Paley, 2003).

#### **2. Cultivating Deeper Peer Connections**

Adolescents also require supportive ties with peers to develop socially and emotionally. Educators can use the following approaches based on social development theory and social network theory: Promote inclusion and belonging: Create an inclusive classroom climate in which all students feel respected and accepted. Encourage collaboration, group work, and cooperative learning activities that promote positive peer interactions (Vygotsky, 1978). Encourage empathy and perspective-taking: Teach and demonstrate empathy skills, helping students to comprehend and consider the feelings and views of others. This technique fosters

deeper bonds and improves social interactions (Davis, 2018). Facilitate shared interests and activities: Provide chances for students to participate in shared interests and activities outside of the regular classroom context. This can include clubs, sports teams, art projects, and community service efforts (Hightower, 1998).

### **Cultural Concerns, Peer Pressure, and Technology in Adolescent Relationships: Theoretical Perspectives**

#### **1. Managing Cultural and Environmental Concerns: Incorporating Cultural-Historical Activity Theory and Ecological Systems Theory**

Educators can use theoretical viewpoints to establish a conducive environment when addressing cultural and environmental problems. The Cultural-Historical Activity Theory emphasizes the impact of cultural and environmental influences on people's behaviors and relationships. Educators can foster cultural awareness, respect, and inclusivity by including diverse perspectives and experiences in the curriculum. This technique enables adolescents and their caregivers to manage the intricacies of their cultural surroundings and build mutually understanding relationships (Engeström, 2005).

Furthermore, the Ecological Systems Theory highlights the interdependence of numerous systems shaping the lives of teenagers. Educators can work with families and community organizations to develop a support network appropriate for the teenagers' cultural and environmental circumstances. Educators can help students build strong and meaningful relationships by considering the influence of family, school, and community systems. This collaborative approach guarantees that connections are fostered within a larger context that recognizes and respects workplace cultural and environmental forces (Bronfenbrenner, 1979).

#### **2. Addressing Peer Pressure and Social Comparison: Applying Social Identity Theory and Self-Determination Theory**

Adolescents frequently confront peer pressure and social comparison issues, which can stifle the development of meaningful bonds. Educators can use theoretical viewpoints to handle these problems effectively. According to Social Identity Theory, educators can help students develop a healthy social identity by appreciating diversity, supporting individuality, and promoting acceptance. Educators can lessen the influence of negative peer pressure and foster true connections based on shared values and interests by fostering an inclusive school environment. This strategy enables teenagers to create relationships based on their distinct identities and goals (Tajfel *et al.*, 1979).

Educators can also draw on the Self-Determination Theory, which stresses

meeting adolescents' autonomy, competence, and relatedness demands. Educators can help teenagers resist negative peer pressure by allowing them to make independent decisions and cultivating a strong sense of self. Educators can establish deeper ties built in honesty and mutual support by concentrating on personal growth and shared ambitions (Ryan & Deci, 2000).

### 3. Leveraging Technology and Social Media: Utilizing Social Cognitive Theory and Media Ecology Theory

Technology and social media have become ingrained in the lives of teens. Educators can maximize the power of these technologies by employing approaches informed by theoretical viewpoints. According to Social Cognitive Theory, educators can use technology and social media platforms to model and reinforce positive behaviors, promote prosocial interactions, and facilitate virtual cooperation and communication among caregivers, adolescents, and peers. Educators can foster the establishment of relationships that transcend physical borders and promote meaningful connections by skillfully employing these platforms (Bandura, 1986).

Furthermore, Media Ecology Theory emphasizes the reciprocal interaction between humans and their media environment. Adolescents and caregivers can be guided by educators to critically evaluate and select digital tools that promote healthy relationships, facilitate effective communication, and develop meaningful connections. Educators should harness the benefits of technology in building relationships while reducing potential dangers by cultivating digital literacy abilities and supporting appropriate online behavior (Postman, 1970).

Educators may build an atmosphere that addresses cultural concerns, develops positive relationships, and leverages the benefits of technology in fostering connections by incorporating these theoretical viewpoints into their practices. These approaches enable educators to assist adolescents and their caregivers negotiate the complexity of relationship formation while considering their cultural origins, personal autonomy, and the expanding digital landscape.

Finally, the importance of supporting relationships with caregivers and peers in teenagers' emotional, social, and cognitive growth cannot be emphasized. Educators can actively contribute to maintaining healthy relationships and creating deeper peer connections by employing practices centered on attachment theory, family systems theory, social development theory, and social network theory. Educators may establish an environment that supports teenagers' social and emotional growth while educating them with lifelong skills for building and maintaining meaningful connections through critical evaluation and interesting

debates. If educators use these strategies, adolescents can negotiate the complexities of human interactions and succeed in their personal and social lives.

### **Strategies for Fostering Positive Relationships and Inclusive Classrooms**

Forming positive relationships requires open and sympathetic communication between adolescents and their caregivers. Furthermore, maintaining an inclusive school environment that encourages positive peer relationships is critical for teenagers' social development. It is critical to investigate practical innovation ideas that will assist educators in achieving these objectives based on insights from social development and network theories. Educators can foster strong relationships and establish inclusive environments that improve teenagers' well-being and social progress by employing innovative strategies.

#### **1. Building Open and Empathetic Communication**

Educators should prioritize creating trust with their learners in order to establish open and compassionate communication. Creating a safe and trustworthy workplace entails maintaining confidentiality, respecting various viewpoints, and remaining nonjudgmental. Educators encourage students to open up and communicate more openly by ensuring that their opinions, worries, and experiences will be recognized and accepted (Voight & Nation, 2016).

Active listening is a basic ability that educators must cultivate in order to promote effective communication. Educators display real interest and engagement by actively listening to students. Giving undivided attention, employing nonverbal clues, and reflecting on learners' statements through summarizing and paraphrasing are all part of this. Active listening assists educators in gaining a thorough grasp of their students' viewpoints, thoughts, and emotions, which develops the connection and relationship between educators and teenagers (Robertson, 2005).

Empathy and validation are critical in developing effective connections. Educators should understand and acknowledge students' feelings and experiences. Educators create a secure space for kids to express themselves genuinely by displaying empathy and accepting their sentiments. This promotes understanding, acceptance, and trust, which are necessary for good partnerships (Rogers & Freiberg, 1994).

#### **2. Creating an Inclusive Classroom Climate**

Promoting student collaboration is an excellent method for fostering an inclusive classroom climate. Adolescents can communicate and engage with their classmates by encouraging group work, cooperative learning activities, and project-based learning. Students learn to recognize and respect different points of view,

improve their communication skills, and form meaningful relationships through teamwork. Educators can design activities that involve teamwork, encourage active participation, and guarantee that all students have equal opportunity to contribute (Johnson & Johnson, 2013).

Another technique for encouraging positive peer interactions is emphasizing similar goals and interests. Educators can foster meaningful connections among learners by recognizing commonalities. This might be accomplished through talks, projects, or extracurricular activities relevant to students' interests, passions, and goals. Educators encourage establishing positive connections based on shared values and ambitions by emphasizing shared values and aspirations (Wentzel & Caldwell, 1997).

Accepting diversity is a critical component of developing an inclusive educational climate. Educators should celebrate and value various forms, including cultural, ethnic, and individual distinctions. Educators develop acceptance, respect, and admiration for different backgrounds and identities by introducing multicultural perspectives into the curriculum, utilizing inclusive language, and exposing learners to diverse literature and experiences. This creates an atmosphere where all students feel respected and included (Banks, 2015).

Promoting open and compassionate communication between adolescents and their caregivers and promoting an inclusive classroom climate is critical for developing meaningful relationships and social maturation in adolescents. Educators can form significant connections with their learners by establishing trust, actively listening, and displaying empathy. Furthermore, instructors can build an inclusive climate that encourages healthy peer interactions by encouraging cooperation, stressing common goals and interests, and embracing diversity. These practical approaches, based on social development theory and social network theory, enable educators to establish nurturing environments that promote adolescents' well-being and social development.

## **CONCLUSION**

This in-depth qualitative study sheds insight into the complex dynamics of teenage development, highlighting the critical interplay between identity creation, moral growth, and supporting relationships. This research has produced useful insights into the impact of these factors on mental health, psychosocial functioning, and academic Motivation during adolescence through in-depth talks, observations, and a thorough evaluation of current literature. The findings emphasize the need to provide nurturing circumstances that encourage healthy identity exploration, moral

development, and the cultivation of supportive connections. Educators, caregivers, and researchers may utilize these findings to create effective interventions and strategies to improve teenagers' well-being and academic success. Recognizing the complexity and interconnectivity of these factors allows society to help adolescents better navigate this key stage of development, ultimately promoting their holistic growth, resilience, and overall thriving.

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