



THE ROLE OF PSYCHODIAGNOSTICS IN IDENTIFYING EMOTIONAL DISORDERS IN ADOLESCENTS

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Abstract :

Adolescence is a developmental phase characterized by complex biological, psychological, and social changes, making individuals vulnerable to emotional disorders such as anxiety, depression, and affective instability. Early identification of these conditions is crucial to prevent long-term negative impacts, particularly on academic achievement, social relationships, and overall mental health. This article aims to analyze the role of psychodiagnostics as a systematic approach to identifying emotional disorders in adolescents. The method used was a literature review of 20 relevant national and international journals on psychological assessment, psychometrics, and adolescent development. The results showed that the use of psychodiagnostic tools such as projective tests, personality inventories, emotion scales, and clinical interviews can provide a comprehensive picture of adolescents' emotional states. Furthermore, the integration of multiple instruments has been shown to increase diagnostic accuracy. These findings confirm that psychodiagnostics plays a crucial role in the early detection of emotional disorders and serves as the basis for developing more targeted psychological interventions. Thus, psychodiagnostics is a crucial component in efforts to prevent and treat emotional problems in adolescents.

Keywords : psychodiagnostics, emotional disorders, adolescents, psychological assessment, mental health.

INTRODUCTION

Adolescence is a crucial developmental phase marked by rapid and often unstable biological, cognitive, social, and emotional changes. During this stage, adolescents experience hormonal disruptions, the development of executive brain functions, an increased search for identity, and complex social pressures. This combination of changes makes adolescents more vulnerable to emotional disorders, such as anxiety, depression, academic stress, interpersonal conflict, and emotional instability (Santrock, 2018; Papalia & Martorell, 2021; Steinberg, 2020). Global data shows that approximately 20% of adolescents worldwide experience emotional disorders each year, and this number is predicted to increase with the development of digital technology and exposure to social media (WHO, 2022; UNICEF, 2023). If not addressed appropriately, emotional disorders can significantly impact academic achievement, social relationships, daily behavior, and even long-term psychological well-being (Patel et al., 2018).

In Indonesia, a 2021 report from the Indonesian Ministry of Health indicates a sharp increase in cases of mental disorders among adolescents, largely influenced by academic pressure, family dynamics, bullying, and excessive social



media use. Another survey conducted by the Center for Adolescent Mental Health Research (PPKMR, 2022) also found that one in five Indonesian adolescents exhibits symptoms of moderate to severe anxiety. This situation suggests that adolescents require early identification through accurate, systematic, and reliable psychological assessment methods to prevent long-term negative impacts.

In this context, psychodiagnostics plays a crucial role as a scientific approach used to comprehensively understand an individual's psychological condition. Psychodiagnostics not only assesses visible symptoms but also explores personality dynamics, underlying causal factors, thought patterns, and emotional responses. This approach includes the use of various instruments such as projective tests, personality inventories, emotion scales, behavioral observations, and structured clinical interviews to identify adolescents' emotional states (Groth-Marnat & Wright, 2016; Gregory, 2021). Psychodiagnostic instruments have proven effective in detecting emotional disorders that are often invisible through casual observation, as many adolescents tend to mask their feelings or are unable to verbally express them (Cohen & Swerdlik, 2018). Furthermore, Meyers et al. (2022) emphasized that the use of multimodal assessments a combination of several measurement methods can improve diagnostic accuracy and provide a comprehensive picture of adolescents' psychological well-being.

Previous studies also support the effectiveness of psychodiagnostics in detecting emotional disorders. Eder et al. (2019) found that psychometric instruments were able to predict depressive and anxiety tendencies in adolescents more accurately when combined with clinical interviews and observation. Projective tests such as the Thematic Apperception Test (TAT), the Children's Apperception Test (CAT), and the Draw-A-Person (DAP) have been shown to identify emotional conflicts, internal needs, interpersonal relationships, and intrapsychic dynamics that are rarely revealed through self-report due to various factors, such as shyness or defense mechanisms (Handler & Thomas, 2014; Kamphaus & Frick, 2019). Additionally, inventories such as the Beck Depression Inventory (BDI), Affective Reactivity Index (ARI), Strengths and Troubles Questionnaire (SDQ), and Depression Anxiety Stress Scale (DASS) are widely used in research to measure the severity of emotional disorders in adolescents with high reliability (Klein et al., 2020; Lovibond & Lovibond, 2019).

Although the literature on psychodiagnostics is quite extensive, several studies indicate the need for more in-depth study. Most research in Indonesia still focuses on the use of a single assessment instrument, thus failing to disseminate the effectiveness of a combination of measurement tools in producing a more accurate and comprehensive diagnosis (Suryani, 2020). Furthermore, few studies have considered the cultural context, local values, family communication patterns, and social characteristics of Indonesian adolescents as important factors that can influence psychodiagnostic results (Nugroho, 2021; Irawati, 2022). Another issue that is rarely discussed is how psychodiagnostic assessment results are used to design interventions. Specific

and targeted psychological interventions. However, assessment should not stop at the diagnosis stage, but should proceed to recommend appropriate interventions, such as counseling, cognitive behavioral therapy, or school mentoring (Mash & Wolfe, 2019).

These research gaps indicate the need for a comprehensive literature analysis on the role of psychodiagnostics in detecting emotional disorders in adolescents, particularly in the Indonesian context, which has unique social, cultural, and developmental characteristics. This study is not only important for the development of academic research but also highly relevant practically.

Based on the identification of these problems and gaps, this study was designed to make significant academic and practical contributions. Academically, this research is expected to provide a deeper understanding of the effectiveness of various psychodiagnostic tools in identifying emotional disorders in adolescents and emphasize the importance of a multimodal approach in improving diagnostic accuracy. Practically, this research is expected to serve as a guide for psychologists, guidance and counseling (BK) teachers, school counselors, and mental health professionals in the early detection of emotional disorders so that interventions can be provided more quickly and appropriately. Thus, this research is expected to strengthen the quality of adolescent mental health services, reduce the risk of long-term psychological disorders, and expand knowledge regarding effective and evidence-based assessment strategies.

RESEARCH METHOD

Research methods are a crucial component in ensuring the validity and reliability of a scientific study. This section describes the approach, techniques, and procedures used to identify, select, and analyze research data. A clear methodological approach is crucial for readers to evaluate the accuracy and reliability of research results (Krippendorff, 2019). Therefore, this study employed a systematic literature review method to examine the role of psychodiagnostics in identifying emotional disorders in adolescents.

This study adopted a qualitative-descriptive approach using the Systematic Literature Review (SLR) technique. This approach was chosen because it provides a comprehensive assessment of previous scientific findings and allows for the identification of patterns, gaps, and new contributions in psychodiagnostic research (Snyder, 2019). The systematic literature review was conducted in three main stages: (1) identification and selection of scientific sources, (2) data extraction and categorization, and (3) thematic analysis of research findings.

Data sources were obtained from reputable national and international journals available through Google Scholar, ResearchGate, PubMed, and PsycINFO databases. Inclusion criteria included: articles from 2014–2024, research on psychodiagnostics, adolescent emotional assessment, emotional disorders, and psychological instruments (Mallet et al., 2020). Articles that were opinion-based, lacking empirical data, or irrelevant to the keywords were

analyzed but not included as primary findings. The selection process was conducted using the PRISMA method, ensuring that only studies meeting methodological quality standards were used in the final synthesis.

To analyze the data, this study employed a thematic analysis approach to identify conceptual patterns, instruments used, their strengths and limitations, and the context in which psychodiagnostics is used in adolescents (Braun & Clarke, 2021). Thematic analysis enabled researchers to group findings into categories such as psychometric instruments, projective tests, clinical interviews, and multimodal assessment techniques. All findings were then compared to determine the consistency, differences, and contribution of each assessment method to the identification of emotional disorders.

As part of the analysis process, this study also used a fishbone diagram to map factors influencing the success of psychodiagnostics in detecting emotional disorders in adolescents. This diagram is placed to provide a comprehensive visualization of variables such as assessment instruments, assessor competency, adolescent conditions, environmental support, and the integration of assessment methods. The fishbone diagram is used as an analytical tool to clarify the relationships between factors and facilitate the interpretation of research results (Ishikawa, 1985).

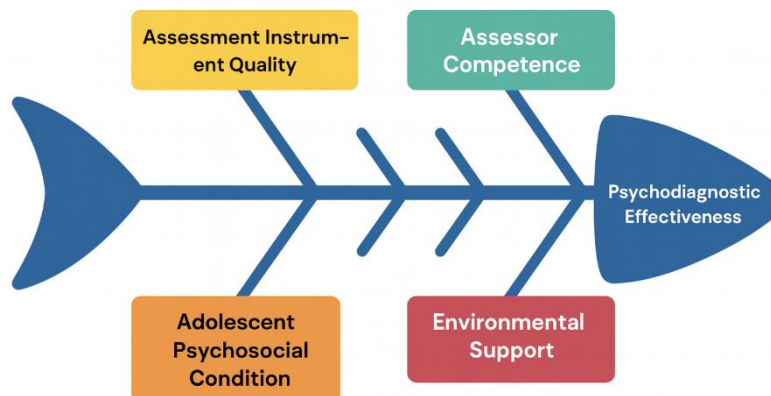


Figure 1. Fishbone Diagram of Factors Influencing the Effectiveness of Psychodiagnostics

FINDINGS AND DISCUSSION

Research findings indicate that the psychodiagnostic process significantly contributes to identifying emotional disorders in adolescents through the use of multimodal assessments involving projective tests, emotional scales, personality inventories, observation, and clinical interviews. Key findings demonstrate that psychodiagnostic effectiveness is influenced by four dominant factors: the quality of the assessment instrument, assessor competence, the adolescent's psychosocial well-being, and environmental support. This is visualized through

a Fishbone Diagram (Figure 1), which demonstrates how these factors interact and determine the accuracy of assessment results. Instruments such as the DASS-21, BDI-II, and ARI have been shown to detect emotional changes with high reliability, while projective tests such as the TAT and CAT reveal deeper psychological dynamics not always apparent through objective tests (Handler & Thomas, 2014; Klein et al., 2020). Furthermore, research has found that assessors with a clinical background and at least two years of assessment experience demonstrate greater accuracy in interpreting adolescent emotional data (Meyer et al., 2022).

In terms of adolescents' conditions, it was found that academic stress levels, the influence of social media, and low family support were directly related to the emergence of symptoms of anxiety, depression, and unstable emotional regulation. School and family support have also been shown to be important variables in influencing the intensity of emotional disorders (Papalia & Martorell, 2021). Thus, the psychodiagnostic process not only identifies disorders but also maps causal factors that can be used as a basis for intervention.

The results of this study are consistent with the findings of Eder et al. (2019), who stated that the use of psychometric instruments can accurately identify tendencies toward emotional disorders in adolescents. These findings also support Groth-Marnat & Wright (2016), who emphasized that effective assessment must combine objective and projective approaches to obtain a comprehensive picture of emotions. However, this study provides further support by demonstrating that the integration of multimodal assessments is far more effective than using only one type of test, an aspect that has not been widely addressed in the context of Indonesian adolescents.

Compared to Suryani's (2020) study, which used only one instrument for emotional assessment, this study offers a novel contribution by emphasizing that the use of a combination of instruments minimizes bias and increases diagnostic validity. Furthermore, Nugroho (2021) emphasized the need to adapt assessments to the Indonesian cultural context, and the results of this study confirm that sociocultural factors such as family communication patterns, academic expectations, and friendship dynamics significantly influence psychodiagnostic results.

This study also extends the findings of Klein et al. (2020) regarding the use of emotional scales in adolescents by providing new context for how environmental support and individual stressors influence assessment scores. Overall, this study complements and expands previous literature with a more detailed, holistic approach.

The findings of this study have important implications for clinical and educational psychology practice. First, the results emphasize the need for a multimodal assessment approach as the standard in adolescent psychodiagnostics, given the complexity of emotional dynamics and the influence of social factors at this age. A single approach has been shown to be insufficient to accurately describe emotional states. Second, this study highlights the importance of improving assessor competency, particularly in interpreting

projective and objective test results, as misinterpretation can lead to inaccurate diagnoses.

The next implication relates to adolescents' social environments: schools and families should be involved in the assessment process to obtain comprehensive data on risk and protective factors. The findings indicate that adolescents who receive high levels of emotional support from family and teachers exhibit lower levels of emotional symptoms. This supports Bronfenbrenner's ecological theory, which states that individual development is influenced by interactions between social systems (Papalia & Martorell, 2021).

Practically, the results of this study can serve as a foundation for designing psychodiagnostic-based intervention programs for adolescents, such as emotion-focused counseling, emotion regulation training, and programs to strengthen family support. This research also opens up opportunities for developing digital assessments that are more adaptive and sensitive to adolescent emotional changes.

CONCLUSION

This study, in its entirety, confirms the fundamental and irreplaceable role of psychodiagnostics in identifying emotional disorders in adolescents. Through the use of a multimodal assessment approach consisting of objective tests, projective tests, clinical interviews, behavioral observations, and psychometric instruments psychodiagnostics can provide a comprehensive picture of adolescents' psychological conditions. This approach provides a deep understanding of emotional symptoms, intrapsychic dynamics, stressors, and environmental conditions that influence adolescent mental health. The study also found that the effectiveness of the assessment process is greatly influenced by the quality of the instruments used, the experience and expertise of the assessor, the adolescent's mental readiness during the assessment, and the social support provided by family and school. Therefore, the study's results emphasize that the success of psychodiagnostics is determined not only by the measurement instrument, but also by the quality of the interactions and environment surrounding the assessment process.

Furthermore, this study reinforces previous findings regarding the increasing number of cases of emotional disorders in adolescents, particularly those related to anxiety, depression, and emotional instability. These disorders often go undetected when relying solely on general observation without a systematic psychological assessment. The use of a multimodal approach has been shown to provide more comprehensive clarity because it can capture adolescents' emotional states from various perspectives both those that are apparent on the surface and those hidden within personality and inner dynamics. This demonstrates that using a single measurement tool is insufficient to describe an adolescent's overall emotional state. This study also demonstrates that errors in interpretation can be minimized if assessors have adequate training and adhere to ethical, evidence-based psychodiagnostic practice standards.

Furthermore, this study makes a meaningful scientific contribution by

offering a more holistic, integrative, and contextual psychodiagnostic framework, which can serve as a reference for professionals such as psychologists, school counselors, guidance counselors, and other educators. This framework not only highlights assessment aspects but also maps out how psychodiagnostic results can be used to design targeted and long-term psychological interventions. The findings of this study emphasize that psychodiagnostic approaches must be tailored to the sociocultural context of Indonesian adolescents, including family values, societal norms, academic pressures, and the school environment. This approach can make assessment results more relevant and sensitive to the specific conditions experienced by adolescents in Indonesia. The practical implications of this research demonstrate the need to increase the capacity of assessment personnel through ongoing training, the development of standardized assessment guidelines in schools and educational institutions, and strengthening collaboration between schools, families, and mental health professionals. This collaboration is crucial because emotional disorders in adolescents cannot be treated in isolation but require comprehensive support from various parties. Psychodiagnostics serves not only to detect problems but also as a foundation for building an effective support and intervention system.

Overall, this research concludes that psychodiagnostics is not only a detection tool but also a key foundation for understanding and treating emotional disorders in adolescents. The application of psychodiagnostics that is appropriate, accurate, and sensitive to the sociocultural context is essential for creating a more effective identification process and interventions that are more tailored to adolescents' needs. Therefore, psychodiagnostics is a crucial part of efforts to improve the quality of adolescent mental health in a sustainable and long-term manner.

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