



## THE PROFILE OF STUDENTS' PSYCHOLOGICAL WELL-BEING AT THE FACULTY OF TARBIYAH AND TEACHER SCIENCES SALATIGA STATE ISLAMIC INSTITUTE

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### Abstract

The state of students' psychological well-being has an impact on their mental health. In this study, the psychological well-being of students at the Faculty of Tarbiyah and Teaching Science (FTTS) at Salatiga State Islamic Institute. This study used a cross-sectional survey design and a descriptive quantitative methodology. The study's subjects were 142 students at FTTS, Salatiga State Islamic Institute, who were chosen using a simple random sampling process. The psychological well-being scale used in this study is an adaptation of Riff's Well-Being Scale. Based on the instrument's validity and reliability tests, the instrument's reliability ( $r$ ) score was 0.867, and the  $r$  count validity score ranged from 0.231 to 0.652. These findings show that the instrument is reliable and valid. The IBM SPSS program was used for data analysis. The findings indicated that students at FTTS, Salatiga State Islamic Institute are generally categorized as moderate for their psychological well-being, and according to the  $t$ -test ( $p = 0.090 > 0.05$ ), there is no statistically significant difference between the psychological well-being of male and female students. According to the study's findings, students' psychological well-being can be enhanced by using a variety of services, including counseling and mindfulness therapy provided by counselors.

**Keywords:** Psychological well-being, student

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### Introduction

Good psychological well-being can lead to physical and mental health, and also happiness in life (Kurniasari et al., 2019). Students' psychological well-being is an important factor to consider (Wibowo & Mulawarman, 2022). According to research Khoirunnisa & Ratnaningsih (2016), psychological well-being aids in the process of adjusting to the environment and aids students in the process of academic achievement. Psychological well-being is a state in which people are able to accept themselves as they are and form positive relationships with others (Ismuniar & Ardiwinata, 2021). Moreover, Triwahyuni & Prasetyo (2021) said that psychological well-being may be recognized through self-acceptance as it is, having a desire for self-actualization, having positive relationships with others, being independent, and having the ability to address difficulties in one's life. Each person's psychological well-being is unique, and there is no single factor that determines an individual's psychological well-being. Individual psychological well-being is influenced by a number of variables, including age, gender, social standing,

economy, personality, religiosity, culture, education, and social support, according to Fitri et al. (2017).

The amount of psychological well-being varies depending on the stage of a person's growth. Higher levels of psychological well-being are associated with earlier stages of personal growth (Fitri et al., 2017). According to the findings of research conducted by Kurniasari et al. (2019) the characteristics of students who have high psychological well-being are having self-acceptance as it is, independence, being able to foster good relationships with the surrounding environment, having good control of the environment, having a purpose in life, and possessing the capacity to actualize oneself in a good future. Whereas students with low well-being levels tend to lack self-assurance, dependency, inability to forge close bonds with others, a lack of a sense of life's goal, and difficulty being open to new experiences.

According to the findings done by Ismuniar and Ardiwinata (2021), the psychological well-being of students at the University of Borneo Tarakan is in the moderate category, whereas Aulia and Panjaitan's study (2019) on students at the Faculty of Nursing at the University of Indonesia reveals that their psychological well-being is low. Counselors at tertiary institutions on the campus in question need to be aware of the different levels of psychological well-being among students. The focus of this research is to describe and obtain an overview of the psychological well-being of students at the Faculty of Tarbiyah and Teaching Science (FTTS) at Salatiga State Islamic Institute, considering that knowing the psychological well-being of students is the first step for counselors in tertiary institutions to be able to provide the right services for them because psychological well-being depicts psychological health in an individual (Ryff, 2013) and psychological well-being is an important variable for students in undergoing their studies (Wibowo & Mulawarman, 2022).

## Method

The descriptive quantitative method was used in this study. Quantitative research is the measurement of quantitative data and objective statistics using scientific calculations derived from respondents' responses to a series of questions (Creswell, 2014), so that data can be described and presented with the goal of reporting what has been discovered (Mishra et al., 2019). This research design employed cross sectional survey, that is, a research design that collects data at one time. This design aimed to describe and obtain an overview of the level of students' psychological well-being of FTTS at Salatiga State Islamic Institute. Through descriptive quantitative analysis, researchers obtained an overview of the data needed without making a conclusion or prediction.

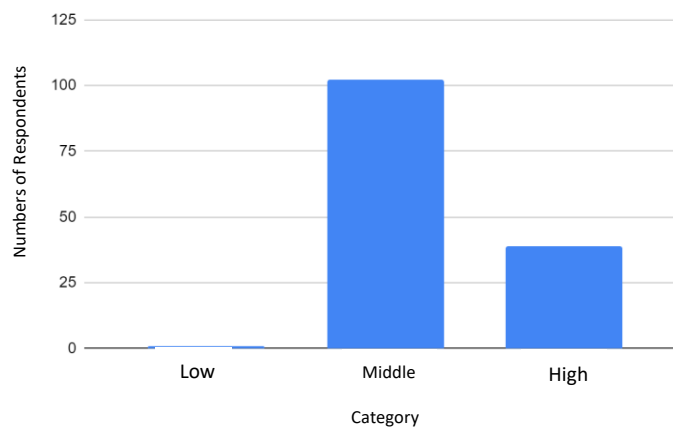
The subjects of this study were 142 students of FTTS at Salatiga State Islamic Institute chosen using a simple random sampling technique. The data was collected using a psychological well-being scale adapted from the Ryff's Well Being Scale, including 42 items with six indicators covering self-acceptance, positive relationships with others, autonomy, environmental mastery, personal development, and life-goals (Ryff, 1989). Examples of item statements were "*I dare to express opinions even if they are contrary to the opinions of most people,*" "*I usually don't rely on what other people do in making every decision,*" and "*I am frustrated and have difficulty maintaining close relationships,*". Once the instrument's validity and reliability were evaluated, the instrument's reliability was found to be ( $r$ ) 0.867 and the  $r$  count validity to be 0.231-652. These findings show how valid and highly dependable the instrument is. There are 42 statement items on the test, and the scores range from 1 to 4 (highly inappropriate to highly appropriate). Descriptive quantitative methods for data analysis were used with the IBM SPSS application. Students' psychological well-being is categorized into three

categories: high, moderate, or low. A t-test was also used to determine the level of variations in the level of psychological well-being between groups of male and female students

### Result and Discussion

Data from the research of 142 students of FTTS at Salatiga State Islamic Institute on the psychological well-being scale revealed that 27.5%, or 39 students, had a high level of psychological well-being. Furthermore, 102 students, or 71.8% of all respondents, were categorized as moderate. The remaining 0.7%, or one student, was categorized as high. Figure 1 shows a more detailed explanation.

**Figure 1. Level of Students' Psychological Well-being at FTTS, Salatiga State Islamic Institute**



The feature of having positive relationships with other people also had the highest aspect and was categorized as high, according to the analysis of each component of psychological well-being ( $M=3.07$   $SD=0.83$ ). When compared to all other qualities, self-acceptance had the lowest average ( $M = 2.67$ ,  $SD = 0.97$ ), placing it in the middle group. In addition, several factors with averages of ( $M = 2.71-2.99$ ,  $SD = 0.86-0.94$ ) were moderate, including life goals, personal development, independence, and environmental adjustment. Table 1 provides an analysis of each component of psychological well-being of students of FTTS at Salatiga State Islamic Institute.

**Table 1. Analysis of Students' Psychological Well-being Aspects at FTTS, Salatiga State Islamic Institute**

Dimensions	N	M	SD	category
Positive relationships with others	142	3.07	0.83	High
Life Goals	142	2.99	0.89	Moderate
Personal growth	142	2.90	0.94	Moderate
Independence	142	2.74	0.88	Moderate
Environmental Adaptation	142	2.71	0.86	Moderate
Self-Acceptance	142	2.67	0.97	Moderate

According to the examination of the aforementioned factors, each factor was categorized as moderate, and only one factor—having good relationships with other people—was in the high category. The likelihood that students may experience numerous psychological issues, such as stress (Clemente & Hezomi, 2016), sleep issues (Vermeulen et al., 2021), or anxiety (Tunç, 2020), is reduced when there is a high degree of psychological well-being. Additionally, according to Kurniasari (2019), students with a high level of psychological well-being are characterized by having self-acceptance, independence, the capacity to forge positive relationships with others, the ability to exercise good environmental control, the presence of pre-existing life goals, and the capacity for self-development. A student with a high level of psychological well-being already has a positive assessment of the experience and quality of his life, as opposed to an individual with a low level of well-being, who may exhibit traits such as lack of confidence, dependence on others, difficulty forging relationships with others, lack of life's goals, and a lack of openness to new situations and experiences. The study's findings indicated that the level of psychological well-being at Salatiga State Islamic Institute was in the moderate category, and the results of the analysis of the six dimensions as a whole were also in the moderate category. While this was not a poor finding, it did highlight the need for increased efforts in order for students' psychological well-being of FTTS at Salatiga State Islamic Institute to reach the high category.

The researcher also performed a t-test in addition to examining the percentage level of psychological well-being and categorizing each facet. The purpose of this study was to compare the psychological wellbeing of male and female students at FTTS, Salatiga State Islamic Institute. The average of the data comparing the psychological health of male and female students was obtained prior to the analysis of the t-test. Table 2 displays the findings of the average psychological well-being of male and female students.

**Table 2. Level of Students' Psychological Well-being at FTTS, Salatiga State Islamic Institute**

	Gender	N	M	SD
Psychological Well-being	Female	116	118.9	12.88
	Male	26	123.46	8.90

Based on Table 2's findings, it is clear that male and female students at FTTS, Salatiga State Islamic Institute scored differently on psychological well-being on average. The average score for 116 female students was 118.91, while 26 male students achieved a score of 123.46. This indicates a 4.5477 point difference in the mean psychological well-being scores of male and female students. Also, a t-test employing an independent sample test was conducted to see whether there is a statistically significant difference between the psychological well-being of male and female students. The test's outcomes are displayed in table 3 below.

**Table 3. Results of the Psychological Well-being T-test of FTTS, Salatiga State Islamic Institute**

Psychological Well-being	N	p<005
	142	0.090

The value could be determined by looking at the data in table 3.  $0.090 > 0.05$ , suggesting that there was no appreciable distinction between the psychological well-

being of male and female students. Students' varying levels of psychological well-being produced a range of outcomes. Some students' psychological well-being was already considered to be high, while others' psychological well-being was still considered to be low. The bulk of them fell into the intermediate group in terms of psychological well-being. The variation in psychological well-being levels was a result of a number of background conditions. In accordance with Ryff (Henn et al., 2016), there are differences in the levels of psychological well-being that can be influenced by factors such as cultural background, social class, economic status, educational attainment, personality, marriage, family upbringing, health and physical functioning, as well as belief factors. both gender and emotions. The factors that affect pupils' psychological wellbeing must then be identified through further analysis. Also, the result of the t-test was run  $sig. = 0.090 > 0.05$ , indicating that there was no distinction between the psychological well-being of male and female students. This proves that psychological well-being is universal for men and women.

A level of psychological well-being among students that is still categorized as low or moderate necessitates therapy or intervention efforts to raise the level of psychological well-being among students. Counseling services offered by counselors in postsecondary institutions, including in-person and online counseling (Mulawarman et al., 2022), are one of the alternative services that can be offered to improve the psychological well-being of students (Eva et al., 2020).

Another strategy that can be employed, in addition to counseling, is to have college counselors offer mindfulness-based therapy services. This is because mindfulness can enhance psychological well-being (Astuti & Setiyawati, 2019; Awaliyah & Listiyandini, 2017). Guidance and counseling services are available to students in higher institutions to assist them in completing their personal-social developmental goals and advancing mentally. Students' academic success and job growth will both benefit from improving their psychological well-being (Nastiti & Abdu, 2020). It is believed that students will benefit from the service efforts in order to maintain their psychological well-being and perform each of their jobs and responsibilities as best they can.

## Conclusion

According to the findings of the research mentioned above, the students' psychological well-being at FTTS, Salatiga State Islamic Institute generally was categorized as moderate. The level of psychological well-being of male and female students does not significantly differ based on gender. To further enhance the psychological wellbeing of students at FTTS, Salatiga State Islamic Institute, counseling services, mindfulness treatment services, and other guidance and counseling services may be an alternative for counseling service providers in tertiary institutions (Savitri & Listiyandini, 2017). In conclusion, given that the scope of this study is restricted to students' psychological well-being, the researcher suggests that future studies test interventions designed to enhance psychological well-being or investigate variables such as socioeconomic status, religiosity, and social support that may be related to psychological wellbeing in students.

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## Author Contributions Statement

The following are contributions from each authors MM, ERA Develop research ideas and quality checking for research. AF Collaborators in research and data collection. SH, FSA & VAW Develop research instrument and validation. AEW, NAW & YMT Drafting articles and data analysis. VM Gather supporting reference sources.

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