

Psychological Well-Being of Students in Completing their Final Projects

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ABSTRACT

Psychological well-being is a positive and critical aspect the students must have. However, research to identify individual psychological conditions, especially in completing final projects, is rarely done. For this reason, this study aimed to describe the psychological well-being of students who are completing their final projects. The research method used was a survey. The sample of this research with a sample of 271 students. Researchers utilized students' psychological well-being scales to collect the data. The instrument obtained 32 items considered valid. The data analysis used is descriptive analysis using SPSS 24. The results showed that 32% of students had psychological well-being that tended to be high to very high, 36% had psychological well-being at a moderate level, and 32% had psychological well-being that tended to be low to very low. Individual psychological well-being was described more by personal growth than by the individual's ability to master the environment, autonomy, self-acceptance, purpose in life, and positive relationships with others.

Key words: psychological well-being, students, description.

INTRODUCTION

Psychological well-being is a positive aspect that students need to have in their final years of study in facing the challenges of completing their final projects. Individuals who have psychological well-being are able to face the challenges of life by increasing their knowledge and self-capacity to achieve academic success (Poulou & Norwich, 2019; Aydin, 2020; Davis & Hadwin, 2021; Elema et al., 2021). Psychological well-being is present in life as a form of psychological functioning. It may improve the psychological conditions experienced by increasing self-knowledge and capacity. Individual's psychological well-being shows the individual's ability to overcome difficult conditions by using personal qualities such as attitude, effort, belief, and proactive struggle, all of which are vital in improving psychological well-being to overcome the problems and challenges of life, such as completing the final project (Shafaei et al., 2018; Eskisu, 2021).

Students' psychological well-being shows better results in developed countries, such as America and Australia, than those gained in developing countries in Asia, such as Thailand and Turkey. Research by Safak-Ayvazoglu & Kunuroglu (2019) and Calderon et al., (2021) revealed that Thai students have lower happiness and higher stress, while Turkish students, compared to American students, have more disturbing traumatic experiences. These findings show that the ability of students in developing countries to face challenges is inadequate, as indicated by students' high stress and low happiness, which can affect their psychological well-being. Indonesian students have lower psychological well-being (Kurniasari et al., 2019), related to feelings of loneliness and the inability to manage

emotions (Rahman et al., 2020; Simanjuntak et al., 2021) due to the lack of positive relationships, environmental mastery, autonomy, and self-acceptance.

Psychological well-being is an important concept related to individual mental health through positive thinking, having meaning in life, having a purpose in life, developing quality relationships with others, and striving for personal self-development (Atabek et al., 2019; Bingol & Batik, 2019; Kirkbir, 2020; Ummet, 2020; Spruin, 2021). It is a concept that needs serious attention for its high relationship to individual mental health, especially in completing the final project. Idris et al. (2019), Malkoç & Kesen (2019), and Tunc (2020) added that psychological well-being is related to an individual's ability to function optimally, both personally and socially. Individuals who have psychological well-being can utilize their abilities, both in personal and social life.

Kilgo et al. (2019) defined that the components of student psychological well-being include self-acceptance,

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environmental mastery, purpose in life, positive relationships with others, personal growth, and autonomy. A high level of good psychological well-being is indicated by the ability to accept and have a positive attitude, having the self-confidence to achieve purpose in life, trusting relationships with others, having good personal growth, feeling able to act, being independent, and being able to resist pressure. Luo et al. (2019), Kaya & Cenesiz (2020), and Bhat (2021) added that a person has high psychological well-being when having intrinsic motivation, interaction ability, and life satisfaction, which includes a purpose in life, a feeling of competence, and the meaning of life. Meanwhile, individuals with low psychological well-being show conflict styles that tend to be more negative, such as coercion and avoidance when socializing with others and the anxiety they experience (Houlberg, 2018; Kasapoglu & Didin, 2019; Ummet, 2020). Low psychological well-being is indicated by coercion, avoiding conflict, and feeling anxious, rather than facilitating others when conflicts arise or having a positive outlook.

Kurt & Demirbolat (2019), Lee et al. (2020), and Can et al. (2021) stated that efforts to identify and understand factors that can contribute to psychological well-being are still limited, even though it is urgently needed to add to the study of mental health in adulthood, especially of students faced with final assignments. Students may face personal-social problems to deal with the adjustment of grades and orientation in completing the final projects that can affect their psychological well-being. Thus, this study would describe the psychological well-being of students who are completing their final projects.

METHOD

The method used for this study was quantitative through a survey, which is one type of descriptive research technique

(Yasar *et al.*, 2018), to determine the conditions of students' psychological well-being during online learning. The selected population is students in Malang City, with a total sample of 271 students that taken by the number of samples taken is based on the number of populations calculated using the table isac and michael. The sampling technic that used cluster-random sampling. The data were collected through the psychological well-being scale, which was previously tested for validity and reliability using factor analysis and Cronbach's Alpha, respectively. Chan & Idris (2017) stated that factor analysis aims to measure a construct's validity, while Cronbach's Alpha for an instrument's reliability. The reliability got a value of 0.953, while the value of KMO and Bartlett's test of the psychological well-being scale of this study was 0.947, with a significance value of 0.00. Based on the opinion of Shkeer & Awang (2019), the KMO value > 0.6 and the significance value of Bartlett's Test < 0.05 indicates good validity, so the psychological well-being scale is valid to measure the research sample because $0.947 > 0.60$ and the significance value is $0.000 < 0.05$. The number of valid statements from the psychological well-being scale obtained 32 items. The technique used to analyze the data describing the psychological well-being of students was descriptive statistics that using SPSS 24. The analysis of the results of the psychological well-being level is classified into 5 levels, namely very high, high, moderate, low, and very low.

RESULTS

The results in Table 1 show that the average psychological well-being of students during the campus restriction period is 172.56. A more detailed description of the psychological well-being of students during the campus restriction period can be seen in Table 2:

Table 1: Results of Descriptive Analysis of Student Psychological Well-being

		Descriptive Statistics				
	<i>N</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Mean</i>	<i>Std. Error</i>	<i>Std. Deviation</i>
	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>	<i>Statistic</i>
TOTAL	271	119	215	172.56	1.167	19.212
Valid N (listwise)	271					

Table 2: Description of Student Psychological Well-being

<i>Description</i>	<i>Very high</i>	<i>High</i>	<i>Moderate</i>	<i>Low</i>	<i>Very low</i>
Psychological Well-being	6%	26%	36%	25%	7%
Indicator 1. Self-acceptance	0.8%	9.2%	48%	38%	4%
Indicator 2. Environmental mastery	1%	16%	49%	29%	5 %
Indicator 3. Positive relationship	0.7%	2.6%	37.3%	31.4%	28%
Indicator 4. Purpose in life	2.2%	17.4%	25%	36.9%	18.5%
Indicator 5. Personal growth	1.5%	25.8%	44.7%	24.7%	3.3%
Indicator 6. Autonomy	0.8%	9.2%	49.1%	28.4%	12.5%

Table 2 shows that of students, 32% have psychological well-being that tends to be high to very high, 36% have psychological well-being at a moderate level, and 32% have psychological well-being that tends to be low to very low. Students with psychological well-being that tends to be high to very high can accept themselves and master the environment, and have positive relationships with others, purposes in life, good personal growth, and autonomy. Personal growth can describe the high level of psychological well-being in students better than environmental mastery, autonomy, self-acceptance, purpose in life, and, finally, positive relationships with others do. That is, the psychological well-being possessed by students is closely related to personal growth rather than other aspects.

DISCUSSION

This study aimed to describe the psychological well-being of students in completing their final projects. The results showed that 32% of students had a high (26%) to very high (6%) levels of psychological well-being, 36% had a moderate level of psychological well-being, and 32% had a low (25%) to very low (7 %) levels of psychological well-being. These results were in line with the research by Kurniasari *et al.* (2019), Rahman *et al.* (2020), and Simanjuntak *et al.* (2021) that found that the psychological well-being of students tends to be low and very low. This level is caused by the ability to adapt to prevailing values and new situations encountered, which can create a sense of loneliness and an inability to manage emotions, especially in completing the final projects, leading to psychological disorders in individuals when unable to adapt to the situation experienced. Kirkbir (2020), Samara *et al.* (2020), Loft & Waldfogel (2021), Can *et al.* (2021), and Kamboj & Garg (2021) added that psychological well-being focuses on individual emotions related to feelings of loneliness, psychosomatic, discomfort, and homesickness. This information shows that feeling alone or sadness, as a form of emotion in the individual feeling loneliness and homesickness, affects the individual's ability to adapt and reduces his/her sense of comfort in the situation at hand. Individual personal-social problems that are allowed to continue can cause students' psychological well-being to below.

Other personal-social problems that cause low psychological well-being are anxiety, stress, and socioeconomic conditions (Hanawi, 2020; Tunç, 2020; Eskisu, 2021). Individuals who can not develop their potential can have a negative perception of the problems they experience. Therefore, they can get stressed and experience anxiety. Li & Li (2017), Houlberg *et al.* (2018), and Safak-Ayvazoglu & Kunuroglu (2021) stated that negative psychological conditions such as depression, anxiety, stress, traumatic events, and disturbing thoughts, such as fear of failure in completing tasks, can worsen individual psychological well-being because individuals are unable to relate to the social environment or adapt to new situations.

The inability to adapt to new situations is also influenced by the spread of Covid-19 that causes stress, anxiety, and fear (Oducado *et al.* 2021), and by the lack of socioeconomic supports, which are needed to encourage students to complete their final assignments.

The socio-economic instability led by the Covid-19 pandemic has caused tension and anxiety in students who complete their final assignments. Cao *et al.* (2020), Zakaria *et al.* (2021), and Celebi *et al.* (2021) stated that the Covid-19 outbreak changed the socio-economic status of individuals that became a determining factor for individual happiness and, ultimately, psychological well-being. The Covid-19 situation has caused a financial crisis in the lives of individuals, especially for individuals who do not have social security, leading them to have serious economic problems. Islam *et al.* (2020), Burns *et al.* (2020), and Browning *et al.* (2021) added that economic insecurity in the family has an impact on the inability to pay school fees, thereby increasing individual anxiety and affecting psychological conditions. Thus, the low psychological well-being experienced by students is caused by loneliness, inability to adapt, and financial insecurity, which cause stress, anxiety, and pressure for students who complete their final projects.

Furthermore, students' psychological well-being consists of six indicators (Miçoogullari & Ekmekçi, 2017; Alos *et al.*, 2021), each of which shows results that tend to be below. Self-acceptance describes the low psychological well-being of students better than other indicators. Gul & Caglayan (2017), Demirbas-Çelik (2018), Mostafavi (2020) dan Kasap (2021) stated that self-acceptance is related to an individual's positive recognition of his/her quality. Individuals with low self-acceptance are influenced by their perceptions of workaholic parents, decreased motivation, and treatment on campus that affect their psychological well-being. Based on this explanation, external and internal situations affect individuals to have low self-acceptance. Da Paz *et al.* (2018) and Bianchi *et al.* (2021) stated that self-acceptance is a protective response to unfavorable situations, such as dropping out of school, that has an impact on an individual's psychological well-being. However, it seems that the recent unfavorable situations have caused student self-acceptance to be low due to workaholic parents, decreased motivation to do final assignments due to the pandemic, and unexpected treatment the students experience on campus.

The second indicator that describes the individual's low psychological well-being is purpose in life. Moran (2020), and Gocen (2021) stated that purpose in life is indicated by the existence of beliefs, meaning for a purposeful life, and meaningful and intentional guidance by individuals. Purpose in life is related to the range of life to be achieved, namely the expected change to be realized by mobilizing the potential possessed. Furlong *et al.* (2021) stated that individuals with

low purpose in life are often bored with academic situations and can neither develop effective learning strategies nor choose alternative ways to achieve goals, thus experiencing a decrease in psychological well-being. Developing strategies and choosing alternative ways can help individuals achieve expected goals in a directed and meaningful way. In achieving their life goals, students need to pay attention to their ability to develop learning strategies and alternative ways that, in turn, will increase their psychological well-being.

The third indicator that describes an individual's psychological well-being is positive relationships. Idris (2019), and Brunsting (2021) stated that positive relationships with others are indicated by having warm, trusting, mutually satisfying relationships, caring for each other, loving each other, involving each other, and understanding each other. Positive relationships can create the social support needed for individuals to engage in academic activities, bounce back in unfavorable situations, and achieve psychological well-being. Although Kuhn *et al.* (2018), Lee (2019), and Elliott & Blithe (2021) stated that social support does not affect an individual's psychological well-being, but optimism and active coping in dealing with unfavorable situations, such as stress and distress, have a positive influence. Therefore, to have psychological well-being, individuals need better self-development in addition to building positive social relationships.

The fourth indicator that describes the psychological well-being of individuals is environmental mastery. Jeon (2018), and Koo (2021) stated that environmental mastery is related to having the competence to manage the campus environment or climate, control complex external disturbances, create conditions according to personal needs, and values, and take advantage of opportunities effectively. Creating and mastering a positive environment helps individuals reduce stress and academic pressure in completing their final projects. Chapman & Dammeyer (2017), Dang (2019), Kilgo (2019), and Yalcin *et al.* (2020) added that a positive campus climate leads to high interaction in the lecture venue with a variety of students because individuals try to identify the atmosphere in the venue which consists of people with different attitudes. Thus, it can be concluded that the low environmental mastery of students to complete their final projects is caused by the complex campus climate which cannot be identified optimally by students due to limited conditions, such as a pandemic.

The fifth indicator that describes an individual's psychological well-being is autonomy. Han (2020), Chateau & Tassinari (2021) stated that autonomy is indicated by independent learning, acting in particular ways, self-evaluation, and resistance to social pressures. Independence should be the goal to shape the psychological well-being of individuals through reflection and discussion of the situation experienced concerning the completion of the final project. Melville *et al.* (2018) and Holmes (2021) added that autonomy

is not a product but a process that needs to be honed by individuals and needs to be facilitated by educators through self-knowledge, participation, and reasons for decision making. Thus, autonomy here means independent learning, action determination, decision-making, and self-evaluation.

The last indicator that describes low psychological well-being in individuals is personal growth. Kilgo *et al.* (2019), Bingöl & Batik (2019), and Alkhatib (2020) stated that one's personal growth is indicated by his desire to develop or improve himself because of the knowledge and self-confidence he has. It can also be manifested by the willingness to open up new experiences, realize the potential, and improve self and behavior from time to time. One's personal growth can be seen from his open attitude, creativity, and readiness to face life transitions, by which he has the opportunity to grow from time to time through difficult life experiences (Weststrate & Glück, 2017; Gostoli, 2017; Akram, 2019; Bagnall, 2020). This is because the knowledge he possesses has increased to deal with changing life transitions and readiness to grow from time to time. Thus, it can be concluded that personal growth that needs to be present in individuals for high psychological well-being is being open, creative, and ready to face life transitions and realizing potential by increasing knowledge and self-confidence from time to time.

The low, or even the very low, level of the psychological well-being of students who are taking their final assignments shows the need for serious attention. The low level is caused by the inability to adapt, feelings of loneliness, external pressure, and financial insecurity experienced by the students. Besides, decreased motivation to learn that makes them unable to develop strategies and alternatives to achieve goals, inability in personal-social development, and an inadequate campus climate also causes their psychological well-being to be low. Another thing that is no less important to note from the low psychological well-being of students who are taking their final projects is independence in learning and acting and openness and creativity in learning. Faced with complex problems, stakeholders in schools, including teachers, counselors, principals, peers, and even parents, however, are expected to be able to assist students in improving their psychological well-being.

Counselors and teachers can develop psychoeducational groups to help students overcome adjustment problems, self-confidence, and other topics related to developmental psychology (Malkoç & Kesen Mutlu, 2019; Can, 2021). Psychoeducational activities by counselors and teachers can be in the form of training or intervention to assist students in improving psychological well-being while working on their final projects. Faramarzi & Bavali (2017), Osmanoglu & Yilmaz (2019), and stündağ-Budak *et al.* (2019) added that counselors or teachers could conduct dialectical behavior training, music, and logotherapy to help improve students' mental

health, which can improve their psychological well-being. Peers can also assist students in developing psychological well-being through peer learning (Virtanen et al., 2019), while parents can contribute by way of involvement, hope building, support for autonomy, and relationships (Froiland, 2021). Thus, the conclusion is that the forms of assistance possible to give to students who are taking their final projects are psychoeducation, training, music, peer learning, and engagement.

CONCLUSIONS

This study aimed to get an overview of the psychological well-being of students taking their final projects. The results showed that 26% of students had high psychological well-being, 6% had very high psychological well-being, 36% had moderate psychological well-being, 25% had low psychological well-being, and 7% had psychological well-being tending to be very low. The low psychological well-being of students is caused by, among others, the sense of loneliness, inability to adapt, and socio-economic conditions. Suggestions for guidance and counseling service units in universities should provide services in the form of self-management and student self-acceptance when faced with completing their final project. In addition, increase students skills to adapt unpredicted situation in completing the final project. For stakeholders in higher education should be able to create a dynamic and positive environment to manage anxiety. For further researchers, the results of this study can be used as an illustration to conduct further research by considering the factors of anxiety, adaptation, family support and social support in improving individual psychological well-being.

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