



ISSN 2827-8151 (Online)
SRAWUNG (Journal of Social Sciences and Humanities)

<https://journal.ifpublisher.com/index.php/issn>

Vol. 2, Issue. 4, (2023)

doi.org/10.56943/issn.v2i4.420

The Identification of Psychological Welfare on the Social and Political Sciences Faculty Students, University of Lampung

Hani Damayanti Aprilia^{1*}, Susana Indriyati Caturiani², Teti Rachmawati³, Imam Mahmud⁴

¹hani.damayanti@fisip.unila.ac.id, ²susana.indriyati@fisip.unila.ac.id,

³tety.rachmawati@fisip.unila.ac.id, ⁴imam.mahmud@fisip.unila.ac.id

Universitas Lampung

*Corresponding Author: Hani Damayanti Aprilia

Email: hani.damayanti@fisip.unila.ac.id

ABSTRACT

Human beings often suffer a transition period when there is a change in their lives. The change from student to college student has many transitions that sometimes lead to certain crises which differ from each other. Although in Indonesia, there are very few studies that focus on the psychological welfare of students, even though there have been many cases related to the mental health and welfare conditions of students in the campus environment. In general, this research aims to identify the psychological welfare of students in social and political science, University of Lampung. The approach used is mix method approach. The population of this research is active students during the first semester of 2022/2023 based on data obtained from One Data Unila consisting of 4109 students. The research sample was 365 students with an error value of 5%. The research results indicated that generally the respondents' level of psychological welfare was at a high and very high level. The majority of the 248 respondents had a high level of psychological welfare, and there were no respondents who had a very low level of psychological welfare. The campus environment and the learning process contribute to the dynamics of a student's life, one of the impacts that may occur is the pressure that can affect the psychological welfare of students and can lead to various psychological disorders in the future. Indeed, a college student cannot avoid the stresses and pressures that occur in college because it is also a form of self-development.

Keywords: Academic Stressors, Mental Health, Psychological Welfare

INTRODUCTION

The campus environment and the learning process contribute to the dynamics of a student's life, one of the impacts that may occur is the pressure that can affect the psychological welfare of students and can lead to various psychological disorders in the future. Indeed, a college student cannot avoid the stresses and pressures that occur in college because it is also a form of self-development. College students have various problems that can affect their psychological welfare conditions, depending on their grade level. New college students have different conditions and problems from students who are in their final grade. New college students are faced with the transitional and adaptation period when they first start their studies. They are faced with new situations and environments and are required to be able to adjust in a short time (Rahayu & Arianti, 2020).

Meanwhile, students at the final grade are faced with the condition where they must immediately complete their studies. These conditions will certainly have a great impact on their psychological welfare. Ryff (2014) described that psychological welfare can be used as a predictor for an individual's physical and mental health, which can increase their mood for being happy in their daily lives, including college students. Individuals with good psychological welfare will have an impact on a better and happier life. Those whose lives are happy will live a more colorful and enthusiastic life (Kurniasari et al., 2019).

According to Kurniasari et al (2019) research, the research was conducted on 79 accountant students, 46% of the students were at a moderate level of psychological welfare, 38% at a low level, and the remaining 16% at a high level. Meanwhile, the research of Triwahyuni & Prasetyo (2021) identified that generally, psychological welfare can be a protective factor and specific, the dimensions of self-acceptance and environmental governance are protective factors against indications of mental disorders in new college students.

Then, according to Aulia & Panjaitan (2019), there is a solid relationship between psychological welfare and stress levels. The differences between this research and previous research are (1) previous researches only focused on certain levels, such as new students in the first semester, final year students, or students who are completing a thesis; and (2) there has been no research that specifically identifies the psychological welfare of freshmen, sophomores, juniors, and seniors. However, it is important to identify students' psychological welfare because there are differences in psychological stresses or conditions. For example, freshmen and final year students have different problems in handling college life.

Based on these backgrounds, it seems very important to conduct a psychological welfare survey on social and political science students at the University of Lampung. Therefore, the objective of this research is to identify the psychological welfare of students majoring in social and political science, University of Lampung. The data obtained from this survey will greatly assist the

identification process in getting insight related to the problem sources of psychological welfare of students in social and political science, University of Lampung.

LITERATURE REVIEW

Psychological Welfare

Psychological welfare is defined as a term used to describe an individual's psychological health based on the fulfillment of positive psychological functioning criteria. Psychological well-being, according to experts, includes life satisfaction, positive feelings, good relationships, and personal growth (Jangi et al., 2020). According to Ryff (2014), psychological welfare is a situation in which the fulfillment of psychological conditions in several dimensions, such following below:

1. Self-acceptance, which means that someone who has high psychological welfare can have a positive attitude towards themselves, recognizing and accepting various positive and negative aspects of themselves, and positive feelings about their past life.
2. Positive relationships with others, in which a person who feels psychological welfare in this dimension can be warm and trusting in interacting with others, have strong empathy, affection, and intimacy, understand giving and receiving in a relationship.
3. Independence or autonomy, someone who has high psychological welfare then in making decisions a person can be independent, able to resist social pressure to think and behave in the right way, behave according to the individual's own value standards, and evaluate themselves.
4. Environmental governance, which is a good psychological welfare, a person can control the environment, develop complex control over external activities, effectively use opportunities in the environment, and be able to choose and create contexts that are in accordance with the needs and values of the individual.
5. Life purpose, where psychological welfare can allow individuals to have a purposeful life, so they can focus positively on having a purpose, mission, and direction that makes them feel that life is meaningful.
6. Self-development is an individual's feeling that he/she is capable of progressing through the stages of development, being receptive to new experiences, realizing his/her potential, and making improvements in his/her life all the time.

RESEARCH METHODOLOGY

This research is a survey research combined with mixed methods, quantitative and qualitative approaches. Meanwhile, Sugiyono (2019) defines mixed methods as qualitative research and quantitative research that are applied together so that the data obtained becomes more comprehensive, valid, reliable, and objective. The population in this research were active students of social and political science faculty, University of Lampung, for the period 2022/2023 in odd semester which was 4109 students. Based on the Slovin (2021) formula, with an error value of 5%, the sample in this research was 364.52 and rounded up to 365 students. Qualitative data collection techniques using in-depth interviews online through Google Form with the concept of Focus Group Discussion (FGD) to active students of social and political science faculty, University of Lampung, for the period 2022/2023 in odd semester using snowball technique. There were 260 informants from 3 study programs, 3 diploma programs and 6 undergraduate programs. Quantitative data were collected throughout May 2023, while qualitative data were collected during May-July 2023. Quantitative data analysis techniques use data analysis techniques on SPSS and descriptive methods. While qualitative data analysis used interactive model data analysis.

RESULT AND DISCUSSION

The Research Results

The survey was conducted online through Google forms. In addition, after sorting the data, a total of 598 respondents participated in the survey, but only 365 respondents fulfilled the data analysis criteria. Meanwhile, the Focus Group Discussion was conducted face-to-face with informants.

Demographic Data of Respondents

The survey was participated by respondents whose ages ranged from 17-22 years old. Most respondents (172 people) were 19 years old, which is in the middle adolescent stage of development. While most respondents were female (256 people), the ratio was quite high compared to males (109 people). These respondents were from 6 departments in social and political science faculty at the University of Lampung, such as international relations, public administration, business administration, communication, governance science, and sociology. Most respondents were 113 people from the international relations department, and the department with the least respondents was the sociology department, which was 26 people. Around 240 respondents had a high cumulative grade point average in the range of 3.6-4 or around 66%. The respondents were from the years 2017 to 2022. 252 respondents were students with an entry year of 2021.

The Psychological Welfare Level of Respondents

In general, the level of psychological welfare of the respondents was at high and very high levels. A total of 248 respondents had a high level of psychological welfare and there were no respondents who had a very low level of psychological welfare.

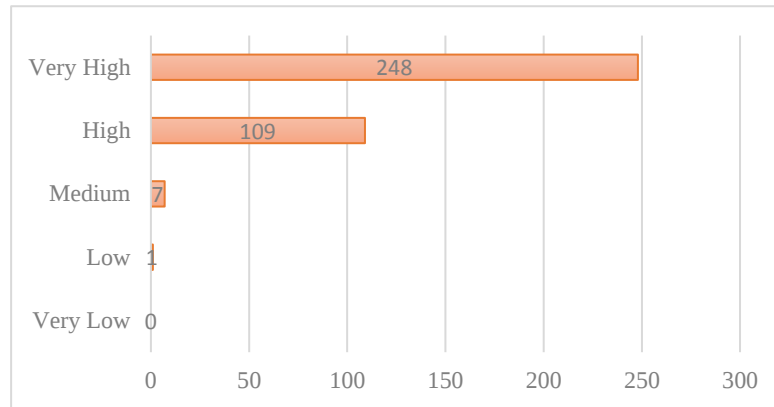


Diagram 1. The Psychological Welfare Level of Respondents
Source: Processed Data by Researchers

Comparative Level of Psychological Welfare based on the Major

It is known that communication science majors have respondents with the best level of psychological welfare, which is around 117.3, but the difference between majors is not too significant.

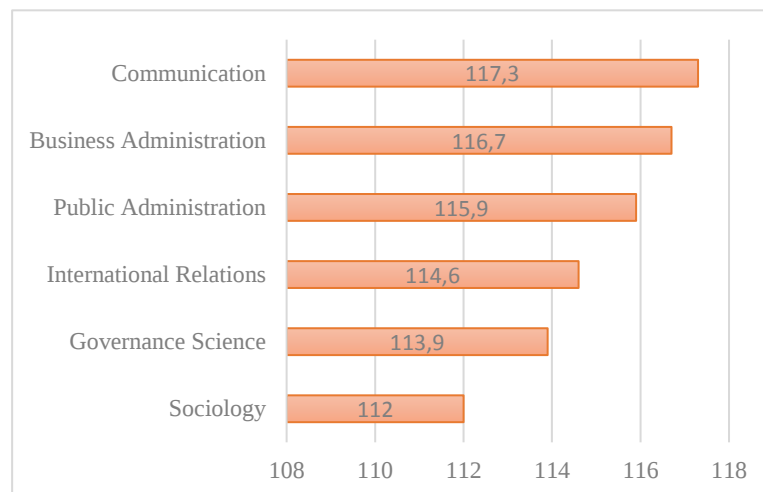
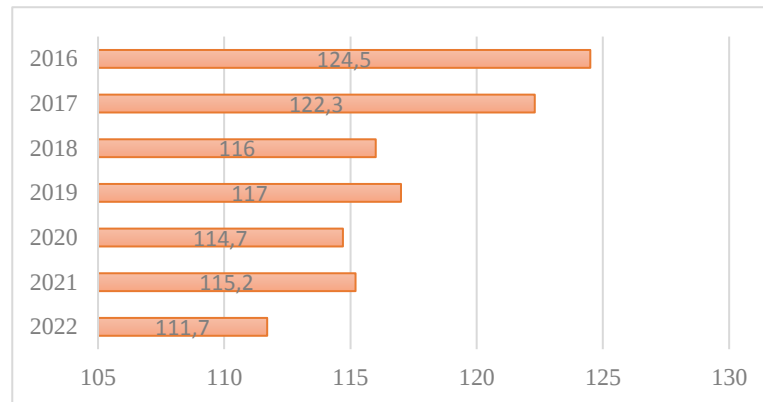


Diagram 2. Comparative Level of Psychological Welfare based on the Major
Source: Processed Data by Researchers

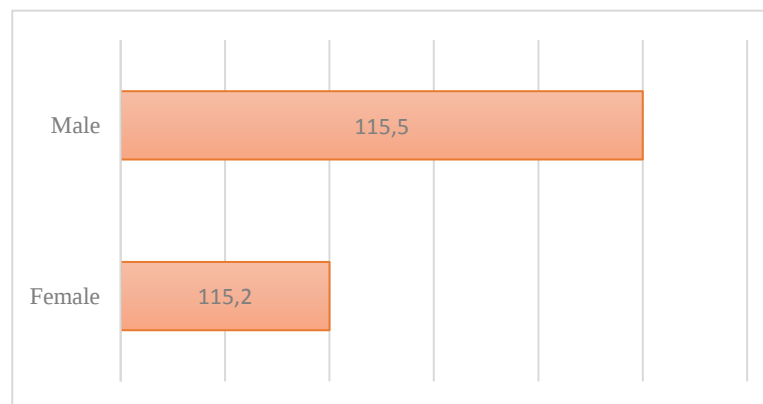
Comparative Level of Psychological Welfare based on Study Year**Diagram 3.** Comparative Level of Psychological Welfare based on Study Year

Source: Processed Data by Researchers

There is a significant difference in the level of psychological welfare among years of students. The 2016 students have the highest level of psychological welfare.

Comparative Level of Psychological Welfare based on Gender

There is no significant difference in the level of psychological welfare between male and female college students.

**Diagram 4.** Comparative Level of Psychological Welfare based on Gender

Source: Processed Data by Researchers

Dimensional Level of Psychological Welfare for the Entire Respondents

Psychological welfare has six dimensions, such as self-acceptance; positive relationships with other people; autonomy; environmental governance; life goals; and personal growth. In the diagram of the level of psychological welfare dimensions for all respondents, it is known that the dimension of personal growth has the best quality among other dimensions, while the dimension of self acceptance is the dimension that has the lowest quality.

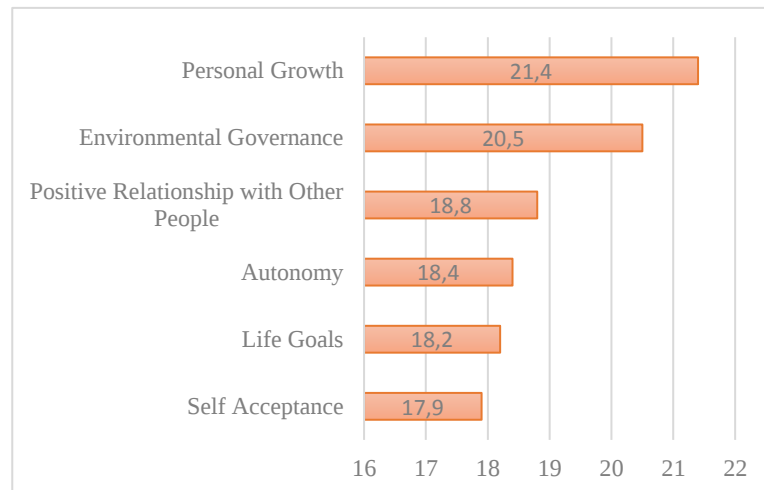


Diagram 5. Comparative Level of Psychological Welfare for the Entire Respondents
Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for International Relations Department

In international relations department, the personal growth dimension is the dimension with the best quality, while the self acceptance dimension is the dimension with the lowest quality.

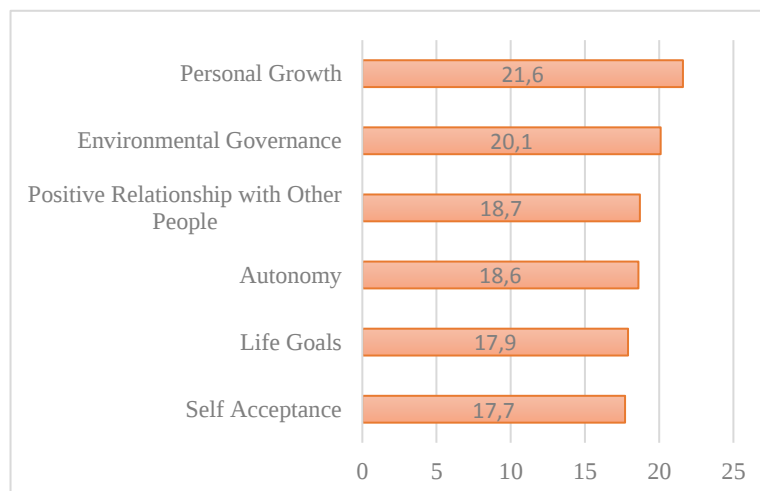


Diagram 6. Comparative Level of Psychological Welfare for International Relations Department
Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for Public Administration Department

In public administration department, the personal growth dimension is the dimension with the best quality, while the self acceptance dimension is the dimension with the lowest quality.

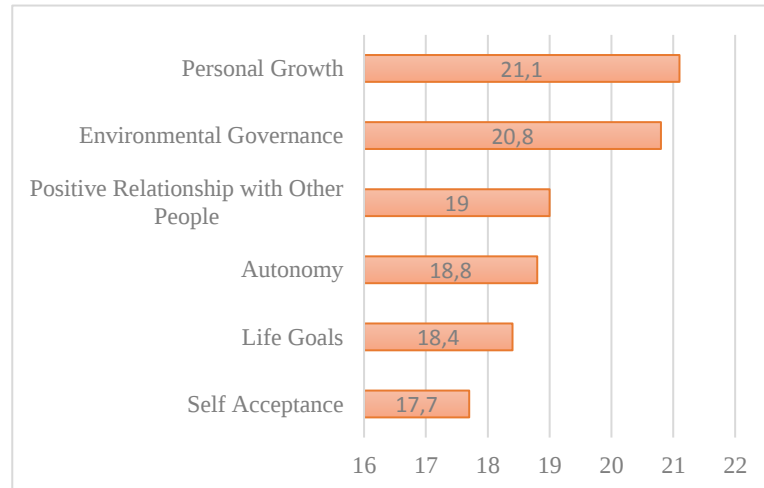


Diagram 7. Comparative Level of Psychological Welfare for Public Administration Department

Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for Business Administration Department

In business administration department, the personal growth dimension is the dimension with the best quality, while the autonomy dimension is the dimension with the lowest quality.

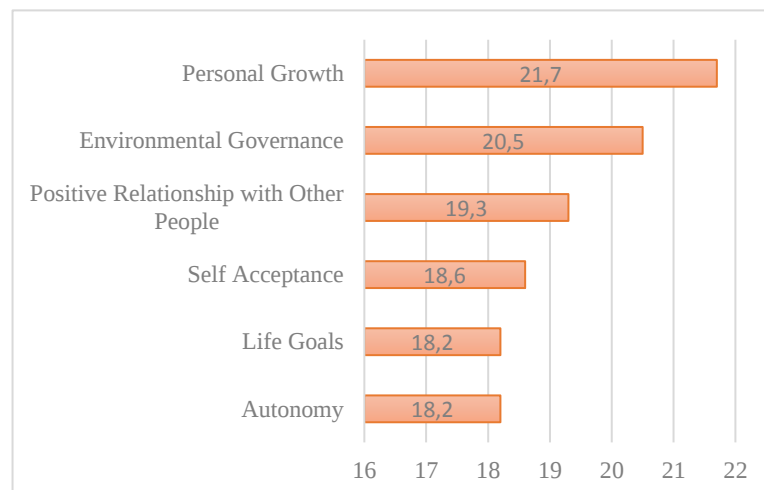


Diagram 8. Comparative Level of Psychological Welfare for Business Administration Department

Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for Communication Department

In communication department, the personal growth dimension is the dimension with the best quality, while the life goals dimension is the dimension with the lowest quality.

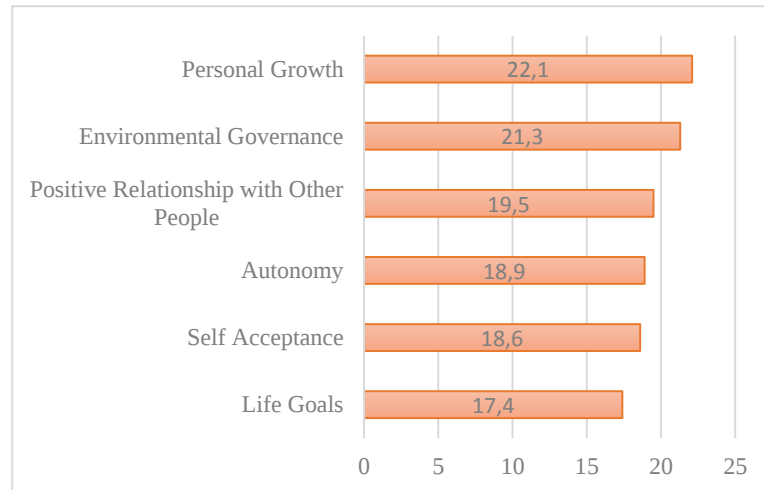


Diagram 9. Comparative Level of Psychological Welfare for Communication Department

Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for Governance Science Department

In governance science department, the personal growth dimension is the dimension with the best quality, while the self acceptance dimension is the dimension with the lowest quality.

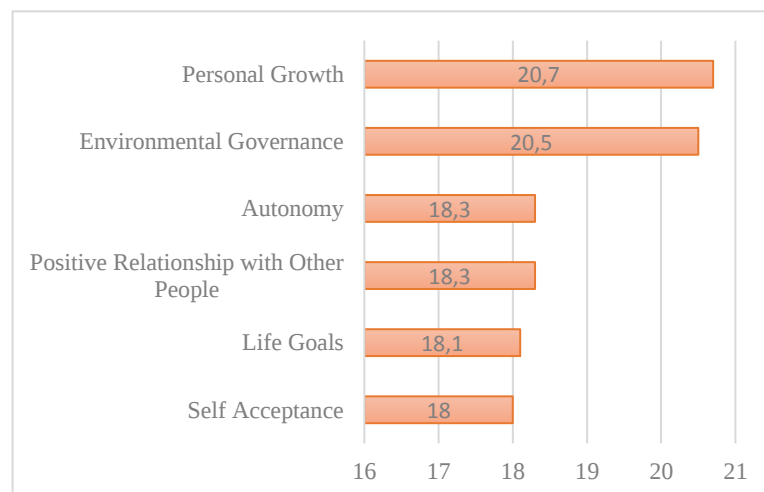


Diagram 10. Comparative Level of Psychological Welfare for Governance Science Department

Source: Processed Data by Researchers

The Ratings of the Psychological Welfare Dimensions of Respondents for Sociology Department

In sociology department, the personal growth dimension is the dimension with the best quality, while the self acceptance dimension is the dimension with the lowest quality.

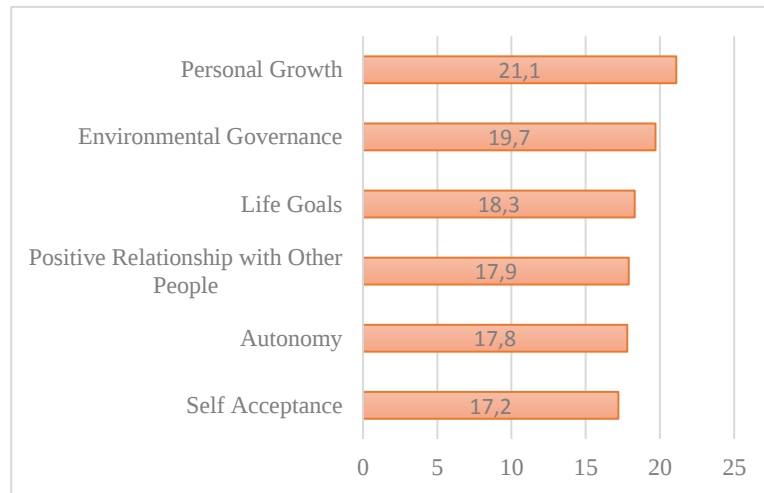


Diagram 11. Comparative Level of Psychological Welfare for Sociology Department
Source: Processed Data by Researchers

Normality Test

Based on the results of the SPSS output above, it is known that the significance value of Asymp. Sig (2 tailed) of 0.200 is greater than 0.05. Then, in accordance with the basis for decision making in the Kolmogorov-Smirnov Normality test, it can be concluded that the data is normally distributed.

Correlation Test between Psychological Welfare Level and Grade Point Average

Based on the results of the SPSS output above, it is known that the correlation coefficient value is 0.125 (positive) and the Sig value. (2-tailed) is 0.002 smaller than 0.05, it can be concluded that there is a positive and significant relationship between GPA and psychological welfare. While the correlation coefficient value of 0.125 is included in the very weak relationship category.

The Results of Academic Stressor Survey

Academic stressors are things that cause pressure on students' psychological conditions which come from the academic environment. Based on the results of qualitative surveys, it is known that assignments are the most dominant academic stressors perceived by respondents.

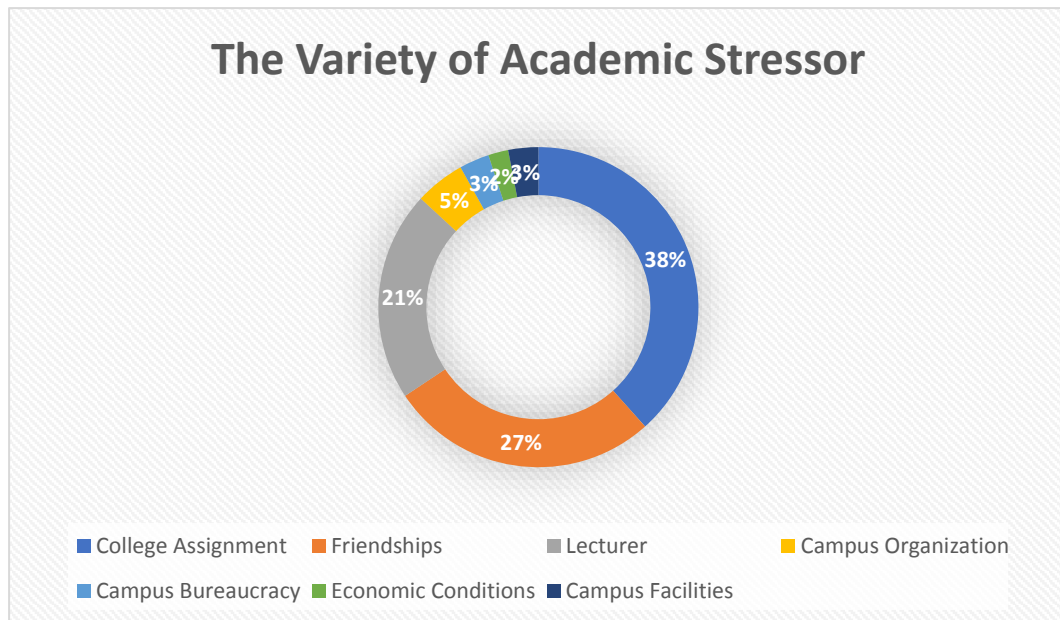


Diagram 12. The Variety of Academic Stressor

Source: Processed Data by Researchers

Based on the results of data collection through Focus Group Discussions (FGD), these are the number of informants in this research which presented on the diagram below.

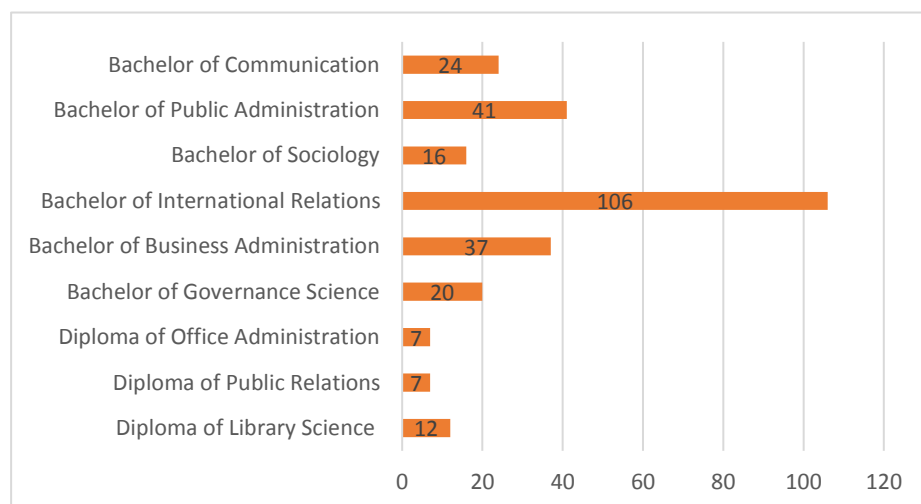


Diagram 13. The Result of Focus Grup Discussions (FGD)

Source: Processed Data by Researchers

The Research Discussion

Ryff (2014) defined psychological welfare comes from life-span developmental perspectives, which emphasize the differing challenges confronted at various phases of the life cycle. In addition, psychological welfare is divided into 6 dimensions, such following below:

1. Self Acceptance

Self-acceptance is a condition where individuals have a positive attitude towards themselves, recognize and accept many aspects of themselves, including good and bad qualities, feel positive about their past lives.

2. Positive Relationships with Other People

Positive relationships with other people in individuals are defined by having warm, satisfying, trusting relationships; being concerned about the others' welfare, capable of strong empathy, compassion, and intimacy; understanding human give-and-take relationships.

3. Autonomy

Autonomy is self-determination and independence; being able to resist social pressure to think and act in a certain way; regulating behavior from inside; evaluating oneself by personal standards.

4. Life Goals

A life goals for individuals is a condition where individuals have a purpose in life and an inner sense of direction; they feel there is value to their present and past lives; they have beliefs that give life goals; and they have intentions and goals for their lives.

5. Personal Growth

Personal growth in individuals is a condition where individuals have a sense of continuous development; see themselves as growing and developing; are open to new experiences; have a sense of realizing their potential; notice improvements in their self and behavior over time; change in ways that reflect more self-knowledge and effectiveness.

6. Environmental Governance

Environmental governance is a condition where individuals have a sense of mastery and competence in managing the environment; controlling various complicated external activities; utilizing the opportunities around them effectively; can choose or create contexts that suit personal needs and values (Ryff, 2014).

Poor psychological welfare of students can lead to student stress levels not only for students in the first level, but also for students in the second, third, and fourth levels. This is in accordance with research conducted by Adha et al (2019), Anggraeny et al (2019), Tarwiyah et al (2020), and Riawati (2020). The complex campus environment and also the responsibilities of being a student can also trigger the emergence of stress among students. As stated by Heiman and Karif in Adha et

al (2019) that stress is a great disproportionate between requests for physical or psychological and the ability to respond for failure to fulfill requests that have important consequences. Thus, there is a kind of demand that cannot be fulfilled by individual students so that this trigger can lead to stress in their lives on campus. Students who experience stress on campus can reduce their enthusiasm for learning and low GPA achievement on campus (Adha et al., 2019).

In students in the early stages, stress is mostly caused by the transition from student to student. They encounter many new things, plus they also have to adapt to a new environment, making its own pressure for students. Whereas in students with higher levels, namely sophomores, juniors, and seniors, stress is not only caused by the process of self-adjustment, but has focused on achievement, scholarships, the lecture process, academic services, more and more assignments, friendships, and the costs they have to spend both tuition fees and living expenses. From the research results, The campus environment and the learning process contribute to the dynamics of a student's life, one of the impacts that may occur is the pressure that can affect the psychological welfare of students and can lead to various psychological disorders in the future. Indeed, a college student cannot avoid the stresses and pressures that occur in college because it is also a form of self-development. Therefore, it is important to conduct a promotive intervention that provides students with insights and skills to maintain and manage their psychological welfare independently. Thus, it is expected that good psychological welfare will have a positive impact on students' academic progress and personal development. Furthermore, anxiety, depression and other psychological symptoms can be anticipated (Kurniasari et al., 2019).

CONCLUSION AND SUGGESTION

Conclusion

Based on the results of the research, it can be concluded that the overall level of psychological welfare of the respondents is at a high and very high level. 248 respondents have a high level of psychological welfare, there are no respondents who have a very low level of psychological welfare. The campus environment and the learning process contribute to the dynamics of a student's life, one of the impacts that may occur is the pressure that can affect the psychological welfare of students and can lead to various psychological disorders in the future. Indeed, a college student cannot avoid the stresses and pressures that occur in college because it is also a form of self-development.

Suggestion

It is important to conduct a promotive intervention that provides students with insights and skills to maintain and manage their psychological welfare independently. In order to conduct promotive interventions in the adolescent population is to empower adolescents themselves as promoters for their peers,

through the formation of peer facilitators to maintain psychological welfare independently to all social and political science students, University of Lampung.

REFERENCES

- Adha, B. C., Mayasari, S., & Pratama, M. J. (2019). Identifikasi Stresor Akademik pada Mahasiswa Tahun Pertama. *ALIBKIN (Jurnal Bimbingan Konseling)*, 1.
- Anggraeny, D., Mayasari, S., & Pratama, M. J. (2019). Identifikasi Stressor Akademik pada Mahasiswa Tahun Kedua Fakultas Keguruan dan Ilmu Pendidikan. *Jurnal FKIP UNILA*.
- Aulia, S., & Panjaitan, R. U. (2019). Kesejahteraan Psikologis dan Tingkat Stress pada Mahasiswa Tingkat Akhir. *JKJ: Jurnal Keperawatan Jiwa*, 7(2).
- Jangi, P., Azizi, L., & Sangani, A. (2020). A Proposed Framework for Psychological Well-Being Based on the Spiritual Intelligence Dimensions in the Elderly. *Health, Spirituality and Medical Ethics*, 7(1), 41–47. <https://doi.org/10.29252/jhsme.7.1.41>
- Kurniasari, E., Rusmana, N., & Budiman, N. (2019). Gambaran Umum Kesejahteraan Psikologis Mahasiswa. *Journal of Innovative Counseling: Theory, Practice & Research*, 3(2), 52–58.
- Rahayu, M. N. M., & Arianti, R. (2020). Penyesuaian Mahasiswa Tahun Pertama di Perguruan Tinggi: Studi pada Mahasiswa Fakultas Psikologi UKSW. *Jurnal Psikologi Sains Dan Profesi*, 4(2), 73–84.
- Riawati. (2020). *Identifikasi Stressor Akademik pada Mahasiswa Tahun Keempat Fakultas Keguruan dan Ilmu Pendidikan Universitas Lampung Tahun Akademik 2019/2020*. Universitas Lampung.
- Ryff, C. D. (2014). Psychological Well-Being Revisited: Advances in the Science and Practice of Eudaimonia. *Psychotherapy and Psychosomatics*, 83(1), 10–28. <https://doi.org/10.1159/000353263>
- Sugiyono. (2019). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D (2th Edition)*. CV. Alfabeta.
- Syamsudin, A. T., & Fadly, W. (2021). Pengaruh Komunikasi Pemasaran, Kepercayaan dan Penanganan Keluhan terhadap Loyalitas Nasabah Tabungan di PT Bpr Syariah Mitra Mentari Sejahtera Ponorogo. *Etihad: Journal of Islamic Banking and Finance*, 1(1), 51–65.
- Tarwiyah, A., Mayasari, S., & Pratama, M. J. (2020). Identifikasi Stressor Akademik Pada Mahasiswa Tahun Ketiga. *Jurnal Bimbingan Konseling*, 8(1), 1–15.
- Triwahyuni, A., & Prasetyo, C. E. (2021). Gangguan Psikologis dan Kesejahteraan Psikologis pada Mahasiswa Baru. *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi*, 26(1).