

Profile Psychological Well-Being High school Students

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ABSTRAK

Kurangnya kesadaran akan pentingnya psychological well-being membuat individu memutuskan untuk melakukan tindakan negatif yang akan merugikan diri mereka sendiri dan tidak dapat mencapai kebahagiaan. Psychological well-being merupakan salah satu indikator dalam mencapai kebahagiaan individu. Ketika individu mampu mencapai kebahagiaannya, maka kebutuhan hidupnya pun akan ikut terpenuhi. Penelitian ini dilakukan dengan tujuan untuk menganalisis terkait tingkat psychological well-being pada siswa SMA di Surabaya. Penelitian ini menggunakan jenis pendekatan kuantitatif dengan menggunakan desain survey. Subjek dalam penelitian ini sejumlah 191 siswa sekolah menengah atas yang berada pada jenjang kelas X, XI, dan XII, dengan menggunakan metode random sampling. Metode pengumpulan data menggunakan angket tertutup. Instrumen penelitian yang digunakan adalah angket tertutup berdasarkan teori Ryff's scales of Psychological well-being untuk mengukur tingkat psychological well being dengan tingkat validitas sebesar 0,659 dan nilai r sebesar 0.655. Analisis data menggunakan analisis kuantitatif deskriptif. Hasil yang didapatkan setelah dilakukan analisis adalah sebanyak 70.2% siswa termasuk kedalam kategori sedang, jadi sebagian besar siswa memiliki skor psychological well-being yang berada dalam kategori sedang.

ABSTRACT

Lack of awareness of the importance of psychological well-being makes individuals decide to take negative actions that will harm themselves and cannot achieve happiness. Psychological well-being is one indicator of achieving individual happiness. When individuals are able to achieve happiness, their life needs will also be fulfilled. This research was conducted with the aim of analyzing the level of psychological well-being in high school students in Surabaya. This research uses a quantitative approach using a survey design. The subjects in this research were 191 high school students in grades X, XI and XII, using a random sampling method. The data collection method uses a closed questionnaire. The research instrument used was a closed questionnaire based on Ryff's scales of Psychological well-being theory to measure the level of psychological well-being with a validity level of 0.659 and an r value of 0.655. Data analysis uses descriptive quantitative analysis. The results obtained after the analysis were carried out were that 70.2% of students were in the medium category, so the majority of students had psychological well-being scores that were in the medium category.

1. INTRODUCTION

The WHO states that adolescents are individuals between 10 and 19 years of age. According to previous study the age limit of adolescence is based on chronological age, which is between 13 and 18 years. In addition, in the Regulation of the Minister of Health of the Republic of Indonesia No. 25 of 2014, it is stated that adolescents are the population with an age range of 10 to 18 years (Blackwell et al., 2016; Fitzsimons, 2015). According to the Central Statistical Agency (BPS), by 2022, the number of teenagers aged 15–24 will be around 44.69 million. Previous study mention that adolescence is a term derived from Latin adolescence, which means growing (Hilaliyyah & Desiningrum, 2022). Adolescence is a period where individuals are in a period of very rapid growth and development, managing or regulating emotions and self-processes is included in their growth and development (Larsen & Luna, 2018; Maynard et al., 2022).

Maintaining mental health is the most important thing for this generation of teenagers. The survey measures the first mental health condition known as the Indonesia National Adolescent Mental

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Health Survey (I-NAMHS), measuring the percentage of incidence of mental disorders experienced by adolescents in Indonesia between the ages of 10 and 17 years (Choudhury et al., 2008). Mental health is defined by the WHO as a state of physical, mental, and social well-being for an individual. The WHO also explains that there are four main criteria for a person to have a healthy mind: (1) recognizing his or her potential; (2) being able to cope with stress; (3) being productive; and (4) being beneficial to others. Previous study stated that happiness is the highest stage that individuals can reach in their lives; when they are happy, their life needs are satisfied (Diyana & Jatnika, 2022). In the study, happiness is meant to be psychological well-being.

Psychological well-being is one of the conditions in which an individual who has good psychological well-being can be attributed to having good mental health anyway (Iseselo et al., 2016; Méndez-Giménez et al., 2020). Previous study mention that psychological well-being is the result of an evaluation or assessment of an individual of himself influenced by their various life experiences as well as their expectations used to describe the health of a psychological function based on the fulfillment of his needs (Diyana & Jatnika, 2022). There are six dimensions related to the definition of individual psychological well-being: (1) self-acceptance, (2) autonomy, (3) personal growth, (4) positive relations with others, (5) environmental control, and (6) purpose in life (Elisa, 2021; Guerra-Bustamante et al., 2019). When these six dimensions run optimally in adolescents, then their level of psychological well-being can be said to be high. Research shows that the higher the level of self-acceptance that individuals have, the higher their level of psychological well-being (Zandkarimi, 2013).

Related factors that can affect the level of psychological well-being, such factors include: (1) demographic factors; (2) social support; (3) evaluation of life experiences; and (4) locus of control. The demographic factors concerned are gender, age, social status, economy, and culture. According to the literature review research results, psychological conditions in single parents tend to have higher levels of stress (Iganingrat & Eva, 2021; Wismanto, 2022). Individuals with high social support will also have high levels of psychological well-being (Elisa, 2021; Prita et al., 2021). This is also reinforced by the results of a study conducted by previous study which mentions that there is a significant relationship between social support and psychological welfare in SMAN 1 Binjai students (Prita et al., 2021). Individuals who are able to evaluate the various experiences they receive will be influenced by their level of psychological well-being. Individuals who have a high level of locus of control will have a higher level of psychological well-being (Iseselo et al., 2016; MacDonald & Baxter, 2017).

Psychological well-being is closely linked to various aspects of the individual's life. Psychological well-being has a major influence on the development of individuals, and they will be able to perform their developmental tasks optimally. Psychological well-being has an important influence on individual engagement learning in order to avoid dropout (Anugerahnu & Arianti, 2021; Sugiyo et al., 2019). Individuals with a high level of psychological well-being have a higher level of engagement learning (Ganna & Sholichah, 2022; Wahyuni & Maulida, 2019). Psychological well-being also has an influence on the ability of an individual to give more attention to himself, or what is commonly known as self-compassion. Based on research, individuals who are able to pay more attention to themselves have a higher level of psychological well-being, and vice versa (Deviana et al., 2023; Sawitri & Siswati, 2019).

Based on the results of preliminary studies by compiling articles that investigate the level of psychological well-being in adolescents, there is a difference in the degree of psychological well-being of adolescents. Level psychological well-being teenagers in SMAN 12 Semarang obtained that psychological wellness being they belong to the middle category. This is similar to the results of the research carried out by Cici and Emmy on the picture of psychological well-being students at the University of Borneo Trakahn (Sugiyo et al., 2019). The results obtained from the study are that students at the University of Borneo Tarakan have a psychological level of well-being that belongs to the medium. While the level of psychological well-being at one of the high schools in Riau belongs to a very high category (Deviana et al., 2023; Ismuniar & Ardiwinata, 2021).

Since suicide cases, increasing self-harm cases, growing student-to-student negotiations, and a number of adolescent misconduct cases are quite common, it is necessary to investigate the level of psychological well-being that occurs in adolescents, especially at the secondary school level. So from that, the purpose of this research is to analyze the picture or level of psychological well-being of high school students that can later be used as preliminary data for further intervention by BK teachers.

2. METHOD

The approach used in this investigation is quantitative, with a survey design aimed at determining the level of psychological well-being of students (Farquhar & Michels, 2016). The population in this study is the entire students of classes X, XI, and XII of SMAN 9 Surabaya. The sample was taken from 192

students using random sampling. The data collection technique used is a lift. Data analysis techniques in this study use descriptive quantitative analysis. Such analysis is needed to find scores obtained in the high, medium, and low categories on the psychological well-being of students in SMAN 9 Surabaya. The approach used in this investigation is quantitative, with a survey design aimed at determining the level of psychological well-being of students. The population in this study is the entire students of classes X, XI, and XII of SMAN 9 Surabaya. The sample was taken from 191 students using random sampling. The sample of male students was 75, while female students were 115.

The data collection technique used is a closed lift with the help of Google Forms distributed online and with continuous surveillance by researchers. Before responding to the statement, students are asked to read the instructions and fill in their identities in advance to avoid information bias. The instrument used to gather data is Ryff's scales of psychological well-being, which consist of 42 statements developed with a validity value of 0.659 and a reliability value of 0,6 (Fitriana et al., 2023). The instrument uses a likert scale with six alternative answers, one of which is very agree (SS), agree (S), somewhat agree (AS), somehow disagree (ATS), disagreed (TS), and very disagrees. (STS). The data analysis carried out in the research is a descriptive quantitative analysis with the help of IBM SPSS statistics 25. The scale of psychological wellbeing is show in Table 1.

Table 1. Blue Print Psychological Well Being Scale

Dimensi	Favorable Item	Unfavorable Item	Jumlah
Autonomy	1, 7, 37	13, 19, 25, 31	7
Environmental Mastery	2, 20, 38	8, 14, 26, 32	7
Positive Relations With Others	4, 22, 28, 40	10, 16, 34	7
Self-Acceptance	6, 12, 24, 42	18, 30, 36	7
Personal Growth	9, 21, 33	3, 15, 27, 39	7
Purpose of Life	11, 23, 29, 35	5, 17, 41	7
Total	21	21	42

3. RESULTS AND DISCUSSION

Result

The results of the descriptive analysis carried out using the psychological well-being scale with a total of 191 students show that as many as 28 students have a low level of psychologic well-being with a percentage of 14.7%, the middle category is as high as 134 students with a percent of 70.2%, and 29 students are in the high category with a percent of 15.2%. Psychological well-being student-level is show in Table 2.

Table 2. Psychological Well-Being Student-Level

Category	Frequency	Percent
Low	28	14.7
Medium	134	70.2
High	29	15.2
Total	191	100.0

Base on Table 2, the average psychological well-being score of SMAN 9 Surabaya students was 168.23, and the standard deviation was 25.581. Here is a statistical table of psychological well-being scores is show in Table 3.

Table 3. Statistics Score Psychological Well Being

Statistics	Score
N	191
Valid	191
Missing	0
Mean	168.23
Std. Deviation	25.581

Discussion

The results of the analysis of the research that has been carried out show that the majority of students in senior high school 9 Surabaya have a level of psychological well-being that is in the middle

category. This is proved by a percentage score in the medium category of 70.2%. Significant differences between the percentages of the average, high, and low categories are not independent of the factors that are the background of the emergence of the psychologic well-being score of the individual. Starting from economic, social, and cultural factors, patterns of caring for parents or family, personality, as well as emotional, mental, and physical health, and other factors (Batubara, 2019; Fitriana et al., 2023).

Based on research carried out by previous study state the factors that can influence the level of psychological well-being of adolescents are age factors, spirituality, and personality type (Supriyadi et al., 2020). It's similar to other study stated that the older a person is, the higher their psychological well-being level (Liwarti, 2013; Rantepadang & Gery, 2020; Supriyadi et al., 2020). In addition, it is explained that the spirituality or religious beliefs of adolescents are one of the important components in building a life that has deep meaning on their psychological side (Hariyani & Sulaiman, 2023; Lisnawati & Al Rahmah, 2019; Supriyadi et al., 2020). Personality type is one of the factors that influences the level of psychological well-being of an individual (Lisnawati & Al Rahmah, 2019; Supriyadi et al., 2020).

The item of the statement that has the highest score is that life is a process of learning, changing, and growing continuously. Individuals who are able to develop themselves will be able to go through the stages of development appropriate to their age, conscious of their potential, open to new experiences, and willing to make improvements at all times. These dimensions include the ability of individuals to continue to grow and develop the potential that is in them (Fitriani, 2016; Rohma & Syah, 2021). Based on these scores, it can be proven that students of senior high school 9 Surabaya will continue to strive to learn and change to be better individuals, as well as have a desire to individuals grow.

The item of the statement that has the lowest score is that I'm concerned about what others think. The item in the statement belongs to the dimension of autonomy. The autonomy dimension is the ability that individuals need to have determination, independence, self-regulation, and the ability to avoid the social pressure that exists around them (Compton & Hoffman, 2019; Ryff, 2013; Simanjuntak et al., 2021). In addition, autonomy is required by students who have anxiety, shyness, and stressful personalities in social situations (Simanjuntak et al., 2021; Vanhalst et al., 2013). This proves that students at senior high school 9 Surabaya tend to be reckless about criticism or opinions of others that they feel will harm them.

The results of this research can help in designing more targeted psychological well-being programs for secondary school students in Surabaya. The program may include aspects such as social support, mental health, and student involvement in positive activities. This research can increase the awareness of educational stakeholders, such as teachers, parents and school administrators, about the importance of paying attention to students' psychological well-being. This awareness can motivate joint efforts to create an educational environment that supports positive psychological development. However, the results of this research may have limitations in terms of generalization because this research focuses on secondary school students in Surabaya. Therefore, these findings may not be directly applicable to student populations elsewhere.

4. CONCLUSION

Based on the results of the data analysis as well as the discussion, it can be concluded that the level of psychological well-being among students at SMAN 9 Surabaya belongs to the medium category. The personal development dimension is the one that gets the highest score, and the autonomy dimension gets the lowest score. Teacher BK, as a leading guard, can give inertia to students who have low psychological well-being scores and dig further into related potential—the potential that students have with high psychological wellness scores. Besides, BK teachers can carry out training for students so that they keep growing and developing according to their developmental tasks.

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