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Original Article

How Psychological Well-Being During Covid-19 Pandemic in Faculty Teacher Training and Education Ahmad Dahlan University?

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Abstract. The Covid-19 pandemic has impacted the learning process. Changes in interaction patterns in the learning process from face-to-face learning to online learning affects the psychological well-being of students. This study aimed to determine the description of psychological well-being in students of the Faculty of Teacher Training and Education, Ahmad Dahlan University. For college students, a crucial psychological aspect is psychological well-being, which contributes to academic success and life. This article uses the method of literature study and survey by collecting data from 318 students of Teacher Training and Education Faculty. The data is then analyze using the Ryff's Psychological Well-Being (RPWB) scale adapted into Indonesian by Amalia. The results showed that of the 318 respondents divided into five category, there are very high category, high category, middle category, low category, and shallow category. The highest number was in high category. However, if the other category were included, the overall picture of Ahmad Dahlan University Faculty Teacher Training and Education students is in the medium category. The result implicates that students still need guidance to improve their psychological well-being condition in order to maintain their college life and personal life during pandemic.

Keywords: : *Psychological Well-Being, Pandemic Covid-19, Student College*

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Introduction

The Covid-19 pandemic has impacted various aspects of human life (Evans, n.d, 2020). Significant changes in the interaction pattern both within the scope of work and lectures make many people need to adapt again. This is because the Ministry of Education and Culture has enacted a policy of working from home and school from home to prevent the increasingly massive spread of the virus (MOEC, 2020). This condition requires workers and students to integrate technology in every activity and reduce the need to interact directly face to face.

At the student level, learning patterns previously carried out face-to-face on campus must now be replaced with online classes that utilize technology and internet networks (Amal, 2019). The existence of this situation causes several problems that are experienced by many students, stress, anxiety, symptoms of depression, eating problems, and other psychological problems are increasing (Hartanto et al., 2021). Changes in interaction patterns in the learning process also impact the psychological well-being of students. During the Covid-19 pandemic, there was a decline in psychological well-being, especially in terms of autonomy and positive

relationships with other individuals, as evidenced by surveys conducted in several countries such as India, which showed only 29.8% of people aged 21-60 years who have psychological well-being at a reasonable level during the pandemic (Raju et al., 2021). Another survey conducted on students in Australia showed that 33.8% had a low level of psychological well-being, and 31.5% was in the deficient category. The survey also shows that undergraduate students have lower psychological well-being than postgraduate students (Dodd et al., 2021). In another study in the beginning of pandemic, students' psychological well-being level was higher than in the middle of the pandemic (Fernández-Abascal & Martín-Díaz, 2021). The decline in the level of psychological well-being resulting from the implementation of the lockdown occurred in students who needed drugs as a coping effort and students who showed dissatisfaction with the online learning model (Idowu et al., 2020).

Students need psychological well-being because they have a solid attachment to students' academic achievements. The higher the student's psychological well-being, the better the academic achievement obtained. This is because with good and fulfilled psychological well-being, students can work and study more effectively to fulfil academic achievements optimally. However, if students' psychological well-being is at a low level or is not met, it can result in low academic achievement (Mustafa et al., 2020).

Psychological well-being can be characterized by obtaining happiness, life satisfaction, and the absence of symptoms of depression. A person with good and fulfilled psychological well-being will feel life satisfaction, enjoy life, and be able to think positively (Kusumawati et al., 2021). The description of the characteristics of a person who has psychological well-being refers to Rogers' theory of people who can function fully or is called a fully-functioning person, Maslow's theory of self-actualization, Allport's theory of the concept of maturity, Jung's theory of individuation, and the theory of Erikson regarding individuals who achieve integration rather than despair (Halim & Dariyo, 2017). According to Ryff (1989), psychological well-being is a concept that relates to what a person feels about the activities carried out in daily life and how to express personal feelings about what is felt as a result of the life experiences they experience.

Ryff (2014) also argues that psychological well-being is the optimization of the achievement of a person's psychological condition in which the person has meaning and purpose in life, can live life according to personal wishes, understands and accepts himself, has deep relationships with other individuals, manage the surrounding situation well, and be able to recognize and use his talents and potential to the fullest. According to Ryff (1989) there are six dimensions in psychological well-being, namely self-acceptance, autonomy, purpose in life, personal growth, relationships positive relations with others (positive relations with others), and self-control (environmental mastery) (Halim & Dariyo, 2017). Several factors that influence psychological well-being are gender, age, culture, social and economic status (Ryff & Keyes, 1995), religiosity (Linawati & Desiningrum, 2017), mindfulness (Awaliyah & Arruum Listiyandini, 2018), and social support (Eva et al., 2020). Based on the description of psychological well-being above, this article will discuss psychological well-being for students of the Faculty of Teacher Training and Education which has the largest number of students in Ahmad Dahlan University. The hope is that the result of this article will be used as a basis to design more variative activities in maintaining the well-being and mental health of all students. This also can be a new point of view for the counseling service bureau that was just established by the university to conduct more convenient services according to the needs of students.

Method

Participants

The subjects in this study were students of the Faculty of Teacher Training and Education, Ahmad Dahlan University. Subjects are students in third and fifth semester, as many as 1980 people.

Sampling Procedures

The technique used to determine the sample is to use accidental sampling using Google Form. The Google Form is distributed through each class group, so that the results obtained as many as 318 respondents. The time will be from 1 to 10 October 2021. In the Google Form, there is an agreement sheet containing a statement that is willing to be the subject of research and does not demand a reward, if the respondent is willing, statement items will immediately appear.

Materials and Apparatus

The method used in this research is a survey method using google form. The instrument used is Ryff's Psychological Well-Being (RPWB) scale adapted into Indonesian by Amalia (2016). This RPWB scale measures six dimensions of psychological well-being, including (1) self-acceptance; (2) positive relationships with others; (3) autonomy; (4) personal growth; (5) environmental mastery; and (6) purpose of life. The RPWB scale consists of 33 items, and the alternative answers consist of very appropriate, appropriate, less appropriate, and inappropriate choices.

Procedures

The Ryff's Psychological Well-Being (RPWB) scale was distributed using google form media to students of the Teacher Training and Education Faculty from 1 to 10 October 2021. Then data were obtained from 318 respondents.

Data Analysis

The data obtained from the scale distribution was then processed using descriptive data analysis, namely, descriptive statistics to describe the results of the scale distribution. The analysis results obtained data in the form of the mean and median, which were then used as the basis for determining the category of students' psychological well-being. So that the final result can be obtained an overview of the level of psychological well being in students of the Faculty of Teacher Training and Education, Ahmad Dahlan University.

Result and Discussion

Psychological well-being can be defined as personal satisfaction with aspects of life that are owned so that happiness and peace are obtained or termed psychological well-being (Hardjo & Novita, 2015). Psychological well-being is subjective, meaning that everyone has a different perspective on happiness itself, cannot be generalized, and will affect the level of psychological well-being in each individual. This is supported by (Fitriani, 2016) opinion (Fitriani, 2016), which states that currently, no one has been able to describe the meaning of happiness with certainty because it is very subjective; everyone has their way and reason to feel happy.

So, this study aims to describe the level of psychological well-being in students of the Faculty of Teacher Training and Education at Ahmad Dahlan University. The study results involving 318 student respondents from the Faculty of Teacher Training and Education, Ahmad Dahlan University, showed the following results.

Tabel.1 Data Analysis Results

Mean	Median	Standard Deviation	Minimum Value	Maksimum Value
85,9	96	13,26	48	125

Based on Table 1 above, it can be seen that the average psychological well-being of research subjects is at a value of 85.59 and a median of 96 which means moderate, with a minimum-maximum value of 48 and 125 and a standard deviation of 13.26. While the description of the frequency of each category is as follows.

Tabel. 2. Psychological Well-Being Level Description

Interval	Category	Frequency	Percentage (%)
33 – 58	Shallow	3	0,94
59 – 74	Low	16	5,03
75 – 91	Midle	91	28,62
92 – 107	High	151	47,48
108 – 132	Very High	57	17,92
Total		318	100

Table 2 above shows that the highest frequency is in the psychological well-being value interval of 92-107 as many as 151 (47.48%) in the high category. Moderate psychological well-being in the interval 75-91 as many as 91 (28.62%), psychological well-being very high in the interval 108-132 as many as 57 (17.92%), psychological well-being low in the interval 59-74 as much 16 (5.03%), and shallow psychological well-being at intervals of 33-58 as many as 3 (0.94%). These results indicate that each individual has a different level of psychological well-being due to its subjective nature. Differences in the level of psychological well-being also can be seen from the difference in results in each batch of students. The results can be observed in the following table.

Tabel 3. Average Score of Each Batch of Student

Batch	Frequency	Avarage Score	Category
2016	1	95	Middle
2017	1	93	Middle
2018	5	86,8	Middle
2019	149	85,3	Middle
2020	27	84,7	Middle
2021	135	84,4	Middle

Based on Table 3, the average score for each batch of students is in the middle category. It is unique to see that there is an increase in the psychological well-being of students from the new generation to the older generation. This is in line with the results of research from Ryff (2014), which states that psychological well-being is closely related to a person's level of education to show a student-level factor in psychological well-being.

In addition, several other interesting findings were found where there are two lowest dimensions: personal growth and positive relationship. There are many factors that cause this result. Based on the previous study, personality correlates, family experiences, work and other life engagements have influence in building someone's perspective to choose their own way in terms of developing themselves and making relationship with other people (Ryff, 2014). It still

can be improved so that the students could have a high category in personal growth and positive relationship dimensions. Positive relations with others has been linked with self-reported empathy as well as emotional intelligence. Whereas, the well-being of adult children was linked to positive relationship with their elderly parents (Bell & Bell, 2012). As for personal growth, students who haven't married are likely more better in level of personal growth than the students who have married according to the study that showed single women are far better than married woman in a personal growth level (Marks, 1998; Ryff, 2014). In order to improve the personal growth and positive relationship, there are various activities that can be done by the students, such as daily exercises consisting of writing gratitude diaries, counting one's blessing in daily and weekly diaries, writing about intensely positive experiences, having social relationship with other students in college, receiving support and positive influence from the family (Huxhold et al., 2014), making a plan for future studies and career, identifying personal value, actualizing himself through meaningful and impactful activities, and many more.

Although psychological well-being is subjective, according to Carol D. Ryff, in general, every individual can improve psychological well-being by accepting oneself, having a purpose in life, developing positive relationships, becoming an independent person, and continuing the process (Fitriani, 2016). Based on several studies, many factors influence psychological well-being, but psychological well-being is fully controlled by the individual himself (Lyubomirsky et al., 2005 Lyubomirsky & Layous, 2013). This is also supported by the results of a study by Sin & Lyubomirsky (2009) from the results of a study that combined the results of 51 randomized controlled interventions which found that people who were encouraged to engage in positive activities intentionally, such as thinking gratefully, optimistically, or mindfully, become significantly happier. Based on this explanation, a conclusion can be drawn for respondents with low psychological well-being categories, which can be treated by involving them in positive activities.

Although psychological well-being is strongly influenced internally by each individual, external factors also cannot be forgotten. The external factor is support from the closest environment, indirectly affecting thoughts and emotions (Fauziah & Handarini, 2018). Higher education can also be an external factor influencing psychological well-being. The environment and the learning process carried out must also pay attention to positive thoughts, emotions, and actions. Even asserts that education must also have the goal of happiness and well-being for its learners, who in this context are students. So that students' psychological well-being can be good if it can be encouraged from within the individual and there is support from outside as well (Roberts, 2013; Bhakti et al., 2019).

The limitation of the research faced is that the subject only covers one faculty. It is hoped that further research can be carried out on a larger scale. Also, more researchers can further research psychological well-being so that the study of psychological well-being science can be helpful to more people, especially about how something can impact a person's psychological well-being and how to develop it.

Conclusion

This study indicates that the Faculty of Teacher Training and Education students at Ahmad Dahlan University during the Covid-19 pandemic were in the moderate category, namely at a value of 85.59 and a median of 96. Even though in pandemic situation, the number of students with high category of psychological well-being is quite high. So it can be concluded that students' psychological well-being is not bad, but still needs to be improved, one of which is by involving students in positive activities or activities, such as thinking gratefully, optimistically, and attentively.

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