

ORIGINAL ARTICLE

Overview of Psychological Well-Being in First-Year Students of STIKes Santa Elisabeth Medan

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ABSTRACT

Introduction: Students are those who pursue knowledge or who study in college. Students who cannot accept the shortcomings that exist in themselves will often feel stressed because these individuals have not been able to adapt to their new environment, so they need good psychological well-being. So that in this case it makes the individual feel that he cannot respect himself, then a high psychological well-being is needed. **Objectives:** The purpose of this study was to find out the description of psychological well-being in level 1 students of STIKes Santa Elisabeth Medan. **Methods:** The research design is descriptive with a cross-sectional approach. The sample of this research was 206 level 1 students of STIKes Santa Elisabeth Medan using total sampling technique. The measuring instrument for this study used a psychological well-being questionnaire with six dimensions, namely 7 self-acceptance dimensions, 7 statements on positive relationships with other people, 7 statements on independence dimension, 7 statements on environmental mastery dimension, 7 statements on life goals dimension, 7 personal development dimensions. Statements, the total number of statements is 42. **Result:** The majority of research results are psychological well-being in the sufficient category (84.5%). **Conclusion:** It is hoped that this research can be input for students so that they can adapt to a new environment.

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Introduction

Students are those who study or who study in college. Students have a high level of cognitiveness, intelligence in thinking. Students will go through developmental changes in their lives, when they have new roles, new tasks, new responsibilities, and new expectations. Students have great responsibilities and have a clear direction and goals. Migrant students who cannot accept their shortcomings often feel stress when adapting to a new environment (Al Amelia et al., 2022). Generally, students are in their late teens, namely 18-21 years old. Students have the main task of learning such as making assignments, making papers, presentations, discussions, attending seminars, and other activities with a campus pattern (Anjas Sari et al., 2022).

Psychological well-being plays an important role for all individuals in carrying out daily activities in their lives, including for students, because psychological well-being refers to students' feelings about their life activities, especially in their learning activities (Dyla et al., 2020). Students who are able to complete tasks or problems will find it easier for them to feel prosperous in their lives. On the other hand, students who are not able to accurately measure their strength are not easily prosperous. Individuals who have high psychological well-being are individuals who feel satisfied with their lives, have a positive emotional state, are able to go through bad experiences that can produce negative emotional conditions, have positive relationships with others, are able to determine their own fate without depending on others, control the conditions of the surrounding environment, have clear life goals, and are able to develop themselves (Dyla et al., 2020).



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Psychological well-being can stimulate behavior and positive things such as emotional stability in students. In addition, students with good psychological well-being can enjoy life more because they gain a sense of satisfaction and happiness in life. One of the ways to achieve self-actualization and be able to develop potential optimally, is an important step to have good psychological well-being for students. However, in reality, there are still many levels of psychological well-being in the academic environment that have not been achieved properly (Zahrah et al., 2022)

Kurniasari et al (2019) found that 38% of students at the University of Education Indonesia had a low category of psychological well-being, and 16% were in the high category (Kurniasari et al., 2019). Zahrah & Sukirno (2022) in his study on 131 students in Yogyakarta showed that the categorization of psychological well-being in subjects was at a very low level of 14.6%, then psychological well-being in subjects with a low level of 24.4% and psychological well-being in subjects with a moderate level of 13%, and 48% of subjects had a high and very high level in the psychological well-being variable (Zahrah et al., 2022).

Students who can't accept their shortcomings will often feel stressed because the individual has not been able to adapt to his new environment. So that in this case makes individuals feel that they can't respect themselves, then high psychological well-being is needed. Where, students function positively in daily life and can carry out lecture activities without feeling objectionable to the problems that arise (Al Amelia et al., 2022). There are several factors of psychological well-being that affect the high and low psychological well-being of students, including: assessment of life experience, demographics (gender, age, socio-culture), personality, various stress problems related to academic problems experienced by students, this makes psychological well-being inhibited to be fulfilled. Academic stress is the pressure experienced by students that comes from academic burden. This academic demands and pressure is called academic stress (Zahrah et al., 2022).

One of the factors that can affect psychological well-being is the social support factor. Social support is a sense of comfort, a sense of care, a sense of appreciation, and the like that individuals receive from other individuals and groups (Tasnim et al., 2021). Social support is one of the factors that can affect psychological well-being, so it can be interpreted if an individual gets social support or something that is considered to be contrary to social support such as indifference, insults, and even other acts of aggression will make psychological well-being low (Tasnim et al., 2021). To obtain psychological well-being, of course, individuals need an attitude that can encourage an increase in psychological well-being. Self-acceptance is important to have in students, especially student who are studying away from home. By increasing Self acceptance, it is hoped that it will help overcome the difficulties experienced by students, with the ability of Self acceptance, students can accept all the conditions they have and make it part of themselves. Thus, it will reduce symptoms of depression, anxiety, loneliness, will make students achieve their well-being (Sucikaputri et al., 2022).

Based on the results of the initial data using a questionnaire that had 42 statements to Level 1 students of STIKes Santa Elisabeth Medan, with 10 respondents, the results were obtained, namely 7 people (70%) had psychological well-being in the sufficient category of students, and 2 people (20%) had psychological well-being in the poor category, 1 person (10%) in the good category (STIKes, 2022). Based on the above background, the author is interested in conducting research with the title Overview of Psychological Well-Being in Level 1 Students of STIKes Santa Elisabeth Medan.

Methods

The research design used is a descriptive research method that aims to do a description so that it does not seek explanations, test hypotheses, make predictions or study implications. The population in this study is 206 students of Level 1 STIKes Santa Elisabeth Medan (BAK STIKes Santa Elisabeth Medan). In this study, a total sampling technique was used with a sample of 206



Level 1 students of STIKes Santa Elisabeth Medan (BAAK STIKes Santa Elisabeth Medan). The variable in this study is *psychological well-being*.

The questionnaire used by the researcher is a scala of psychological well-being questionnaire. This scale contains 42 questions using 6 alternative answer options, namely STS (strongly disagree), TS (disagree), ATS (somewhat disagree), AS (somewhat agree), S (agree), SS (strongly agree). Then it is categorized into 3 namely: Good, Enough, Less. Where P = 70 class length, 42 (the difference between the highest score and the lowest score) and many classes as many as 3 classes (good, enough, and poor) get a class length of 70. By using P = 70, the results of the research on psychological well-being are as follows with the categories Good = 184-252 Fair = 113-183 Less = 42-112. This research was carried out at STIKes Santa Elisabeth Medan which is located on Jl. Bunga Terompet 118 Sempakata Medan Selayang. This research was carried out in April – May 2023. Primary data is data obtained directly by researchers against their targets, namely Level 1 Students of STIKes Santa Elisabeth Medan. Secondary data is data that we obtain from administration. Then it was held to share a link to the geogle form Psychological Well-Being to All Level 1 Students of STIKes Santa Elisabeth Medan via geogle form with the following link <https://forms.gle/ZvUPZ7gTZkMRtg5LA>.

In the study, no validity and reliability tests were carried out because the researcher had adopted a questionnaire (Astutik, 2019) with a questionnaire on Psychological Well-Being for Level 1 Students of STIKes Santa Elisabeth Medan which has been tested for validity. The validity of the construct test through factor analysis obtained a figure of 0.306-0.731. From these results, it can be said that the questionnaire is quite valid. Psychological Well Being Scale Questionnaire. The validity results for the correlation value of each question with a value range of 0.424-0.817. The results of the reliability test are with a concbach alpha value of 0.92 so that this instrument can be said to be valid and reliable. In this study, the univariate statistical method was used to identify independent variables, namely the picture of psychological well-being in level 1 students of STIKes Santa Elisabeth Medan in the form of a frequency distribution table.

Results

1. Characteristics of Respondents Based on Program, Gender, Ethnicity, and Religion of First-Year Students at STIKes Santa Elisabeth Medan.

This research was conducted at STIKes Santa Elisabeth Medan. The research entitled Overview of Psychological Well-Being in Level I Students at STIKes Santa Elisabeth Medan. STIKes Santa Elisabeth Medan is a health science high school located at Jalan Bunga Terompet No.118 Pasar 8 Padang Bulan Medan. This institution is one of the works of ministry in education established by the Franciscan Congregation of Santa Elisabeth Medan.

Table 1. Distribution of Frequency and Percentage of Respondents Based on Demographic Data of First-Year Students at STIKes Santa Elisabeth Medan.

Characteristic of respondents	Frequency (f)	Persentase (%)
Age		
17-20 years	191	92.7
21-28 years	15	7.3
Program		
Nursing (Ners)	100	48.5
D3 Nursing	33	16.0
D3 Midwifery	21	10.2
TLM	19	9.2
MIK	19	9.2
Bachelor of Nutrition	14	6.8
Gender		
Male	24	11.7
Female	182	88.3
Ethnicity		



Batak Toba	125	60.7
Karo	30	14.6
Simalungun	6	2.9
Nias	37	18.0
Javanese	1	0.5
Others	7	3.4
Religion		
Catholic	85	41.3
Christian	120	58.3
Islam	1	0.5
Total	206	100

Based on Table 1, from 206 respondents, the characteristics of respondents based on age show that 191 respondents (92.7%) are aged 17-20 years. The majority are in the Nursing (Ners) program with 100 respondents (48.5%), and the minority are in the Nutrition program with 14 respondents (6.8%). The majority of respondents are female, totaling 182 (88.3%), while the minority are male with 24 respondents (11.7%). The majority ethnic group is Batak Toba with 125 respondents (60.7%), and the minority ethnic group is Javanese with 1 respondent (0.5%). The majority religion is Protestant Christianity with 119 respondents (57.8%), and the minority religion is Islam with 1 respondent (0.5%).

2. Psychological Well-Being of First-Year Students at STIKes Santa Elisabeth Medan.

Table 2. Distribution and Percentage of Psychological Well-Being of First-Year Students at STIKes Santa Elisabeth Medan

Psychological well being	Frequency (f)	Persentase (%)
Good	31	15.0
Fair	174	84.5
Poor	1	0.5
Total	206	100

Based on Table 2, the distribution of frequency and percentage of psychological well-being of first-year students at STIKes Santa Elisabeth Medan shows that the majority are fair with 174 respondents (84.5%), while the minority are poor with 1 respondent (0.5%), and 31 respondents (15.0%) are good.

Table 3 Distribution of Psychological Well-Being of First-Year Students at STIKes Santa Elisabeth Medan.

Dimension	Frequency (f)	Persentase (%)
Self-acceptance		
Good	27	13.1
Fair	166	80.6
Poor	13	6.3
Positive relations with others		
Good	26	12.6
Fair	170	82.5
Poor	10	4.9
Autonomy		
Good	6	2.9
Fair	190	92.2
Poor	10	4.9
Environmental mastery		
Good	14	6.8
Fair	172	83.5
Poor	20	9.7
Purpose in life		



Good	78	37.9
Fair	124	60.2
Poor	4	1.9
Personal growth		
Good	21	10.2
Fair	183	88.8
Poor	2	1.0
Total	206	100

Based on Table 3, the distribution of frequency and dimensions of self-acceptance among first-year students at STIKes Santa Elisabeth Medan shows that the majority have fair self-acceptance with 166 respondents (80.6%), while the minority have poor self-acceptance with 13 respondents (6.3%), and 27 respondents (13.1%) have good self-acceptance. The distribution of frequency and dimensions of positive relations with others shows that the majority have fair relations with 170 respondents (82.5%), while the minority have poor relations with 10 respondents (4.9%), and 26 respondents (12.6%) have good relations. The distribution of frequency and dimensions of autonomy shows that the majority have fair autonomy with 190 respondents (92.2%), while the minority have good autonomy with 6 respondents (2.9%), and poor autonomy with 10 respondents (4.9%).

The distribution of frequency and dimensions of environmental mastery shows that the majority have fair environmental mastery with 172 respondents (83.5%), while the minority have good environmental mastery with 14 respondents (6.8%), and poor environmental mastery with 20 respondents (9.7%). The distribution of frequency and dimensions of purpose in life shows that the majority have fair purpose in life with 124 respondents (60.2%), while the minority have poor purpose in life with 4 respondents (1.9%), and 78 respondents (37.9%) have good purpose in life. The distribution of frequency and dimensions of personal growth shows that the majority have fair personal growth with 183 respondents (88.8%), while the minority have poor personal growth with 2 respondents (1.0%), and 21 respondents (10.2%) have good personal growth.

Discussion

Self-Acceptance Dimension in First-Year Students at STIKes Santa Elisabeth Medan.

Based on research conducted on the self-acceptance dimension of first-year students at STIKes Santa Elisabeth Medan, 27 respondents (13.1%) were categorized as good, 166 respondents (80.6%) were categorized as fair, and 13 respondents (6.3%) were categorized as poor. This indicates that most first-year students at STIKes Santa Elisabeth Medan fall into the fair category of self-acceptance. This research is supported by (Oktaviani, 2019) who stated that self-acceptance has several aspects: the willingness to open up or express various thoughts, feelings, and reactions to others, psychological health, and acceptance of others (Oktaviani, 2019). According to research by Kurniawan (2020), there is also a fair dimension of self-acceptance, suggesting that students from out of town still struggle to fully accept themselves, find it difficult to adapt to new places, and tend to be stagnant, with little or no change within themselves. (Ramadani et al., 2023)

The researcher assumes that first-year students at STIKes Santa Elisabeth Medan, in terms of self-acceptance, are mostly in the fair category, showing that the majority of students have a positive attitude toward themselves and have positive feelings towards people in their past.

Positive Relationships with Others Dimension in First-Year Students at STIKes Santa Elisabeth Medan.

Based on research conducted on the positive relationships with others dimension of first-year students at STIKes Santa Elisabeth Medan, 26 respondents (12.6%) were categorized as good, 170 respondents (82.5%) were categorized as fair, and 10 respondents (4.9%) were categorized as poor. This means that, in this regard, the dimension of positive relationships with others among first-year students is categorized as fair. The Researcher assumes that the positive



relationships with others dimension among first-year students at STIKes Santa Elisabeth Medan is fair because the interaction between individuals is not yet fully established. This is because each student comes from different regions with different languages, resulting in limited interaction between individuals.

This assumption is also supported by Nadlyfah & Kustanti (2019) research, which stated that adjustment is a change experienced by a person to achieve a harmonious relationship with others and their surroundings. Success in adjustment is determined by the individual's ability to face changes within themselves and the demands of their environment. Being active in the social environment can help students interact with many people, fostering positive/close relationships, and making it easier to get to know and interact with friends from various regions (Nadlyfah & Kustanti, 2019).

Independence Dimension in First-Year Students at STIKes Santa Elisabeth Medan

Based on research conducted on the independence dimension among first-year students at STIKes Santa Elisabeth Medan, 6 respondents (2.9%) were categorized as good, 190 respondents (92.2%) were categorized as fair, and 10 respondents (4.9%) were categorized as poor. This indicates that the majority of first-year students' independence is in the fair category.

The researcher assumes that first-year students at STIKes Santa Elisabeth Medan fall into the fair category in the independence dimension because most new students still receive full attention from their parents, friends, and environment while at home, which keeps their anxiety levels from being too high or disruptive. However, in their new environment, such as the dormitory, students are required to be more independent since they no longer rely on their parents' assistance

This research aligns with Daulay (2021) study, which found that students living in dormitories experience higher anxiety levels than those living with their parents (Daulay 2021). The role of parents is still crucial for students who are adjusting to a new learning system and environment at the university, helping to reduce their anxiety and boosting their confidence. According to Rusmiani et al (2022) an autonomous or independent person can make the best decisions for themselves, evaluating their actions based on personal standards without needing others approval, and not being influenced by others' judgments when making important decisions.

Environmental Mastery Dimension in First-Year Students at STIKes Santa Elisabeth Medan

Based on research conducted on the environmental mastery dimension among first-year students at STIKes Santa Elisabeth Medan, 14 respondents (6.8%) were categorized as good, 172 respondents (83.5%) were categorized as fair, and 20 respondents (9.7%) were categorized as poor. This indicates that the majority of first-year students' environmental mastery is in the fair category.

The researcher assumes that first-year students at STIKes Santa Elisabeth Medan are in the fair category for environmental mastery because they are entering a new social environment and need to adapt to their surroundings. This adaptation process involves adjusting to new friends, a new environment, lifestyle changes, and cultural differences. If students cannot adapt to their environment due to everyday life pressures, it can lead to mental health issues.

This assumption is supported by Triwahyuni & Eko Prasetyo (2021) research, which suggests that a student's ability to manage their environment can make them feel comfortable and reduce the likelihood of experiencing mental health issues during their first year. Believing that they can create a comfortable environment for themselves in their new surroundings helps students view their new situation positively and reduces anxiety, which is often the basis for various mental health disorders.



Purpose in Life Dimension in First-Year Students at STIKes Santa Elisabeth Medan

Based on research conducted on the purpose in life dimension among first-year students at STIKes Santa Elisabeth Medan, 78 respondents (37.9%) were categorized as good, 124 respondents (60.2%) were categorized as fair, and 4 respondents (1.9%) were categorized as poor.

The researcher assumes that the majority of first-year students at STIKes Santa Elisabeth Medan fall into the fair category (60.2%) for the purpose in life dimension. Purpose in life is something individuals strive to achieve, requiring commitment and self-belief to overcome difficulties. In this dimension, first-year students need to have clear life goals to guide their direction. This research aligns with Azani (2020) study, which states that having a purpose in life is crucial for students. It helps them achieve identity achievement in various aspects, guides their direction, supports environmental mastery, and builds connections with important people aligned with their life goals. These important people can include family, friends, religious groups, activity groups, lecturers, and other communities.

According to Triwahyuni & Eko Prasetyo (2021) research, having a purpose in life involves a sense of direction, clear life goals, and finding meaning in past and present experiences. Negative experiences can influence new students' relationships with new friends at university, affecting their purpose in life and how they meet academic demands.

Personal Growth Dimension in First-Year Students at STIKes Santa Elisabeth Medan

Based on research conducted on the personal growth dimension among first-year students at STIKes Santa Elisabeth Medan, 21 respondents (10.2%) were categorized as good, 183 respondents (88.8%) were categorized as fair, and 2 respondents (1.0%) were categorized as poor.

The researcher assumes that first-year students at STIKes Santa Elisabeth Medan are in the fair category for personal growth because they are in a new environment, requiring them to socialize and engage with their dormitory and educational environment. New students need to be proactive in participating in organizations and exploring campus activities to develop themselves academically and socially.

This assumption is supported by Rahmadani & Mukti (2020) research, which found that some first-year students lack clear academic goals, confidence in the importance of higher education, and active engagement in academic and campus activities. They also lack sufficient information to access academic support. Fatimah et al (2021) research suggests that academic performance results from learning processes and efforts during education. It is influenced not only by intellectual abilities but also by motivation to achieve academic goals and satisfaction with the academic environment. Academic adaptation is a crucial predictor of academic performance, indicating that successful adaptation leads to optimal academic performance, such as good grades and timely graduation.

Conclusion

Based on the results of research conducted by researchers on the Overview of Psychological Well-Being in Level 1 Students of STIKes Santa Elisabeth Medan with a sample of 206 respondents, it can be concluded that the majority of students have psychological well-being with a sufficient category (84.5%), with a description of each dimension as follows: The dimension of self-acceptance of level 1 students of STIKes Santa Elisabeth Medan, the category is sufficient as many as 166 respondents (80.6%). The dimension of positive relationships with other people of STIKes Santa Elisabeth Medan, the category was sufficient as many as 170 respondents (82.5%). The dimension of independence of level 1 students of STIKes Santa Elisabeth Medan, the category is sufficient as many as 190 respondents (92.2%). The dimension of environmental mastery of 1st level students of STIKes Santa Elisabeth Medan, the category was sufficient as many as 172 respondents (83.5%). The dimension of life goals for level 1 students of STIKes Santa Elisabeth Medan, the category is sufficient as many as 124 respondents (60.2%). The dimension of personal



development of level 1 students of STIKes Santa Elisabeth Medan, the category is sufficient as many as 183 respondents (88.8%). It is hoped that the next researcher can develop and improve this research by researching the relationship between psychological disorders and Psychological Well-Being in new students. All authors declare that they have no conflicts of interest.

Ethics approval

The researcher conducted an ethical approval test from the STIKes Santa Elisabeth Medan Health Research Ethics Commission with Letter number No. 088/KEPK-SE/PE-DT/IV/2023.

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