# Psychological Well-Being of Students in Undergoing Online Learning during Pandemi Covid-19

*by* Farida Aryani

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# Psychological Well-Being of Students in Undergoing Online Learning during Pandemi Covid-19

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**Abstract.** This study aims to describe students' psychological well-being in South Sulawesi in facing online learning during the Covid-19 pandemic based on six PWB indicators from Ryff & Keyes (1995). This research method uses descriptive methods by dividing the PWB into five categories: very low, low, medium, high, and very high. This study's population were SMA / SMK students registered in the 2019/2020 academic year in South Sulawesi. The research sample selected randomly from several cities in South Sulawesi, namely Makassar, Maros, Jeneponto, Pare-Pare and Palopo. The number of samples in this study was 354 students. The data collection technique used a PWB scale that has been adapted to students in the province of South Sulawesi, amounting to 707 students. The PWB scale shows the McDonald's value = 0.713; Alpha Cronbach = 0.715; RMSEA = 0.073; GFI = 0.947; CFI = 0.98. The data analysis technique used descriptive analysis with the help of JASP. The results showed that students' psychological well-being during online learning was in the medium category, although in the autonomy aspect, the students were in a very low score.

**Keywords**: Psychological Well-Being, Descriptive, Online learning, Covid-19 Pandemic

## INTRODUCTION

The COVID-19 outbreak has impacted all aspects of human life, including in educational settings. The Indonesian government has made various policies to work and study from home during the pandemic. The Ministry of Education and Culture has issued a circular on online learning mechanisms to prevent the spread of covid-19, forcing all schools to change their learning systems from face-to-face to online learning. *Online learning* is a learning activity using internet networks based on ICT (Andiarna & Kusumawati, 2020). During the Covid-19 pandemic, online learning received many complaints from parents and students. Not infrequently, many parents begin to feel stress in accompanying their children at home. Children also experience stress studying at home, and many of them are left behind in their lessons at home. The results showed that during the Covid-19 pandemic, 28.3% of students experienced learning stress (Mediana, 2020). Research from Hamdani & Priatna (2020) shows that online learning during the Covid-19 pandemic, as many as 66.97% of students answered not implemented effectively.

Online learning carried out during the Covid-19 pandemic certainly has a positive side and a negative side, especially on the mental health of students in

SMA / SMK. During the Covid-19 pandemic, a study on the psychology of well-being has become a crucial issue to study. Based on Misero & Hawadi (2012) opinion, the pressures faced by SMA / SMK students during this pandemic will impact their welfare, so students need to maintain their psychological well-being during the Covid -19 pandemic.

Psychological Well-being is essential for students particularly in pandemic covid-19. Students who have high psychological well-being will achieve optimal development in their lives. Psychology of well-being is a positive psychological condition that consists of a person's ability to accept himself as he is, to be able to build relationships with other people, to have autonomy and to clear life goals (Papalia et al., 2008). Ryff & Keyes (1995) divided the psychology of well-being into six dimensions: self-acceptance, positive relationships with others, autonomy mastery, purpose in life, and personal growth.

The aspect of self-acceptance characterised as the ability of students to evaluate themselves positively. It means that a student who has good self-acceptance can know and accept his strengths and weaknesses or is called a positive psychological functioning (Prabowo, 2016). The positive aspect of relationships with others is characterised by students' ability to manage warm interpersonal relationships, trust with others, and have closeness and meaningful relationships with the right people (significant others). The autonomy aspect is characterised as the student's ability to do independently, including learning from home and full of self-confidence. Aspects of purpose in life mean the student's ability to find meaning and purpose in life. It means that students appreciate themselves and have goals and beliefs for a meaningful life and valuable to themselves and others.

Meanwhile, the personal growth aspect defines as the optimal functioning of the psychological aspects to grow and develop as a complete individual, capable of actualising himself and realising his potential (Ryff & Keyes, 1995). These six dimensions, if fulfilled by students, means that their psychic well-being is excellent and optimal. Students who have their well-being psychology tend to have a positive attitude towards themselves, be independent in learning, have good social relationships with others, have life goals, and their ability to develop optimally (Ward & King, 2016). Meanwhile, students who have low psychological well-being lack independence in learning, poor social relationships, do not have clear life goals and feel inferior (Dogan et al., 2013).

The factors that affect students' psychological well-being include age, gender, and social support (Prabowo, 2016). The results showed that the factor of one's mastery of the environment and autonomy would increase with increasing age (Keyes & Waterman, 2003). Furthermore, the research results

from Snyder (2002) show that gender differences affect the psychological well-being of a person, where women are more likely to have psychological well-being than men. It means that women tend to have better interpersonal skills than men. Meanwhile, the social support factor shows a significant relationship between social interaction and psychological well-being (Nezar, 2009). This study aims to describe the psychological well-being of high school / vocational school students in South Sulawesi following online learning during the COVID-19 pandemic.

## METHOD

This study uses a quantitative approach. The method used is descriptive with the type of survey. This study uses a saturated sampling technique. This sampling technique is a simple random sampling technique. The sample used in this study were SMA / SMK students registered in the 2019/2020 academic year in South Sulawesi. The number of samples in this study was 354 high school / vocational school students scattered in several cities, namely Makassar, Maros, Jeneponto, Pare-Pare and Palopo.

The scale used in this study is the Psychological Well-Being Scale from (Ryff & Keyes, 1995) with the six dimensions. It instinct consists of 18 items consisting of 10 unfavorable items and 8 favorable items, with 7 answer choices, namely 1 = Strongly Agree, 2 = Disagree, 3 = Somewhat Disagree, 4 = Doubtful, 5 = Somewhat Agree, 6 = Agree, and 7 = Strongly Agree. The results of the adaptation of the scale in 707 respondents showed the value of McDonald = 0.713; Alpha Cronbach = 0.715; RMSEA = 0.073; GFI = 0.947; CFI = 0.98. Therefore, the Psychological Wellbeing scale's adaptation is classified as good and can use for respondents in Indonesia.

Data analysis in this study used descriptive statistics with percentage techniques. The data generated in this study were descriptive percentage statistical techniques because the study described students' psychological well-being during the Covid 19 pandemic.

## RESULT AND DISCUSSION

According to Ryff (1995), psychological well-being does not only consist of positive effects, adverse effects, and life satisfaction, but Ryff defines psychological well-being into six dimensions, namely self-acceptance and positive relationships with others, autonomy (autonomy), environmental mastery (environmental mastery), life goals (purpose in life), and personal growth (personal growth). The following is the percentage results of the six dimensions of psychological well being among high school/equivalent students in South Sulawesi during the COVID-19 pandemic.

Table 1. Student's Self Acceptance Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Self-Accaptance | Very Low | 18 | 4.7 | 4.7 | 4.7 |
|  | Low | 114 | 29.5 | 29.5 | 34.2 |
|  | Moderate | 151 | 39.1 | 39.1 | 73.3 |
|  | High | 79 | 20.5 | 20.5 | 93.8 |
|  | Very High | 24 | 6.2 | 6.2 | 100.0 |
|  | Total | 386 | 100.0 | 100.0 |  |

Based on table 1, the percentage of students' psychological wellbeing in the self-acceptance dimension is in the very high category of 6.2%, the high category is 20.5%, the moderate category is 39.1%, the low category is 29.5%, and the very low category is as much as 4.7%. Students feel unhappy with what is happening in their life and feel disappointed with their current situation. Other research conducted by Asmuni (2020); Taradisa (2020) found that students experience difficulties during online learning. The main factor is the lack of facilities owned by students such as smartphones and a good internet network. In this study, it found that students did not have good smartphones and were in locations that were difficult to access the internet network, so that this situation made students feel disappointed and experienced difficulties with the online learning process. Wahyuseptiana (2020) explains that students' challenges require them to actualize themselves competently and whether or not it is successful depends on the concept of self-acceptance they have. In other words, when students have good self-acceptance, they will be able to face the difficulties and challenges they face even in times of a COVID-19 pandemic.

Table 2. Student's Positive Relation With Others Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Positive Relation With Others | Very Low | 9 | 2.3 | 2.3 | 2.3 |
|  | Low | 165 | 42.7 | 42.7 | 45.1 |
|  | Moderate | 107 | 27.7 | 27.7 | 72.8 |
|  | High | 66 | 17.1 | 17.1 | 89.9 |
|  | Very High | 39 | 10.1 | 10.1 | 100.0 |
|  | Total | 386 | 100.0 | 100.0 |  |

Based on table 2, the results of the percentage of students' psychological wellbeing on the dimensions of positive relations with others have the highest percentage in the low category, namely as much as 42.7%, then in the moderate

category as much as 27.7%. Ryff & Keyes (1995) explained that positive relations with others are students' ability to establish warm relationships with others based on trust, intense feelings of empathy and affection, to avoid feeling isolated and alone. This study found that the students' ability to build relationships with other people during this pandemic was low. Distance learning forces students to stay at home, making students feel frustrated because they are limited in socializing with their schoolmates. In line with Desmita's (2009) explanation that one of the academic stresses experienced by students is interpersonal demands, social interaction at school can be a source of stress for students when students are unable to establish relationships and interact with their friends as much as possible. Other research by Limbong et al. (2020) shows that the interaction patterns of teachers and parents in controlling students 'emotional are challenging to be well established because of one of the regulations that require social distancing during a pandemic like this, this makes students' emotions more difficult to control because of lack communication between teachers and parents. In other words, during a pandemic, students experienced difficulties in establishing relationships with their peers, which affected students' psychological well being.

Table 3. Student's Autonomi Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Autonomy | Very Low | 386 | 100.0 | 100.0 | 100.0 |

Based on table 3, the results of the percentage of students' psychological well-being in the autonomy dimension as much as 100% were in the very low category. Ryff & Keyes (1995) explains that an individual who has autonomy means that the individual can manage his life independently, does not continue to depend on other parties, dares to express his opinion, determines or decides on something independently, can conduct self-evaluation independently with personal standards (not people). Other). In other words, students during online learning have very low independence. In line with previous research conducted by Hidayat et al. (2020), Rahmasari et al. (2020) show that students are not quite ready to learn online; the cause is due to inadequate technology and the habit of learning conditions at school with interactions with friends and teachers. In other words, during online learning, students are forced to learn distance learning, limiting direct interaction with their friends and teachers, making students have to study independently, making psychological well-being conditions from the aspect of student autonomy very low.

Tabel 4. Student's Enviromental Mastery Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Environmental Mastery | Very Low | 18 | 4.7 | 4.7 | 4.7 |
|  | Low | 105 | 27.2 | 27.2 | 31.9 |
|  | Moderate | 137 | 35.5 | 35.5 | 67.4 |
|  | High | 102 | 26.4 | 26.4 | 93.8 |
|  | Very High | 24 | 6.2 | 6.2 | 100.0 |
|  | Total | 386 | 100.0 | 100.0 |  |

Based on table 4, the results of the percentage of students' psychological well-being in the environmental mastery dimension with the highest percentage were in the moderate category as much as 35.5%. It means that students still experience problems in controlling school demands during this pandemic. Students are said to have an excellent environmental mastery dimension when they can master their environment, including a sense of mastery and competence and the ability to choose a conducive situation and environment. Emphasizes the need for involvement in environmental activities, the ability to manipulate and control complex environments. This research is in line with previous research by Sari et al. (2020) that students are still anxious in facing their problems during the learning process from home, still unable to properly analyze the demands of a complex environment.

Table 5. Student's Purpose in Life Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Purpose In Life | Very Low | 9 | 2.3 | 2.3 | 2.3 |
|  | Low | 118 | 30.6 | 30.6 | 32.9 |
|  | Moderate | 147 | 38.1 | 38.1 | 71.0 |
|  | High | 87 | 22.5 | 22.5 | 93.5 |
|  | Very High | 25 | 6.5 | 6.5 | 100.0 |
|  | Total | 386 | 100.0 | 100.0 |  |

Based on table 5, the percentage of students psychological well-being on the dimension of purpose in life (life goals) is the highest percentage, in the moderate category 38.1%. Musifuddin & Aturrohmah (2019) explain that the meaning of life is closely related to happiness. Meanwhile, during online learning, students must face new circumstances outside of the previous plan to make adjustments and take the right attitude towards problems that occur in their lives to continue life as a student. Bastaman (2007); Dezutter et al., (2013);

King et al. (2006) explained that the meaning of life is considered very important and valuable and provides particular value for someone so that it is worthy of being a purpose in life. When it fulfilled, it will cause a person to feel a meaningful life and, in the end, will cause a feeling of happiness.

Table 6: Student's Personal Growth Overview

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Personal Growth | Very Low | 15 | 3.9 | 3.9 | 3.9 |
|  | Low | 79 | 20.5 | 20.5 | 24.4 |
|  | Moderate | 180 | 46.6 | 46.6 | 71.0 |
|  | High | 66 | 17.1 | 17.1 | 88.1 |
|  | Very High | 46 | 11.9 | 11.9 | 100.0 |
|  | Total | 386 | 100.0 | 100.0 |  |

Based on table 6, the results of the percentage of students' psychological well-being in the personal growth dimension (personal growth) with the highest percentage were in the moderate category, namely 46.6%. Ryff & Keyes (1995) explained that students who have personal growth could develop their potential continuously, grow and expand themselves as individuals. The need to self-actualize and realize the individual potential is central to a clinical perspective on personal growth. A vital characteristic of a fully functioning individual has an attitude that is open to new experiences. However, during learning from afar, students experience changes in activities that will hinder students from developing their potential if not appropriately managed.

Table 7. Student's Psychological Well Being in South Sulawesi Province During a Covid-19 Pademic

|  |  | Frequency | Percent | Valid Percent | Cumulative Percent |
|---|---|---|---|---|---|
| Student's | Very Low | 14 | 3.6 | 4.0 | 4.0 |
| Psychological | Low | 128 | 33.2 | 36.2 | 40.1 |
| Well-being | Moderate | 130 | 33.7 | 36.7 | 76.8 |
|  | High | 82 | 21.2 | 23.2 | 100.0 |
|  | Very High | 354 | 91.7 | 100.0 |  |
| Missing | System | 32 | 8.3 |  |  |
| Total |  | 386 | 100.0 |  |  |

Based on table 7, the results of the percentage of students' psychological well-being with the highest percentage were in the medium category, namely

33.7%, and the low category was 33.2%. It means that during the learning period from home, students experienced problems related to their psychological well-being. From the research results, learning from home during the COVID-19 pandemic impacted students' psychological well-being. Some of the psychological well-being students were quite good because they had adequate facilities and access to communicate with the teacher and friends during the learning from home. Meanwhile, some other students did not have good psychological well-being because they experienced limited networks, inadequate facilities, and lack of assistance from parents, friends, and teachers during the learning process from home. Based on the results of the research (Saputri, 2020) it shows that the impact of covid-19 on the psychological well-being of elementary school students during online learning at school can conduct quite well if there is a collaboration between teachers, students and parents in learning from home.

## CONCLUSION

The results and discussion of this research conclude that high school / vocational school students' psychological well-being in South Sulawesi following online learning during the COVID-19 pandemic is in the moderate category. If described based on the six dimensions of psychological well-being according to Ryff and Keyes, the dimensions of self-acceptance (Self Acceptance) the highest percentage was in the medium category, namely 39.1%. The dimension of positive relationships with other people (positive relations with other) has the highest percentage in the low category, namely 42.7%. The dimension of autonomy (autonomy) as much as 100% is in the very low category. The highest percentage of environmental mastery is in the medium category as much as 35.5%. Th,e dimension of life goals (purpose in life) has the highest percentage in the category 38.1%, and the dimension of personal growth (personal growth) has the highest percentage in the medium category, namely 46.6%. Based on this study's results, further research is suggested to examine the factors that affect students' psychological well-being.\.

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