

THE RELATIONSHIP BETWEEN OPTIMISM AND PSYCHOLOGICAL WELL-BEING OF CLASS X STUDENTSSMAN1GONDANG

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ABSTRACT: Adolescence is a period of risky behavior. The risky behaviors referred to here are things that become stressors for adolescents that have a negative impact on their psychological well-being. The existence of stressors that make adolescents, especially students, become a lot of pressure both mentally and academically requires students to be able to maintain their psychological well-being well in stressful situations. From several previous studies, it was found that optimism is positively related to psychological well-being and can improve students' psychological well-being. However, the results of previous studies also show different results, therefore researchers want to know the relationship between optimism and the psychological well-being of students of SMAN1 Gondang. The results of this research that has been done show that the significance value obtained is 0.00 which means that optimism is correlated with psychological well-being because it has a sig value <0.05. Meanwhile, when viewed from the Pearson value, the relationship between optimism and psychological well-being has a positive relationship, which means that if optimism increases, psychological well-being also increases. Optimism towards psychological well-being has a strong correlation as evidenced by the Pearson value of 0.711.

Keywords- *psychological well-being, optimism, adolescence*

I. INTRODUCTION

During adolescence, both girls and boys are at risk of risky behaviors. The risk behaviors referred to here are things that become stressors for adolescents that have a negative impact on their psychological well-being. Adolescents, especially high school students, are prone to stress due to academic pressure, high academic demands, friendship problems and even many of them have problems in their families. Barseli (2018) in his research explained that continuous curriculum changes and new environmental and social conditions such as a new learning climate, new teachers, new relationships with peers and other things are one of the causes that can cause academic stress in students. This is because students are asked to adjust to changes in the curriculum and the new social environment. The existence of stressors that make adolescents, especially students, become a lot of pressure both mentally and academically requires students to be able to maintain their psychological well-being well in stressful situations. Achieving psychological well-being for adolescents is an effort to fulfill psychological needs that can reduce feelings of pressure due to adolescents' unpreparedness in dealing with the problems they face (Harpan, 2021).

In the Competency Standards for Student Independence (SKKPD), it is explained related to the developmental tasks of adolescents, especially high school students. In this case, it includes the developmental aspects of emotional maturity. In the aspect of emotional maturity in high school adolescents who are classified as at an unstable age, emotional maturity is needed when they are faced with stressful situations (Tjukup, et al. 2020). Furthermore, from these developmental tasks, high school students who are at the adolescent stage of development, need to understand how to regulate emotions so that they are not stressed, anxious, afraid that interfere with their mental health. Students are expected to maintain their mental health in order to have good psychological well-being. Furthermore, students are also expected to be able to solve the problems they face objectively and wisely so that students are not vulnerable to stress because they cannot solve problems and have an impact on mental health.

The researcher conducted the research at SMAN 1 Gondang because of its remote location and the parents of many students who are laborers and lack economic terms. Researchers conducted research especially in class X based on the results of preliminary studies that have been conducted at the school. Researchers conducted interviews with counseling teachers and students there by taking a sample of 3 students per grade level. From the results of the interview, it was found that class X students had low psychological well-being. Basically, class X students have many complaints of quite complex problems such as stress, anxiety, pessimism, feel

ing difficult to make friends, not being able to blend in, and confusion in determining targets in life. Based on the results of the preliminary study which shows that students do not have good psychological well-being. Judging from the aspect of flow self-acceptance from a pessimistic attitude about self-ability. Low positive relationships with others, due to difficulties in getting along with fellow friends at school. From the aspect of life goals, they still have not directed their life goals and have not set targets in life. Furthermore, from the aspect of mastery of the environment, it has not been shown well in students as seen from those who find it difficult to adjust to their school environment. However, in the aspect of student autonomy, it is good as they do their own assignments and independently. Furthermore, from the aspect of personal growth, they show positive things where they can find the potential that exists in themselves to fill their spare time while at home. Therefore, researchers conducted research on students of SMAN 1 Gondang, especially class X.

Psychological well-being is one of the important aspects that can build good mental health for students. According to Ryff (1989) psychological well-being is an individual's ability to accept himself and his past life, and believe that his life is very meaningful. Students who have good psychological well-being can live school life well and are able to face the challenges that exist in their lives. In addition to this, students are able to have better life goals, are able to relate well with others, can manage their own lives effectively and are able to manage the surrounding environment, and can take steps to improve the quality of life to achieve their life goals. Ryff (1989) states that there are six aspects of psychological well-being, namely autonomy, mastery of the environment, self-acceptance, life goals, positive relationships with others, and personal growth. Ryff (1995) also explained that individuals who are able to achieve positive values in their lives tend to have life goals, vision and mission, and direction that make them feel that life has meaning. Psychological well-being is something that an adolescent should have at this time. This is related to the existence of adolescents who experience various life problems. Life problems related to emotional well-being are usually related to thoughts and things that are closely related to negative feelings such as depression, anxiety, frustration, hope in life, the ability to relax themselves, and also have happiness in life (Bolang, 2012).

Research conducted by Nailul (2021) which explains that the psychological well-being of students in adolescence is still not maximally achieved due to factors of stress, frustration, and high academic pressure. Students' diverse and complex problems are one of the challenges for schools, teachers and students themselves. Students' problem-solving skills are needed to survive in stressful situations. High academic demands make students feel a lot of stress. Factors that cause students to feel stressed are academic demands that are considered too heavy, poor exam results, piling up assignments, and social environment (Barseli, 2017). According to Perez (2012) there are several factors of psychological well-being, namely cognitive, meaning that individuals have self-acceptance, dignity, optimism, motivation, general attitude towards life and challenges as important variables in understanding psychological well-being. According to research conducted by Scheier & Carver (Mishra, 2013) explains that there is a causal relationship between optimism and psychological well-being. This is because an individual who is more optimistic will have good coping strategies in dealing with stress. Research from Peterson (Mishra, 2013) explains that there is a positive relationship between optimism and good health, which has a good impact on psychological well-being.

According to research conducted by Harpan (2015), it explains that optimism and the center of control play a role in the psychological well-being of adolescents. Shaheen et al. (2014) explain that adolescents who have high optimism will be far from mental health problems because there is no anxiety or tension, thus creating good psychological well-being in adolescents. Furthermore, based on research conducted by Nuha (2019), it is explained that optimism is positively and significantly correlated with adolescent psychological well-being, which is 31.3%. Furthermore, research conducted by Harpan (2015) aims to determine the role of religiosity, and optimism on psychological well-being in adolescents. This research was conducted at SMUN 1 Turi Sleman. The results of the study optimism can provide a role to psychological well-being by only 18.5%. Some studies show different results, therefore researchers want to know whether optimism has a significant relationship with psychological well-being in class X students of SMAN 1 Gondang.

II. METHOD

This research uses quantitative research with the postfacto design. This study aims to find the relationship between optimism and psychological well-being of class X students of SMAN 1 Gondang. Researchers used Pearson correlation test because the data used were normally distributed. The population used was class X students of SMA Negeri 1 Gondang, Sragen Regency. The characteristics of this research population are school students with an age range of 15-

17 years which are X grade students of SMAN 1 Gondang. In this study using probability sampling technique using simple random sampling. In this study, construct validity was chosen by researchers to prove the high or low correlation in psychological scale items. The results of the instrument test on the psychological well-being scale, researchers used 48 items that were said to be valid. The results of the instrument test on the optimism

scale, researchers used 40 items that were said to be valid from the 48 items tested. The psychological well-being scale with a total of 48 items has a validity coefficient value range of 0.198 to 0.620 so that it can be said to be valid. The optimism scale totaling 40 items has a validity coefficient value range of 0.200 to 0.664 so it can be said to be valid. After obtaining the validity test results, a reliability test was performed on the research data. Research items can be said to be reliable if they are close to 1.00, but if they are closer to 0, the items are said to be unreliable (Periantalo, 2016).

The results of the reliability test on the psychological well-being scale are 0.865, and on the optimism scale of 0.862, it can be concluded that the psychological well-being scale and optimism can be said to be reliable, while when viewed from the degree of reliability coefficient according to Arikunto (2016) is in a very high category because 0.865 and $0.862 > 0.80$. This study uses two psychological scales, namely the psychological well-being scale and the optimism scale. Researchers used a Likert scale for scaling techniques on psychological well-being and optimism scale instruments. The data analysis technique used by researchers is descriptive analysis and uses Pearson correlation analysis to see if optimism and psychological well-being have a significant relationship. The tests were carried out using the help of Statistical Product and Services Solution (SPSS) version 22.

III. DISCUSSION AND RESULTS

Results of Descriptive Analysis of Optimism

This study has three objectives that will be a description of the results of the study which include three things, namely, (1) the level of optimism of grade X students of SMA Negeri 1 Gondang; (2) the level of psychological well-being of grade X students of SMA Negeri 1 Gondang in the face; and (3) the relationship of optimism to the psychological well-being of grade X students of SMA Negeri 1 Gondang. Based on the results of descriptive analysis that has been carried out with the help of the Statistical and Services Solution (SPSS) version 22 application, it is known that the average, standard deviation of optimism and the category of optimism of 161 X grade students of SMA Negeri 1 Gondang in the moderate category. The following is table 1 which is the result of descriptive analysis of the level of optimism.

Table 1. Results of Descriptive Analysis of Optimism

Variable	N	M	SD	Catergorization
Optimism	161	113	12,7	Moderate

Results of Descriptive Analysis of Psychological Well-Being

In this study, the results of quantitative descriptive analysis of the level of psychological well-being of class X students of SMA Negeri 1 Gondang were obtained. Based on the results of descriptive analysis that has been carried out with the help of the SPSS version 22 application, it is known that the average, standard deviation of psychological well-being and the level of psychological well-being of 161 students of SMA Negeri 1 Gondang are in the moderate category. Furthermore, the results of descriptive analysis of the level of psychological well-being are presented in table 2.

Table 2. Results of Descriptive Analysis of Psychological Well-Being

Variable	N	M	SD	Catergorization
Psychological Well-Being	161	136	12,9	Moderate

The Relationship Between Optimism and Psychological Well-Being Of Class X Students Sman 1 Gondang

Table 3. Pearson Correlation Test Results

		Psychological Well-Being	
		Optimism	Psychological Well-Being
Optimism	Pearson Correlation	1	.711**
	Sig. (2-tailed)		.000
	N	100	100
Psychological Well-Being	Pearson Correlation	.711**	1
	Sig. (2-tailed)	.000	
	N	100	100

Based on the table above, it shows that the significance value obtained is 0.000, which means that optimism is correlated with psychological well-being because it has a significance value < 0.05 . Meanwhile, when viewed from the Pearson value, the relationship between optimism and psychological well-being has a positive relationship, which means that if optimism increases, psychological well-being also increases. Optimism towards psychological well-being has a strong correlation as evidenced by the Pearson value of 0.711. Referring to this, it proves that the optimism variable is significantly related to the psychological well-being of class X students of SMA Negeri 1 Gondang. According to research conducted by, Shaheen et al. (2014) explain that adolescents who have high optimism will be far from mental health problems because there is no anxiety or tension, thus creating good psychological well-being in adolescents. In line with this research, according to Harpan (in Ilhamuddin, et al. 2017) optimism and control center play a significant role in adolescent psychological well-being. It can be interpreted that optimism is important for adolescents, especially students, when facing academic problems to be able to survive with positive thinking patterns when under stressful conditions in order to maintain mental health.

A number of previous studies explain that both variables, namely optimism and psychological well-being, are positively correlated. Such as research conducted by Harpan (2015); Parveen et al. (2016); Nuha (2019) which shows that optimism is positively correlated with psychological well-being in adolescents. In the results of research that has been conducted, it is obtained that the optimism variable has a positive relationship to psychological well-being. This is in line with Seligman's (2006) research which explains that individuals with good optimism reflect good psychological well-being as well. The relationship of optimism with psychological well-being shows that optimism is able to predict psychological well-being.

In the optimism indicator, namely personalization, which explains that optimistic individuals are individuals who believe that when experiencing success in an event is a factor from within themselves. This is in line with the indicator of psychological well-being, namely self-acceptance, which means that individuals are able to recognize and accept all the good in themselves. So that with this, individuals are able to believe that the success that occurs is from within themselves because individuals realize they have goodness or excellence in themselves. In addition, the next indicator of optimism is permanence. This indicator explains that individuals believe that good events will be permanent and bad events are temporary. This is in line with the indicator of psychological well-being, namely the purpose of life, which means order in life and feeling life has meaning. Individuals who believe good events are permanent and bad events in life are temporary mean that they have regularity in life to keep thinking positively in whatever events are being experienced. Furthermore, thus individuals are able to achieve a meaningful life because they always think positively in experiencing an event. Other studies not only examine the relationship but also examine the role of optimism on psychological well-being. Research conducted by Prayogi (2016) examined the role of optimism on psychological well-being in vocational students. The results of this study prove that optimism contributes 9.5% to psychological well-being and 90.5% is influenced by other variables. In line with this, research conducted by Harpan (2015) found that optimism gave an influence of 18.5% on psychological well-being and 81.5% was influenced by other variables. From some of the research that has been described, it can be seen that there are other factors that affect psychological well-being besides the optimism variable.

IV. CONCLUSION

The results of the research and discussion that have been obtained regarding the relationship between optimism and the psychological well-being of class X students of SMANegeri 1 Gondang, it can be concluded that the level of student optimism in facing covid-19 students in class X SMA Negeri 1 Gondang is in the moderate category. The results that have been obtained show that in general students have not fully demonstrated how students remain in their positive thinking whatever circumstances are being experienced, faced, and are able to think that everything that is being lived is a good thing, especially during the covid-19 pandemic. Furthermore, the level of psychological well-being in students is included in the moderate category, which shows that students have not fully fulfilled their psychological well-being to the fullest when covid-19 because there are several aspects that are classified as low. Optimism is positively related to students' psychological well-being in facing covid-19 in class X students of SMA Negeri 1 Gondang.

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