



## **An Overview of Psychological Well-Being in First-Year Students of Faculty of Nursing**

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### **A B S T R A C T**

**Introduction:** First year students are often faced with various challenges that have an impact on their psychological well-being. So far, the psychological well-being of first-year nursing students is not clearly known. Good psychological well-being helps first-year nursing students cope with academic demands. **Objective:** This study aimed to describe the psychological well-being of first-year students at the Faculty of Nursing, Padjadjaran University. **Methods:** This study used a quantitative descriptive method. The population of this study were all first-year active students, namely the 2022 batch of the Faculty of Nursing, Padjadjaran University, Bachelor Study Program (N=234). The sampling technique in this study is total sampling. This study used the Ryff's Psychological Well-Being Scale Instrument with 48 statement items that have been adapted to Indonesian language and culture with a validity index of 0.304 - 0.580 and a cronbach alpha coefficient of 0.912. Data analysis in this study used univariate analysis. **Results:** The results showed that 6.4% of students had high psychological well-being, 87.6% of students had moderate psychological well-being, and 6.0% of students had low psychological well-being. Almost all first-year students of the Faculty of Nursing, Padjadjaran University have psychological well-being in the moderate category. **Conclusion:** For the faculty, it is hoped that they can make efforts to monitor the psychological well-being of students by promoting available counseling service facilities so that students can find out and take advantage of existing facilities, and further research is expected to be able to examine other factors that can affect psychological well-being which were not discussed in this study.

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## 1. INTRODUCTION

Mental health is a state of mental well-being in a person and allows a person to be able to go through various pressures in their life, realize their potential and abilities, learn and do a good job, and also be able to contribute to society (WHO, 2022). Mental health is an unresolved issue, both globally and nationally. According to the World Health Organization, globally, it is estimated that 1 in 7 (14%) children between the ages of 10 and 19 suffer from mental health problems, but most go unrecognized and untreated. An estimated 4.6% of adolescents aged 15-19 years have anxiety disorders and 2.8% have depression (WHO, 2021). In Indonesia, according to Kementerian Kesehatan RI, (2018) based on the main results of RISKESDAS, 9.8% of Indonesians aged  $\geq 15$  years suffer from mental emotional disorders and 6.1% have depression.

Students are a population that is vulnerable to psychological problems. They are faced with major changes in their lives when entering the world of higher education (Raudatussalimah & Susanti, 2017). Students are someone who is in a transitional period from late adolescence to early adulthood, where they will be faced with changes in duties and responsibilities in their lives (Wahyuningtyas & Setiowati, 2020). First-year students are often faced with changes and various problems such as separation from parents, demands for independent living, economic problems, choosing majors, adjusting to new friends, and adjusting to differences in the nature of education between high school and college (Istanto & Engry, 2019). The various changes that occur will greatly affect psychological conditions negatively and have an impact on their psychological well-being.

Ryff & Keyes (1995, in Isdiyah & Ernawati, 2021), explain that psychological well-being is a description of a positive and healthy psychological state of an individual, where he accepts all his weaknesses and strengths, establishes positive relationships, is independent, is able to control the environment, has a purpose in his life, and is able to pass the stages of his life development. Ryff & Singer, (1996, in Safitri, 2021), state that psychological well-being is influenced by several factors, such as age, gender, socioeconomic status, social support, culture, personality and religiosity. Psychological well-being will create positive emotions for students when they are facing challenges and problems in the first year of college, thus helping them in sorting out the right solution or problemsolving (Eva et al., 2021).

Aslan & Akturk, (2018), in their research stated that nursing students are at higher risk of mental health problems than the general population and also other health students. The nursing school environment provides more pressure or stressors that often have a negative impact on student's academic performance and psychological well-being (Verenisa et al., 2021). Based on the results of a preliminary study of 10 first-year students of the Faculty of Nursing, Padjadjaran University through interviews, it was found that they felt stressed due to the busy academic activities, many assignments, quizzes, tired, and homesick. Most students also felt anxious, worried, sad, depressed and frustrated due to difficulties in time management and understanding lecture material, even 1 out of 10 students said that he was at the heaviest point until he thought of doing negative things due to such a heavy burden.

The results of the preliminary study show that there is a phenomenon of psychological well-being problems in first-year students at Faculty of Nursing, Padjadjaran University where they have difficulty in achieving psychological well-being due to the many pressures faced.

Anticipation or proper handling of psychological well-being problems can be done if we know the condition of student's psychological well-being. Therefore, the aim of this study was to describe the psychological well-being of first-year students at the Faculty of Nursing, Padjadjaran University.

## **2. METHODS**

### **Research Design**

This study used a quantitative descriptive research design. The variable of this study was psychological well-being.

### **Population and Sample**

The population of this study were all first-year active students, namely the 2022 batch of students of the Faculty of Nursing, Padjadjaran University Bachelor Study Program, totaling 234 students, with details of Jatinangor Campus totaling 191 students, and Pangandaran Campus totaling 43 students. The sampling technique in this study was total sampling. Samples obtained in this study totaling 234 respondents with a response rate of 100%.

### **Instrument**

This study used the Ryff's Psychological Well-Being Scale (RPWBS) Instrument that have been adapted by Rachmayani & Ramdhani, (2014) into Indonesian language and culture with a validity index of 0.304 - 0.580 and a cronbach alpha coefficient of 0.912. This scale consists of 48 items to measure each dimension of psychological well-being, namely self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth consisting of favorable and unfavorable statements, using a Likert scale with 5 alternative answers. In favorable statements, scores or values are given, namely SS (Very Suitable) is given a score of 5, AS (Somewhat Suitable) is given a score of 4, S (Suitable) is given a score of 3, TS (Not Suitable) is given a score of 2 and STS (Very Not Suitable) is given a score of 1. Meanwhile, on unfavorable statements, scores or values are given, namely SS (Very Suitable) is given a score of 1, AS (Somewhat Suitable) is given a score of 2, S (Suitable) is given a score of 3, TS (Not Suitable) is given a score of 4 and STS (Very Not Suitable) is given a score of 5. Ryff revealed that there is no specific score or limit to determine high or low psychological well-being, what is considered high, medium, and low is determined by the researcher. Ryff mentions an alternative that can be used, namely high psychological well-being, if 1.5 standard deviation scores above the mean, moderate psychological well-being, between 1.5 standard deviation scores above the mean and 1.5 standard deviation scores below the mean, and low psychological well-being, if 1.5 standard deviation scores below the mean.

### **Research Procedure**

The researcher collected data by distributing online questionnaires to respondents through Google Forms. Questionnaire link were distributed through group chats on WhatsApp with permission given from the class leader. Data were collected from January 27, 2023, to February 5, 2023.

## Data Analysis

Data analysis in this study used univariate analysis and presented in the form of a frequency distribution table. The results of the study were explained using tables. The data analysis process used the IBM SPSS version 26 program.

## Ethical Clearance

This study was approved by the Ethics Committee at Padjadjaran Univeristy with letter number 97/UN6.KEP/EC/2023.

## 3. RESULTS

**Table 1. Frequency Distribution of Psychological Wellbeing Levels of First Year Students of the Faculty of Nursing, Padjadjaran University (n = 234)**

Category	<i>f</i>	%
High	15	6.4%
Medium	205	87.6%
Low	14	6.0%
<b>Total</b>	<b>234</b>	<b>100%</b>

Based on table 1 the results of the frequency distribution of the general level of psychological well-being in first-year students of the Faculty of Nursing, Padjadjaran University. The results of data analysis show that almost all respondents have psychological well-being in the moderate category, as many as 205 students (87.6%) and there are 6.0% students have low psychological well-being.

**Table 2. Frequency Distribution of Psychological Wellbeing Level Based on Characteristics of First Year Students of the Faculty of Nursing, Padjadjaran University (n = 234)**

Respondent Characteristics	Level of Psychological Well-Being						Total	
	High		Medium		Low		<i>f</i>	%
	<i>f</i>	%	<i>f</i>	%	<i>f</i>	%		
<b>Age</b>								
17	0	0	9	90	1	10	10	100
18	6	5	108	90.8	5	4.2	119	100
19	8	9.2	72	82.8	7	8	87	100
20	1	6.2	14	87.6	1	6.2	16	100
21	0	0	2	100	0	0	2	100
<b>Gender</b>								
Male	2	9.1	18	81.8	2	9.1	22	100
Female	13	6.1	187	88.2	12	5.7	212	100
<b>Ethnic Group</b>								
Sunda	12	8.6	118	84.9	9	6.5	139	100
Java	3	5.4	47	85.5	5	9.1	55	100
Others	0	0	40	100	0	0	40	100
<b>Campus Location</b>								
Jatinangor	12	6.3	172	90	7	3.7	191	100
Pangandaran	3	7	33	76.7	7	16.3	43	100
<b>Current Residence</b>								
Boarding	10	7	123	86.6	9	6.4	142	100
With parents	5	5.4	82	89.2	5	5.4	92	100

**Table 2. Frequency Distribution of Psychological Wellbeing Level Based on Characteristics of First Year Students of the Faculty of Nursing, Padjadjaran University (n = 234) Continued**

Respondent Characteristics	Level of Psychological Well-Being						Total	
	High		Medium		Low		f	%
	f	%	f	%	f	%		
<b>Economic Status</b>								
Upper class	1	25	3	75	0	0	4	100
Middle class	11	5.5	177	88.5	12	6	200	100
Lower class	3	10	25	83.3	2	6.7	30	100
<b>Closest Source of Support</b>								
Family	13	6,6	176	88.9	9	4.5	198	100
Friend	1	7.1	13	92.9	0	0	14	100
Partner	0	0	3	100	0	0	3	100
Friends	0	0	10	83.3	2	16.7	12	100
None	1	14.2	3	42.9	3	42.9	7	100

Table 2 shows that based on age group, first-year students have psychological well-being in the moderate category with the highest percentage found in students aged 21 years (100%). When viewed from gender, the male student group has a greater proportion of high psychological well-being compared to the female student group. Then, when viewed from ethnicity, the highest proportion of students who have high psychological well-being is Sundanese (8.6%).

Furthermore, based on campus location, students who come from Pangandaran campus have a greater proportion of low psychological well-being compared to Jatinangor campus students. Then, based on the current place of residence, almost all students have psychological well-being in the moderate category, with the highest percentage found in students who live with parents (89.2%).

When viewed from economic status, the highest proportion of students who have psychological well-being in the high category is in the upper class (25%), in the medium category is in the middle class (88.5%), and in the low category is in the lower class (6.7%). Furthermore, based on the source of support from the closest person, students who do not have a source of support have a greater proportion of low psychological well-being than students who have a source of support from the closest person.

**Table 3. Frequency Distribution of Psychological Well-Being Levels Based on Sub- Variables in First Year Students of the Faculty of Nursing, Padjadjaran University (n =234)**

Dimensions	Category						Total	
	High		Medium		Low		f	%
	f	%	f	%	f	%		
Self-Acceptance	14	6	207	88.5	13	5.5	234	100
Positive Relations with Others	17	7.3	206	88	11	4.7	234	100
Autonomy	19	8.1	203	86.8	12	5.1	234	100
Environmental Mastery	13	5.5	205	87.6	16	6.9	234	100
Purpose in Life	13	5.5	205	87.6	16	6.9	234	100
Personal Growth	13	5.5	207	88.5	14	6	234	100

Based on table 3 it is known that the level of psychological well-being of first-year students based on the highest score in each dimension, the results show that the dimension that has the highest percentage in the high category is in the dimension of autonomy, namely 19 students

(8.1%), in the medium category is in the dimensions of self-acceptance and personal growth, namely 207 students (88.5%), and in the low category is in the dimensions of environmental mastery and purpose in life, namely 16 students (6.9%).

#### 4. DISCUSSION

Based on the results of data analysis in this study about the overview of psychological well-being in first-year students of the Faculty of Nursing in Padjadjaran University (Table 1), it was found that out of 234 students, 15 students (6.4%) have high psychological well-being, almost all of the respondents, namely 205 students (87.6%) have moderate psychological well-being, and as many as 14 students (6.0%) have low psychological well-being. Thus, the psychological well-being possessed by first-year students of Faculty of Nursing in Padjadjaran University is mostly in the moderate category.

These results indicate that the psychological well-being of first-year students has not been fully achieved. This illustrates that first-year students have not fully felt happiness, have satisfaction in life and show symptoms of depression. According to Ismail and Indrawati, (2013, in Wibisono & Napitupulu, 2021), first-year students are faced with many demands, problems and tasks development that causes them a lot of stress, making it difficult to achieve optimal psychological well-being.

However, these results show that first-year students have a fairly good psychological well-being even though it has not been fully achieved. This means that when students feel uncomfortable in a new environment, they still try to explore themselves more and interact and build good relationships with others. Then, even though students feel dissatisfied with bad life experiences in the past, they still try to take lessons from these experiences. In addition, although students have a tendency to make decisions based on personal judgment, they still consider the opinions of others.

The results of this study support the research of Rasmiani et al., (2019), which found that the level of psychological well-being possessed by first-year students is included in moderate psychological well-being with a percentage of 65%. In line with Ismuniar & Ardiwinata, (2021), the results of their research show that the level of psychological well-being of students at Borneo University Tarakan is in the moderate category with a percentage of 74.4%, which means that students have enough *psychological well-being*.

According to Rasmiani et al., (2019), first-year students who have high psychological well-being can be interpreted as having fulfilled all dimensions of psychological well-being. In line with Ryff & Singer, (1996, in Safitri, 2021), that accepting one's shortcomings and strengths, having positive relationships with others, being able to become an independent person, having good environmental control, having purposeful life goals, and being able to develop personally are part of psychological well-being.

According to Mariyanti, (2017), the low psychological well-being of first-year students indicates that they feel uncomfortable, pessimistic, easy and easy to give up when facing problems, unhappy, and tend to have a low quality of life and other negative feelings in their efforts to adjust to the various demands they have to face in college. In line with the research of Raudatussalamah & Susanti, (2017), which states that the ability of first-year students is still limited in creating a supportive environment to develop their potential, build positive relationships

and carry out healthy coping, as well as independence in overcoming the problems faced, so that this affects their psychological well-being.

First-year students who have low psychological well-being tend to be more susceptible to experiencing symptoms of psychological disorders, such as always feeling anxious / tense / worried, low self-esteem, difficulty concentrating, reduced endurance, and the onset of physical symptoms due to psychological problems in their first year of study (Triwahyuni & Eko Prasetyo, 2021). According to Rohi & Setiasih, (2019), low psychological well-being in college students can also have an impact on suicidal behavior.

Meanwhile, first-year students who have high psychological well-being rarely show symptoms of psychological disorders in their first year of study. According to Nurcahyo & Valentina, (2020), they are less likely to experience depression, anxiety, and social dysfunction. In addition, they also tend to be more able to overcome the obstacles they encounter, are more flexible, resilient, and efficient when solving problems, and are more committed to success than focusing on avoiding failure (Freire et al., 2019, in Triwahyuni & Eko Prasetyo, 2021).

When viewed based on psychological well-being dimension, the results show the dimension that has the highest percentage in the high category is autonomy (8.1%). This shows that first-year students have been independent and show their non-dependence on others, able to survive, and have a strong sense of independence under social pressure to think and act in a certain way, is able to regulate behavior from within and evaluate oneself using personal standards. Ryff (1995, in Prabowo, 2016), describes that a *fully functioning person* is an individual who has his own perspective in evaluating himself (*internal locus of evaluation*), without being based on the judgment of others, but he has a standard of judgment in assessing himself.

Based on the explanation above, researchers argue that it is very important for first-year students to improve their psychological well-being, because later they will continue and face the challenges of lectures in the following year, so that students can show better academic performance. As future professional nurses, nursing students must be responsible for the role and function of nursing. Therefore, Nursing students must be physically and psychologically healthy, one of which is by having good psychological well-being.

## 5. CONCLUSION

The conclusion of this study, almost all first-year students of the Faculty of Nursing, Padjadjaran University have psychological well-being in the moderate category. These results indicate that first-year students have a fairly good psychological well-being even though it has not been fully achieved. This means that although they do not fully feel happiness, have satisfaction in life and show symptoms of depression, they accept themselves positively, have good relationships with others, are independent, have mastery in managing the environment, have a purpose in life, and feel enough to develop their potential. Based on psychological well-being dimension, the results show that students have a high level of psychological well-being more in autonomy compared to other dimensions. This shows that first-year students of Faculty of Nursing, Padjadjaran University have been independent and do not depend on others, are able to withstand social pressure to think and take an action, are able to control behavior within themselves and have personal standards in evaluating themselves.

## 6. CONFLICT OF INTEREST

The authors state no conflict of interest.

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