

Psychological Well-Being For College Students in Ma'had Al-Musawwa Surakarta

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ABSTRACT

Anxiety, stress, depression, and various psychological symptoms are now severe problems that stalk students. Moreover, students who live in ma'had or their ma'had are required to divide their time and thoughts and manage themselves well. This study aims to determine the general description of students' psychological well-being in ma'had Al-Musawwa, Surakarta. This study uses a quantitative descriptive approach to collect observation data and questionnaire surveys. The subjects in this study were 25 students who took additional tahfidz classes at the ma'had Al-Musawwa, Surakarta. The results showed that the students of ma'had Al-Musawwa Surakarta have good psychological well-being in self-acceptance, 72%, relationships with others, personal growth, and life goals. And students at ma'had Al-Musawwa Surakarta have low/low psychological well-being in the aspect of environmental control and autonomy with a percentage of 48% and 52%, and a general description of the condition of psychological well-being is exceptionally good or in the moderate category, namely 56% of the total sample.

ABSTRAK

Kecemasan, stress, depresi dan berbagai bentuk simtom psikologis kini menjadi masalah serius yang mengintai mahasiswa. Terlebih mahasiswa yang tinggal di ma'had atau pondok pesantren mereka dituntut harus bisa membagi waktu, pikiran, serta menejemen diri sendiri dengan baik. Penelitian ini bertujuan untuk mengetahui gambaran umum kondisi kesejahteraan psikologis mahasiswa yang tinggal di Pondok Pesantren Al-Musawwa Surakarta. Penelitian ini menggunakan pendekatan deskriptif kuantitatif dengan metode pengumpulan data observasi dan survei angket. Subjek dalam penelitian ini adalah 25 mahasantri yang mengikuti kelas tambahan tahfidz di Pondok Pesantren Al-Musawwa Surakarta. Hasil penelitian menunjukkan bahwa mahasantri Pondok Pesantren Al-Musawwa Surakarta memiliki psychological well-being (kesejahteraan psikologis) yang baik pada aspek penerimaan diri 72%, hubungan dengan orang lain, pertumbuhan pribadi dan tujuan hidup. Dan mahasantri di Pondok Pesantren Al-Musawwa

Surakarta memiliki kesejahteraan psikologis yang kurang/rendah dalam aspek penguasaan lingkungan dan otonomi dengan prosentase 48% dan 52% serta diperoleh gambaran umum kondisi kesejahteraan psikologis yang cukup baik atau dalam kategori sedang yakni 56% dari keseluruhan sampel.

Introduction

Stress, depression, or mental health disorders often occur among students, especially college students who are also students (Dadang 2010). The reason is that their burden is heavier than ordinary students. The Surakarta Al-Musawwa Islamic Boarding School administrator explained that many students during the Koran recital or during the process of memorizing the Qur'an were less focused and sleepy. Many were tired, so the targets in the pesantren could not be adequately achieved.

The students not only experience stress and depression, they also experience other problems. Such as experiencing anxiety disorders, having eating disorders, self-harm, and experiencing insomnia (Bukhori 2006). Excess anxiety experienced by students with a reasonably frequent intensity impacts daily activities. They often feel anxious because they overthink whether they will be able to reach the target at the cottage or on campus, so that all their actions do not run smoothly.

In addition, they also experience eating disorders or eating patterns. Some students do not match the food menu that the lodge serves. And the position of pocket money is running out, so like it or not, and you have to eat as is. Sometimes mahasantri also hurt himself because he could not reach the target or because of the strict rules of the lodge. Left untreated, disorders like this will impact mental health (Moreira-almeida et al. 2006).

The condition of the students at the Al-Musawwa Islamic Boarding School is that their activities are studying and reciting. Still, in the last two years, many students have not been able to complete the target of repeating well. Reading the Koran to get closer to Allah can increase one's perseverance. Previous research conducted by Toburen and Meiew, 2014 (Dalam Jesus de L 2016) found that an individual's interaction with God was related to an increase in a person's persistence in performing a task, regardless of the level of religiosity (Ayuningtyas 2017).

Psychological well-being with human life is an inseparable aspect. That is, every time there is human life, it means that a condition of psychological well-being accompanies it.

(Kurniasari, Rusmana, and Budiman 2019) Humans with good psychological well-being are expected not only to be free from distress or other mental problems but also to have a sense of self-acceptance, autonomy, positive relationships with others, reasonable environmental control, have a purpose in life. They can carry out self-development (Ryff 1995).

Humans with good psychological well-being are expected to be able to live in wellness where humans can be physically and mentally healthy so that individuals living their lives will feel happy. Cross-sectional survey data show that optimistic people do better in life than less happy people. Happy people are usually more productive, socially engaged, and have higher incomes (Huppert 2009).

Physically, mentally healthy adults at all ages have lower chronic health conditions than mentally less healthy adults, the productivity levels of mentally healthy adults are more significant, and physical health care is minimal. (Ryff 2013). So the most significant impact for students with low levels of psychological well-being is not achieving their second target, either the target for college or students.

Previous research was taken from Alhamdu (2015) regarding subjective well-being; 104 students of SMA 3 Palembang who live in dormitories indicate that the factors influencing their emotional well-being are positive and negative. They feel they are fun friends, foster independence, and form discipline in their subjective positive well-being. Meanwhile, the conditions of negative emotional well-being are that the dormitory facilities are still lacking, the activities are too dense and monotonous, and the coaches are angry. From there, it is sufficient to explain that students bound by pesantren are well-being where the rules bind them in the pesantren. Still, they also pursue academic responsibilities in formal education.

The second is taken from research conducted by Rahmi et al. (2019) to know the impact of academic reliance on the subjective well-being of Islamic boarding school students. Where does educational resilience influence the students' personal welfare in the boarding school? This means the more academic resilience students have, the more subjective well-being increases. Conversely, if academic resilience decreases, emotional well-being also decreases. So the level of personal well-being can affect the intellectual strength of students with other responsibilities in their lives at the boarding school; they also have the responsibility to obey the rules at the boarding school and the tasks in the cottage. With this many responsibilities, subjective well-being cannot be fully fulfilled by all boarding school students.

The third is taken from research conducted by Isdiyah (2020) related to the psychological well-being of final semester students of IAIN Surakarta; from the results of the study, it was found that the psychological well-being of final semester students of IAIN Surakarta during the COVID-19 pandemic was good and some were not. However, it is more

dominant than those with good psychological well-being. Seven out of ten final semester student subjects at IAIN Surakarta have good psychological well-being, and three out of ten have poor psychological well-being. Poor psychological well-being is characterized by not/less well-achieved aspects of self-acceptance, positive relationships with others, autonomy, life goals, environmental mastery, and personal growth. According to interviews and analyses that researchers have carried out, this is due to the influence of this pandemic.

The fourth is taken from a study by Heri Setiawan in 2014, "Psychological Well-Being in Elementary School Honorary Teachers in Wonotunggal District, Batang Regency." This research is descriptive quantitative research. The population in this study were honorary elementary school teachers in Wonotunggal District, Batang Regency, amounting to 67 people. This study used a total sampling of 67 honorary elementary school teachers. The research data was taken using the psychological well-being scale, with a total of 57 valid items with a Cronbach's alpha reliability coefficient of 0.950. The data analysis method is descriptive data analysis with percentage descriptive statistical methods.

Furthermore, the fifth was taken from research conducted by Tia Ramadhani, Djunaedi, and Atiek Sismiati S. In 2016, a study entitled Psychological Well-Being of Students whose Parents Divorced (Descriptive Study Conducted on Students at SMK Negeri 26 Pembangunan Jakarta). This study aimed to determine the psychological well-being of students whose parents divorced at SMK Negeri 26 Pembangunan Jakarta. The sample of this research is 33 students who have a divorced parents background. The technique used in this sampling is a saturated sampling technique. Data was collected using a psychological well-being questionnaire. The validity test results obtained 46 valid statements and 22 invalid statements. The reliability test of this instrument was obtained at 0.928, which means this instrument has high reliability and can be trusted.

Based on some of the studies that have been described, counselors need to know the psychological well-being of students, and it is hoped that counselors will be able to improve the psychological well-being of students, considering that the impact is quite severe. Counselors with good knowledge about psychological well-being and with their interventions are expected to be able to provide the best service for counselees so that students at Al-Musawwa Islamic Boarding School are expected to be able to study world and religious knowledge well, can complete college targets, and look well and have a prosperous psychological state. . As a first step to determine the condition of psychological well-being in students, it is essential to conduct a study that aims to determine the initial profile of psychological well-being in students by using psychological well-being instruments (Kurniasari et al. 2019).

Literature Review

Understanding Psychological Well-Being (Psychological Well-Being)

In their book, Ryff and Singer state, "Psychological well-being comes from life-span developmental perspectives, which emphasize the differing challenges confronted at various phases of the life cycle" (Ryff and Singer 1996). Based on this opinion, it is explained that psychological well-being comes from the perspective of the development of the human life span, which emphasizes the various challenges faced at different phases in the life cycle that humans live (Kurniasari et al. 2019).

In the Complete Dictionary of Psychology, it is said that psychological (psychological) is something that alludes to psychology or characterizes any event, such as in the field of psychology, whose origin is mental (Chaplin 2014). According to Snyder, psychological well-being is not only the absence of suffering; psychological well-being includes active engagement in the world, understanding the meaning and purpose of life, and one's relationship with objects and other people (Yani 2021).

From some of the opinions above, it can be concluded that psychological well-being is a psychological condition of every individual that functions well and is positive. Individuals with psychological well-being have positive attitudes towards themselves and others, have meaningful goals in life, can regulate the environment, establish positive relationships with others and strive to explore and develop themselves as much as possible (Yani 2021).

The condition of psychological well-being influences the spirit or not in living life. Humans with good welfare conditions tend to be physically and mentally healthy and more productive in achieving their internal targets.

Understanding Student and Islamic Boarding School

Masanori is students who choose to live in Islamic boarding schools and gain knowledge to develop their potential apart from college. Pondok or commonly referred to as student dormitories (students), the term Pondok at the beginning of its development comes from the Arabic word funds, which means a simple bedroom that is intentionally provided by a kyai (dormitory supervisor) for those who live far away and hope to settle down because they want to learn. Religion in the pesantren environment. One room or bedroom usually contains more than two or three people (Yani 2021). Islamic boarding school is a non-formal educational institution recognized as having positively contributed to the development of the Indonesian nation. Special Islamic boarding schools for students, often called plasma (student boarding schools), are generally classified into two groups in their management. First, Islamic boarding schools are managed by universities.

This Islamic boarding school is part of the higher education system exclusive to the campus's internal students. Second, student boarding schools are operated independently and are not affiliated with specific universities. This boarding school is inclusive because it can accept students from various universities around it (Alfinnas n.d.).

The Al-Musawwa Student Islamic Boarding School is a type of inclusive pesma (student boarding school) managed and sheltered by the Indonesian Islamic Da'wah Organization (LDII) in Kampung Baru, Hamlet, Pabelan, Kartasura, Surakarta City, Central Java. The head of the Al-Musawwa Islamic Boarding School is Drs. H Khusnan Hidayat. This Pesma was established in 2017, although it is still relatively young. Still, the increasing interest of students who want to become students is quite enthusiastic, as evidenced by the growing number of students who register yearly. Initially, there were only about 40 students; now, there are 160 students who are registered as students at Pesma Al-Musawwa. . Based on interviews with the management of the Al-Musawwa student boarding school at Pesma, 40% of UIN Raden Mas Said Surakarta, 40% of the Muhammadiyah University of Surakarta and 20% of surrounding campuses such as Surakarta Health Polytechnic, Indonusa Surakarta Health Polytechnic, Amikom, Sinar Nusantara (Sinus), Sebelas Maret State University (UNS), Slamet Riyadi University (Unisri) and so on. This plasma is divided into three classes: the pigeon class, the reading class, and the remarkable memorization or tahfidz class.

Method

In this study, the researcher used a descriptive research design with a quantitative approach. Descriptive research design is a method that examines a group of people, an object, a condition, a system of thought, or a class of events in the present (Nazir, 2003). Descriptive research aims to make a systematic and actual description, picture or painting about the facts, characteristics, and relationships between the phenomena studied. (Prabowo 2016) This study aims to determine the general description of the psychological well-being of Pesma Al-Musawwa students who take special tahfidz classes.

The subjects in this study were students of Al-Musawwa Islamic Boarding School Surakarta with a population of 160 students with 102 female students and 58 male students. They determined research samples using the purposive sampling technique, namely data collection techniques with specific considerations (Sugiyono 2016). The research sample was 25 students who took a particular class at the cottage, the tahfidz class.

As Sugiyono, in his book entitled *Quantitative and Qualitative Research Methods*, a research instrument is a tool used to measure the observed natural and social phenomena.

(Sugiyono 2016) The research instrument used by researchers to determine the psychological well-being of students was revealed using a psychological well-being scale. The researcher himself prepared this instrument by referring to the six dimensions of psychological well-being proposed by Ryff (Kurniasari et al., 2019).

Methods of data collection researchers used the form of observation and questionnaires (questionnaires). The observation method is a complex process composed of various biological and psychological processes. (Sugiyono 2016) In the observation technique, systematic observation and recording of the research object are carried out. The type of observation used is direct or covert observation. In this case, the researcher conducting data collection stated to the data source that the research would be completed. But at one time, the researcher also did not openly or covertly in the observation. This is to avoid if the data sought is data that is still confidential. If it is done frankly, the researcher is not allowed to make observations (Wahyuningtyas 2016).

Procedure in this study, the researchers carried out various stages of research, namely:

1. Determine the object and subject to be studied, then make initial observations
2. Identify the problems obtained from the results of the initial observations of the research
3. Focusing on the problems to be studied, namely the general description or profile of the psychological well-being of students at Al-Musawwa Islamic Boarding School Surakarta
4. Conducting research in the form of a questionnaire survey using a psychological well-being scale that the researcher has prepared
5. Input research data
6. Perform data analysis and categorization to conclude the general description of the psychological condition of students
7. Interpretation of results and discussion.

Analysis of the data used in quantitative descriptive research is using the percentage data method, which describes every aspect of the processing technique using descriptive statistical analysis using the statistical program SPSS 21 (Prabowo 2016).

Results and Discussion

The results of the study obtained a description of the psychological well-being of students who took tahfidz special classes as follows:

Table 1

The results of the study on the psychological well-being of students who took a particular tahfidz class

Category	Interval Score	Frequency	Percentage
Tall	>100	5	20 %
Currently	60-100	14	56 %
Low	<60	6	24 %
Amount		25	100%

In this study, the researcher used Ryff's reference or essential opinion where psychological well-being consists of 6 aspects, namely aspects of self-acceptance, autonomy, positive relationships with others, environmental mastery, life goals, and self-development (Kurniasari et al. 2019).

The aspect of self-acceptance means a condition in which the individual can accept himself as he is and experience in both positive and negative terms. According to Ryff (1989, 1995), the more individuals can get themselves, the higher the individual's positive attitude towards themselves, understanding, accepting all aspects of self, including bad self-quality, and viewing the past as a good thing. Conversely, suppose the individual's acceptance of himself is lower. In that case, the individual will be increasingly dissatisfied with himself, disappointed with the past, and his quality of self, giving rise to feelings of wanting to be someone else.

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Next is a positive relationship with others, defined as the ability to create and maintain warm relationships, trust each other, have a sense of concern for the welfare of others, and have empathy and compassion for others. Positive relationships with others are also defined as the ability to accept oneself positively, build and develop continuously, believe that life is

meaningful and has a purpose, and have positive relationships with others. The ability to manage the environment effectively and determine Action is a conceptually psychological well-being dimension (Ryff & Keyes, 1995).

Then environmental mastery is defined as the ability to choose or create an environment suitable for psychological conditions. To achieve psychological well-being, a person is required to be able to master his current environment. According to Ryff, individuals who have high environmental mastery will have a sense of mastery, compete in managing the environment, be able to control complex external activities, use opportunities that exist in the environment effectively and be able to choose or create environmental contexts that are following their personal needs and values. Minimal or low environmental mastery can make it difficult for individuals to develop their surrounding environment, are less aware of the things in their environment, the opportunities that exist in their environment, and lack self-control in the outside world.

The purpose of life means a clear understanding of the purpose and direction of his life. Aspects of life goals are categorized into two, first, individuals who are high in the dimensions of life goals aspects. Individuals who have dreams and direction in their lives can feel meaning in their present and past lives, have beliefs that give life purpose and have life goals and objectives. Second, individuals who are low in the dimensions of life goals. That is, the individual will feel that he has lost the meaning of life and that his direction and goals are unclear. They do not see the good side of the definition in their lives from past experiences. And have no hope or belief that gives sense to life (Ryyf, 1995). This aspect is needed by every individual, predominantly adult individuals, to determine their future. Because age is not the benchmark in maturity. However, one's maturity is marked by a clear understanding of oneself, the direction of life, and its meaning (Ryyf, 1989).

Aspects of self-development describe the individual's ability to develop the potential within. One of the essential things in this aspect is the need for self-actualization, such as openness in experience. Transparency in this experience is necessary to export their interests, talents, and potential. That way, it will be easy to develop and improve yourself. Self-development is categorized into two. First, individuals high in the dimension of self-growth are characterized by a feeling of continuous development within themselves. This individual sees himself as an individual who is constantly growing and developing. They are always open to new experiences and realize their potential. They can feel the improvement in themselves and their behavior over time and can change into more effective people with increased knowledge. Second, individuals who are low in the dimensions of development/growth. This individual is characterized by having stagnant growth. They can not see the improvement and

development themselves. They are feeling bored and losing interest in life. And feel unable to develop good attitudes and behavior (Ryyf, 1995).

From the data obtained, the percentage in the first aspect is self-acceptance 72%; the second aspect is autonomy or independence 48%, the third aspect is positive relationships with others 68%, and the fourth aspect is environmental control 52%, the fifth aspect of life goals is 80%. The sixth aspect is self-development—76%.

From the research data above, it is obtained that the general description of the psychological well-being of the students of Al-Musawwa Islamic Boarding School in Surakarta, on average, has a relatively good condition of psychological well-being or is in the moderate category and has good psychological well-being in the aspect of self-acceptance 72%, relationships with other people 68%, 76% personal growth and 80% life goals and students at Al-Musawwa Islamic Boarding School Surakarta have low/low psychological well-being in terms of environmental control and autonomy with a percentage of 48% and 52%, respectively.

Conclusion

Based on the study results, an overview of students' psychological well-being is essential for counselors or the field of guidance and counseling at the Al-Musawwa Islamic Boarding School Surakarta to take Action to improve the psychological well-being of students who are still low.

This research is only limited to research results in the form of a general description of the psychological well-being of students; further researchers are expected to be able to develop research by conducting interventions or applying counseling to improve the psychological well-being of students at the Al-Musawwa Islamic Boarding School in Surakarta so that the targets for studying or becoming students can be adequately achieved. And on time.

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