



**FACTORS INFLUENCING PSYCHOLOGICAL WELL-BEING (PWB) IN STUDENTS PARTICIPATING IN MERDEKA BELAJAR KAMPUS MERDEKA (MBKM) PROGRAM**

**Authors:**

**Rika Damayanti<sup>1\*</sup>, Intan Islamia<sup>2</sup>, Feri Agustriyani<sup>3</sup>**

<sup>1,2</sup>*UIN Raden Intan*

<sup>3</sup>*Universitas Aisyah Pringsewu, Lampung*

*Corresponding Email: rikadamayanti@radenintan.ac.id*

**About the Author**

1. 1st Author : Rika Damayanti  
Affiliation : UIN Raden Intan  
Mailing address : -  
Email of author : rikadamayanti@radenintan.ac.id  
Orcid ID : <http://orcid.org/0009-0001-3193-1495>  
Google Scholar URL : <https://scholar.google.com/citations?user=Rn-by7EAAAAJ&hl=en&oi=ao>  
Phone number : -
- 2nd Author : Intan Islamia  
Affiliation : UIN Raden Intan  
Mailing address : -  
Email of author : intanislamia@radenintan.ac.id  
Orcid ID : <http://orcid.org/0000-0001-5289-7487>  
Google Scholar URL <https://scholar.google.com/citations?user=CMbt05gAAAAJ&hl=en&oi=ao>  
Phone number : -
- 3rd Author : Feri Agustriyani,S.Kep.,Ners.,M.Kep  
Affiliation : Aisyah University of Pringsewu  
Mailing address : Street of A.Yani No 1A Tambahrejo, Gadingrejo District, Pringsewu District, Lampung-Indonesia,35372  
Email of author : feriaugustriyani@aisyahuniversity.ac.id  
Orcid ID : <https://orcid.org/0000-0001-8900-4988>  
Google Scholar URL <https://scholar.google.com/citations?hl=id&pli=1&user=Ey7H-TQAAAAJ>  
Phone number : 0813-2592-7841

**ABSTRACT**

*This study aims to determine what factors can influence psychological well-being (PWB) in students participating in the MBKM program. The sample was selected using a quantitative cross-sectional study method with the criteria of active students and MBKM participants. A total of 83 students were involved in filling out the questionnaire in this study. The data collection technique in this study used six scales, including socio-economic status, religiosity, social support, healthy lifestyle, academic stress, university support, and PWB. The analysis techniques used in the study were descriptive*

*statistical analysis and factor analysis with the help of SPSS software. The factor analysis results showed that three main factors influenced PWB in students, including religiosity, student social support, and healthy lifestyle. These findings indicate that in addition to academic factors, psychological and social factors also play an important role in supporting the psychological well-being of MBKM students. The implications of these findings can be used as a basis for developing more effective educational and support strategies for students to improve their psychological well-being.*

*Keywords: psychological well-being, students, MBKM*

## **ABSTRAK**

Penelitian ini bertujuan untuk menentukan faktor-faktor apa saja yang dapat memengaruhi kesejahteraan psikologis (PWB) pada mahasiswa yang berpartisipasi dalam program MBKM. Sampel dipilih menggunakan metode studi kuantitatif cross-sectional dengan kriteria mahasiswa aktif dan peserta MBKM. Sebanyak 83 mahasiswa terlibat dalam pengisian kuesioner dalam penelitian ini. Teknik pengumpulan data dalam penelitian ini menggunakan enam skala, termasuk status sosial ekonomi, religiositas, dukungan sosial, gaya hidup sehat, stres akademik, dukungan universitas, dan PWB. Teknik analisis yang digunakan dalam penelitian ini adalah analisis statistik deskriptif dan analisis faktor dengan bantuan perangkat lunak SPSS. Hasil analisis faktor menunjukkan bahwa tiga faktor utama memengaruhi PWB pada mahasiswa, yaitu religiositas, dukungan sosial mahasiswa, dan gaya hidup sehat. Temuan ini menunjukkan bahwa selain faktor akademik, faktor psikologis dan sosial juga berperan penting dalam mendukung kesejahteraan psikologis mahasiswa MBKM. Implikasi dari temuan ini dapat digunakan sebagai dasar untuk mengembangkan strategi pendidikan dan dukungan yang lebih efektif bagi mahasiswa untuk meningkatkan kesejahteraan psikologis mereka.

Kata Kunci: kesejahteraan psikologis, mahasiswa, MBKM

## **INTRODUCTION**

The existence of the Independent Learning–Independent Campus (MBKM) policy stipulated by the Minister of Education and Culture is a new framework that serves as a guideline, one of which is for the implementation of Higher Education. This policy is in accordance with the Regulation of the Minister of Education and Culture No. 3 of 2020, which opens up opportunities or liberates students to enrich and increase their insights through learning activities outside their study programs. The activities that students can choose from include internships, building villages, teaching at schools, student exchanges, research at research institutions, entrepreneurial activities, independent projects, or humanitarian activities. For example, students can choose courses outside their study programs or take part in internships in specific industries. With activities designed in such a way and students are given space to express themselves, it is hoped that it can produce graduates who not only have hard skills and soft skills but also power skills (which are integrated with the needs of the world of work). On the other hand, as the leading implementer of this policy, higher education needs to interpret the achievement of program success, including measuring achievement indicators in terms of academic output/outcome and from the perspective of students participating in the program. Scholarly output is projected to increase, but universities also need to pay attention to other aspects of student development, both physical and psychological.

Moreover, previous research findings have stated that quite several students stated that they experienced stress as students (B. Lin & Ma, 2021; Mallari & Delariarte, 2021; Monserrat-Hernández et al., 2023; Murdhiono & Vidayanti, 2022; Tran et al., 2022; Wei et al., 2023). Students also suggested that universities should pay more attention to students with poor psychological health (Liu, Ping, and Gao, 2019). Murilo (2005) stated that learning activities are practical if students achieve optimal holistic development. However, this is also inseparable from factors of student performance, socio-economic situation, and family culture where they were raised. In recent years, the importance of quality of life and psychological well-being (PWB) has become a theme that is increasingly being raised and expanding into many areas of discussion, one of which is education. Experts also define well-being as a terminological term for happiness in general; others include definitions of physical and mental health or components of physical and mental well-being.

The period of being a student/college student is one of the crucial phases in the episode of adolescent life. During this time, students develop appropriate values, worldviews, life philosophies, and resilience (Ramsay et al., 2015). Previous studies have shown that there is a relationship between how schools/universities affect the well-being of their students. Berger et al. (2011) found a relationship between social-emotional well-being and self-esteem, social integration, and positive perceptions of the school/university atmosphere. Furthermore, Govorova, Benitez, and Muniz (2020) analyzed responses from 248,260 students from 35 OECD countries and found that dimensions of cognitive well-being, including how students enjoy learning, self-efficacy, instrumental motivation, and test anxiety, had a consistent relationship with student performance across countries.

Psychological well-being in students can have an impact on their motivation and enthusiasm for learning. Students who experience stress or anxiety continuously and in the long term will affect their learning motivation due to a decreased understanding of lecture material (Leunupun, Limba, & Sapulette, 2021). Tranggono et al. (2022) revealed that psychological well-being in students away from home can cause feelings of loneliness. Fitriani (2016) explained that carrying out religious rituals or religiosity carried out by a person can affect their psychological well-being; the better a person's religious relationship, the better the relationship with their surroundings. The results of the study (Jackman et al., 2022) found that poor mental health and psychological well-being (PWB) in doctoral students at the beginning of their studies were caused by a transition period that caused stress, anxiety, and depression. Factors that influence poor mental health and PWB include adjustment difficulties, lack of experience and preparation, uncertainty and insecurity, time pressure in the doctoral process, workload, writing problems, finances, relationship problems, language, and personal stress. Meanwhile, positive factors that influence mental health and PWB include self-care and lifestyle, support networks, and scholarly community support.

Woolf and Digby (2020) stated that well-being impacts all learning; this concept is integrated into all learning processes, trying to involve all educators and strengthen skills outside the classroom, and developing a class ethos and education system that supports the realization of well-being. Furthermore, there is a relationship between emotional, behavioral, social, and well-being in schools, and later educational outcomes are generally similar in children and adolescents, regardless of their gender or parental education level (Gutman and Vorhaus, 2012). These results are also supported by the findings of Punia and Malaviya (2015) that there is a relationship between PWB and student academic performance. Based on previous research, the findings indicate the need for attention to efforts so students can have well-being. In this study, the main participants were students in the MBKM program, where it was assumed that they were undergoing a relatively new educational program. The well-being approach in this study is expected to provide a different perspective on how universities view and strive for the welfare of their students.

## **METHOD**

This study uses a quantitative and cross-sectional method. The population in this study were active students participating in the MBKM program who were willing to be respondents. The sample involved in this study was 83 students. Data were obtained by filling out an online questionnaire. Data was collected by filling out a questionnaire using six scales: socio-economic status, religiosity, social support, healthy lifestyle, academic stress, university support, and PWB. The scales used were: 1). Socio-Economic Status Scale (modified by the researcher), including nine items related to the respondent's demographic data; 2). The Centrality of Religious Scale (CRS) scale in the Indonesian version to measure religiosity consists of 15 items using the Likert Scale modified by the researcher based on Huber and Huber (2012); 3). The Multidimensional Scale of Perceived Social Support (MSPSS) scale in the Indonesian version measures social support, consisting of 12 items according to Zimet et al. (1988); 4). The Health Promoting LifeStyle Profile (HPLP) scale was modified by

researchers from Walker et al. (1996) and consisted of 12 items: 5). Perceived Academic Stress (PAS) scale consisting of 18 items from Bedewy and Gabriel (2015); 6). Faculty Support scale modified by researchers as many as 13 items from Wintre et al. (2015); 7). The Psychological Well-Being Indonesian Scale consists of 43 items from Ryff (1989). The data were then analyzed with the help of SPSS software using descriptive statistical analysis and factor analysis.

## RESULTS AND DISCUSSION

### A. Descriptive Analysis Test Results

Based on the calculation of subject categorization on the psychological well-being variable, the results showed that 80% of students had moderate level of psychological well-being (Table 1).

**Table 1.**  
*Categorization of Psychological Well-Being Variable Scores*

Categorization	Range	Total	Percentage
High	M > 129	13	15
Medium	103 – 129	66	80
Low	M < 103	4	5
<i>Total</i>		83	100

### B. F actor Analysis Test Results

**Table 2.**  
**Bartlett's Test Of Sphericity and Keiser-Meyer-Olkin Measure Of Sampling Adequacy (KMO-MSA) Values**

<b>KMO and Bartlett's Test</b>	
Kaiser-Meyer-Olkin Measure of Sampling Adequacy.	.606
	71.137
Bartlett's Test of Sphericity	15
	.000

Based on the table above, the Bartlett's Test Of Sphericity and Keiser-Meyer-Olkin Measure Of Sampling Adequacy (KMO-MSA) values can be explained as follows:

#### *a. Bartlett's Test Of Sphericity*

The results of data processing with the SPSS 20.0 for Windows program show that the Bartlett's Test Of Sphericity value is 71.137 with a significance of 0.000, which means that the significance value of the Bartlett's Test Of Sphericity (p-value)  $\leq 0.05$ . This shows that the variables analyzed affect PWB

#### *b. Kaiser Meyer Olkin (KMO)*

Based on the results of data processing as seen in the table, it shows that the Kaiser Meyer Olkin Measure Of Sampling Adequacy (KMO-MSA) value is 0.666, which means the KMO-MSA value is  $> 0.1$ , so it can be concluded that factor analysis is suitable for use and there is closeness between variables in the population.

**a. Measure Of Sampling Adequacy (MSA)**

The calculation of the Measure Of Sampling Adequacy (MSA) value can be seen in the following table:

**Table 3.**  
*Measure Of Sampling Adequacy (MSA) Values*

No	Variabel	Nilai MSA
1.	RELIGIUS	0,694
2.	DUKSOSM	0,774
3.	HPLP	0,674

Based on table above shows the Measure Of Sampling Adequacy (MSA) value of all variables have an MSA value  $> 0.5$  which means all variables can be used for further analysis and no more data needs to be reduced. There is one factor that can affect PWB in students based on the eigenvalue  $\geq 1$ . This factor is able to explain the variation (cumulative percentage of variance) of all data used by 53.278%, while the rest is influenced by other factors outside this study.

**Table 4.**  
**Factors Influencing PWB in Lecturers Based on Eigenvalue  $\geq 1$**

No	Eigenvalue	% Of Variance	Cumulative %
1	2,131	53,278	53,278
2	0.776	19,402	72,680
3	0,645	16,132	88,812
4	0,448	11,188	100,000

This study analyzes the factors influencing psychological well-being in students participating in the MBKM program. The population in this study were all students participating in the MBKM program who were randomly selected and willing to fill out the questionnaire. A total of 67 students were involved as samples in this study. The results of the factor analysis found three main factors influencing PWB: religiosity, social support, and healthy lifestyle. This finding also supports the

findings of previous studies that these three variables play a role in students' PWB. With a significant positive relationship as found in earlier studies.

More specifically, between variables, the results of the correlation test show that religiosity, social support, and healthy lifestyle have a significant positive correlation with psychological well-being (PWB) in students participating in the MBKM. This finding supports the results of previous studies, including religiosity related to PWB (Joseph et al., 2023; Saud et al., 2021; Supriatna & Septian, 2021; Yeh et al., 2023). Religion makes students more accessible and accepting of life situations and conditions, makes them feel protected and directed, and reduces stress (Kim, 2013).

Many previous studies have also found a relationship between social support and PWB (Berdida et al., 2023; Guo et al., 2022; Hamzah et al., 2023; Li et al., 2023; Zhou et al., 2022). In a more detailed context, it was found that social support is not just quantity but quality that is considered more influential on PWB (Kiltz et al., 2023). Social skills are also related to how students interact socially so that they have a positive effect on PWB (Dalal & Devi, 2023)). This is because social connectedness has also been found to affect PWB positively.

Other findings relate to healthy lifestyles and PWB. Research on this has been widely conducted, especially when Covid-19 hit (Alshammari et al., 2022; Brown & Papp, 2023; Moeller et al., 2022; Ying et al., 2022). Several studies have found that physical activity and diet are related to PWB (Monserrat-Hernández et al., 2023) and healthy living behavior in general (Carpi et al., 2022). Likewise, the quality and quantity of sleep with PWB in students (Reardon et al., 2023). Those who sleep poorly or lack sleep tend to have low PWB. Meanwhile, the results of this study indicate that academic stress has a significant negative relationship with PWB. This finding also supports several previous research results (Gonçalves Lourenço et al., 2022; B. Lin & Ma, 2021; Mallari & Delariarte, 2021; Wang et al., 2022).

Generally, the main factor of academic stress experienced by students is during the exam phase (Gondo et al., 2023). Several previous studies suggest that students should explore mindfulness because it can help improve their PWB (Mookerjee et al., 2022; St. Martin et al., 2022). Of the several independent variables that have been tested, one variable shows no relationship, namely between university support and PWB. This result contradicts previous studies' findings (Balay-odao et al., 2023; S. Lin et al., 2022; Wei et al., 2023), where support from lecturers and universities is related to increasing student PWB. This difference is possible because it is possible that what is more relevant to the respondents' lives is social support and other variables compared to university support.

## **CONCLUSIONS AND SUGGESTIONS**

In recent years, the importance of quality of life and psychological well-being (PWB) has become a theme that is increasingly being raised and expanding into many areas of discussion, one of which is education. The results of the factor analysis found three main factors influencing PWB: religiosity, social support, and a healthy lifestyle. This finding also supports the findings of previous studies that the three variables play a role in students' PWB, with a significant positive relationship as found in previous studies. Thus, the results of this study provide valuable insights into the factors that can influence Psychological Well-Being in students participating in the MBKM Program. The implications of these findings can be used as a basis for developing more effective educational and support strategies for students to improve their psychological well-being.

Here are some recommendations to improve students' psychological well-being:

- a. Educational institutions need to consider strategies to increase social support for students. This can include mentorship programs, study groups, and discussion forums to facilitate interaction between students and lecturers.
- b. Institutions can provide programs and resources to help students develop academic management skills. This includes effective study techniques, time planning, and strategies for coping with academic stress.
- c. Institutions should provide easy access to mental health services and psychological support. Students should be given information about these resources and directed to seek help.

With the implementation of these recommendations, it is hoped that students participating in the MBKM Program will have a more supportive educational environment, enabling them to achieve a higher level of psychological well-being.

## ETHICAL CONSIDERATIONS

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### Conflict of Interest Statement

No potential conflicts of interest have been reported regarding the submitted articles.

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