


Social Support and Psychological Well-being of Students who are Compiling their Final Assignments

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<p>Submitted: 2024-09-28</p> <p>Revised: 2024-10-08</p> <p>Published: 2024-11-24</p> <p>Keywords: Social Support, Wellbeing-Life Satisfaction</p> <p>Copyright holder: © Author/s (2024)</p> <p>This article is under:</p>  <p>How to cite: Umari, T., Yakub, E., Munawir, M., & Hayati, I. R. (2024). Social Support and Psychological Well-being of Students who are Compiling their Final Assignments. <i>Bulletin of Counseling and Psychotherapy</i>, 6(3). https://doi.org/10.51214/002024061115000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: The thesis is task end students whose nature must be a condition for graduation. During the work thesis, students experience various obstacles that disturb their psychological well-being. Support social is one of the factors that contribute to Psychological Well-Being. When stressed with academic demands in the form of a thesis, students try to look for support social from the environment family, or friends. Research This uses the approach of descriptive correlational. The population and Sample are Riau University FKIP students. The retrieval technique sample with the Snowball Sampling Technique obtained a sample of 96 samples. The instrument used was the Social Support and Self-Adaptation questionnaire with the results of the instrument validity test with SPSS showing that all the statement items got a value of $r\text{-count} > r\text{-table}$, so they were declared valid, and the reliability test with the Cronbach's Alpha test got a value greater than 0.06, so that both The questionnaire was declared reliable. The results of the study found that there is a significant relationship between social support social Psychological Well-Being of students who are doing a thesis.</p>
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INTRODUCTION

The thesis is task-oriented for students at the strata-1 level, which is necessary for finishing their education (Aldosari & Ibrahim, 2019; Sulandari et al., 2020). The thesis consists of How to study and then make it in writing (Pikatan 1997). In writing a thesis done in a way independently by students, lecturers only give solutions related to the problems faced (Gunawati et al., 2006). The purpose of doing a thesis is for students to think scientifically so that they increase their competence (Aldosari & Ibrahim, 2019; Karlsholm, André & Grønning, 2023; Sulandari et al., 2020), if no existing task ends up doing a thesis can cause weakness ability study students (Aldosari & Ibrahim, 2019).

Students Still consider the thesis a scary burden (Sulandari et al., 2020). Various problems appear in processing a thesis, such as disturbance in making the thesis, difficulty in data obtained, less understanding of writing a thesis, and quality self-students and supervisors (Ho, Wong, & Wong, 2010). Akbar et al. (2023) added two obstacles to making a thesis: internal resistance, which consists of price self, motivation, anxiety, paraphrasing ability, article review, and writing ability literacy. The obstacles include difficulty communicating with the lecturer mentor, administration, and costs (Majdi, 2024).

Obstacles cause the emergence of anxiety in self-students, extending the study period students and even some have to Drop Out (DO) (Aldosari & Ibrahim, 2019). Sulandari et al. (2020) added that obstacles cause anxiety and fear in students, which causes student stress, loss of motivation, and procrastination in finishing a thesis. Therefore, obstacles result in the disturbance of the psychological Well-Being of students (Batubara & Rahman, 2022). Saputra & Palupi (2020) added that students who

do a thesis experience depression, Good physiques, and also psychics, so their student Psychological Well-Being becomes low.

Psychological Well-Being is when somebody has a good attitude about self, yourself, and others (Crisna, 2024). In situations like this, someone can make decisions alone, arrange methods, act up behavior, and create and organize a suitable environment for himself. People have things they want to achieve in life; they want to undergo life with a deeper meaning and try to explore and develop their potential selves (Ryff, 1996). Aspects of Psychological Well-Being are independence, mastery of the environment, personal growth, positive relationships with others, goals in life, and acceptance of self (Ryff, 2014; Ryff, 2018). Batubara & Rahman (2022) revealed that the moment to do a thesis on Psychological Well-Being is one of the most important things because it can develop potential optimally and face obstacles that arise. They own several innovations, develop their insight, are not burdened by the thesis, and can accept criticism for the progress of their thesis. Conditions like this become a good experience for forming psychological well-being in students. Ryff (2014) revealed that factors that influence Psychological Well-Being are demography, stages of development, personality, social support, evaluation journey life, locus of control, and spiritual values (Meithiya, 2024).

When stressed with academic demands in the form of a thesis, students seek social support from the environment, family, or friends (Smith & Renk, 2007). Support Social is one of the excellent and necessary forms of coping for guided because Yusuf (2018) revealed that one of the best coping is support social. Yusuf (2018) defines social support as giving help or help to individuals who are experiencing pressure or obstacles from other individuals whose relationship is close. Dunkel & Lazarus (1987) stated that social support has four aspects: emotional, appraisal, informational, and Instrumental.

Astuti & Hartati (2013) in the study they also found that social support gives Lots of benefits in the process of making a thesis. Prameswari and Muhid (2022) found that social support can increase Psychological Well-Being. This matters because things that are not pleasant will become things that do not need to be feared (Ryff & Singer, 1996). In the study, Batubara & Rahman (2022) also found a significant relationship between supporting social and Psychological Well-Being. Therefore, the study aims to describe the connection between social support and the Psychological Well-Being of students who are studying to compile a thesis.

Literature Review

Students' psychological well-being during the academic process, especially when compiling final assignments, is a primary concern in various studies. As defined by Ryff (1996, 2014, 2018), psychological well-being includes independence, environmental mastery, personal growth, positive relationships with others, life goals, and self-acceptance. These factors enable individuals to reach their optimal potential and face various obstacles that arise in life, including academic pressure.

Students often face challenges in compiling final assignments, such as difficulty obtaining data, lack of understanding of writing techniques, and communication barriers with supervisors (Ho & Wong, 2010; Aldosari & Ibrahim, 2019). These obstacles can trigger anxiety, stress, and decreased motivation, which ultimately disrupts students' psychological well-being (Sulandari et al., 2020).

Social support is one of the main factors that can improve students' psychological well-being (Smith & Renk, 2007). Social support includes various aspects, such as emotional, appraisal, informational, and instrumental support, which help individuals cope with stress (Dunkel-Schetter & Lazarus, 1987). Research by Batubara and Rahman (2022) found a significant relationship between social support and students' psychological well-being. Support from academic advisors, peers, and family can help students deal with the educational pressure they experience (Astuti & Hartati, 2013).

In addition, research by Saputra and Palupi (2020) revealed that students who received adequate social support showed higher levels of psychological well-being. This is because social support can reduce fear and anxiety related to the academic process (Prameswari & Muhid, 2022).

However, difficulty meeting busy advisors can prevent students from getting maximum support (Aziz et al., 2022).

This study supports the importance of social support in shaping the psychological well-being of students completing their final assignments. Furthermore, further research can explore other factors, such as spiritual values or economic factors, that influence students' psychological well-being (Ryff, 2018; Yusuf, 2018).

Rationale of the Study

Smith (2007) found that social support from family and friends can reduce students' stress levels. This study shows the importance of social support in an academic context. Furthermore, Batubara and Rahman (2022) found a significant relationship between student social support and psychological well-being. This research supports the finding that social support can improve psychological well-being. Based on the results above, looking more closely at the social support that most influences students' psychological well-being is necessary. Next, researchers are also interested in finding out the current state of psychological well-being of students in the place where the researcher works.

Study Aim and Hypotheses

This research aims to determine the relationship between social support and students' psychological well-being in completing their final assignments. The hypothesis proposed is:

H1: There is a significant relationship between social support and the Psychological Well-Being of students working on their final assignment.

H2: There is no significant relationship between social support and the Psychological Well-Being of students working on their final assignment.

METHODS

Design

Types of research This is descriptive correlational to determine the relationship between social support (x) and Psychological Well-Being (y) of students working on their final assignment. The research design used by the researcher is shown in Figure 1.

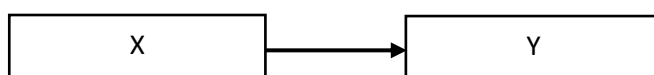


Figure 1. Correlational research design

Participants and Procedure

Research implemented at the FKIP, Riau University. The population and sample are Students who are currently carrying out workmanship thesis. The sampling technique was purposive, so a sample of 96 students was obtained.

Instruments

The instrument used was an adaptation of Aspects Support Social from Dunkel, Folkman, & Lazarus and Aspects Ryff's Psychological Well-Being. The validity test results using SPSS for the Psychological Well-Being and Social Support questionnaires indicate that all items in both instruments are valid. In the Psychological Well-Being Questionnaire, which consists of 46 items, the calculated R-value (R count) for each item is greater than the critical R-value (R table) of 0.2006, thus confirming the validity of all items. The highest R count is 0.7549 (item 38), while the lowest is 0.2164 (item 13). Although item 13 has an R count close to the critical R-value, it is still considered valid.

Table 1 . Test Reliability Questionnaire Psychological Well-Being And Questionnaire Support Social

Questionnaire Psychological Well-Being		Questionnaire Support Social	
Cronbach's Alpha	N of Items	Cronbach's Alpha	N of Items
.941	46	.942	40

Similarly, in the Social Support Questionnaire, which consists of 40 items, all items are valid as their R count values exceed the R table value of 0.2006. The highest R count is 0.7498 (item 8), and the lowest is 0.2735 (item 5). These results demonstrate that all items strongly relate to social support, the measured concept.

These findings confirm that both instruments are suitable for data collection and can accurately measure psychological well-being and social support. Furthermore, the reliability results of the questionnaires are presented in Table 1. Based on the results of testing spss, generated mark coefficient Cronbach's Alpha for the Questionnaire Psychological Well-Being obtained mark Cronbach's Alpha is $0.941 > 0.06$, meaning 46 question items Questionnaire Adjustment self-stated Reliable. For the reliability of questionnaire data, Support Social obtained a mark Cronbach's Alpha of $0.942 > 0.06$, meaning 40 question items. Questionnaire Support Social Also stated Reliable.

Data Analysis

Research data was analysed using descriptive techniques to see a picture of the Psychological Well-Being and social support of students writing their final assignments. Furthermore, a correlational test technique was tested using the Pearson Product Moment test to determine the relationship between social support and the Psychological Well-being of students preparing their final assignments. In this study, data analysis was carried out with the help of SPSS software version 2021, with the criteria. If the p-value < 0.05 and the correlation coefficient (R-value) is positive, there is a significant positive relationship between variables X and Y.

RESULTS AND DISCUSSION

Result

Descriptive Analysis Test (Support Social)

Results of data collection and processing of support social data through instruments distributed to as many as 96 samples can be seen in Table 2. Table 2 above describes that part big Support Social Student is in the category tall by 66.667%, some of it others in the very high category by 18.75%, after That part other namely currently in category currently by 12.5%, after That new around 2,083% are category low.

Table 2. Distribution Frequency and Percentage Support Social Based on Category

Category	f	%
Very high	18	18.75
Tall	64	66,667
Currently	12	12.5
Low	2	2,083
Very Low	0	0,000

Table 3. Distribution Frequency and Percentage Psychological Well-Being Based on Category

Category	f	%
Very high	4	4,167
Tall	49	51,042
Currently	40	41,667
Low	3	3,125
Very Low	0	0,000

Psychological Well-Being

The results of data collection and processing of Psychological Well-Being data through instruments that have been distributed to as many as 96 samples can be seen in Table 3. Table 3 above describes that part of the big student psychological well-being category is in the high category at 51.042%. The category is 41.667%, then some others are in the very high category at 4.167%, then order final that is category low by 3.125%.

Correlation Support Social with Psychological Well-Being of Students

For the analysis test, see Correlation Support Social with Psychological Well-Being of Students Writing Their Thesis. Use Analysis Correlation Pearson Product Moment to assist with the SPSS program version 2021; see Table 4.

Test Assumptions

Widiyanto (2013) revealed That SPSS interpretation is made with a compared P-value. If the P-value is smaller than 0.05, it is stated as significant, whereas if the P-value is higher or greater than 0.05, it is said to have no significance.

Hypothesis testing

Table 4 can be seen that the coefficient obtained is 0.000. Because the P-value is smaller than 0.05, the correlation coefficient 0.634 is significant. Therefore, a significant positive relationship exists between social support and the psychological well-being of students writing their final assignments. Based on the SPSS software data analysis, the coefficient of determination (R^2) can be seen in Table 5 below.

Based on Table 5, it can be seen that the R^2 value is 0.402, which means that 40.20% of the social support factor can influence the psychological well-being of students who are writing their final assignments. This is illustrated in Figure 2.

Table 4. Correlational Test Results Support Social with Psychological Well-Being

Correlations		Social_Support	Psychological Well-Being
Social_Support	Pearson Correlation	1	.634 **
	Sig. (2-tailed)		,000
	N	96	96
Psychological Well-Being	Pearson Correlation	.634 **	1
	Sig. (2-tailed)	,000	
	N	96	96

Correlation is significant at the 0.01 level (2-tailed).

Table 5 Coefficient of Determination (R^2)

Model	R	R Square	Adjusted R Square	SE
1	.634 ^a	.402	.395	16.142

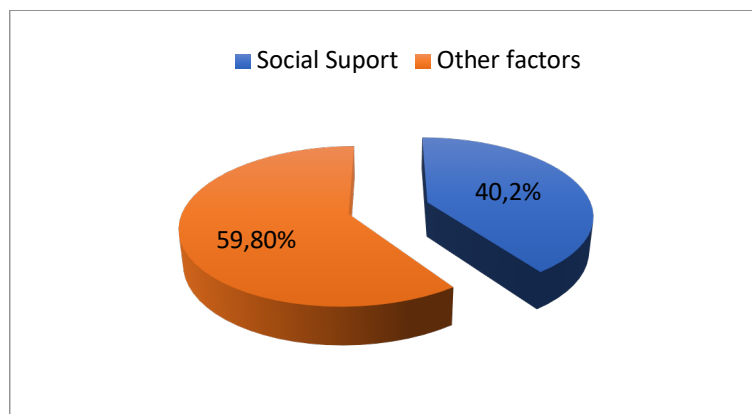


Figure2. Percentage Diagram of Factors Influencing the Psychological Well-being of Students Who Are Writing Their Final Assignments

The hypothesis analysis reveals a significant positive relationship between social support and psychological well-being among students working on their final assignments. This analysis, conducted using the Pearson Product Moment correlation method with SPSS, resulted in a correlation coefficient of 0.634 and a p-value of 0.000. Since the p-value is smaller than the significance level of 0.05, the relationship is considered statistically significant. This indicates that the higher social support students receive, the better their psychological well-being.

Furthermore, the coefficient of determination (R^2) is 0.402, meaning that social support factors can explain 40.20% of the variation in students' psychological well-being. In other words, nearly half of students' psychological well-being is influenced by the extent of social support they receive, such as support from family, friends, or their surrounding environment. The remaining 59.80% is influenced by other factors not included in this study, such as individual, environmental, or academic factors.

These findings highlight the significant role of social support in helping students cope with the pressures they face while completing their final assignments. Social support can take the form of emotional assistance, physical help, or motivation that aids students in managing stress, maintaining optimism, and staying focused on their tasks. Therefore, this study emphasizes the importance of fostering a positive and supportive social environment to enhance students' psychological well-being. Additionally, this research can serve as a reference for educational institutions to pay closer attention to the social support provided to students through formal or informal programs to promote their mental health during challenging academic periods.

Discussion

The research results mean that increasing social support will be followed by an increase in psychological well-being. Thus, efforts to improve psychological well-being can be made by increasing social support. The study aligns with research by Batubara & Rahman (2022), who also found a significant relationship between supporting social and Moderate Psychological Well-Being thesis. Then, Saputra & Palupi (2020) in the study they find there is a significant connection between supporting social and Moderate Psychological and compiled a thesis

Source support is social for students compiling a thesis, among other lecturers, mentors, and friends who are doing a thesis (Astuti & Hartati, 2013). Batubara & Rahman's (2022) research found that social lecturers are the most influential mentors in increasing support for social students. However, Aziz et al. (2022) found in their study that students are reluctant to meet lecturer mentors Because lecturer mentors the busy and difficult to found.

See the importance of the role of the lecturer mentor in improving support for social students, and then make improvements to the lecturer mentor thesis. Aziz (et al.) revealed the need to hold

empowerment lecturer mentors through evaluation service guidance and counseling. Ore (2021) suggests in his research that lecturers' mentors adapt style guidance with character students, and then the lecturer mentor must understand the guidance process procedure for students. The process of guidance must be in accordance with the needs of students (Bas et al., 2020).

Therefore, studying advanced perception students about the lecturer's ideal mentor is necessary. So if they get a lecturer as the perfect mentor, they get support and positive social support. This can increase the psychological well-being of students who compile a thesis. No troubled students are found to be troubled by workmanship thesis that has several obstacles.

Implication

These findings can increase awareness among students and lecturers about the importance of social support, which can reduce academic stress and encourage a healthier learning environment for students writing their final assignments.

Limitations and Further Research

Several factors influence psychological well-being, such as environmental, economic, and mental health factors, which should also be measured. Socio-cultural factors also influence research results. Further research suggestions for researchers include other variables, such as environmental factors, economic factors, or other mental health factors, to analyze their influence on psychological well-being.

CONCLUSION

Support-level social students who do the average thesis are in the high category. The level of Psychological Well-Being of students who do the average thesis is in the category high. There is a significant relationship between social support and the Psychological Well-Being of students studying to do a thesis. This means That social support improvement will be followed by improvement in Psychological Well-Being. Due to this reason, if they want to increase the Psychological Well-Being of students who work on their thesis, it can done with increased social support. The most significant social support is support from the lecturer's mentor, although support parents and friends who are doing the thesis also contribute. Efforts to improve support for lecturer mentors include increasing the quality of lecturer mentors. For example, lecturer mentors adapt style guidance with character students, and then lecturer mentors must understand the guidance process procedure for students.

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