

Subjective Well Being Profile of College Students

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ABSTRACT

Subjective well-being is one of the variables that can describe how an individual's level of life satisfaction. Individuals who have a high level of subjective well-being tend to feel happy and satisfied with their lives. This study aims to analyze the subjective well-being profile of college students. The profile of well-being will be seen based on gender, age, and level. This research is a quantitative research with survey research type. Data were collected from 202 college students from various study programs and levels that were determined using accidental random sampling. Data were collected using a questionnaire and analyzed using quantitative descriptive statistics. The results showed an overview of the subjective well-being profile of college students in terms of gender, age, and level. This research can be used as preliminary research for further research on the subjective well-being of college students.

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Introduction

Well-being is an important value for human life and can be considered as an index of societal progress (Voukelatou et al., 2021). This means that the more people who achieve their welfare, the index of community progress will also increase. High well-being is needed by every individual, including students. Subjective well-being in college students is an important mental health indicator that significantly predicts academic achievement and dropout rates. Subjective well-being is influenced by perceptions of college service quality, social support, and self-regulation, with service quality as the main predictor (Putri & Lutfianawati, 2023). Furthermore Zhang et al. (2024)) also mentioned that subjective well-being in college students includes life satisfaction, positive affect, and negative affect.

Subjective well-being in university students is positively influenced by social support, including perceived levels of support and help-seeking measures. This well-being reflects quality of life and is critical to their overall health development (Lyu, 2023). Quality of life

indicates a person's desired conditions related to home and community environment, school or work, and health and well-being. A person's quality of life can be influenced by internal and external factors of the individual. External factors that affect a person's quality of life are social relationships, work and materials (Renwick et al., 1996). Then for internal factors that affect a person's quality of life are well-being (Renwick et al., 1996), physical and mental domains (Purnomo & Retnowati, 2010), self-competence (Raudatussalamah & Fitri, 2012) dan optimism (Primardi & Hadjam, 2011; Rose et al., 2002; Wrosch & Scheier, 2003).

Subjective well-being in college students refers to their own assessment of happiness and life satisfaction (Pu & Abdullah, 2024). Subjective well-being is one of the factors that affect a person's quality of life. Someone who has a good level of subjective well-being, often feels satisfied with himself and his life so that he rarely experiences anxiety. When someone is satisfied with their life, they tend to live their life with many positive things. In addition, someone who is prosperous will easily feel happy, this is in line with the opinion of Kim-Prieto et al., (2005) which states that subjective well-being is a happiness, life satisfaction, hedonic balance and stress centered on an individual's affective and cognitive evaluation of his life. By having a high subjective well-being value, it makes the individual not easily trapped by negative feelings, thoughts and behaviors (Ardelt & Edwards, 2016).

Students as the next generation of the nation have an important role in the progress of the nation in the future, so the level of subjective well-being of students is important to know. Then the importance of subjective well-being indicators to a person's quality of life and the pandemic situation that causes many students to experience problems bring this research to try to find out how the profile of students' subjective well-being. So that the specific purpose of this study is to obtain data on the subjective well-being profile of college students.

Subjective Well-being

Subjective well-being is an individual's evaluation of their life as a whole, both cognitive evaluations related to life satisfaction standards and affective evaluations related to how often individuals experience moods and emotions that are positive or negative (Andartyastuti et al., 2015). In everyday life, subjective well-being can be defined as happiness or general life satisfaction (Huda & María, 2012). Based on these two definitions, subjective well-being can be interpreted as a condition that makes individuals able to become a positive person. Thus, according to Anić & Tončić (2013) high subjective well-being is a condition that most individuals want to achieve.

Diener et al., (2012) explain several factors that can affect individual subjective well-being, including personality, and demographics (age, gender and economic conditions). In addition, individuals who have no worries, are religious and are married are also factors that cause the high subjective well-being of the individual. In addition to the previous factors, subjective well-being is also influenced by several other factors such as positive self-esteem (Campbell et al., 1976), self-control, positive social relations, having meaning and purpose in life (Arianti, 2010), ekstraversion (Diener et al, 1999), optimism (Scheneider, dalam Campton, 2005).

Student well-being is an important issue in various countries, so there are many services regarding subjective well-being in college students. Subjective well-being is one of the indicators of student mental health (Kitzrow, 2003). Some research related to subjective well-being has been done before such as previous research showing a strong relationship between subjective well-being and stress (Serrano & Andreu, 2016). There is also research on the relationship between mindfulness and subjective well-being of college students during the pandemic (Werty et al., 2021). . Previous research related to student subjective well-being has also been conducted before but the research subjects were limited to students who were completing their final project, namely research on the effect of optimism on subjective well-being in students working on their final project (Dewanti & Ayriza, 2022).

College Students

The literature review related to students contains a discussion of the stages of early adult development, this is because the age of students is in early adulthood. The age range of the early adult phase starts at the age of 18 years to around the age of 40 years. According to (Hurlock, 1997) the stages of early adult development are characterized by a desire to be the center of attention, to stand out, to be idealistic, to have high ideals, to be passionate and have great energy, to want to establish self-identity and to achieve emotional independence.

The developmental tasks of early adulthood according to Havighurst (Lemme, 1995) are determining a life partner, learning to adjust and live with a partner, forming a family, learning to care for children, managing a household, pursuing a career or continuing education, starting to take responsibility as a citizen properly, obtaining a social group that is in line with the values he adheres to. (Hurlock, 1997) briefly outlines the characteristics of early adulthood that are prominent in early adulthood, namely the regulatory period, productive age, problematic period, emotional tension problems, social alienation period,

commitment period, dependence period, value change period, adjustment period with new ways of life and creative period.

The explanation of the developmental tasks and characteristics of early adulthood above is the basis for understanding and studying students as research subjects. Students have the responsibility to be able to complete all stages of their developmental tasks in order to be ready to enter late adulthood. In addition, the characteristics that appear in individuals in early adulthood can also be the basis for observing the attitudes shown by students.

Method

This study uses a quantitative approach which according to Arikunto & Jabar, (2010) quantitative approach is a research approach that uses a lot of numbers, starting from collecting data, interpreting the data obtained, and presenting the results. The type of research used is survey research to determine the profile of students' subjective well-being. (Kerlinger & Lee, 2011) states that survey research is research conducted on large and small populations, but the data studied are data from samples taken from these populations, to find relative events, distributions, and relationships between sociological and psychological variables.

From the total population, the sampling technique was carried out using simple accidental random sampling to obtain a research sample of 202 students in Yogyakarta consisting of various levels and generations. The instrument used in the study was a scale to measure subjective well-being. In collecting subjective well-being data, the scale is packaged using google form to be given effectively and efficiently to all students from various levels and study programs. The subjective well-being scale used in this study is an adaptation of Diener's subjective well being scale. According to Diener et al., (2012) subjective well-being consists of three components, namely life satisfaction, positive affect, and negative affect. Life satisfaction will be measured by the SWLS (satisfaction with life scale) scale created by Diener, (1984), while positive affect and negative affect will be measured by SPANE (Scale of Positive and Negative Experience) which was also created by (Diener et al., 2012).

The data that has been collected is then analyzed using quantitative analysis techniques. The analysis was carried out by calculating the percentage on the student's subjective well- being score then the data was grouped based on categorization criteria in terms of gender, age and level.

Findings and Discussion

Findings

The research results based on the research objectives consist of three parts, namely a description of the subjective well-being profile of students based on gender, age and level. The following is a description of the subjective well-being of students based on several categories.

Profile of Students' Subjective Well-being by Gender

Of the 202 data collected, the number of male subjects is 50 students, and female subjects are 152 students. The description of the subjective well-being profile of students based on gender is as follows.

Table 1. Level of Subjective Well-being of College Students by Gender

Category	Male		Female	
Very low	3	6%	12	7,9%
Low	4	8%	35	23%
Medium	21	42%	57	37,5%
High	19	38%	43	28,3%
Very high	3	6%	5	3,3%
	50		152	

From Table 1, it can be seen that both male and female students have a subjective well-being category, with the highest number being in the moderate category. However, there is a difference in the average subjective well-being level of students by gender. Where the average value for male students is 29.2, and the average value of subjective well-being for female students is 25.6. So it can be concluded that there are differences in the level of subjective well-being between male students and female students, although the majority of male and female students have a level of subjective well-being in the moderate category.

Profile of Students' Subjective Well-being by Age

The following is a description of the subjective well-being profile of students based on age.

Table 2. Level of Subjective Well-being of College Students by Age

Category	22 years old	21 years old	20 years old	19 years old	18 years old
Very low	1 (7,1%)	4 (11%)	4 (11,4%)	4 (6,3%)	2 (3,7%)
Low	4 (28,6)	6 (16,7%)	5 (14,3%)	11 (17,5%)	13 (24,1%)
Medium	4 (28,6%)	12 (33,3%)	15 (42,9%)	22 (34,9%)	25 (46,3%)
High	5 (35,7%)	13 (36,1%)	10 (28,6%)	22 (34,9%)	12 (22,2%)
Very high	0 (0%)	1 (2,8%)	1 (2,9%)	4 (6,3%)	2 (3,7%)
	14	36	35	63	54

From Table 2, it can be seen that there are differences in the level of subjective well-being categories in students based on age. Students aged 22 and 21 years have the majority of subjective well-being in the high category. Then, for students aged 20 and 19 years, the

majority are in the moderate category, while for students aged 18 years, the number of students who have subjective well-being in the moderate and high categories is balanced at 22 students. So it can be concluded that there are differences in the level of subjective well-being in students in terms of age, namely, the majority have a level of subjective well-being in the moderate and high categories.

Profile of Students' Subjective Well-being by Level

Below is a description of the subjective well-being profile of students based on level.

Table 3. Level of Subjective Well-being of College Students by Level

Category	Undergraduate	Graduate	Doctoral
Very low	7 (5,8%)	4 (9,8%)	4 (10%)
Low	31 (25,6%)	5 (12,2%)	3 (7,5%)
Medium	62 (51,2%)	6 (14,6%)	10 (25%)
High	19 (15,7%)	25 (61%)	18 (45%)
Very high	2 (1,7%)	1 (2,4%)	5 (12,5%)
	121	41	40

From Table 3, it can be seen that there are differences in the level of subjective well-being categories among students based on level. The majority of undergraduate students have subjective well-being in the moderate category. Meanwhile, the majority of graduate and doctoral students are in the high category. So it can be concluded that there are differences in the level of subjective well-being in students in terms of student education levels.

Discussion

Based on the results of the research above, it can be seen that the majority of students' subjective well-being profiles are in the moderate category. So it can be concluded that not all students have subjective well-being in the high category. In fact, individuals with a high level of subjective well-being will experience life satisfaction and feel joy more often than they feel unpleasant emotions. Conversely, if an individual has a low level of subjective well-being, they will more often feel negative emotions, such as anger, or feel easily stressed, and feel less positive feelings and less happy (Utami, 2009).

Furthermore, (Myers & Diener, 1996) says that individuals with low subjective well-being will look down on their lives and consider the events that occur as unpleasant, resulting in unpleasant emotions such as anxiety, depression, and anger. The study found that university students reported high levels of subjective well-being, which was significantly influenced by resilience and social support. Higher levels of resilience enabled better stress

management, while a strong social support network increased emotional, informational, and practical assistance, thereby improving overall well-being (Calonia et al., 2024).

In terms of gender, there is a difference in the average value of subjective well-being levels between male and female students. This is in line with the results of research from Diener et al., (2012) which says that gender affects a person's level of subjective well-being. Furthermore, according to the opinion of Diener et al., (2012) age and gender have a relationship to subjective well-being, even though their influence depends on the angle of the subjective well-being component to be measured. This is in line with the results of the study, which show that higher-level students, meaning that they are older than lower-level students, show differences in subjective well-being levels.

Master's and doctoral students have a high level of subjective well-being. Meanwhile, the majority of undergraduate students have a moderate level of subjective well-being. The results of this study are in line with research (Tiefenbach & Kohlbacher, 2013) which explains that subjective well-being is related to individual age and can be described by the letter U, where the peak of life satisfaction is in the age group 15-19 years and 75-80 years, and the lowest point of life satisfaction is in the age group 50-54 years.

Nowadays, topics on mental health are easily accessible to every individual, including university students. Topics and articles on mental health can be an alternative to improve individual mental health education. In addition, another way to help students improve their subjective well-being is by improving their lifestyle. Improving mental health education and improving lifestyle can effectively increase college students' overall sense of well-being and life satisfaction (Lu et al., 2024).

Zhang et al., (2024) also suggested that physical activity increases social support, which in turn increases life satisfaction and positive affect, highlighting the importance of a supportive environment for well-being. Therefore, in order to improve students' subjective well-being, not only psychological assistance is needed, but helping students to have regular physical activity can also help maintain their subjective well-being.

Overall, this study shows that while most students have a fairly good level of subjective well-being, there is still much that can be done to improve it. Factors such as resilience, social support, gender, age, and many others influence students' subjective well-being. Therefore, counseling services and counseling approaches can be an effective way to help students improve their subjective well-being.

Conclusion

The results of the above research show that there are differences in the subjective well-being profile of college students in terms of gender, age, and level. Although in general, the majority of college students' subjective well-being profile is in the moderate category. So it can be concluded that the majority of college students have achieved life satisfaction and feel joy more often than they feel unpleasant emotions. The condition of the subjective well-being of students, the majority of whom are still in the moderate category, can be a basic information as a basis for the importance of organizing activities that can be used to improve students' subjective well-being. So it is hoped that later, when students graduate and complete their studies, not only the academic achievements they get, but also the provisions for living life with high subjective well-being will make it easier for students to become complete individuals. So, counselors and leaders can work together to plan and implement systematic and sustainable programs in an effort to help improve their subjective well-being to be higher and optimal.

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