Academic well-being and academic achievement: The role of goal orientation as a mediator

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Abstract

Several studies have shown the influence of academic wellbeing on academic achievement. However, some other studies do not show the same results. Researchers suspect this is due to the influence of variables that mediate the relationship between the two, namely goal orientation. Through this study, researchers examined the effect of academic wellbeing on academic achievement in students as well as examined the role of goal orientation as a mediator of the relationship between the two variables. 295 students of Universitas Negeri Yogyakarta from various study programs were involved in this research. Academic well-being was measured using the scale of academic well-being, consisting of positive affect, negative affect, and satisfaction dimensions of activities on campus. Goal orientation was measured by the goal orientation scale, consisting of mastery, performance approach, performance avoidant, and work avoidance dimensions. Academic achievement was obtained from the student cumulative achievement index (IP). The results showed that there is an influence of several dimensions of student wellbeing on goal orientation and academic achievement. In addition, this research also found that in the goal orientation variable, only the mastery dimension is predicted to play a role as a mediator of the effect of student wellbeing on academic achievement.

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INTRODUCTION

Studying at university is seen as one of the ladders to achieve success in a career or in later life. One indicator of successful learning in college is achievement (Alyahyan & Düştegör, 2020). Academic achievement is a performance outcome that shows the extent to which a person has achieved specific goals in the instructional environment, especially in schools, colleges, and universities (Steinmayr et al., 2014).

Generally, academic performance is based on the achievement of Grade Point Average (Parker et al., 2004). Grade point average is a grading system that exists in universities for assessing students' academic performance (Choi, 2005). Academic achievement is predicted to be one of the determinants of a person's job performance (Ranasinghe, 2019). A graduate's high grade point average is a sign that he or she will work well and have a positive career. Most of companies using this academic achievement as one of the determinants of hiring decisions (Syama & Sulphey, 2012). Academic achievement is also seen as an indicator of university

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performance achievement. Therefore, universities are competing to encourage their students to graduate with a high-grade point average because the grade point average is used as one of the benchmarks of institutional performance (Alyahyan & Düştegör, 2020).

The urgency of academic achievement of university graduates to the performance of the institution encourages various parties to try to optimize its achievements. Students are competing to achieve high grade point average to make it easier to get a job after graduation. The government allocates a large amount of budget in the education sector, one of which is to improve academic achievement at all levels because it is very influential for the nation future (Khodabakhsh et al., 2019). Therefore, university students are one of the targets of researchers to explore factors that can contribute to improving academic achievement (Tabbodi et al., 2015).

A meta-analysis study by Gutiérrez-de-Rozas et al., (2022) involving 80 studies conducted between 1994-2019 identified various factors that are predictors of academic achievement, including 1) students, including attitudinal and dispositional factors, use of free time, and physical attributions, 2) family, including: family structure, home environment, cultural socioeconomic status, and family welfare, 3) teachers, including professional development, learning quality, teacher characteristics, and student relations with teaching, 4) campus environment, including class composition, class influence, and campus type, affect academic achievement. Research conducted by Rugutt and Chemosit (2005) found that students' interactions with the campus, teaching quality and experiences during college influence students' academic achievement.

One important factor that is suspected to be a determinant of academic achievement is well-being. Seligman et al., (2009) assert that well-being is an important concept in positive psychology and a core element of education. Academic wellbeing as the subjective well-being of students in the academic context is an important factor to consider in discussing important matters related to life on campus.

Sellström and Bremberg (2006) found that well-being on campus is related to academic achievement. In line with these findings, research conducted by Khodabakhsh et al., (2019) on 180 students in Malaysia found a positive and significant relationship between happiness as one of the clues of well-being with academic achievement. Individuals who score high on psychological well-being tend to have a positive view of themselves, have great self-acceptance, have good interpersonal relationships, and are independent so that they support optimal academic achievement. Research by Tuominen-Soini et al., (2011) and Fiorilli et al., (2017) also show a positive and significant relationship between academic well-being and academic achievement consistently. These research results further prove Adler's opinion (2017) that

academic wellbeing can improve academic achievement and be a predictor of student career success.

According to Noble and McGrath (2015), wellbeing in students is a state that shows a positive mood and attitude in students characterized by positive relationships with peers and teachers, having an optimistic attitude, being able to develop their potential, being creative, feeling safe, valued and respected, feeling active and meaningful in academic and social activities, having positive self-esteem, and having self-efficacy and a high sense of autonomy. Noble et al. (2008) reviewed various definitions of well-being. The conclusion is that academic well-being in students includes the existence of a relatively consistent state of positive attitudes and moods, resilient, having a sense of satisfaction with themselves, as well as in relationships with others, and having positive expectations from school. In line with this opinion, Cooke et al. (2016) emphasized that academic wellbeing is the capacity of students to live happily and satisfactorily in various life functions in the academic context. From these various definitions, it can be concluded that academic wellbeing is a state of students who show positive feelings and behaviors in academic activities at school.

Although many studies show a positive and significant relationship between well-being and academic achievement, there are also many study findings that are not in line with these results. For example, the findings of Steinmayr et al. (2014), Dariyo, (2018), and Yang et al., (2019) found that well-being at school did not affect academic achievement significantly. The inconsistency of these results indicates that there are other factors that influence on student achievement. One factor that needs to be considered in determining the strength of the influence of academic wellbeing on learning achievement is motivational factors in the form of goal orientation.

Goal orientation is a pattern of values within a person that will direct them towards a certain way and field of work. Specific responses to various ways and fields of work tend to vary (Ames, 1992). Goal orientation is believed to create different cognitive perspectives on how individuals' approach, interpret, and respond to situations that demand achievement (Dweck, 1999; Van Yperen, 2003). Goal orientations are divided into several categories. The first category is called mastery. Individuals who focus on mastery will prioritize self-improvement and always compare their current achievements with previous achievements. The second category is performance goal. Individuals who focus on performance goals will compare their achievements and abilities with others constantly. Mastery and performance are further divided into two, namely approach and avoidance. Individuals who are oriented towards mastery-approach are more interested in mastering academic tasks. Mastery-avoid is oriented towards avoiding making mistakes when working on tasks (Elliot & McGregor, 2001). Nicholls

et al. (1985) stated that work avoidant refers to individuals whose goal orientation is to avoid challenging tasks and try also avoid situations that require effort.

Niemirvita (2002) added another thing, namely mastery-extrinsic and outcome goals (Grant & Dweck, 2003). Mastery extrinsic goals refer to a person's tendency to focus on external criteria such as rankings, or feedback from others. Students who have this orientation will see their goals as getting satisfactory grades, not to excel above their peers. They see that good grades show that they have mastered the material. This extrinsic mastery focuses on achieving results but not competing (Brophy, 2005). Performance approach is an individual who is oriented towards their ability being evaluated more than others. Conversely, for individuals who have performance-avoidance orientation, they will be oriented to avoid situations where they appear incompetent or lower than others.

Goal orientation can direct someone towards success in learning. As researched by Gul and Shehzad (2012), there is a connection between goal orientation and academic success seen from the academic performance measured by the grade point average (GPA). Furthermore, Ramli et al., (2018) state that someone with high goal orientation, both in achievement and performance, tends to be more involved in learning activities and has a significant impact on high learning achievement. Conversely, low goal orientation makes someone tend to avoid learning situations and refuse to achieve good grades.

Goal orientation is predicted as a mediator of the relationship between academic wellbeing and learning achievement because there is a significant relationship between wellbeing in the academic context and goal orientation and ultimately this relationship also has an impact on the achievement of student learning outcomes. According to Kurniastuti and Azwar (2014), indicators of high wellbeing in students include having a master goal orientation which is indicated by enthusiastic behaviour while attending school, feeling capable in doing academic tasks, resilient in facing various problems at school, continuing to do assignments even though there are obstacles in the process, actively participating in school activities, persevering to master the material and being able to learn optimally. Students who prosper according to Cooke et al. (2016) tend to have adequate capacity to live happy and satisfied in various life functions, including in the academic field.

The link between academic wellbeing and goal orientation is proven by Isen and Reeve's experiment (2005) on 70 psychology students who found that positive affect in students who have high wellbeing tends to be able to develop intrinsic motivation which is reflected in the choice of new and challenging activities accompanied by a sense of pleasure while doing it. Positive affect also increases work responsibility with the view that the behaviour performed does arise because there is a need to do so. Individuals who have positive affect tend to do tasks

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that are considered fun in a short time and successfully complete them well. These results are also supported by research conducted by Pekrun et al. (2010) who found that positive emotions in academics are significantly related to student motivation, learning strategies, cognitive resources, self-regulation, and academic achievement. This means that students who are happy in their academic activities tend to have high motivation accompanied by learning strategies and appropriate regulation abilities by utilizing their cognitive resources so that they can achieve optimal academic achievement.

On the other hand, goal orientation also affects student academic achievement as shown by research conducted by Kadivar et. al. (2011) which found that people who have a goal orientation tend to see academic pressure as a challenge so that they keep trying. This has an impact on the high academic achievement of students. From the explanation above, it can be concluded that there is a connection between academic wellbeing, goal orientation, and learning achievement of students. Students who have high wellbeing in their academic life, tend to have high goal orientation, and ultimately lead to high academic achievement. This is in line with the view of Ling et al., (2022) which states that students who have high wellbeing at school tend to have high confidence to do academic tasks accompanied by high involvement indicated by the high time, effort, and energy devoted to doing their academic tasks so that it has an impact on high academic achievement.

The role of goal orientation as a mediator of the relationship between academic wellbeing and academic achievement has not been widely studied. The existence of a mediator role in the relationship between the two, as far as the author knows, has been studied by (Andjarsari et al., 2023) with a motivational mediator, Gutman and Vorhaus (2012) with variable of involvement in school as mediator, Lyons and Huebner (2016) with academic satisfaction as mediator, and Marques et al. (2011) with life and relationship satisfaction as mediators. Many studies have emphasized the direct role of academic wellbeing with academic achievement (Gutiérrez-de- Rozas et al., 2022; Khodabakhsh et al., 2019; Tuominen-Soini et al., 2011, Fiorilli et al., 2017; Adler, 2017; Steinmayr et al., 2014; Dariyo, 2018; and Yang et al., 2019).

This research seeks to examine the influence of academic wellbeing and learning achievement of first-year students both directly and indirectly. Thus, the hypotheses of this study are: (1) there is an effect of academic wellbeing on learning achievement, (2) there is an effect of academic wellbeing on goal orientation, (3) there is an effect of goal orientation on learning achievement, and (4) goal orientation acts as a mediator of the effect of academic wellbeing on learning achievement.

METHOD

The type of research is a survey, which is one of the research methods used to investigate various phenomena or variables using specific instruments or measures. This research is a form of quantitative

research approach. The population of this research is the 2018 cohort of UNY students who were in their first year of study during the research period. First-year students were chosen because it is suspected that there are many variations in academic wellbeing because they are still in the process of adapting as new students. The sampling was conducted using multistage random sampling technique, which involves random sampling at multiple stages. The first stage involves random selection of faculties, while the second stage involves random selection of classes within each faculty. There were 299 students from various study programs who participated in the study.

The research instruments used in this study were goal orientation scale and academic well-being scale. The goal orientation scale was adapted from Was (2006), while the academic well-being scale was modified from the subjective well-being scale used by Ayriza et al. (2019). The goal orientation scale was developed using a Likert-type scale with a range of 1-5, from not suitable at all to very suitable. The goal orientation scale consists of 4 dimensions: mastery (13 items), performance approach (5 items), performance avoidance (6 items), and work avoidance (4 items). The well-being scale includes positive affect, negative affect, and learning satisfaction dimensions. Academic achievement was measured using data on the cumulative GPA of the first and second semesters, ranging from 0 to 4. The reliability of the measurement instrument was calculated using Cronbach's alpha formula for each dimension. The reliability coefficients of the mastery, performance approach, performance avoidance, and work avoidance dimensions were 0.78, 0.644, 0.522, and 0.61, respectively. The reliability coefficient of the academic well- being scale for the positive affect dimension was 0.869, the negative affect dimension was
0.668, and the learning satisfaction dimension was 0.661.

The collected data were analysed descriptively and inferentially. Descriptive data used the SPSS version 24 program to determine the number of respondents, mean and standard deviation of each dimension in each variable, and intercorrelation between variables. Intercorrelation between variables using product moment analysis. Inferential analysis uses Lisrel path analysis 8.80 program to determine the influence between variables and see the possible role of goal orientation as a mediator of the influence of academic wellbeing with academic achievement.

RESULTS AND DISCUSSION

Descriptive Research Data

Data on the number of respondents, the average score of each dimension in each variable, and the average Grade Point Average can be seen in table 1 below.

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Table 1. Descriptive Statistics Results of GPA, Goal Orientation, and Academic Well-being of New Students in Empirical Data

Variabel	N	Average	SD
Goal orientation			
Mastery	292	5,00	3,90
Performance approach	292	5,00	3,49
Performance avoidant	292	4,17	2,67
Work avoidant	292	5,00	2,92
Academic *Well-being*			
Positive Affect	292	4,90	3,64
Negative Affect	292	4,89	3,13
Life Satisfaction	292	5,00	3,54
GPA	292	3.502	0.250

Furthermore, the intercorrelation between dimensions between variables can be seen in table 2 below.

Table 2. Intercorrelation Between Dimensions of Academic Well-being, Goal orientation and Academic Achievement Variables

	Perfapr	Peravoid	Workavoid	Afekpos	Afekngt	Kep	IP
Goal orientation							
Mastery	.203**	-.349**	-.264**	.476**	-0,063	.426**	.160**
Performance approach		.162**	.195**	.190**	.210**	0,104	-0,012
Performance avoidant			.505**	-.211**	.320**	-.189**	-0,090
Work avoidant				-.255**	.333**	-0,089	-0,066
Akademik *Well-being*							
Afek positif					-.160**	.709**	0,022
Afek negative						-0,082	-0,114
Kepuasan belajar							0,078

* *Correlation is significant at the 0.05 level (2-tailed).*
** *Correlation is significant at the 0.01 level (2-tailed)*

Based on table 2 can be known that the results of the intercorrelation analysis among dimensions indicate that goal orientation mastery is correlated with all dimensions except negative affect. Goal orientation performance approach is correlated with all dimensions of

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academic well-being except learning satisfaction. Performance avoidance is correlated with all dimensions of academic well-being, and work avoidance is also correlated with all dimensions of academic well-being except learning satisfaction. In terms of academic achievement, GPA is correlated with goal orientation mastery and not correlated with all dimensions of academic well-being.

The transition to education is a risk factor in adapting. This transition period is associated with positive and negative affect. Positive affect is indicated by various positive emotions, such as happiness, pleasure, comfort, enthusiasm, and interest in various academic activities on campus Meanwhile, negative affect is indicated by negative feelings such as sadness, disappointment, helplessness, and hatred. Furthermore, negative affect can have negative consequences such as lower grades, decreased academic performance, feeling incompetent, and tending to experience increased stress. However, not all students who have negative affect experience these consequences. This risk is mostly experienced by students who have less ability, difficulty in adapting, and are in a competitive classroom environment.

The Effect of Academic Wellbeing, Goal Orientation, and Learning Achievement

Based on path analysis using the Lisrel 8.80 program, the inter-dimensional influence between variables in this study can be seen in Figure 1 below. Previously, goodness of fit was carried out as a condition for model testing. The results of the calculation of the Goodness of Fit Statistics found that Degrees of Freedom = 6, Chi-Square = 118.54 (P = 0.0), Root Mean Square Error of Approximation (RMSEA) = 0.26, RMSEA = (0.22; 0.30) P-Value for Test of Close Fit (RMSEA < 0.05) = 0.00, Normed Fit Index (NFI) = 0.80, Comparative Fit Index (CFI) = 0.80, Incremental Fit Index (IFI) = 0.81, Standardized RMR = 0.090, dan Goodness of Fit Index (GFI) = 0.91. Based on these calculations, the fit model criteria are obtained from the GFI value which amounts to 0.91 (the value is greater than the minimum limit, which is 0.9). The other calculation references for calculations do not meet the fit model criteria.

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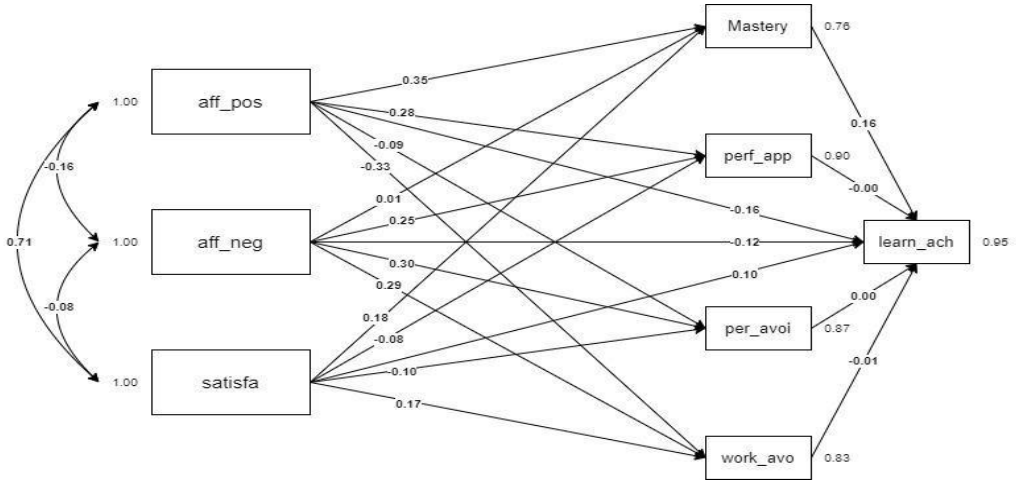

Figure 1. Figure of Direct and indirect effect the effect of well-being on academic achievement.

The Effect of Academic Wellbeing on Learning Achievement (Hypothesis 1)

Figure 1 shows the effect of positive affect dimensions on learning achievement. The positive affect dimension has an effect of -0.16, negative affect of 0.12, and satisfaction of 0.10. on learning achievement. These results indicate that there is a significant negative effect of positive affect on learning achievement and there is a significant positive effect of negative affect on learning achievement. This means that feeling happy while doing academic activities reduces learning achievement and conversely feeling sad and depressed about learning achievement increases learning outcomes.

The Effect of Academic Wellbeing on Goal Orientation (Hypothesis 2)

Based on Figure 1, it is known that all dimensions of academic wellbeing significantly affect the dimensions of goal orientation except for the positive affect dimension to the performance avoidance dimension, the negative affect dimension to mastery goal orientation, the learning satisfaction dimension to the mastery goal orientation dimension and the performance avoidance goal orientation dimension. These results indicate that partially academic wellbeing affects goal orientation except for the dimensions described above.

The Effect of Goal Orientation on Learning Achievement (Hypothesis 3)

Based on Figure 1, it was found that only the master's goal orientation dimension influenced learning achievement with an effect size of 0.16. Based on this finding, it can be concluded that goal orientation partially affects learning achievement only in the dimension of mastery goal orientation.

Goal Orientation Serves as a mediator of the Effect of Academic Wellbeing on Learning Achievement (Hypothesis 4)

Mediator analysis can be seen from the magnitude of direct and indirect effects. The indirect effect is obtained from the multiplication of independent-mediator influence with mediator-dependent influence. Evidence of the role of goal orientation as a mediator variable of the effect of student wellbeing on learning achievement can be seen in table 3.

Table 3. Direct and indirect effect the effect of well-being on academic achievement

	indirect effect to achievement that dimensions of goal orientation as mediator				direct effect
	Mastery	perf-app	per-avoid	wor-avoid	Achievement
Aff_pos	0,065	0.000	-0.000	-0.000	-0,16
Aff_neg	0,002	-0.000	0.000	0.000	-0,12
Aff_satis	0,003	0.000	-0.000	-0.000	0,1

Based on table 3. it is known that there is an indirect effect of academic wellbeing variables on the positive affect dimension on learning achievement through mastery goal orientation with a magnitude of 0.065. This value is higher than the direct effect value (-0.16) in terms of the direction of the relationship. This also occurs in the negative affect dimension on learning achievement through mastery goal orientation with a magnitude of 0.003. This value is higher than the direct effect (-0.12) in terms of the direction of the relationship. However, because negative affect is not correlated with mastery, mastery goal orientation cannot mediate the effect of negative affect on academic achievement. This means that only the mastery dimension goal orientation variable can act as a mediator of the relationship between academic wellbeing variables in the positive affect dimension and student achievement.

The results showed the influence of several dimensions of student wellbeing on goal orientation and learning achievement. In addition, this research also found that in the goal orientation variable, only the mastery dimension is predicted to play a role as a mediator of the effect of student wellbeing on learning achievement. All hypotheses proposed in the study were proven, but only partially in certain dimensions.

Regarding the first hypothesis, the partial effect of academic wellbeing on learning achievement shows that academic wellbeing affects achievement in certain dimensions. The findings show that the positive affect dimension influences achievement, but the effect is negative. This means that feeling happy or other positive feelings related to academic activities have an impact on low learning achievement. Conversely, the findings also show that negative affect (negative feelings related to academic activities) lead to high learning achievement. These results prove that a pleasant learning atmosphere alone does not necessarily foster high learning outcomes. Students who are comfortable with the facilities, easy tasks, no pressure in learning without being accompanied by maximum motivation and efforts to complete the task optimally actually have an impact on low academic achievement because students are passive

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and lulled by facilities and pleasant treatment. Conversely, a stressful learning atmosphere, discipline with big targets can affect high learning achievement if followed by high motivation and learning goal orientation. This shows that the role of positive and negative effects on learning achievement requires other variables to produce optimal learning outcomes.

The second hypothesis, which states that there is an effect of academic wellbeing on goal orientation is proven in all dimensions except the positive affect dimension on the performance avoidance dimension, the negative affect dimension on the mastery goal orientation dimension and the performance avoidance dimension. The dimension of positive affect influence the dimensions of mastery goal orientation, performance, and work avoidance. The negative affect dimension influence performance goal orientation, as well as avoidance of performance and work. The satisfaction dimension is related to the mastery and satisfaction dimensions.

The results of the research based on this second hypothesis show that students' positive affect has a positive effect on mastery and achievement-oriented goal orientation and has a negative effect on the tendency to avoid tasks. This finding is in line with Laguna et al.' research (2016) which found that personal goal realization is positively predicted by positive affect. Supporting these research findings, Isen and Reeve's research (2005) also found that positive affect develops intrinsic motivation which is reflected in the choice of activities with a certain amount of pleasure arising from new and challenging tasks. Positive affect also increases work responsibility with the view that the behavior performed does arise because of the need to do so.

On the other hand, negative affect affects performance goal orientation, as well as performance orientation and work avoidance. Negative affect, which is indicated by unpleasant feelings related to academic activities, causes students to be forced to undergo academic activities and only focus on achieving performance targets set by the external environment (parents or teachers). There is a tendency to only want to perform optimally if competencies support but there is no effort to try and persevere when competencies do not support. These results are in line with research conducted by Fredrickson and Joiner (2002) on 138 students to examine positive affect, negative affect with coping. In individuals with negative affect, there is a tendency for limited coping behavior, the resources owned are not functioning optimally so that it has an impact on limited strategies in problem solving.

The lack of evidence of the influence of the positive affect dimension on the performance avoidance dimension occurs because students who have positive affect tend to have positive feelings about themselves which creates a sense of comfort, happiness and satisfaction with various academic activities on campus. On the other hand, students who have a performance avoidant goal orientation tend to avoid situations where they appear incompetent or inferior to

others. As a result, positive affect does not emerge when students face certain challenges that are not supported by their competence.

The research findings also show that the negative affect dimension has no effect on mastery goal orientation. This is because individuals who have mastery goal orientation tend to see difficulties as challenges, feel happy with whatever they face so that they do not experience negative affect even though they experience difficulties when doing academic tasks. Negative affect is also not related to the performance-avoidance dimension. This is because the performance avoidance tendency is oriented to avoid situations of being incompetent or inferior to others. In competent situations, negative affect does not appear, instead positive affect appears prominent.

The third hypothesis which states the effect of goal orientation on learning achievement is proven, but only on mastery goal orientation. This means that goal orientation partially affects learning achievement in the dimension of mastery goal orientation. Individuals who have mastery goal orientation tend to strive to focus on mastering tasks and increasing competence, understanding, and learning skills. The learning process is characterized by interest in challenges and efforts to develop learning processes and personal growth independently (Dweck & Leggett, 1988). In addition, the learning motivation of students who have a mastery goal orientation is self-driven directly with full awareness without expecting external rewards (Dweck, 1999). All characteristics have a significant impact on optimal academic achievement. These results are relevant to van Dierendonck and van der Gaast' research (2013) on 866 alumni of the International Master of Business Administration program in the Netherlands which found that mastery goal orientation is an important determinant of career success both objectively and subjectively and buffers various negative potentials that affect low academic competence and career satisfaction.

The proof of the fourth hypothesis which states that only the mastery goal orientation dimension acts as a mediator of the relationship between the positive affect dimension and learning achievement is because the learning behavior of students who have a mastery goal orientation tends to be positive, really enjoy the challenge of doing tasks, use deep learning strategies and attribute personal control as a factor that affects success and failure (Dweck & Leggett, 1988). These characteristics contribute significantly to students' high academic achievement. These results are in line with Sideridis' research (2007) on students with learning disabilities who found that mastery goal orientation was positively associated with math achievement and positive affect. The higher the mastery goal orientation, the better the math achievement and the higher the positive affect so that students are less likely to experience depression.

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The results of this study are in line with research conducted by Pintrich (2000) which found that students who have positive affect have a high mastery orientations Students who have a mastery orientation tend to have higher levels of enjoyment and lower levels of boredom. compared to students who focus only on performance. Students who have a high orientation performance will be more prone to anxiety. Similarly, Tuominen-Soini et al. (2008) found that students who focus on performance and want to master the material tend to experience psychological distress even though they have positive motivation, high commitment, and high academic achievement. Students who avoid effort show a pattern of motivation and well-being that is maladaptive.

This study also found that the dimension related to academic achievement is mastery, and other dimensions from goal orientation do not affect it. Students will achieve high academic achievement if their goal orientation is towards the task and not relying on external factors. Likewise, when related to academic well-being, positive and negative feelings and satisfaction in learning are not related to academic achievement. Therefore, students with high academic achievement are not necessarily happier and more prosperous than students with low academic achievement. This part provides the summary of results and discussion which refers to the research aims. Thus, the new principal ideas, which are essential part of the research findings, are developed.

The results prove the importance of feeling happy about academic situations and challenges to achieve optimal learning outcomes through mastery goal orientation. These results further strengthen Fredickson's view in the broaden and build theory of positive emotion which says that positive emotions broaden a person's set of thoughts and actions to build the resilience of personal resources (Fredrickson & Branigan, 2005). Positive emotions such as joy, interest, satisfaction, pride, and love have the capacity to expand their resources so that students are cognitively more flexible, creative, and capable of self-reflection, responsive, adaptable, and open to new experiences (Fredrickson & Joiner, 2002). These characteristics are in line with the characteristics of students with mastery goal orientation who tend to learn to gain skills so that students tend to be more consistent and less stressed when facing obstacles (Kadivar et al., 2011) and enjoy task challenges by developing a variety of effective and diverse learning strategies (Hoyert et al., 2012).

CONCLUSIONS

In general, the results of this research show that academic wellbeing has an indirect effect through mastery goal orientation. The wellbeing dimension that has the highest dominance role on learning achievement is positive affect. Thus, the positive affect dimension has a positive

effect on mastery goal orientation and subsequently affects the high achievement of learning outcomes. Based on these results, it is recommended that campuses further optimize student wellbeing, especially in the form of a sense of pleasure, happiness through interesting and challenging tasks and activities so that learning achievement can be optimal. The recommended learning strategy is a strategy that emphasizes student involvement and encourages them to carry out in-depth learning strategies and critical thinking by connecting material in everyday life. This condition will foster a love for learning activities and bring up positive experiences gained while learning to improve learning outcomes.

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