



Resilience and Psychological Well-Being of Postgraduate Students at Universitas X Jakarta in the Society 5.0 Era

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Abstract

The Society 5.0 era brings new challenges for postgraduate students, particularly in adapting to technological changes and increasingly complex academic demands. Resilience, as the ability of individuals to survive and recover from difficulties, plays an important role in maintaining students' psychological well-being when facing academic and social pressures. This study aims to analyze the relationship between resilience and psychological well-being among postgraduate students at Universitas X Jakarta and to identify factors influencing their psychological dynamics in the Society 5.0 era. This study used a quantitative approach with regression analysis. The results indicate that resilience has a significant relationship with psychological well-being. These findings highlight the importance of developing strategies to improve resilience among postgraduate students in order to maintain their psychological well-being while facing continuously evolving academic and social challenges.

Keywords: resilience, psychological well-being, Society 5.0



Introduction

At present, technological development has taken place very rapidly and continues to experience significant progress. Therefore, this rapid development brings us to the Society 5.0 Era, which is a new civilization based on technological innovation that provides a major impact especially on the education sector in this country. The Society 5.0 Era is a process of collaboration between humans as the center (human-centered) and technology as the basis (technology based) (Unigha, 2023). The Society 5.0 Era is a concept introduced by Japan in 2017 as an evolution of the Industrial Era 4.0. This concept aims to integrate advanced technologies such as artificial intelligence (AI), Internet of Things (IoT), and big data into human life, with a focus on social welfare and solving global problems. In the context of higher education, Society 5.0 brings challenges as well as opportunities for postgraduate students to adapt to rapid and complex changes (Rahmanto et al., 2021). Furthermore, in the context of higher education, especially in the postgraduate environment, the challenges faced by students are becoming increasingly complex along with the development of globalization and technological advances. Postgraduate students often face academic pressure, career demands, and personal life dynamics that can affect their psychological well-being. Based on data from the Ministry of Education and Culture (Kemendikbud) Directorate General of Higher Education (Ditjen Dikti), the level of students who do not complete higher education in Indonesia, including the postgraduate level, is recorded in dropout figures. In 2022, as many as 375,134 students from all levels of higher education experienced drop-out, either because they were expelled or resigned (Kemendikbud, 2020). Furthermore, by utilizing the concept of Society 5.0, postgraduate students in particular can access various digital resources, build a learning ecosystem that supports, and develop resilience abilities. Resilience etymologically is adapted from the word in English resilience, which means elasticity or the ability to return to its original form (Poerwadarminta, 2003). Resilience in the book "The Resiliency Factor" by Karen & Andrew (2003) explains that resilience is the ability to overcome and adapt to severe events or problems that occur in life, as well as survive in a pressured state even though they must face adversity.

Furthermore, Banaag (2002) states that resilience is a process of interaction between individual factors and environmental factors. These individual factors function to prevent self-destruction and carry out positive self-construction, while environmental factors function to protect individuals and "soften" the difficulties of individual life. Individuals who have high resilience will be more able to maintain emotional balance and this is also related to psychological well-being in the individual. Psychological well-being is a way for individuals to fulfill their psychological needs. According to Ryff & Keyes (1995), psychological well-being is used to describe the fulfillment of standard functions of positive psychology. Psychological well-being is achieved when the condition of the individual is not only free from psychological or mental problems, but in this case the mental condition of the individual is also considered healthy if it functions optimally. The following are factors that can increase psychological well-being especially in students (Humaidah et al., 2024): 1. The existence of resilience where students who have the ability to rise from pressure or challenges tend to have better psychological well-being. 2. Social support such as having positive relationships with friends, family, and lecturers; this can provide a sense of security and increase psychological well-being. 3. Emotion regulation, which is the ability to manage emotions, such as using cognitive reappraisal strategies, can help students maintain psychological well-being even though facing stress. 4. Gratitude, because gratitude helps students focus on positive things in their lives, so this can also increase psychological well-being in students.



Based on previous research conducted by Dewi and Sovitriana (2025), it shows that the ability to handle difficulties can grow from within a person starting from their belief in their ability to do something even in difficult situations. Furthermore, research conducted by Dianti, Firman, and Afdal (2024) shows that individuals with high resilience are very beneficial in helping individuals overcome pressure, failure, and problems in life. Resilience is an important ability that must be developed by students to face various challenges, both academic, emotional, and social, especially in the Society 5.0 era which is full of technological and information dynamics. Next, research by Lukita et al. (2022) shows that lecturers and students are one of the entities that have an impact on the development of Industry 4.0 towards the Digital Society 5.0 era. Students in this case are humans who are very potential to be eroded by technological sophistication which results in the emergence of high individualism, less concern with social conditions, and instant desires in various aspects. Several competencies that must be possessed by students in the Digital Society 5.0 era include: 1. Leadership 2. Language Skills 3. IT Literacy 4. Writing Skills 5. Soft Skills. Therefore, referring to the phenomena that have been described above, currently no research has been found that specifically focuses on the role of the Society 5.0 Era in shaping resilience and psychological well-being of students especially at the Postgraduate level.

1. Literature Review

Resilience

Resilience is the ability to survive, adapt to something that is pressing, be able to overcome, go through, and recover again from adversity that occurs (Reivich & Shatte, 2003). Furthermore, Banaag (2002) views resilience as a trait, meaning a hidden capacity that emerges to fight against individual destruction and protect individuals from all life challenges. Resilience can indeed be described as the ability of individuals to possess "elasticity." Luthar et al. (2000) explain it as the ability to rise again after facing challenges or difficulties. In life, this elasticity allows a person not only to survive but also to grow even when in difficult conditions.

Resilience helps individuals manage emotions, maintain psychological balance, and continue to move forward with a positive attitude. There are five aspects of resilience explained by Connor & Davidson (2003), namely:

1. Personal Competence, which refers to self-confidence, the ability to face challenges, and the development of skills to overcome pressure.
2. Trust in One's Instincts and Tolerance of Negative Affect, which includes the ability of a person to remain confident in their instincts and manage negative emotions in difficult situations.
3. Positive Acceptance of Change and Secure Relationships, which focuses on a person's flexibility in accepting change and building supportive social relationships.
4. Control, which is the belief that a person has control over their life, including control over the environment and situations.
5. Spiritual Influences, which include spiritual or religious beliefs that help individuals find meaning in life and face challenges more strongly.

Psychological Well-Being

A person can be said to experience psychological well-being when they succeed in achieving their maximum potential, achieving life goals, and having a positive view of themselves, life, and the people around them. The individual is able to make decisions independently, control behavior wisely, and create and manage an environment that supports them. In this condition, the individual is able to fulfill needs, maintain a conducive environment, and have clear life goals. The person also strives to continue developing and becoming more introspective in living their life (Ryff, 1989).



Psychological well-being according to Diener (2009) is the condition of individuals in evaluating cognitively and affectively their life. The form of cognitive evaluation is satisfaction with themselves, while the form of affective evaluation is more frequent positive emotions such as happiness and joy and less frequent negative emotions such as sadness and anger. Psychological well-being is also a process in which individuals evaluate and perceive themselves regarding pleasant feelings and positive events in their lives.

Furthermore, Ryff (1989) explains that there are six aspects that form psychological well-being, namely:

1. Self-acceptance, where individuals acknowledge and accept various positive and negative aspects within themselves.
2. Positive relations with others, this aspect explains individuals who have positive relationships with other people, which is characterized by the ability to be warm and trusting in relationships with others.
3. Autonomy, individuals are able to choose or create environments that are suitable for their mental condition, able to make their own decisions independently, and able to think against social pressures and behave in the right way.
4. Environmental mastery, this aspect describes the ability of individuals to manage their working environment. Individuals who function positively have goals, intentions, and directions which all contribute to the feeling that life has meaning.
5. Purpose in life, in this aspect individuals have specific goals in their lives and are able to control themselves, their lives feel directed so that they have the belief that a person's life has purpose and meaning.
6. Personal growth, in this aspect individuals have the need to actualize themselves and realize their potential, are able to go through stages of self-development, are open to new experiences, and are always aware of the potential within themselves.

2. Methodology

This study was conducted using a quantitative research method with a regression approach. The population in this study consisted of Postgraduate Students of Faculty X, Universitas X in Jakarta from the 2023 to 2025 cohorts with a total of 168 people. The research sample was calculated using the Slovin formula as follows:

$$n = \frac{N}{1 + Ne^2}$$
$$n = \frac{168}{1 + 168 \times 0.05^2}$$
$$n = 118$$

Based on the sample calculation above, the sample used in this study was 118 respondents. However, to anticipate possible errors, the sample was rounded up to 120 respondents. The characteristics of respondents used were Postgraduate Students from the 2020–2025 cohorts of Faculty X at Universitas X Jakarta. These characteristics were selected based on the consideration that the cohorts from 2020–2025 participated in the Society 5.0 Era. Data collection was conducted online by distributing questionnaires through one representative of the Postgraduate Students of Faculty X at Universitas X to be shared with other students. The scale model used was a Likert scale consisting of favourable and unfavourable items with a numerical scale ranging from 1–6.



The sampling technique used in this study was non-probability sampling, which does not provide equal opportunities for each element of the population to be selected. The researcher used a type of non-probability sampling, namely convenience sampling. This was because the researcher selected respondents based on the availability and willingness of respondents to be used as research samples. The research instrument used to measure the Resilience variable was developed based on the resilience aspects of the Connor-Davidson Resilience Scale (CD-RISC) developed by Karen Reivich and Andrew Shatte (2003), where the measuring instrument used had been adapted and translated by Mardiyah et al. (2024). The Psychological Well-Being scale instrument was developed based on the psychological well-being aspects of Ryff & Keyes (1995), where the measuring instrument used had been adapted and translated by Amalia & Mangundjaya (2024).

3. Results and Discussion

Based on the results shown in Table 1 and Table 2, it is found that the indicators in each variable are valid and reliable based on the calculated r value which is greater than the r table value and the p value is less than 0.05, as well as the Cronbach's alpha coefficient which is greater than 0.6.

Table 1. Reliability X

Cronbach's Alpha	N of Items
.883	25

Table 2. Reliability Y

Cronbach's Alpha	N of Items
.996	42

Furthermore, Table 3 and Table 4 show the results that **0.542**, which indicates that the independent variable, namely resilience, is able to explain **54.2%** of the variation in the dependent variable, namely psychological well-being.

Table 3. Dependent Variable: Psychological Well-Being

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	57129.731	1	57129.731	139.746	< .001
Residual	48239.754	118	408.811		
Total	105369.485	119			

Table 4. Independent Variable: Resilience

Model	Unstandardized Coefficients B	Std. Error	Standardized Coefficients Beta	t	Sig
(Constant)	287.474	9.568	–	30.045	< .001
Resilience	-0.922	0.078	-0.736	-11.821	< .001

Furthermore, the coefficient of determination value (**R Square**) of **0.542** shows that the independent variable, namely resilience, is able to explain **54.2%** of the variation in the dependent variable, namely psychological well-being. This means that more than half of the changes or variations in the level of psychological well-being can be explained by the level of individual resilience. Meanwhile, the **Adjusted R Square** value of **0.538** corrects the R^2 value based on the number of predictors and sample size. This value is relatively high in the context of socio-psychological research, which is often influenced by various independent variables that interact with each other. This indicates that the model has strong and relevant predictive power.



The ANOVA test results are as follows:

Model	Sum of Squares	df	Mean Square	F	Sig
Regression	57129.731	1	57129.731	139.746	< .001
Residual	48239.754	118	408.811	—	—
Total	105369.485	119	—	—	—

Thus, the linear regression equation from the test results can be formulated as follows:

$$Y = 287.474 - 0.922 X$$

Where:

- Y = Psychological Well-Being (dependent variable)
- X = Resilience (independent variable)
- 287.474 = Regression intercept or constant
- -0.922 = Regression coefficient of resilience

Based on the gender categorization results, there is a fairly significant imbalance, with 86.7% female respondents and only 13.3% male respondents. This imbalance needs to be considered because it can affect the generalization of the findings, especially if there are gender differences in the characteristics of resilience or psychological well-being. The dominant representation of women in this sample may reflect a larger population reality (for example in certain study programs) or selection bias in data collection.

The resilience category shows that most respondents (75.8%) are in the moderate resilience category, while 15% are in the low category, and only 9.2% have high levels of resilience. This distribution implies that the majority of individuals have a moderate capacity to cope with life pressures and adapt to difficulties. The fact that the proportion in the high category is relatively small indicates that there is still room for the development of resilience capacity among participants, either through psychological interventions or social learning.

Meanwhile, in the dimension of psychological well-being, the majority of respondents (85%) are also in the moderate category, while only 4.2% are in the low category and 10.8% in the high category. This finding is parallel with the distribution of resilience and may indicate a relationship between the two variables. As an illustration, a moderate level of psychological well-being may indicate that individuals are able to function adaptively in daily life, but have not yet fully achieved optimal self-actualization or life satisfaction.

The regression model shows that resilience significantly affects psychological well-being. However, the negative direction of the relationship indicated by the regression coefficient (-0.922) and beta (-0.736) requires special attention, both in terms of instrument validity and theoretical interpretation. Statistically, the model is very strong and significant, but substantively it needs to be examined further to understand the dynamics of the relationship between these two psychological constructs. Furthermore, there is a significant positive correlation between resilience and psychological well-being ($r = 0.325$, $p < 0.001$). This relationship is moderate and statistically significant, which indicates that the higher the level of individual resilience, the higher the level of psychological well-being experienced. This finding is in line with the theoretical framework in positive psychology, which states that resilience as an individual's capacity to recover from difficulties greatly contributes to achieving and maintaining healthy and prosperous psychological conditions.

4. Conclusion

After conducting the research and data processing, there is a significant positive correlation between resilience and psychological well-being, supporting the positive psychology theory which states that the ability of individuals to rise from difficulties contributes to better psychological well-being. Overall, these results emphasize the importance of resilience as a protective factor for psychological well-being and the need to consider age factors in understanding



individual psychological dynamics, especially in the developmental stage of young adulthood. However, further studies are needed to understand why the relationship between resilience and psychological well-being in the regression model shows a negative direction. Therefore, it is expected that postgraduate students need to improve resilience and psychological well-being in the Society 5.0 era. Several strategies that can be applied include: developing adaptive thinking patterns, stress management, maintaining life balance, joining communities that support academic and professional development, recognizing and managing emotions, getting enough sleep, consuming nutritious food, exercising regularly, and using technology wisely to improve skills and well-being.

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