



Psychological Well-Being Among College Students: A Comparative Analysis Based on Involvement in Student Organizations

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Abstract

The responsibilities expected of students should ideally be fulfilled effectively; however, unfortunately, not everyone possesses the capacity to do so. Nevertheless, participating in student organizations can help improve their psychological well-being. These pressures and problems cause students to feel mentally and physically strained, which can affect both their physical and psychological well-being. The objectives of this study include determining the psychological well-being of students who participate in the organization and those who do not, as well as identifying differences in psychological well-being between these two groups. This study employs a quantitative research approach. In this study, the sample consisted of 56 participants. The group meeting the criteria included 28 students from UIN Mahmud Yunus Batusangka who were involved in organizations, while the group not meeting the criteria comprised 28 students who were not involved in organizations. The results indicate a highly significant difference in psychological well-being between students who participate in organizations and those who do not, with a t-value of -2.938 and a significance level of $p = .005 < .01$. Therefore, the alternative hypothesis is accepted, and the null hypothesis is rejected. This study found that there is a significant difference in psychological well-being between students who are active in organizations and those who are not. These findings suggest that involvement in student organizations can be one way to improve students' psychological well-being.

Keywords: Psychological Well-being, Organizations, Students

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1. Introduction

A college student is a student at the higher education level. According to the Kamus Besar Bahasa Indonesia (KBBI), a college student is a student enrolled in a higher education institution (Ministry of National Education, 2012). According to Siswoyo (2007), a student can be defined as an individual pursuing higher education at a university, whether public or private, or at another institution equivalent to a university. Students are considered to possess a high level of intellectual ability, intelligence in thinking, and foresight in action. Critical thinking and the ability to act quickly and appropriately are traits that tend to be inherent in every student, forming principles that complement one another (Siswoyo, 2007).

Students are expected to balance and develop their abilities while balancing their roles—that is, their role as a student who must study in class and their role as an activist within an organization; in other words, they cannot focus on just one role (Dana, Eva, & Andayani, 2022). These obligations should ideally be managed effectively; however,



unfortunately, not everyone possesses the capacity to do so. Nevertheless, by joining this organization, students can enhance their psychological well-being (Dana, Eva, & Andayani, 2022). These pressures and challenges mentally and physically strain students, which can affect both their physical and psychological well-being (Dana, Eva, & Andayani, 2022).

Psychological well-being is at the center of much emphasis in today's society; in modern society, personal health has evolved toward a more comprehensive definition that includes psychological well-being (Kumar, 2019). Individuals who achieve psychological well-being experience increased happiness, positive mental health, and personal growth (Megawat & Herdiyanto, 2016). With good psychological well-being, students can develop effective coping strategies, improve mental resilience, and strengthen their social support (Akbar & Aisyawati, 2020). This can help them better cope with academic and social pressures, improve concentration and productivity, and strengthen interpersonal relationships. Additionally, having good psychological well-being can help students build self-confidence, identify and pursue their goals with greater determination, and manage stress effectively (Akbar & Aisyawati, 2020). Thus, optimal psychological well-being is a crucial foundation for students to achieve their future academic and personal success (Akbar & Aisyawati, 2020).

Psychological well-being among students remains a significant issue in modern society (Harter, 2022). This situation is evident from various sources indicating that psychological well-being in individuals, including students, is crucial for achieving academic and personal success (Harter, 2022). Psychological well-being can be defined as a state that enables individuals to experience satisfaction, happiness, and positive mental health, as well as the ability to effectively overcome challenges and cope with stress (Harter, 2022).

Issues regarding students' psychological well-being can be observed from various perspectives. First, extremely high academic pressure can affect students' mental health (Harter, 2022). They must complete various complex assignments and exams while maintaining good academic performance. This can lead to excessive stress and pressure, which may impact their mental health (Harter, 2022).

Second, involvement in campus organizations can influence students' psychological well-being (Annisa, 2013). Campus organizations can provide opportunities for students to develop social skills, boost self-confidence, and strengthen social networks (Annisa, 2013). However, excessive involvement can also affect their psychological well-being, especially if they face excessive pressure and stress within the organization (Seligmann, 2011).

The consequences of low psychological well-being, as viewed through all of Ryff's dimensions, include, in the dimension of self-acceptance, feeling dissatisfied with oneself and disappointed with past life events due to a failure to appreciate what one has (Ryff & Keyes, 1995). In the dimensions of positive relationships with others and life mastery, individuals feel isolated and unable to change or improve their surroundings. If the dimensions of autonomy and self-development are not met, individuals do not develop in their attitudes and actions, remaining dependent on



others. Additionally, in the dimension of life purpose, they focus solely on the past and lack a clear direction for the future (Ryff & Keyes, 1995).

This study is limited to active students involved in various campus organizations. The focus of this study is to identify differences in psychological well-being between students who are actively involved in organizations and those who are not, taking into account demographic variables such as age, gender, and major. This study does not include students who have graduated or who are not active in campus activities. The objectives of this study include determining the psychological well-being of students who participate in organizations and those who do not, as well as identifying differences in psychological well-being between students who participate and those who do not.

2. Methodology

This study employs a quantitative research approach. According to Margono (2010), quantitative research is a process of discovering knowledge that uses numerical data as a tool to uncover information regarding what we wish to know. Quantitative research is a systematic, scientific investigation of the components of a phenomenon and their relationships (Margono, 2010).

In this study, the statistical technique used to test the hypothesis is the independent samples t-test; however, prior to this, the prerequisites for analysis namely the normality test and the homogeneity test are first conducted. If the normality and homogeneity tests are not met, the hypothesis will be tested using non-parametric statistical analyses (Mann Whitney U Test) , with the assistance of SPSS (Statistical Package for the Social Sciences) version 20.0 for Windows.

The population in this study consisted of students at UIN Mahmud Yunus Batusangkar who were members of student organizations and those who were not. The sample comprised 56 students, including 28 students from UIN Mahmud Yunus Batusangkar who were members of organizations, while the remaining 28 students were not members of any organizations.

3. Results and Discussion

In this study, the statistical technique used to test the hypothesis was the independent samples t-test; however, a prerequisite analysis was conducted first, namely a normality test using the Kolmogorov-Smirnov test since this study used a sample size of more than 50 people the data was found to be normally distributed. The significance value (p) was $> .05$ (.200) for the group participating in the organization and $p = .174$ ($p > .05$) for the group not participating in the organization (see Table 1).

The results of the SPSS calculation for the homogeneity of students who joined an organization and those who did not were 0.784. Since the Sig. value is .784 ($p > .05$), this homogeneity test can be used as a basis for



decision-making, concluding that the variances of the data for students who joined an organization and those who did not are the same or homogeneous (see Table 2).

The average results of the SPSS analysis show that the level of psychological well-being among those who belong to an organization is higher ($M = 152.07$; $SD = 23.016$) compared to those who do not belong to an organization ($M = 140.71$; $SD = 22.18$) (see Table 3).

The results of the Independent Samples Test from the SPSS analysis data indicate a significant difference between the psychological well-being of those who participate in organizations and those who do not, with a t-value of 2.938 and a p-value of .005 ($p < .01$) thus, the data obtained is highly significant; see Table 4).

Tabel 1. Normality Test

Psychological Well-being	Sig.		Distribution
	Yes	.200 ($p > .05$)	Normal
No	.174 ($p > .05$)	Normal	

Tabel 2. Homogeneity Test

Levene Statistic	Sig.	Note
.076	.784 ($p > .05$)	Met

Tabel 3. Descriptive Statistic Results

Psychological Well-being	Organizational	N	Mean	Standard Deviation
	No		28	140.7143
Yes		28	152.0714	23.01679

Tabel 4. Result of the T-Test

Psychological Well-Being	T	Sig.	Note
	-2.938	.005 ($p < .01$)	Significant

Based on the data analysis above, the results of the research hypothesis indicate that there is a difference in psychological well-being. Based on the calculations using the t-test analysis technique, there is a significant difference in psychological well-being as viewed from students' involvement in organizations. Therefore, the proposed hypothesis is accepted.

The level of psychological well-being among students is examined through the dimensions of self-acceptance, positive relationships with others, life purpose, personal growth, and environmental mastery. Students who are active in organizations tend to have higher levels of independence (Pascarella & Terenzini, 2005). This is because



organizations provide students with various opportunities to practice decision-making, time management, and teamwork (Astin, 1999). According to a study by Pascarella and Terenzini (2005), participation in student organization activities is positively associated with better decision-making skills and an increased sense of personal responsibility (Pascarella & Terenzini, 2005).

On the other hand, students who are not involved in organizations may have fewer opportunities to develop their independence (Kuh, 2009). Without participation in organizations, these students lack direct experience in leading projects, making critical decisions, or taking responsibility for group activities (Pascarella & Terenzini, 2005). A study by Astin (1993) showed that involvement in extracurricular activities, such as student organizations, contributes significantly to the development of independence and interpersonal skills (Astin, 1993).

Students who join organizations tend to have greater opportunities to engage in activities that promote experiential learning (Aldous, 2009). Activities within organizations often require students to interact with diverse individuals and work in teams, which can enhance interpersonal skills and problem-solving abilities (Astin, 1999). Involvement in organizations also provides a platform for students to identify and develop their personal strengths, as well as boost their self-confidence and self-determination (Dugan & Komives, 2010). These experiences contribute positively to their personal growth (Kuh, 2009).

On the other hand, students who do not join organizations may have limited opportunities to develop their interpersonal and leadership skills (Pascarella & Terenzini, 2005). A lack of involvement in collaborative activities may limit their opportunities to explore and develop their potential (Pascarella & Terenzini, 2005). Challenges faced by students who are not active in organizations include a lack of strong and diverse social networks, which can affect the development of their resilience and adaptive capacity (Kuh, 2001). This can impact

personal growth, which is vital for psychological well-being (Pascarella & Terenzini, 2005).

Organizational involvement can enhance students' sense of life's meaning by providing opportunities to participate in meaningful activities that not only enrich life experiences but also make tangible contributions to society (Astin, 1993). Students who join organizations tend to have stronger social support networks. The interpersonal relationships formed within organizations help them feel more connected and provide a clear sense of direction in life (Chickering & Reisser, 1993). Involvement in organizations helps students develop leadership, communication, and time management skills that will contribute to their long-term goals (Kuh, 2009).

Students who do not join organizations may have fewer opportunities to engage in meaningful activities, leading them to feel that their lives lack a clear direction (Tinto, 1993). Not joining organizations can lead to social isolation. A lack of social interaction can negatively impact perceptions of life purpose because they may feel that no one is supporting or guiding their lives (Putnam, 2000). Without involvement in organizations, students may have



fewer opportunities to develop skills relevant to their life goals. Skills such as leadership and self-management are often honed through involvement in organizational activities (Pascarella & Terenzini, 2005).

Nadilla's (2019) study titled "Differences in Psychological Well-being Among Junior High School Students and Boarding School Students in Pekanbaru City." In this study, quantitative methods were used to collect data. There was a gap in psychological well-being, consistent with the research hypothesis, which was supported by the data analysis conducted. Theories analyzing the comparison between students who actively participate in organizations and those who do not often focus on aspects of character development and individual social skills. Sagita, Fauzi, & Tuasikal (2021) found that those who participate in groups have higher levels of religiosity, indicating a relationship between involvement in organizations and the instillation of spiritual principles. This feature is crucial as it serves as a fundamental foundation for students' personality development, the enhancement of interpersonal skills, and the formation of a strong value system (Sagita, Fauzi, & Tuasikal, 2021).

Based on the supporting theories above, it can be concluded that students who join organizations have better psychological well-being than those who do not, as participation offers positive benefits for students.

4. Conclusion

This study found that there is a significant difference in psychological well-being levels between students who are active in organizations and those who are not. Students who are active in organizations scored higher on all measured dimensions of psychological well-being, namely self-acceptance, positive relationships, independence, environmental mastery, life purpose, and self-development. These findings suggest that involvement in student organizations can be one way to improve students' psychological well-being.

This study could be expanded by conducting qualitative interviews to gain a deeper understanding of students' experiences in organizations and how these experiences influence their psychological well-being. This study could also be replicated with a larger and more diverse sample to enhance the generalizability of the findings.

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