



The Influence of Optimism on College Students' Psychological Well-being

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ABSTRACT

Final-year students often face psychological challenges when completing their studies. An optimistic attitude can play an important role in alleviating these psychological difficulties. This study examines optimism's impact on psychological well-being among 2021 students at Muhammadiyah University Tasikmalaya. This study uses a quantitative approach with a correlational design. The population consisted of 436 final year undergraduate students from the 2021 cohort. A total of 195 respondents were selected using simple random sampling with a margin of error of 5%. Data were collected using two instruments: an optimism scale with a reliability of 0.606 and a psychological well-being scale with a reliability of 0.911. Descriptive analysis showed that most of the sample fell into the optimistic category, and most students also fell into the high psychological well-being category. Simple linear regression analysis showed that optimism contributed 32.1% ($R^2 = 0.321$) to psychological well-being, with the remaining variance influenced by other factors. The study's conclusion reveals that optimism significantly impacts psychological well-being among final year students, with a significant proportion of the variance explained by optimism. The implication of this study is as a source of information for counseling and guidance services to increase optimism and psychological well-being among final year students.

KATA KUNCI

Optimisme;
Kesejahteraan
Psikologis;
Mahasiswa

ABSTRAK

Mahasiswa tingkat akhir sering menghadapi tantangan psikologis saat menyelesaikan studi mereka. Sikap optimis dapat memainkan peran penting dalam meredakan kesulitan psikologis tersebut. Penelitian ini bertujuan untuk mengkaji dampak optimisme terhadap kesejahteraan psikologis di kalangan mahasiswa angkatan 2021 di Universitas Muhammadiyah Tasikmalaya. Penelitian ini menggunakan pendekatan kuantitatif dengan desain korelasi. Populasi terdiri dari 436 mahasiswa tingkat akhir program sarjana angkatan 2021. Sebanyak 195 responden dipilih menggunakan sampling acak sederhana dengan margin kesalahan 5%. Data dikumpulkan menggunakan dua instrumen: skala optimisme dengan reliabilitas 0.606 dan skala kesejahteraan psikologis dengan reliabilitas 0.911. Hasil analisis deskriptif menunjukkan bahwa mayoritas sampel termasuk dalam kategori optimis, dan sebagian besar mahasiswa juga termasuk dalam kategori kesejahteraan psikologis tinggi. Analisis regresi linier sederhana menunjukkan bahwa optimisme berkontribusi sebesar 32,1% ($R^2 = 0,321$) terhadap kesejahteraan psikologis, dengan sisa varians dipengaruhi oleh faktor lain. Kesimpulan penelitian mengungkap bahwa optimisme memiliki dampak signifikan terhadap kesejahteraan psikologis di kalangan mahasiswa tingkat akhir, dengan proporsi yang signifikan dari varians dijelaskan oleh optimisme. Implikasi penelitian ini sebagai sumber informasi layanan konseling dan bimbingan untuk meningkatkan optimisme maupun kesejahteraan psikologis di kalangan mahasiswa tingkat akhir.

1. INTRODUCTION

Students face increasing demands as they enter the final stage of completing their studies. These demands increase because they must complete their studies by writing a scientific paper. According to Aulia & Panjaitan (2019), final-year students often face problems related to repeated revisions, difficulty finding references, difficulty

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scheduling meetings with their supervisors, and fear when facing their supervisors, ultimately leading them to choose not to seek guidance. Meanwhile, according to Saman (2017), the difficulties experienced by students can be exacerbated by laziness, causing them to avoid the tasks that should be done. These difficulties and demands can lead to depression, anxiety, and other psychological disorders (Ryff & Singer, 1996).

There is a preliminary study conducted by Ambarwati et al. (2019) in their research on 10 final year students at Muhammadiyah University Magelang, where, through interviews, it was found that 7 of them experienced sleep disorders, loss of appetite, fear, anxiety, and restlessness. This was due to the thesis assignment, which required a long time to complete, even though the deadline was approaching. In addition, because it was challenging to meet with lecturers for guidance, and because of the many revisions, they were anxious that their final assignment would not be completed on time. Direct observations of the 2020 cohort at Muhammadiyah University Tasikmalaya found that the causes of delays in completing theses were stress, burnout, academic procrastination, and depression. Many factors contribute to this, including the lecturers' busy schedules, which make it difficult for students to get guidance, a lack of understanding of how to write a thesis correctly, laziness, and some students being preoccupied with outside activities such as work. Therefore, this problem needs to be addressed in order to protect final-year students from the adverse effects of psychological disorders that they are prone to. According to Angelidis et al. (2019), individuals who experience severe psychological disorders usually have difficulty processing information, which can affect their academic success.

One thing that can help them recover from the effects of psychological disorders such as depression is achieving psychological well-being. This is because, according to Ryff & Singer (1996), knowledge about psychological well-being provides insight and direction regarding the factors that influence the occurrence of mental disorders. According to Ryff (1989), psychological well-being is when an individual has a positive attitude towards themselves and others, can make their own decisions and regulate their own behaviour, can create and manage an environment that suits their needs, has life goals in order to have a meaningful life, and strives to explore and develop their potential. In line with this, Angraini & Rahardjo (2023) mention that a person can avoid these failures if they have achieved psychological well-being, which refers to a positive and balanced life. Students who have good psychological well-being will tend to be less prone to anxiety and depression and be able to meet social demands (Nurcahyo & Valentina, 2020). Research conducted by Leite et al. (2019) shows that the dimensions of psychological well-being influence individuals' perceptions of health. Ryff (1989) defines the concept of psychological well-being in six dimensions: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. Ryff & Singer (1996) mention that bringing positivity into life can boost people so that they can rise from hardship and determine the factors that can help them face challenges and difficulties in the future. Bringing positivity into life certainly needs to begin with how a person can view every event positively. According to Seligman (2006), optimism is a comprehensive view, seeing the good, thinking positively, and easily giving meaning to oneself.

Meanwhile, Lopez & Snyder (2002) argue that optimism is a hope within an individual that everything will work out for the best. Seligman (2006) mentions three dimensions of optimism: permanence, pervasiveness, and personalisation. According to Jayawickreme et al. (2012), many studies have agreed that optimism can correct depression, stress, and momentary positive emotions.

According to Angraini & Rahardjo (2023), psychological well-being and optimism have long been key to creating a quality life. In addition, another study conducted by Purnomo et al. (2023) on 168 male members of the Indonesian National Police from 38 provinces throughout Indonesia, aged 18-22 years, revealed a positive and significant influence between psychological well-being and optimism. Another study by Nasution et al. (2024) on Psychological Well-being in Students, which was conducted on 135 students, showed a positive relationship between optimism and psychological well-being. This reinforces that optimism and psychological well-being have a positive and significant relationship and influence on each other. In line with this, according to Nuha & Hertinjung (2019), optimism can improve psychological health, which is expected to influence individual behaviour in a positive direction. According to Umroh & Al Musafiri (2022), student optimism can be an internal motivator and coping mechanism when facing stress while working on a thesis. Meanwhile, according to Shabrina et al. (2019), a lack of optimism makes students doubt their ability to complete academic requirements well.

Theoretically, optimism has an important influence on psychological well-being, but various factors can influence this. According to Ryff & Singer (1996), factors influencing psychological well-being include age, gender, socioeconomic status, culture, and life experiences. Meanwhile, according to Seligman (2006), factors influencing optimism include social support, self-confidence, self-esteem, and accumulated experiences. Therefore, although theory explains that optimism contributes to psychological well-being, there is not much empirical evidence to test

this relationship in the context of final year students at Muhammadiyah University Tasikmalaya. This condition creates a scientific and practical gap that is worth researching. Therefore, this study only covers final year students at Muhammadiyah University Tasikmalaya, focusing on the influence of optimism variables on psychological well-being based on existing theories, so it does not examine general well-being or happiness (subjective well-being), but focuses on psychological aspects.

The purpose of this study is to determine the influence of optimism on psychological well-being in final year students to identify the characteristics of optimism and psychological well-being in final year students of the 2021 batch at Muhammadiyah University Tasikmalaya. In addition, it aims to determine the extent of the influence of optimism on psychological well-being. This study can add to the information and develop knowledge for researchers, especially regarding optimism's impact on students' psychological well-being. Furthermore, it can be used as a reference for similar studies conducted in the future. This will have implications for the university's guidance and counseling services to improve the quality of education on campus.

2. METHOD

2.1 Research Design

This study uses a quantitative research approach, using a quantitative approach, the research objectives are proven using statistical analysis because the data obtained are in the form of numbers. Meanwhile, the research design used in this study is correlational. According to Creswell (2012), a correlational research design is a research design in a quantitative approach that is used to determine the relationship or correlation between two or more variables.

The research was conducted in 2024 at Muhammadiyah University Tasikmalaya, at Jl. Tamansari No. KM 2.5 Mulyasari, Kec. Tamansari, Kota. Tasikmalaya, West Java Province. The research was conducted for several reasons, namely the existence of phenomena related to psychological disorders among final-year students, such as stress, depression, and excessive anxiety. These psychological disorders are symptoms that arise from low psychological well-being and high levels of pessimism. In addition, the absence of research related to the influence of optimism on psychological well-being among final year students at Muhammadiyah University, Tasikmalaya, was also a reason for choosing the research location.

2.2 Research Subjects

The population in this study consisted of all active undergraduate students enrolled in the 2021 academic year at Muhammadiyah University Tasikmalaya, including the Faculty of Health Sciences, the Faculty of Teacher Training and Education, and the Faculty of Engineering, totalling 436 students. The population selection in this study was because final year students are faced with completing their studies by writing a scientific paper (thesis). Thus, the increasing demands both inside and outside of lectures make final year students bear greater responsibilities and can make them prone to psychological disorders. The sampling technique used in this study was simple random sampling. This type of sampling is often used on a random population without considering strata in the research population. The sample size was determined based on the table by Isaac & Michael (1981) because this calculation was determined considering the margin of error. The sample size in this study was 195 students.

2.3 Data Collection

Data collection in this study used an optimism instrument created by the author based on the theoretical construct developed by Seligman (2006), with a total of 26 statement items that had been tested for validity. The optimism instrument was compiled using the *Guttman Scale*, consisting of two answer choices: "Yes" and "No." This refers to the *Attributional Style Questionnaire* (ASQ) developed by Seligman in 1990. Based on the reliability test results, the optimism instrument used has a high reliability criterion of 0.606. Meanwhile, the psychological well-being instrument was adapted from the student psychological well-being scale developed by Sulitiana et al. (2021) regarding the construct theory developed by Ryff & Singer (1996), with 52 statement items tested for validity. The psychological well-being scale was compiled using a *Likert scale* consisting of six answer choices, namely STS (Strongly Disagree), TS (Disagree), ATS (Somewhat Disagree), AS (Somewhat Agree), S (Agree), and SS (Strongly Agree). Based on the reliability test results, the psychological well-being instrument used has a high reliability criterion of 0.911.

2.4 Data Analysis

The data analysis techniques in this study used descriptive analysis and simple linear regression analysis. The researcher used descriptive analysis to answer the research questions about the general description of optimism and psychological well-being among students. Meanwhile, regression analysis aims to see how much the change in variable X affects variable Y and how much optimism affects psychological well-being. Several assumptions were made before the simple linear regression model analysis, known as classical assumption tests. The assumption tests conducted in this study included validity tests, reliability tests, normality tests, and linearity tests.

3. RESULTS AND DISCUSSION

3.1 Results

The results of this study are intended to answer the objectives of this study, namely (1) to determine the general description of optimism among final year students of the 2021 cohort at Muhammadiyah University Tasikmalaya, (2) to determine the general description of psychological well-being among final year students of the 2021 batch at Muhammadiyah University Tasikmalaya, and (3) to analyze the effect of optimism on psychological well-being among final year students of the 2021 batch at Muhammadiyah University Tasikmalaya. The descriptive and simple linear regression results can be explained as follows.

a) General Overview of Optimism among Final Year Students

The researcher conducted a descriptive analysis using *Microsoft Excel 2016* to measure the general overview of optimism among 195 students. The results of the descriptive analysis can be explained as follows.

Table 1. General Overview of Optimism

Score Range	Category	Frequency	Achievement Percentage
0-12	Pessimistic	4	2%
13-26	Optimistic	191	98%

Based on the data above, the general picture of optimism among 2021 students at Muhammadiyah University Tasikmalaya shows that are 191 students in the optimistic category with scores ranging from 13 to 26. This means that 98% of students have been able to overcome every difficulty, especially difficulties in completing their studies optimally. Meanwhile, four students with scores ranging from 0 to 12 fall into the pessimistic category. This means that only 2% of students still have negative beliefs in overcoming every difficulty, especially difficulties in completing their studies, which have not been optimally overcome. Thus, the final year students of the 2021 class at Muhammadiyah University, Tasikmalaya, can be optimistic. Based on aspects, the general picture of optimism among final-year students of the 2021 cohort at Muhammadiyah University Tasikmalaya is as follows.

Table 2. General Picture of Optimism Based on Aspects

Aspect	Category	Score Range	Frequency	Achievement Percentage
Permanence	High	3-7	192	98%
	Low	0-2	3	2%
Pervasiveness	High	5-10	183	94%
	Low	0-4	12	6%
Personalization	High	5-10	185	95%
	Low	0-4	10	5%

Based on the data above, in terms of permanence, 192 students scored between 3 and 7, placing them in the high category, which means that 98% of students believe that every good event that occurs in their lives will be permanent. In contrast, every bad event in their lives will be temporary. Conversely, three students still scored 0 to 2, placing them in the low category, which means that 2% of students still believe that every good event in their lives will only be temporary and every bad event will be permanent.

Furthermore, in terms of pervasiveness, 183 students scored between 5 and 10, placing them in the high category, which means that 94% of students believe that every good event that occurs in their lives will affect their entire lives. In contrast, every bad event will only affect part of their lives. Conversely, there were still 12 other students who scored 0 to 4, placing them in the low category, meaning that 6% of students still believe that every

good event that occurs in their lives will only affect part of their lives. In contrast, every bad event will affect their entire lives.

In addition, regarding personalisation, 185 students scored between 5 and 10, placing them in the high category, meaning that 95% of students believe that every good event in their lives comes from within themselves. Every bad event comes from outside themselves or other people. Conversely, there are still 10 other students who scored 0 to 4, placing them in the low category, which means that 5% of students believe that every good event in their lives comes from outside themselves or other people. Every bad event comes from within itself.

From these three aspects of optimism, almost all students are in the high category for each aspect. However, the permanence aspect has a higher percentage of achievement in the high category than the pervasive and personalisation aspects. In addition, some students are still in the low category in terms of optimism, which needs to be addressed so that they can develop an optimistic outlook in their daily lives.

b) Overview of the Psychological Well-being of Final Year Students

Table 3. Overview of Psychological Well-being

Score Range	Category	Frequency	Achievement Percentage
182-312	High	168	86%
52-181	Low	27	14%

The data above shows that out of 195 students enrolled in the 2021 batch at Muhammadiyah University Tasikmalaya, 168 students fell into the high category with a score range of 182 to 312. This indicates that 98% of students have been optimal in achieving success and avoiding difficulties, enabling them to realise and develop their potential. Meanwhile, there are still 27 students who fall into the low category with a score range of 52 to 181. This indicates that 14% of students are still unable to achieve success and experience difficulties, so they cannot realise and develop their potential. Based on aspects, the general picture of psychological well-being among final-year students of the 2021 class at Muhammadiyah University, Tasikmalaya, is as follows.

Table 4. General Picture of Psychological Well-being Based on Aspects

Aspect	Category	Score Range	Frequency	Achievement Percentage
Autonomy	High	31-54	166	85%
	Low	9-30	29	15%
Environmental Mastery	High	31-54	178	91%
	Low	9-30	17	9%
Personal Growth	High	31-54	158	81%
	Low	9-30	37	19%
Positive Relations with Others	High	31-54	159	82%
	Low	9-30	36	18%
Life Purpose	High	31-54	158	81%
	Low	9-30	37	19%
Self-Acceptance	High	25-42	166	85%
	Low	7-24	29	15%

Based on the data above, 166 students fell into the high category for autonomy, with scores between 31 and 54 out of the six aspects of psychological well-being. This means that 85% of students could determine their own lives and evaluate themselves according to their personal standards. Furthermore, in environmental mastery, are 178 students in the high category with scores between 31 and 54. This means that 91% of students can choose and create an environment that suits their conditions. Regarding personal growth, 158 students fell into the high category, scoring between 31 and 54. This means that 81% of students have been able to continue to grow and develop their potential.

Furthermore, regarding positive relationships with others, 159 students fell into the high category with scores between 31 and 54. This means that 82% of students have established warm and trusting relationships with others. Regarding life goals, 158 students fell into the high category with scores between 31 and 54, meaning 81% have established clear goals and meaning. Finally, in terms of self-acceptance, out of 195 students, 166 fell into the high category with scores ranging from 25 to 42, meaning that 85% of students could be positive towards themselves and accept their past.

Furthermore, out of the six aspects of psychological well-being, no aspects were dominated by students who fell into the low category. However, it can be seen from the data above that, in terms of autonomy, out of 195 students, there were still 29 students who fell into the low category with a score range of 9 to 30, which means that 15% of students were not yet able to determine their own lives and evaluate themselves according to their personal standards. Regarding environmental mastery, are still 17 students in the low category with a score range of 9 to 30. This means that 9% of students cannot choose and create an environment that suits their conditions. Concerning personal growth, there are 37 students in the low category with a score range of 9 to 30, which indicates that 19% of students cannot continue to grow and develop their potential. Regarding positive relationships with others, 36 students are in the low category with a score range of 9 to 30, which means that 18% of students cannot establish warm and trusting relationships with others.

Furthermore, in terms of life goals, are 37 students in the low category with a score range of 9 to 30. This means that 19% of students do not yet have clear goals and meaning in life. Finally, in terms of self-acceptance, out of 195 students, there were still 29 students in the low category with a score range of 7 to 24, which means that 15% of students were not yet able to be positive towards themselves and had not yet been able to accept their past.

Thus, the above data shows that the overall picture of psychological well-being in all aspects is already in the high category, and the most significant percentage is in the environmental mastery aspect. However, some students are still in the low category in certain aspects, so this can be a concern, as they cannot achieve optimal psychological well-being.

c) The Effect of Optimism on Psychological Well-being Among Final Year Students

A simple linear regression analysis was conducted after the researcher had performed classical assumption tests. This was done to obtain a good regression model. The assumption test requirements can be seen from normality, linearity, and heteroscedasticity (Ghozali, 2018). The normality test was performed using the *one-sample Kolmogorov-Smirnov* test, which yielded a significance value of 0.053. Since the significance value is $0.053 > 0.05$, the data in this study are usually distributed. The linearity test was performed using the *test of linearity* method, and the result was a significance value of 0.891 for the *deviation from linearity*, which means ($p > 0.05$). Therefore, there is a linear relationship between optimism and psychological well-being. Therefore, the research data meets the requirements for regression testing.

Next, the researcher can perform a simple linear regression analysis to determine whether there is an effect and how significant the effect of the independent variable (X) is on the dependent variable (Y). The simple linear regression analysis between optimism and psychological well-being among final-year students of the 2021 cohort at Muhammadiyah University Tasikmalaya, assisted by *IBM SPSS Statistics* software version 22, produced the following values:

Table 5. Results of the Simple Linear Regression Test of Optimism on Psychological Well-being

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.566a	.321	.317	21.703

Based on the table above, the R value is 0.566, which means that optimism and psychological well-being have a moderate positive relationship. This shows that increased optimism will lead to increased psychological well-being and vice versa. Then, the R Square value can be stated as the magnitude of the influence of optimism on psychological well-being, which in the table above shows an *R Square* value of 0.321 or equivalent to 32.1%. This means that optimism has a 32.1% influence on psychological well-being, while the remaining 67.9% of psychological well-being among 2021 students at Muhammadiyah University Tasikmalaya is influenced by other variables.

Furthermore, the analysis of the simple linear regression equation between optimism and psychological well-being among 2021 students at Muhammadiyah University Tasikmalaya and the hypothesis test conducted using *IBM SPSS Statistics* software version 22 produced the following results.

Table 6. Simple Linear Regression Equation of Optimism on Psychological Well-being

Variable	B	Std. Error	t	Sig.
(Constant)	115.010	10.146	11.336	.000
Optimism	4.877	.511	9.545	.000

The table above shows that the value of the *Constant* (α) is 115.010, while the value of the regression coefficient (β) is 4.877. Thus, the simple linear regression equation formula can be written as follows. $Y = 115.010 \beta + 4.877 (X)$. The constant value (α) of 115.010 is a constant number, which means that if optimism remains constant or does not exist, the psychological well-being value is 115.010. The regression coefficient/ $\beta/\beta/\beta/\beta$ (X) value of 4.877 means that if optimism increases by one (1) unit, psychological well-being will also increase by 4.877.

Next, hypothesis testing was conducted to determine whether the formulated hypothesis could be accepted or rejected. If the significance value was < 0.05 , then H_a was accepted, while H_0 was rejected. This means that optimism has a significant effect on psychological well-being. However, if the significance value is > 0.05 , H_0 is accepted and H_a is rejected. This means that optimism has no significant effect on psychological well-being. The hypothesis test was conducted using IBM SPSS *Statistics* software version 22, producing the following results.

Table 6. Simple Linear Regression Equation for Optimism on Psychological Well-being

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	42909.171	1	42909.171	91.100	.000
Residual	90905.578	193	471.013		
Total	133814.749	194			

a. Dependent Variable: PWB

b. Predictors: (Constant), Optimism

The hypothesis test results can be seen from the significance value in the table above, namely Sig. 0.000, which means $0.000 < 0.05$. Therefore, it is rejected and accepted. Thus, optimism significantly affects the psychological well-being of 2021 students at Muhammadiyah University Tasikmalaya.

3.2. Discussion

The above research shows that the general picture of optimism among the 2021 students at Muhammadiyah University Tasikmalaya is in the optimistic category. This means that students with positive beliefs in facing every life situation and challenging situations during their studies dominate this batch. According to Seligman (2006), an optimist considers the problems that come their way to be mere luck. They believe that circumstances, misfortune, or problems caused by others can cause failure. Therefore, they consider bad events in life to be challenges. Optimistic students can build self-confidence and strength so that their difficulties and obstacles will motivate them to succeed in their studies (Perdhana, 2022).

Furthermore, some students fall into the pessimistic category, where they tend to have negative beliefs when facing every situation that occurs in their lives, including challenging situations while completing their studies. According to Seligman (2006), there is a characteristic of a pessimistic person, namely that they will believe that bad events that occur will remain and affect their entire lives and assume that everything happens because of their own actions. In line with this opinion, according to Sugiarti (2019), pessimism causes doubt because of a negative belief in the results that will be obtained, thus making goals unattainable. According to Dewanti & Ayriza (2021), the lack of optimism among students can be seen from their procrastination and lack of enthusiasm in working on their thesis, assuming that every obstacle will affect the process of completing their thesis, and believing that their thesis will not be completed on time.

Meanwhile, the general description of optimism among 2021 students at Muhammadiyah University Tasikmalaya shows they are in the high category regarding permanence, pervasiveness, and personalization. This indicates that most students, in terms of permanence, believe that every good event will last permanently in their lives. In contrast, every bad event is only temporary, which aligns with what Seligman (2006) stated: a more optimistic person believes that good events will be permanent or lasting. Furthermore, in pervasiveness, they believe that good events will affect their entire life and bad events will only affect part of their life, in line with Seligman (2006), who states that an optimistic person believes that good events will improve everything they do and that specific things cause bad events. Meanwhile, according to Mudrikah et al. (2024), the pervasiveness of good is a person's view that a good event will have a positive and widespread effect on various aspects of life. Then, in terms of personalization, they believe that good events that occur in life originate from or are caused by themselves, and bad events originate from or are caused by external factors or other people. This means optimistic people believe that good events will make them like themselves more (Seligman, 2006). Individuals with a good level of personalization will associate good events with internal factors such as intelligence, ability, or effort that has been made (Mudrikah et al, 2024).

Based on the above research, the general description of psychological well-being among 2021 students at Muhammadiyah University Tasikmalaya is in the high category. This means that this cohort is dominated by students who are quite optimal in achieving success and are quite capable of avoiding difficulties, so they are quite capable of realizing and developing their potential. According to Eva et al. (2018), someone who has psychological well-being will feel happiness, have satisfaction with their life, and not show symptoms of depression. Meanwhile, according to Sari (2021), someone who can achieve their life goals and attain psychological well-being will have positive beliefs. Meanwhile, for some students who are categorised as having low psychological well-being, it indicates that they are not yet able to achieve success and cannot avoid difficulties, so they are not yet able to realise and develop their potential. According to Kurniasari et al. (2019), students with low psychological well-being lack self-confidence, are dependent on others, find it challenging to establish relationships with others, do not have life goals, and find it challenging to start something new. Meanwhile, for some students who fall into the category of low psychological well-being, it indicates that they have not been able to achieve success and have not been able to avoid difficulties, so they have not been able to realize and develop their potential. According to Kurniasari et al. (2019), students with low psychological well-being lack self-confidence, depend on others, have difficulty establishing relationships with others, do not have a purpose in life, and find it challenging to start something new.

Meanwhile, based on the general description of the psychological well-being of the 2021 students at Muhammadiyah University Tasikmalaya, it shows that the aspects with a high percentage in the high category are environmental mastery and positive relationships with others. Ryff (1989) states that individuals with high environmental mastery have a sense of control and competence in managing their environment, controlling a series of complex external activities, effectively utilising opportunities around them, and choosing or creating contexts that suit their personal needs and values. Meanwhile, Ryff (1989) also states that individuals with high positive relationships with others have warm, satisfying, and trusting relationships with others, care about the welfare of others, and can show empathy, affection, and intense intimacy in understanding human relationships. According to Ryff (1989), someone with high autonomy is more independent and able to determine their destiny, resist social pressure to think and act in a certain way, regulate behaviour from within, and evaluate themselves based on personal standards. Furthermore, Ryff (1989) states that high personal growth in a person means that they have a sense of continuous development, see themselves as something that grows and develops, are open to new experiences, have a sense of self-awareness, see improvement in themselves and their behaviour over time, and change in ways that reflect better self-knowledge and effectiveness. Ryff (1989) mentions that someone with high life goals has a sense of purpose and direction, feels that there is meaning in their present and past life, holds beliefs that give their life purpose, and has goals and objectives. Finally, someone with high self-acceptance will have a positive attitude towards themselves, acknowledge and accept various aspects of themselves, including good and bad qualities, and feel optimistic about their past life (Ryff, 1989).

The results show that most of the 2021 students at Muhammadiyah University Tasikmalaya are in this optimistic category and are certainly influenced by several factors. According to Sarafino et al. (Handayani, 2022), someone who receives support from others, such as family, friends, or anyone who can convince them to face every problem in their life, increases their optimistic beliefs. The results show that this high category dominates the psychological well-being of the 2021 students at Muhammadiyah University Tasikmalaya, which is influenced by several factors. Ryff (1996) states that factors that can influence a person's psychological well-being are gender differences, socioeconomic status differences, cultural differences, and life experiences. According to An et al. (Pedhu, 2022), guidance and direction from others play an important role in psychological well-being.

Furthermore, the results of this study, which show a relationship and influence between optimism and psychological well-being among 2021 students at Muhammadiyah University Tasikmalaya, are reinforced by several similar studies conducted previously. Research conducted by Safarina (2017) shows a positive and significant relationship between optimism and subjective well-being. Meanwhile, the results of a study conducted by Irianti (2020) show that a person's well-being is influenced by optimism and vice versa. Meanwhile, there is a significant positive relationship when viewed based on the correlation between optimism and psychological well-being. However, the degree of relationship is relatively low when compared to the average R value (Pearson Correlations).

4. RESEARCH IMPLICATIONS

The implications of this research can be used as a reference in developing knowledge about the influence of optimism on psychological well-being, especially in the context of university students. These findings indicate that optimism significantly improves psychological well-being, which can help students face challenges during their

studies. Therefore, universities are expected to utilize the results of this study to design guidance and counseling programs that focus on developing optimism among students. These services will help students manage stress and academic difficulties and strengthen their self-confidence and life satisfaction. Thus, developing optimism as part of a self-development program can be the key to improving students' psychological well-being and supporting them in reaching their full potential in their personal and academic lives.

5. CONCLUSION

The results of linear regression analysis in this study show a significant influence of optimism on psychological well-being. The higher the level of optimism students have, the higher the level of psychological well-being they feel. This reinforces the argument that optimism improves students' psychological well-being. Therefore, developing an optimistic attitude should be part of self-development programs on campus, such as through guidance and counseling, so students can optimize their potential and maintain their psychological well-being, especially during the challenging final years of college.

The picture of optimism among final year students of the 2021 batch at Muhammadiyah University Tasikmalaya shows that the majority are optimistic. This indicates that students have positive beliefs in facing every situation, including challenging situations, while completing their studies, which dominates this batch. Meanwhile, the psychological well-being of final year students of the 2021 batch at Muhammadiyah University Tasikmalaya is mainly in the high category. This means that this batch is dominated by students who have been optimal in achieving success and have been able to avoid difficulties, so they are quite capable of realizing and developing their potential.

There is a significant influence of optimism on psychological well-being. Thus, the higher the optimism, the higher the psychological well-being of final year students of the 2021 cohort at Muhammadiyah University Tasikmalaya. The majority of these students' optimism is in the optimistic category. This shows that most students have strong positive beliefs when facing various life situations, challenging situations that often occur during their studies. This optimistic attitude is an important asset in helping them overcome various challenges, both in academic and personal life. High optimism helps them see challenges as opportunities, not obstacles, ultimately influencing their perception of themselves and their surroundings.

Furthermore, the psychological well-being of final-year students of the 2021 cohort at Muhammadiyah University Tasikmalaya shows that most students are in the high category. This indicates that these students have good psychological well-being, reflected in their ability to manage stress, maintain satisfaction with life, and feel connected to themselves and others. They have achieved positive emotional balance, which allows them to avoid and overcome difficulties effectively and develop their full potential. High psychological well-being also indicates that they can achieve their life goals in a mentally and emotionally healthy way.

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AUTHOR CONTRIBUTION STATEMENT

All authors is fully responsible for the entire research process, from problem formulation, literature review, research design, data collection and analysis, research results interpretation, conclusions and recommendations, to preparing this scientific article. All of these contributions were made independently with the involvement of other authors during the drafting process.

DECLARATION OF COMPETING INTEREST

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

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