

# The Role of Perfectionism Dimensions to Psychological Well-Being in First Year Students with Stress as a Mediator

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***Abstract***— Mental health problems in Indonesia are expected to increase in the next 20 years. Individual mental health needs more attention, including psychological well-being. One aspect that affects psychological well-being is excessive self-expectations or perfectionism. Perfectionism consists of three main dimensions that related to stress. This study aims to determine the role of perfectionism dimensions to psychological well-being in first- year students with stress as a mediator. The participants in this study were 389 first-year students studying in Jakarta. This research design is a correlational quantitative study. The process of retrieving data uses questionnaires consisting of measuring instrument of psychological well-being, perfectionism, and stress. Statistical analysis of data using Structural Equation Modeling testing. The results of data analysis can be obtained three conclusions. The first conclusion is that self- oriented perfectionism has a negative but not significant effect on psychological well-being with stress as a mediator. The second conclusion is that other- oriented perfectionism has a negative but not significant role on psychological well-being with stress as a mediator. The third conclusion is that socially prescribed perfectionism has a negative and significant role on psychological well-being with stress as a mediator. Thus, stress functions as a perfect mediation between the roles of the socially prescribed perfectionism to the psychological well-being of first- year students.

***Keywords:*** *psychological well-being, dimension of perfectionisms, stress, first-year students*

## I. INTRODUCTION

Mental health is one aspect that is very important to note. Mental health problems are expected to increase significantly in the next 20 years. According to the World Health Organization or WHO [1], the concept of "health" includes physical conditions, mental and social welfare, and not just not experiencing an illness. Mental health also includes the well-being of individuals to understand their abilities, be able to rise from the pressures of everyday life, be productive in work, and contribute to their community. In Indonesia, mental health problems still tend to be ignored or have not become the focus of attention in the community and are more covered with physical complaints [2].

Data from WHO [3] shows that early adult individuals are the individuals most vulnerable to mental health problems. At this age, individuals tend to experience many changes in life such as starting to leave home, taking higher education, starting to enter a new work environment and other things that allow them to put mental stress on that individual. Improper handling can lead to more severe mental health problems. WHO stated that one in three students reported experiencing symptoms of mental disorders. Some psychological disorders that are in the spotlight are depression, anxiety disorders, panic disorder, and alcoholism [4].

According to one academic supervisor from the University of X, first-year students tend to have high- stress levels because they are still in the adaptation period. This period is a period of transition and adaptation with the

social and academic demands, including changes in the learning system and the scope of the association [5]. With the various sources of stress and psychological problems that may be experienced by first-year students, WHO states that need attention to improving individual mental health include improving psychological well-being and mental endurance that can positively affect students as early adult individuals [3].

According to psychologists, psychological well-being or PWB is defined based on the concept of self-actualization from Maslow, formulation of maturity from Allport, description of individuals who are fully functioning, and individuation records from Jung [6]. The main characteristic of the highest potential of all individuals is working hard to achieve perfection to realize the potential of an individual [7]. Psychological well-being has six dimensions, that is:

(a) self-acceptance, positive assessment of individual self and previous life; (b) personal growth, feeling to grow and develop as a human being; (c) purpose in life, the belief that the life of an individual has the meaning; (d) positive relations with others, having quality relationships with others; (e) environmental mastery, the capacity to regulate the lives of individuals and their environment; and (f) autonomy, the ability to determine oneself [6].

Psychological well-being is one factor that can be influenced by individual personality [8]. Constantly, the study shown that the desire to achieve perfection is a factor that seriously endangers mental health and psychological well-being. Seventy percent of young adults experience mental health problems because habits make expectations that are too high for themselves. This was repeatedly found to be related to perfectionism [9].

Perfectionism is the neurotic personality that is related to the desire not to make mistakes. Excessive perfectionism makes individuals feel they must be perfect in all aspects of life [10]. This neurotic personality can have an impact on the emergence of severe psychological disorders such as problems in relationships, depression, anorexia nervosa, and even suicide [11]. Perfectionism increasingly needs to be considered because the results of research from [12], show that individual perfectionism has seen an increase in the past 27 years - from 1989-2016. Individuals currently face a more competitive environment, have unrealistic expectations, are more anxious, and are more controlled by parents than previous generations.

According to Flett and Hewitt [10] perfectionism has three dimensions, that is: (a) self-oriented perfectionism, intrapersonal dimensions including perfectionist behavior

that comes from the individual and leads directly to the individual itself; (b) other-oriented perfectionism, namely the dimension of interpersonal perfectionism which also comes from the individual but the demands for perfection lead directly to other individuals; and (c) socially prescribed perfectionism, other interpersonal dimensions that make individuals perceive that other individuals impose unrealistic demands and perfection motives for themselves and will only be satisfied when the demands are met.

To increase the understanding of perfectionism that can provide risks or resilience to the health and individual's well-being, this can be seen through the health effects displayed. The impact of each dimension of perfectionism has relevance to show and better understand the differences in the level of psychological well-being of individuals [13]. Every dimension of perfectionism from Flett and Hewitt [14] can show the different performance standards. Self-oriented perfectionism significantly related to the individual's internal constructs such as self-criticism, self-blame, and high personal standards. Other-oriented perfectionism is closely related to the nature of blaming others, locus of control [14]. Perfectionist tends to have unrealistic expectations about themselves and other individuals. The individual has rigid beliefs and irreversible thoughts about a 'necessity'. Finally, individuals tend to experience stress with that 'necessity' [15]. Perfectionist gets greater stressors, dissatisfied with accepted solutions, and receive difficulties more often than non-perfectionist individuals. The contradiction between reality and hope is a cause of stress for perfectionist individuals [10]. Some research results indicate that stress functions as a mediator between perfectionism and various forms of possible effects [13]. According to [16] stress is an individual's psychological condition as a response to the stimulus experienced and causes changes in behavior and physical conditions. Individual stress levels can be measured objectively by examining the level of individual stress acceptance in general and when experiencing certain events. Measurement of stress acceptance of individuals can estimate the increased risk of mental health problems associated with identified events, individual psychological well-being, and certain events that might affect the individual [17].

According to Flett and Hewitt [13], cognitive perfectionism theory tends that the dimensions of self-oriented perfectionism and socially prescribed perfectionism can explain how individuals have strong perfectionist personalities. This causes these two dimensions to be related to the vulnerability of individuals experiencing stress and

physical health problems. Based on the results of the research from [18] it was stated that the dimensions of self-oriented perfectionism and socially prescribed perfectionism were significant predictors of psychological well-being. The dimensions of other-oriented perfectionism tend not to appear to have a significant effect. In contrast to the results of the study, the results of the study from [19] state that perfectionism and stress play a significant role in the dimensions of psychological well-being, so it can be concluded that stress can mediate perfectionism towards individual psychological well-being. The perfectionism dimension that most influences the psychological well-being is socially prescribed perfectionism, while self-oriented perfectionism and other-oriented perfectionism do not seem to play a significant role in the stress and psychological well-being of students who are sampled in this study.

With that background, researchers are interested in knowing more about the role of the dimension of perfectionism to psychological well-being with stress as a mediator for first-year students in Jakarta. This research is quite important to do after seeing that there is an increase in mental health problems that have an impact on the decrease in the psychological well-being of individuals in Indonesia. This study entitled "The Role of Perfectionism Dimension to Psychological Well-Being in First-Year Students with Stress as Mediator". authoritative, and dominating. The third dimension is socially prescribed perfectionism that is related to the environment acceptance, fear of negative evaluation, and study.

**II. METHOD**

*A. Participants and Procedure*

The participants in this study amounted to 389 first- year students, aged 18 to 24 years, and attended Jakarta. Based on the description of participant demographic data, the majority of female participants (72%), 18 years old (50.4%), were the youngest children according to their birth order (41.4%), currently still living with parents (68%), is a Psychology Faculty-student (66.8%), and all participants are currently attending semester 2 lectures (100%).

This study uses a nonprobability sampling technique using a convenience sampling technique. The taking data process directly and online is carried out starting on Tuesday, May 7, 2019, until Friday, May 18, 2019. Researchers were initially able to collect data from 396 study participants, but only 389 data can be processed in this willing to listen or share stories with me. The higher the number of scores to PWB dimensions can indicate the higher the level of participant PWB and vice versa, the lower the score, the lower the level of PWB that participants have. The results of validity and reliability testing can be seen in table 1.

Table 1: Validity and reliability PWB scale.

Dimension	Item		Loading Factor	Construct Reliability
	Before CFA	After CFA		
<i>Self-Acceptance</i>	5	5	0,96	0,776
<i>Positive Relation with Other</i>	5	3	0,44	0,495
<i>Autonomy</i>	4	4	0,75	0,603
<i>Environmental Mastery</i>	5	4	0,52	0,607
<i>Purpose in Life</i>	7	6	0,93	0,767
<i>Personal Growth</i>	5	4	0,86	0,700
<b>Total</b>	<b>31</b>	<b>26</b>		

*2. Multidimensional Perfectionism Scale*

After the research data is collected, researchers input data from each measuring instrument with SPSS Statistics 22 software. The process of static analysis of the research data uses the Linear Structural Relationship software (LISREL

8.80). LISREL 8.80 software is one software that can analyze structural equation models (Structural Equation Modeling or SEM) in a very detailed, fast, and accurate manner [20].

**B. Research Design**

This study uses a correlational quantitative research design or non-experimental research. The results of this study are expected to provide an overview of causal relationships using certain testing techniques to observe relationships between variables that occur naturally to individuals [21]. The research will provide an overview of the comparison of the roles of each perfectionism dimension to psychological well-being and stress as mediator variables.

**C. Measurement**

**1. Psychological Well-Being Scale**

Measuring perfectionism is the result of the adaptation of the Multidimensional Perfectionism Scale (MPS) from [10]. This measure is based on three dimensions of perfectionism, namely: (a) self-oriented perfectionism, (b)

other-oriented perfectionism, and (c) socially prescribed perfectionism. MPS consists of 45 items with 27 positive items and 18 negative items. MPS uses a Likert scale. Participants are asked to give a cross (X) to one alternative answer that is considered to be most appropriate to their situation. MPS has seven alternative answers, namely: Very Disagree = 1, Disagree = 2, Fairly Disagree = 3, Sometimes = 4, Adequate = 5, Appropriate = 6, and Very Appropriate = 7. Examples of positive item statements in MPS, namely: I can't relax before the things I do are done perfectly. While the example of a negative item statement in MPS is: In work, I never want to be perfect. The higher the number of scores on perfectionism dimensions, the higher the level of individual perfectionism and vice versa, the lower the score indicates the lower the level of perfectionism of the individual. To see the validity and reliability can be seen in table 2.

Table 2: Validity and reliability perfectionism scale.

Dimension	Item		Loading Factor	Construct Reliability
	Before CFA	After CFA		
<i>Self-Oriented Perfectionism</i>	15	8	0,85	0,772
<i>Other-Oriented Perfectionism</i>	15	4	0,05	0,547
<i>Socially Prescribed Perfectionism</i>	15	5	0,40	0,609
<b>Total</b>	<b>45</b>	<b>17</b>		

Measuring psychological well-being or PWB used in this study was obtained from the Research and Measurement Section of the Faculty of Psychology, Tarumanagara University. This measuring instrument is based on six dimensions of PWB from Ryff [6], namely: (a) self-acceptance, (b) personal growth, (c) purpose in life, (d) positive relations with others, have quality relationships, (e) *Perceive Stress Scale* with other individuals; and (e) environmental mastery, and (f) autonomy.

This PWB measuring instrument consists of 31 items with a distribution of 24 positive points and 7 negative items and uses a Likert scale. Participants are asked to provide answers by giving a cross (X) to one of the alternative answers that are considered to be most

suitable for him. There are six alternative answers, namely: Very Disagree = 1, Disagree = 2, Fairly Disagree = 3, Adequate Match = 4, Appropriate = 5, and Very Appropriate = 6. Examples of positive

The stress gauge used is the result of the adaptation of the Perceived Stress Scale or PSS from [17]. PSS is a measuring instrument used to measure the degree of the situation experienced by an item statements in this measure are: I feel optimistic my future will be better than now. Examples of negative item statements in this measure are: I feel that other people are less individual and is considered a pressure [17]. PSS consists of 10 items with 6 positive items and 4 negative items. PSS also uses a Likert scale. Participants are asked to give an opinion on the statement by giving a cross (X) to one of the alternative answers that are considered to be most appropriate to their situation in the past month. PSS consists of five alternative answers, namely: Never = 0, Rarely = 1, Sometimes = 2, Often = 3, and Always = 4. Examples of

positive item statements in PSS are: During the past month, how often have you been upset because something that happened unexpectedly? Whereas examples of negative item statements in PSS are: In the past month, how often have you felt confident about your ability to deal with personal problems?

The higher number of scores on PSS can indicate the higher the stress level of participants and vice versa, the lower the score on PSS can indicate the lower levels of stress experienced by participants. The results of validity and reliability test can be seen in table 3.

Tabel 3: Validity and reliability stress scale.

Dimension	Item		Loading Factor	Construct Reliability
	Before CFA	After CFA		
Stress	10	3	0,5	0,744
Total	10	3		

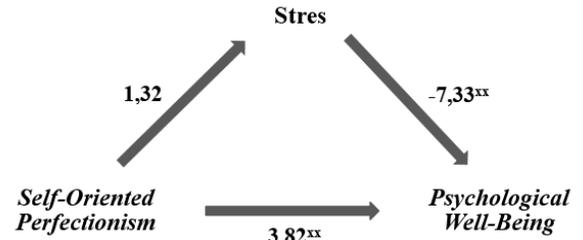
### III. RESULT

#### A. The Role of Perfectionism to PWB with Stress as a Mediator

The researchers conducted structural testing to determine the role of perfectionism in PWB with stress as a mediator. First, researchers looked at the role of perfectionism in stress. Perfectionism has a standardized solution = 0.29, loading factor = 0.29, error = 0.92, R2 = 0.082 means that perfectionism contributes 8.2% to stress. The t-value = 4.76 > 1.96 means that perfectionism has a positive and significant role in stress. Second, the researchers looked at the role of stress on PWB. Standardized solution value = -0.52, loading factor = -0.52, error = 0.73, R2 = 0.27 which means stress contributes 27% to PWB. The t-value = -6.88 > 1.96 means that stress has a negative and significant role to PWB. Third, the role of perfectionism towards PWB. The test results showed standardized solution value = 0.01, loading factor = -0.14, error = 0.98, R2 = 0.019 indicating perfectionism only contributed a role of 1.8%. Initially, the t-value = -2.50 > 1.96 means that perfectionism has a negative and significant role towards PWB. When stress acts as a mediator, the t-value = 0.26 < 1.96 means that the role of perfectionism towards PWB is positive but not significant. This shows that stress functions as perfect mediation in the role of perfectionism towards PWB. For path analysis t-value, more

details can be seen in figure 1.

Figure 1: Path Analysis Perfectionism, Stress, PWB (T-Value).



#### B. The Role of Self-Oriented Perfectionism to PWB with Stress as a Mediator

This is a description of the structural model of the role of the first dimension of perfectionism, namely self-oriented perfectionism towards PWB with stress as a mediator in hypothesis 1. The researcher wants to describe the role of the research variables. First, the role of self-oriented perfectionism dimension to stress with a standardized solution value = 0.08, loading factor = 0.084, error = 0.99, R2 = 0.0070 means that self-oriented perfectionism only contributes a role of 0.7% to stress. The t-value = 1.32

<1.96 shows that self-oriented perfectionism has a positive but not significant effect on stress. Second, the role of stress to PWB with a standardized solution value = -0.54, loading factor = -0.54, error = 0.68, R2

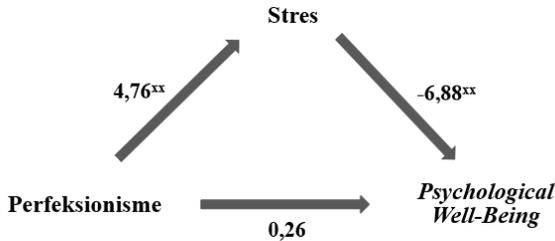
= 0.32, which means stress contributes 32% to PWB. The t-value = -7.33 > 1.96 means that stress has a negative and significant role in PWB, but stress in these individuals may not come from the self-oriented perfectionism.

Third, the role of self-oriented perfectionism towards PWB directly. The test results showed the standardized solution value = 0.21, loading factor = 0.16, error = 0.97, R2 = 0.026 indicating that self-oriented perfectionism accounted for 2.6% of PWB. The t-value = 3.82 > 1.96 means that self-oriented perfectionism has a positive and significant role towards PWB. Thus, researchers look that the contribution given by self-oriented perfectionism is greater than PWB when mediated by mediator variables. This shows that stress does not act as a mediator between self-oriented perfectionism

towards PWB. With this explanation, it can be stated that hypothesis 1 **is rejected**. The test results show that self-

oriented perfectionism has a negative but not significant role in PWB with stress as a mediator because self-oriented perfectionism also does not has a significant role in stress. For path analysis t-value, more details can be seen in Figure 2.

Figure 2: Path Analysis Self-Oriented Perfectionism, Stress, PWB (T-Value).



C. *The Role of Other-Oriented Perfectionism to PWB with Stress as a Mediator*

Next is the result of testing the role of the dimension of other-oriented perfectionism towards PWB with stress mediators. This test is used to test the second hypothesis which states that other-oriented perfectionism does not play a significant role in PWB with stress as a mediator. The researcher first described the role of other-oriented perfectionism dimensions on stress. Other-oriented perfectionism has a standardized solution value = -0.02, loading factor = -0.022, error = 1.00, R2 = 0.0005 means that other-oriented perfectionism only contributes a role of 0.05% to stress and no role significant to stress, because the t-value = -0.32 < 1.96 between the dimensions of other-oriented perfectionism with stress. Second, the role of stress on PWB. Standardized solution value = -0.52, loading factor = -0.52, error = 0.73, R2 = 0.27 which means stress contributes 27% to PWB. T-value = -7.14 > 1.96 means that stress plays a negative and significant role on PWB but stress experienced by individuals is not the impact of other-oriented perfectionism (because other-oriented perfectionism does not play a significant role in stress).

Finally, the researchers looked at the role of other-oriented perfectionism towards PWB. The test results showed the standardized solution value = 0.00, loading factor = 0.016, error = 1.00, R2 = 0.00025 indicating that other-oriented perfectionism accounted for 0.025% of PWB. T-value = 0.25 < 1.96 means that other-oriented perfectionism also plays a positive but not significant role in PWB. Stress does not appear to be a mediating variable between other-oriented perfectionism towards PWB, because other-oriented

perfectionism has no significant role in stress or PWB. Thus it can be concluded that hypothesis 2 is **accepted**, because the test results show that other-oriented perfectionism has a negative role but not significantly towards psychological well-being with stress as a mediator. For path analysis t-value, more details can be seen in figure 3.

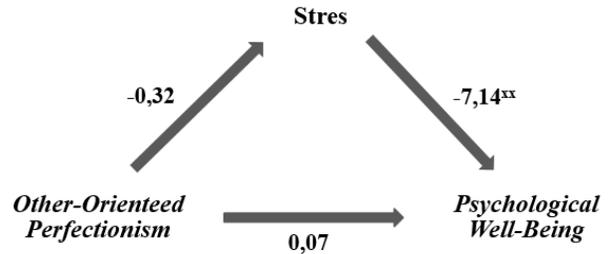


Figure 3: Path Analysis Other-Oriented Perfectionism, Stress, PWB (T-Value).

D. *The Role of Socially Prescribed Perfectionism to PWB with Stress as a Mediator*

The next structural model testing was carried out to test the third hypothesis, namely the role of socially prescribed perfectionism against PWB with stress mediators. First, the role of socially prescribed perfectionism on stress. Standardized solution value

= 0.45, loading factor = 0.45, error = 0.79, R2 = 0.21 means that socially prescribed perfectionism contributes 21% to stress. The value of t-value = 6.09 > 1.96 means that socially prescribed perfectionism has a positive and significant role in stress. Second, the role of stress on PWB. Standardized solution value = -0.55, loading factor =

-0.55, error = 0.73, R2 = 0.27 means that stress contributes a role of 27% to PWB, and t-value = -6.52 > 1.96 indicates stress plays a negative and significant role on PWB.

Finally, the role of socially prescribed perfectionism towards PWB. The test results showed the standardized solution value = 0.07, loading factor

= -0.18, error = 0.97, R2 = 0.034 indicating that socially prescribed perfectionism only contributed a role of 3.4%. Initially, the t-value = -2.95 > 1.96 means that socially prescribed perfectionism has a negative and significant role towards PWB. But after stress becomes a mediator, the t-value becomes 0.92

< 1.96, which means that the role of socially prescribed perfectionism directly becomes insignificant. This shows that

stress acts as a mediator (perfect mediation) in the role of socially prescribed perfectionism towards PWB. Thus, it can be stated that hypothesis 3 **is accepted** because the results of

testing data show that the socially prescribed perfectionism dimension plays a negative and significant role on PWB with stress as a mediator. For path analysis t-value, more details can be seen in Figure 4.

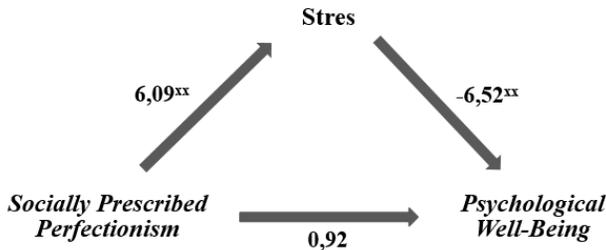


Figure 4: Path Analysis Socially Prescribed Perfectionism, Stress, PWB (T-Value).

E. Description Perfectionism Dimensions and Stress based on PWB Levels

This is a PWB comparison with perfectionism and stress. The researcher compared these variables based on three PWB categories, namely high, medium, and low. For the PWB matrix, perfectionism, and stress can be seen in table 4.

Tabel 4: PWB, perfectionism, and stress matrix.

Psychological Well-Being	Perfectionism			Stress
	Self-Oriented	Other-Oriented	Socially Prescribed	
High	<b>5,13</b>	3,70	3,74	1,97
Moderate	<b>4,81</b>	3,39	<b>4,10</b>	<b>2,41</b>
Low	<b>4,86</b>	3,54	<b>4,46</b>	<b>2,75</b>

Note:

**Bold** = High level based on median

In individuals with high PWB (n: 123), individuals tend to have high perfectionism in the self-oriented perfectionism dimension, while other-oriented perfectionism dimension and socially prescribed perfectionism dimension are still low. This means that individuals can have higher PWB because individuals tend to have perfectionism from within and lead directly to the individual itself. Individuals tend to give fewer demands of perfection that lead directly to

other individuals and lack the perception that other individuals give demands for perfection to themselves so that individuals also appear to have stress levels that fall into the low category.

In individuals with moderate PWB (n: 167), it is seen that individuals have a level of self-oriented perfectionism and socially prescribed perfectionism that is categorized as high. The dimensions of other-oriented perfectionism are still in the low category. This means that individuals with moderate PWB tend to have perfectionism from within themselves and perceive that other individuals impose unrealistic demands on themselves. Individuals eventually have high categorized stress levels.

In individuals with low PWB (n: 99), individuals have conditions such as individuals with moderate PWB. The dimensions of self-oriented perfectionism and socially prescribed perfectionism are categorized as high whereas other-oriented perfectionism is in a low category. It also shows that although individuals give high expectations for themselves, individuals also tend to have the perception that other individuals impose unrealistic demands on themselves with motives of perfection. Individuals feel that other individuals will only feel satisfied when the demands are met. Individuals eventually have high-stress levels and low PWB with this perception.

IV. DISCUSSION

In this study, researchers first looked at stress function as a mediator variable. Stress proved to be a mediator (perfect mediation) in the role of perfectionism with PWB in first-year students. Stress function as a mediator is in line with directly towards PWB becomes insignificant when academic stress becomes a mediator. The perfectionistic student will affect the academic stress experienced, so finally, perfectionism can decrease in the PWB level. Stress has proven to be one of the mediators between perfectionism and various psychological effects, such as depressive symptoms, positive and negative affect, satisfaction with life, and psychosocial functioning [13]. The results of the study from [23] regarding the influence of perfectionism on the psychological health of students in Pakistan also stated that perfectionism has a positive relationship with stress and a negative relationship to PWB. Perfectionism turns out to harm the mental health of individuals, especially increasing the occurrence of stress, depression, and anxiety which ultimately affects PWB.

The main discussion of this research is knowing the role of

each dimension of perfectionism towards PWB with stress as a mediator, so that there are three conclusions from the main data analysis. The first conclusion is that self-oriented perfectionism has a

negative but not significant role in PWB with stress as a mediator. Self-oriented perfectionism has a more positive and significant role for PWB directly (compared to stress mediators). That means students with high self-oriented perfectionism will have high PWB. This conclusion contradicts the theory of [14] which states that self-oriented perfectionism is very significantly related to individual internal constructs such as self-criticism, self-blame, anxiety, and making pressure with high personal standards.

However, the first conclusion is in line with the results of the research from [24] regarding the assessment of self-oriented and socially prescribed perfectionism. That self-oriented perfectionism is related to perfectionistic striving which correlates with positive aspects of perfectionism, indicating psychological well-being, and positive self-adjustment. The main characteristic of self-oriented perfectionism is that individuals have strong personal motivation to achieve perfection or the need to be perfect. Individuals with perfectionistic striving tend to feel proud when achieving success. Individuals also know how to adaptive coping and can regulate themselves to achieve goals and gain satisfaction. Self-regulation is an important aspect for perfectionist individuals in showing good performance. Individuals capacity to control their thoughts, feelings, and actions. Future orientation can help individuals with self-oriented perfectionism control their behavior and have high PWB because they gain satisfaction with their achievements [25]. Finally, individuals can position themselves to achieve their targets and increase their PWB level.

The second conclusion is that other non-oriented perfectionism has a negative but not significant role in PWB with stress as a mediator. This is in line with the definition of other-oriented perfectionism. The dimension of interpersonal perfectionism that comes from the individual but the demands for perfection lead directly to other individuals. Individuals with other-oriented perfectionism have strong motivation so that other individuals achieve perfection with unrealistic expectations and highly evaluate other individuals. This dimension tends to not only have an impact on self-related disorders but also makes other individuals feel pressured by the demands given because

these targets are difficult to achieve. The impact of other-

oriented perfectionism is more on the emergence of interpersonal problems until the loss of important relationships (Flett & Hewitt, 2002). This conclusion is also in line with the results of the research by Anand and Nagle (2016) regarding perfectionism as a predictor of student PWB. The dimensions of other-oriented perfectionism tend not to appear to have a significant influence or not be a predictor of PWB. According to Stoeber (2015), other-oriented perfectionism differs from self-oriented and socially prescribed perfectionism. Other-oriented perfectionism that gives demands to other individuals will tend to make other individuals fail to achieve these expectations. Individuals with other-oriented perfectionism will eventually criticize the individual. Individuals with high other-oriented perfectionism tend to be associated with antisocial personality, narcissistic, and tend to lack prosocial behavior because individuals will criticize or respect other individuals more.

The third conclusion is that socially prescribed perfectionism has a negative and significant role for PWB in first-year students with stress as a mediator. Stress acts as a mediator (perfect mediation) in the role of socially prescribed perfectionism towards PWB. This conclusion is in line with the theory of perfectionism that socially prescribed perfectionism is related to the vulnerability of individuals experiencing stress and physical health problems [13]. Socially prescribed perfectionism makes the perception that other individuals impose unrealistic demands and perfection motives for themselves and will only be satisfied when the demands are met.

This dimension of perfectionism makes individuals tend to be very focused on being accepted, showing concern for other individuals, and accepting a sense of togetherness so that individuals can look perfect in the minds of other individuals [10].

[19] states that the perfectionism dimension of the Multidimensional Perfectionism Scale that most influences PWB on students is socially prescribed perfectionism. The results of research from [27] also show that socially prescribed perfectionism and acceptance of stress individuals have social relationships with other-oriented perfectionism from other individuals. Individuals eventually feel depressed because they accept demands from the external environment and associate with the emergence of stress. The demands of perfection from other individuals will make individuals may experience dissatisfaction and feel resistance from other individuals so that it can have an impact on the stress received by individuals and affect the individual PWB.

Next, the researcher describes the shortcomings or

limitations of this study. In the data retrieval process, the number of items in all measuring instruments and alternative answers to the questionnaire is quite large (> 80 items in total and there are between 5 and 7 alternative answers) tend to make participants less motivated or not eager to fill them since seeing the questionnaire given. The limitations of the timeframe for data retrieval that had almost approached the end of the semester examination also provided a separate obstacle for researchers, because several faculties at the University of X did not permit to collect data because the lecture schedule was over the semester. Some lecturers from the faculties that gave permission also did not allow researchers to distribute questionnaires in their class, because lecturers needed time to pursue material for the final semester exam or because of students being exhausted after attending the lecture. With these limitations, the researchers finally could only obtain research data from 389 participants who could be used.

#### A. Suggestion

Advice for First Year Students. To deal with stress as a result of other-oriented perfectionism, students are advised to start learning effective coping methods such as solution-focused coping or following stress management training. With stress management training, students will learn about: (a) how to identify symptoms and causes of stress, (b) learn four skills for stress management, and (c) how to apply these skills to control stress. First-year students are also advised to grow self-oriented perfectionism because they have a positive role in the student PWB. Students should improve their ability to regulate themselves (understand their thoughts, feelings, and behavior) in achieving their desires.

Suggestions for Study Program Managers. Study program managers, including academic advisers, are advised to give initial explanations to first-year students in the condition and lecture system positively so that first-year students will have a positive perception of the world of lectures and accelerate the adaptation process without increasing student stress. To improve students' ability to deal with stress, the university is advised to facilitate students such as by holding a stress management training for first-year students. The university can ask professional help to become a facilitator in the training. It is more able to help students control or handle the stress that they experience in everyday life.

Advice for Parents. Parents are advised not to give excessive demands or expectations that are too high for students when in the process of adaptation to the conditions of the lecture. Parents' demands are related to other-oriented perfectionism which can make students perceive that other individuals (especially parents) give very high demands and

will only feel happy when students can reach these demands. Even though their children have entered the world of lectures, parents are still expected to be willing to find out about the learning process at the university level at this time. Parents of students can finally understand the current conditions or demands of lectures that might be different from when the parents attended college. Parents who understand it tend to be able to understand the level of standards that their children might achieve as first-year students.

## VI. CONCLUSIONS

Based on the results of the study, it was seen that stress Semester functioned as a mediator (perfect mediation) in the role of perfectionism towards PWB in first-year students who were participants in this study. Based on the data analysis regarding the role of each dimension of perfectionism, three conclusions can be obtained. The first conclusion is that self-oriented perfectionism has a negative but not significant role in PWB with stress as mediators. The second conclusion is that other-oriented perfectionism also has a negative but not significant role in PWB with stress as a mediator. The third conclusion is that socially prescribed perfectionism has a negative and significant role in PWB with stress as a mediator.

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