



Developing Student's Wellbeing Scale in Udayana University

Ni Made Swasti Wulanyani^(✉)

Udayana University, Denpasar, Bali, Indonesia
swastiwulan@unud.ac.id

Abstract. A healthy campus can create feelings of pleasure and formed a positive attitude, that indirectly affecting student performance. Therefore, it is important to conduct an assessment of conditions related to the psychological well-being of students. The results of the assessment will give information for conducting appropriate interventions for healthy campus. However, currently the availability of assessment tools to measure psychological well-being is still limited in Udayana University. This study aims to develop an assessment tool (scale) to measure psychological well-being of students. This research procedure consists of four stages, namely the identification stage through FGD, the theme analysis stage, the scale preparation stage, and the scale try out stage. Participants in the identification stage were 14 students. Furthermore, the participants in the tryout stage were 207 students. The try our results show that the reliability coefficient of this scale is 0.848. Discrimination power with item-total correlation coefficient ranges from 0.082 to 0.501 (28 items). It can be concluded that the scale can be used as a screening instrument for student mental health.

Keywords: wellbeing · student · scale

1 Introduction

A quality university refers to a healthy university, which pays attention to social relationships that occur within its environment. Moreover, a healthy university situation helps students, lecturers, and employees build emotions and behaviors. A healthy university can create feelings of pleasure, form a positive attitude, and indirectly affect the performance of the people involved in it. Thus, it is important to assess the psychological well-being conditions of students. The results of this assessment will be the basis for conducting appropriate interventions. However, the availability of assessment tools to measure psychological well-being is still limited. Therefore, this study aims to develop assessment tools for the psychological well-being of students within the Faculty of Medicine. The elements that support psychological well-being are internal and external factors. According to Sarafino (2010), individual satisfaction with the environment can increase an individual's psychological well-being. Dewi and Wulanyani (2016) examine students of the Medical Education Study Program of the Faculty of Medicine of Universitas Udayana and have discovered that the majority of the students have a high

category of social intelligence. High social intelligence signifies that the students can socialize and interact well with the surrounding environment. Moreover, the majority of the students show high satisfaction with group cooperation. This finding indicates that the students are satisfied with group cooperation in SGD. Meanwhile, Pratama and Wulanyani (2018) have revealed that interpersonal communication skills and group cohesiveness can increase student satisfaction with group discussions in the form of SGD. These two previous studies can be used to describe the development of measurement instruments for students. This research started by identifying aspects of psychological well-being and conducting focus group discussions on elements of students. The second stage was qualitatively analyzing themes from the identification results. The third stage was compiling a quantitative assessment tool supported by a literature review. The final stage was testing the measuring instrument until it met the criteria for optimal psychometric attributes. This research is expected to produce reliable measuring tools, which are applicable for further research, and develop psychological services for the community. Sarafino (2010) explains that psychological well-being refers to an individual's ability to accept himself so that he can build warm relationships with others, state independently from social pressures, control the external environment, have meaning in life, and realize his full potential continuously. Well-being consists of five aspects: 1) self-acceptance, 2) positive relationship with others, 3) autonomy, 4) environmental control, and 5) personal growth. These aspects will be used as indicators of the psychological well-being assessment that will be developed in this research. Based on the research problems, this study aims to develop a psychological well-being scale and measure the psychological well-being of students, lecturers, and employees in the Faculty of Medicine, Udayana University. The significance of this research is to produce a psychological well-being scale that can be used as a mental health *screening* instrument in the university environment.

2 Method

The research procedure is presented in the following Table 1.

The research participants in the first stage were 14 students of the Faculty of Medicine, Universitas Udayana. Meanwhile, the research participants in the second stage were 207 students.

The guidance for *focus group discussion* was prepared by considering several life aspects of the academic community in the Faculty of Medicine, Universitas Udayana. These aspects included 1) oneself, 2) friendship, 3) relationships with others (lecturers, employees, and students), 4) learning activities, 5) facility availability, and 6) the definition of a healthy school.

Table 1. Stages of research

Stages	Activity Description	Indicators
Stage 1. Identifying aspects that create psychological well-being	<ul style="list-style-type: none"> · Conducting FGDs with representatives of students in Faculty of Medicine, Universitas Udayana. 	<ul style="list-style-type: none"> · Obtaining FGD results that will be followed up by analyzing themes.
Stage 2. Conducting a thematic analysis using a qualitative method	<ul style="list-style-type: none"> · Conducting a thematic analysis using a qualitative method (Identifying the themes emerging from the result of FGDs). 	<ul style="list-style-type: none"> · Gaining themes to create psychological welfare of students in the Faculty of Medicine, Universitas Udayana.
Stage 3. Compiling assessment tools quantitatively	<ul style="list-style-type: none"> · Compiling measurement items of psychological well-being · Evaluating the items based on suggestions from the experts. The item was qualitatively and quantitatively evaluated by experts. 	<ul style="list-style-type: none"> · Gaining items reviewed and evaluated based on suggestions from the experts.
Stage 4. Testing the research measurement tool	<ul style="list-style-type: none"> · Testing the measurement tool of psychological well-being in the respondents in the Faculty of Medicine, Universitas Udayana · The respondents of this research were students, in the Faculty of Medicine, Universitas Udayana. 	<ul style="list-style-type: none"> · Gaining some psychometric characteristics of the measurement instrument · Gaining items tested

The guidance for FGD is presented in Table 2.

This study using the item-total correlation analysis to determine the discrimination power of the items on the psychological well-being scale and a reliability Index analysis by Alpha Cronbach.

Table 2. Guidance for FGD

Building Rapport	
1. Please, allow the research subject to introduce himself.	
2. In one day, how long do you stay at the university?	
3. What are your activities at and off the university?	
FGD Questions	
<i>Aspects</i>	<i>Questions</i>
Self	1) What makes you excited to go to the university? 2) What makes you happy to be at the university?
Friendship	1) How would you describe your relationship with your friends at the university? 2) Have you ever had unpleasant treatment from your friends? If so, explain what this unpleasant treatment is.
Relationship with lecturers	1) How would you describe your relationship with your lecturers, for example, academic supervisors? 2) What obstacles do you encounter when interacting with your lecturers? 3) Have you ever had unpleasant treatment from your lecturers? If so, explain what this unpleasant treatment is.
Relationship with the university staff or employees	1) How would you describe your relationship with the university staff or employees? 2) Education at the university? 3) What obstacles do you encounter when interacting with the university staff or employees? 4) Have you ever had unpleasant treatment from a colleague of the university staff or employees? If so, explain what this unpleasant treatment is.
Learning activities	1) How would you describe your learning activities at the university? 2) What obstacles have you encountered during the teaching and learning process?
Facilities	What are the facilities that help you conduct activities at the university?
Definition of a healthy university	In your opinion, what is a healthy university?
Conclusion	
What are your expectations for your current university?	

3 Results and Discussion

The psychological well-being scale was developed based on the result of FGD stage and grouped to the concept of psychological well-being proposed by Ryff (1989; 2014). This concept consists of autonomy, environmental mastery, personal growth, positive relations with others, purposes in life, and self-acceptance (Table 3).

The stage 2 conducted the psychological well-being scale trial on 207 students. The results show that the reliability coefficient of this measurement instrument is 0.848. It shows that this scale has a suitable reliability coefficient (above 0.800). The probability of errors in the psychological well-being scale of the students is only 15%. The analysis has revealed that four items have item-total coefficients below 0.250, indicating that these items have a less good item discrimination power; as a result, it will be insensitive to distinguish between individuals with good and bad psychological well-being. Thus, the four items of the psychological well-being scale of students should be rejected. The item-total correlation coefficient resulted from 0.082 to 0.501. The results of the trial analysis of the students’ psychological well-being scale are presented in Table 4.

Table 3. Distribution of Items of Psychological Wellbeing Scale of Students

Aspects	Favorable items	Unfavorable items
Autonomy	18	8, 20
Environmental mastery	10, 21, 22	2, 3, 4, 5, 6, 9
Personal growth	12	26
Positive relations with others	19, 25, 31, 32	11, 13, 14, 15, 17, 27, 28, 29, 30
Purposes in life	7, 16	23
Self-acceptance	1	24

Table 4. Distribution of Items of Psychological Wellbeing Scale of Students After Try Out

Aspects	Favorable items	Unfavorable items
Autonomy	18	8, 20
Environmental mastery	10, 21*), 22	2, 3, 4, 5, 6, 9
Personal growth	12	26
Positive relations with others	19, 25, 31*), 32*)	11, 13, 14, 15, 17, 27, 28, 29, 30
Purposes in life	7, 16	23
Self-acceptance	1*)	24

*) is a rejected item (item-total correlation coefficient below 0.250).

The results denote that every aspect of psychological well-being can be represented by its existence because no overall item is rejected on one aspect. The total items of the psychological well-being scale of students are 28 items. The distribution of item-total correlation of the psychological scale of students is presented in the following Table 5.

Table 5. Distribution of Item-Total Correlation

No	Items	Item-total correlation
1.	I think the facility in the classroom is inadequate.	0.496
2.	I think the facility of the library (Access to the library) at my university does not meet the standard.	0.482
3.	I think the facility of the toilet does not meet the standard.	0.415
4.	I think the facility of internet connection (accessibility) does not meet the standard.	0.400
5.	I think the facility of a parking park is not adequate.	0.415
6.	I study at this university to achieve my dream.	0.318
7.	I think I do not receive many benefits from joining the semi-autonomous unit at the university.	0.501
8.	I find some difficulties when doing the assignments because the internet at the university is unavailable.	0.441
9.	I can do the assignments well.	0.328
10.	I find some difficulties to adapt with various characteristics of my friends.	0.445
11.	I gain positive experiences when I am involved in my lecturers' research or social responsibility activities.	0.302
12.	I feel uncomfortable when my greeting is not responded to by my friends.	0.440
13.	I feel uncomfortable when my greeting is not responded to by the university staff.	0.367
14.	I feel uncomfortable when my greeting is not responded to by the lecturers.	0.428
15.	I feel very enthusiastic to learn the subject I love at the university.	0.263
16.	I feel uncomfortable in an organization or committee because my colleagues do not do their responsibility.	0.271
17.	I think I can understand the material delivered during the class.	0.328
18.	I think my friends rely on my discussion skills.	0.287
19.	I have difficulties managing time for studying and organizational activities.	0.266
20.	I think I can adapt to my lecturers' teaching styles.	0.328
21.	I am hesitant that I can graduate in time.	0.378
22.	I find difficulties receiving myself.	0.450
23.	I think my friends greet me sincerely.	0.419
24.	I feel burdened if I should join an organization.	0.464
25.	I have ever received improper treatment or statements from my seniors.	0.346
26.	I have ever received improper treatment or statements from my seniors whose social status is different from mine (caste, etc.).	0.449
27.	I have ever received improper treatment or statements from my friends whose social status is different from mine (caste, etc.).	0.472
28.	I have ever received improper treatment or statements from my juniors whose social status is different from mine (caste, etc.).	0.443

4 Conclusions

The results of this study denote that the psychological well-being scale of students has a good reliability coefficient with a fairly good discrimination index item.

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