Prevalence Psychological Welfare of Vocational High School Students in Semarang City Post Pandemic Covid-19Prevalence Covid-19

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Abstract. The global pandemic has brought significant impacts across various aspects of life, including the realm of education. The focus of this research is to provide an overview of the psychological well-being of students in Vocational High Schools (SMK) in the city of Semarang after the pandemic period. The method applied in this research is a quantitative descriptive approach through a survey design. Utilizing a stratified random sampling technique, a total of 1815 participants were selected as the sample, representing the population of SMK students in Semarang. The gathered data were analyzed using descriptive statistical methods, revealing that the psychological well-being of the students falls under the moderate category ($M= 19.40; SD = 2.5$). In light of these findings, it is crucial for Counselor teachers to introduce interventions aimed at enhancing the psychological well-being of SMK students especially to improve their independency.

Keywords: Psychological well-being, Students, Vocational High School (SMK)

1   Introduction

The Covid-19 pandemic has become a life experience for everyone. Ryff revealed that life experiences affect human psychological well-being [1]. This experience can be in the form of educational processes, work life to health problems that everyone faces. This is supported by Arnout [2] that the adaptation process during a pandemic affects a person's mental state [3] and the pandemic has become part of the life experiences of students that have been faced since 2020. This situation was only declared lost in 2023 based on the Decree of the President of the Republic of Indonesia number 17 year 2023.

During this period students experience various life experiences. At school, students experience specific psychological well-being problems such as stress, anxiety, and depression [4–6]. This problem is caused by several factors, such as government policies to study remotely or online, being infected with the COVID-19 virus and losing loved ones. Moreover, students report that distance learning requires students to do many

tasks as part of the online learning process (7) which puts pressure and increases stress (8,9).

Furthermore, the conditions of online learning also have an impact on academic and non-academic skills and abilities. Basch explains that online learning limits and broadens access to learning spaces, learning materials, course participation, and social connections and community (10). Academically, learning activities carried out online create limitations in increasing understanding of the material or learning topics being studied (11). Prabawangi (7) revealed that students felt that their academic abilities after learning online did not meet their needs. There is a problem with the level of understanding of students, namely 35% stated that it was very bad and 6% said they did not understand the lessons delivered online (12). In some cases, this is known as a learning gap.

In terms of skills, students have difficulty communicating and interacting with other people after being at home for so long (13). Ganiet (14) report that anxiety feelings in students impacted their social skill to be decrease. The impact that is felt now is that students have a tendency not to be able to interact well face to face. The low interaction during the pandemic was accompanied by a lack of friendship and resulted in feelings of loneliness (7,15–17). According to Espinoza (15), this condition raises concerns about the psychological well-being of students considering the importance of peer relationships with psychological well-being.

Edy (18) in his article conveys the important role of learning in the abilities of students in SMK. The practice needs to be changed from conventional practice methods to online project-based learning (18,19). This prevents poor learning outcomes due to online learning experiences (18,20). However, this effort has not been maximized to provide experience and productivity in mastering competencies to students followed by students' reluctance to take advantage of this experience in a sustainable manner in the future (21). Online practical activities are limited by the tools and materials students have at home as well as indirect learning experiences because sometimes they only listen through videos due to limited facilities (19). This certainly happens at the vocational level education which requires direct skill training as the initial and main concept of vocational education.

Psychological well-being is built from six dimensions, namely life goals, autonomy, personal growth/development, environmental mastery, positive relationships, and self-acceptance(1,22–24). The purpose of life is a dimension that is shown through the meaning, purpose, and direction of the life that is being lived. Furthermore, autonomy is the ability of individuals to live according to their own beliefs and the ability to regulate themselves independently. Personal growth and development are a condition when students achieve their characteristics and develop their potential so that they can self-actualize. The next dimension is environmental mastery or individual ability to manipulate and control the environment for self-development. A positive relationship is the presence of depth individual relationships with other individuals. The last is the dimension of self-acceptance, namely the condition of the individual having knowledge and accepting himself, both his strengths and weaknesses.

The fulfillment of the six dimensions of PWB becomes the overall accumulation to achieve psychological well-being. As students who have developmental tasks for learning, psychological well-being is a factor that can improve the process and results of learning (25). Ryff (23,24) recognizes psychological well-being as a determining variable or predictor. Especially for vocational students, this situation provides stimulation and encouragement for improving students' skills in the work environment. Therefore, researchers conducted research to determine the psychological well-being of students in the city of Semarang based on each dimension.

2   Method

This research method is a quantitative descriptive study with a survey design to describe or provide an overview of psychological well-being. The research subjects were Vocational High School students in Semarang City. The sampling technique used was stratified random sampling so that the number of samples in this study was 1815 students. Research data was collected using the Psychological Wellbeing Scale instrument adapted from the Psychological Well-Being Scale by Ryff which represents 6 dimensions namely (a) life goals such as "I love designing for the future as well as actively striving to make it happen", (b) autonomy such as "I dare to express my opinion even though it contradicts the opinion of most people", (c) personal growth/development such as "I think finding new life's challenging experiences is very important", (d) environmental mastery such as "I have been able to build a lifestyle to my liking", (e) positive relationships such as "I am judged by others as compassionate", and (f) self-acceptance such as "I like most aspects of my personality". This scale consists of 42 question items with 4 answer choices between numbers 1 to 4 (very inappropriate to very appropriate). Furthermore, this scale has been tested for validity with a validity coefficient of 0.231-0.652 and tested for reliability ($\alpha = 0.867$). Data analysis used descriptive analysis with SPSS to see the average score for each dimension which was categorized into three categories, namely high, medium, or low.

3   Result and Discussions

3.1   Result

Based on the results of quantitative descriptive statistical analysis of data on the state of psychological well-being of Vocational High School (SMK) students in Semarang City, results were obtained that described the level of psychological well-being of Vocational High School (SMK) students in Semarang City. Through the application of Statistics and Services Solution (SPSS) version 23 it is known that the average level of psychological well-being of 1815 Vocational High School (SMK) students is in moderate condition (M = 19,40, SD = 2,533). In general, students do not have psychological well-being conditions in the low or high categories.

The results of the descriptive statistical analysis of the six psychological well-being indicators of Vocational High School (SMK) students in the city of Semarang are presented in the following table:

Table 1. The Descriptive Analysis of PWB's Vocational High School (SMK) Students

Indicator	N	M	SD	Category
Independence	1815	18,77	2,8	Medium
Environmental Mastery	1815	19,23	2,2	Medium
Positive Relationships	1815	19,86	2,8	Medium
Accepting yourself	1815	18,96	2,7	Medium
Purpose of life	1815	19,87	2,4	Medium
Personal Growth	1815	19,73	2,3	Medium

Based on table 1, it can be seen that of the six indicators in psychological well-being it is in the moderate or medium category. Therefore, there are no low or high indicator categories. However, the life purpose indicator has a higher value than the other indicators ($M = 19,88, SD = 2,407$) followed by indicators of a positive relationship ($M = 19,86, SD = 2,857$), an indicator of personal growth ($M = 19,73, SD = 2,303$), an indicator of environmental mastery ($M = 19,24, SD = 2,207$), an indicator of self-acceptance ($M = 18,97, SD = 2,777$), and indicators of independence ($M = 18,77, SD = 2.813$) has the lowest average value compared to other indicators.

3.2   Discussions

Referring to the results of data analysis in table 1, it is known that the well being of Vocational High School (SMK) students in Semarang City is in the moderate category. This illustrates that the psychological abilities of SMK students cannot be fully achieved because the limitation of their psychological well-being. Therefore, students experience a state of dissatisfaction in living their lives, are less able to control themselves well, and show symptoms of depression. The results of the study show that several aspects or indicators of psychological well-being have not been fully achieved in life.

One indicator of psychological well-being is independence that is still in moderate category. Independence can be interpreted as an individual condition capable of being empowered in living his life. Independence is essential to understand because it is part of the process of recognizing oneself and being away from dependence on others is the key to having good psychological well-being. Independence plays an important role in growing students who have a strong self-concept. This is in line with and directly related to the level of one's psychological well-being. Because, people who have good

independence will have a strong self-concept to construct themselves as a whole, so that they are able to direct themselves to achieve self-actualization (26).

A person who is fully independent is able to control himself consistently to deal with dynamic conditions in society. Especially now, the post-pandemic global world is greatly facilitated by massive technological developments (27). Provides an opportunity to exchange experiences and it is proven from the research that has been conducted that a person has a tendency to depend more on technology than they have to interact directly with other people (28). This is what should be a concern, because a person will not be able to feel happiness as an individual, when he does not determine his own version of happiness, which can be found by being completely independent (29).

The use of artificial intelligence to help draw, even using artificial intelligence to assist students in doing assignments. Of course, this has a huge impact on a person's level of psychological well-being. Convenience accelerates a person's process of doing tasks, but when this facility is not accessible, it will reduce a person's level of psychological well-being, as a result of a person's dependence on current technological developments (30).

According to Cleopatra said that a person's chance to actualize himself is much better when he has independence in growing and developing (31). Thus, in general, when a person cannot achieve independence, special services are needed to increase his independence. For example, by giving personal assignments while at school, so that he will learn to develop himself, and respond to the dynamics that exist at home and at school. Through this, students can learn a lot about true independence. In accordance with the phases of his development as a vocational student.

Independence is very closely related to learning at school. Because, independence forms the character of students in learning (26). Based on the studies that have been conducted, it illustrates that a person's success in pursuing education is strongly influenced by independence. The research that has been carried out illustrates that it is necessary to carry out certain learning methods to integrate the values of independence, so that they are stronger in growing (32).

In addition to independence, vocational students must also pay attention that in the process of interacting with the environment, they will definitely meet many people in the community. The nature of each person has characteristics from one another. Therefore, it is very necessary to have positive relationships with other people. Positive relationships with other people are not only related to certain interests, but on an ongoing basis. Positive relationships in depth are closely related to the development of students in school, because positive relationships will have a significant impact on the interaction patterns of individuals with one another, without intimidating or bringing other people down. Positive relationships with individuals play a role in creating a good environment for growth. Because, when the environment formed is a positive environment, it will have a positive influence. And vice versa, when a person is unable to understand his environment well, when a person does not build his environment positively, he will likely be exposed to something negative from his environment (33).

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