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IDENTIFICATION OF STUDENTS’ PSYCHOLOGICAL WELLBEING

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ABSTRACT

Psychological well-being is a state of being free from stress and mental problems. There is a close relationship between psychological well-being and positive adolescent behavior. Adolescents with a high level of psychological well-being will also have psychological well-being in adulthood and old age and will be protected from juvenile delinquency. Teenagers in Indonesia in the field of education are given various options to choose the school or educational institution they want, one of which is Islamic boarding schools. Pesantren is an educational institution based on the Islamic religion. Education at an Islamic boarding school will increase a teenager's religion and shape the person into a more positive person. The psychological well-being of students is reflected in their polite attitude towards kiai, ustadz, ta'dzim, and parents. The aim of this study to identify the psychological well-being of students at Sangkhom Islam Wiyatta School. This research uses the literature study method to carry out analysis of various sources. The data analysis technique used is content analysis to understand and analyze the text. The research results obtained are that Islamic boarding schools can be the main option for parents when choosing a school. One of the factors that has an important role in the psychological well-being of teenagers is the religiosity factor. Apart from that, based on research results from literature studies, teenagers who are religious will avoid problematic behavior or avoid juvenile delinquencies. One school that can be used as a reference by parents in Thailand is Sangkhom Islam Wittaya School.

Keywords: psychological well-being

INTRODUCTION

Psychological well-being or psychological well-being is a variety of individual feelings in carrying out their daily activities with the various obstacles they experience. Ryff defines psychological well-being as a useful encouragement to help individuals explore their whole potentials. This encouragement is useful for improving the individual's condition and can increase their psychological well-being (Ryff & Keyes, 1995). Apart from that, Ryff also defines psychological well-being as a state that is free from stress and mental problems.

Psychological well-being has six dimensions, including the ability to accept oneself and one's past life (self-acceptance), personal growth or development (personal growth), having a purpose in life, being able to establish positive relationships with other people (positive relationships with others), managing their environment and life effectively (environmental mastery), and being able to determine their own actions (autonomy) (Ryff, 1989). Deviana (2023) states that there is a close relationship between psychological well-being and positive adolescent behavior. Adolescents with a high level of psychological well-being will also have psychological well-being in adulthood and old age and will avoid juvenile delinquency (Ryff & Keyes, 1995). Apart from that, teenagers with high levels of psychological well-being always feel happy, comfortable and able to become more positive individuals.

Teenagers in Indonesia in the field of education are given various options to choose the school or educational institution they want, one of which is Islamic boarding schools. *Pesantren* is an educational institution based on the Islamic religion. According to Daulay (2018), the purpose of establishing Islamic boarding schools was to become a means of spreading Islam in Indonesia. The existence of Islamic boarding schools also coincided with the development or entry of Islam in Indonesia in the 12th century.

Islamic boarding schools as educational institutions have characteristics that differentiate them from other educational institutions. The characteristic in question is Islamic boarding school values as a frame for social interactions between *kiai*, *ustadz* and *santri* (Ma'rufah et al., 2014). Education at an Islamic boarding school will increase a teenager's religion and shape the person into a more positive person. Islamic boarding school students have the ability to know to what extent they apply what they have learned and know the relationship between *hablun minallah* and *hablun minannas* (Lisnawati & Al Rahmah, 2019).

The psychological well-being of students is reflected in their polite attitude towards *kiai*, *ustadz*, *ta'dzim*, and parents. Based on previous research, Islamic boarding schools are able to foster a sense of self-acceptance, foster positive relationships with other people, increase the independence of students, are able to make students understand their environment, find a directed purpose in life, and make students become good individuals (*personal growth*) (Arifin, 2003).

Another research was conducted by Mutiara which examined the relationship between religiosity and psychological well-being. The results of this research stated that as much as 19% of religiosity has had an effect in the psychological well-being of students at a medium category level. The research results also showed that there were 57 *santri* who decided to move from Islamic boarding school in the period from January to July, on the grounds that the students were unable to adapt to Islamic boarding school activities and were unable to control the environment at the Islamic boarding school.

According to Tran (2022), who conducted research on the differences in factors that influence the psychological well-being of students in Thailand and students in Singapore. This research shows that mindfulness has a significant effect on the level of psychological well-being of students in Thailand and Singapore. Resilience in Thai students is the strongest predictor of student autonomy and growth factors, besides that perceived stress is the strongest predictor of cognitive factors. Meanwhile, for students in Singapore, control and support from friends most strongly predict student autonomy and growth factors.

Thailand is a country with a minority Muslim population. There are also few Islamic-based schools in Thailand. One of the Islamic-based schools in Thailand is Sangkhom Islam Wittaya School. Based on this, researchers are interested in identifying the psychological well-being of students at Sangkhom Islam Wiyatta School.

METHOD

This research uses a literature study research method by comparing research results obtained from various literature sources found, which are then further identified. The literature sources used are articles, books and references that are appropriate to the research problem. Literature studies have the function of building a concept which later in research will become a basis for study. After the data is collected, data analysis will be carried out to obtain conclusions (Suharsimi, 2006) .

The data collection method used in this research is documentation, which is the collection of data and information from relevant literature. There were nine articles used in this research. Researchers will study the references that will be used, such as articles and journals that are relevant to the research problem.

The data analysis technique used in this research is content analysis to analyze and understand the meaning of the text. Content analysis is a research technique used to draw conclusions from text or material into the context in which the text will be used. Content analysis will provide new insights, inform practical actions, and increase researchers' understanding of a phenomenon (Krippendorff, 2018) .

There are five stages that researchers will carry out in this research. The first stage is looking for an interesting topic to research, the topic in question is identifying psychological well-being in Islamic boarding school students in Thailand. The second stage is formulating the problem, at this stage the researcher provides reasons for deciding on the topic for further research. The third stage, determining the research method, at this stage the researcher chooses literature studies to compare the results. The fourth stage is analyzing and compiling data findings. The fifth or final stage is to provide an interesting conclusion. In this final stage, the researcher will answer the research objectives at a conceptual/theoretical level.

RESULTS AND DISCUSSION

Researchers will present the results of content analysis on various reference sources that have been obtained regarding the identification of psychological well-being among students in Thailand. The following is an analysis table:

Identification of Psychological Wellbeing of Santri at Sangkhom Islam Witayya School Thailand

Table 1 Articles closely related to psychological well-being among students in Thailand

No	Title of article/book	Publication Year	Journal Publisher Name	Author	Findings
1.	Physically and Psychologically Hazardous Jobs and Mental Health in Thailand	2015	Health Promotion International	Vasontara Yiengprugsawan et al	From 2005 to 2009, it was found that there was an increase in the burden of poor mental health, including the psychological well-being of students in Thailand who had part-time jobs.
2.	Mental Health Status Among Burmese Adolescent Students Living in Boarding Houses in Thailand: A Cross-Sectional Study	2013	BMC Public Health	Takeshi Akiyama et al	There is no significant relationship between social support and mental health problems for students in Thailand who live in boarding houses (separated from their families)
3.	Mental Health of Muslim Nursing Students in Thailand	2012	International Scholarly Research Notices	Paul Ratanasiripong	Muslim students majoring in nursing have a high level of depression compared to the level of anxiety which is included in the moderate category. It was also found that stress had a positive relationship with anxiety, while self-esteem had a negative relationship with anxiety. Self-esteem and social support were found to have a negative relationship with depression, while stress had a positive relationship with depression.
4.	Exploring The Quality of Life of People in North Eastern and Southern Thailand	2006	Social Indicators Research	Darunee Jongudomkarn & Laura Camfield	Muslim parents support an education system or schools that focus on Islamic religious education in the southern region of Thailand.
5.	Religiosity and Social Problems among Muslim Adolescents in Southern Thailand	2015	Journal of Muslim Mental Health	Suhaimee Sateemae et al	High religiosity (adherence to religion) will be able to reduce teenagers' socially problematic behavior. In addition, it was also found that women are considered more likely to be religious and less likely to engage in socially problematic behavior compared to men.
6.	How is Psychological Well-Being in Teenagers? An analysis related to the Meaning in Life Factor	2020	Diversita Journal	Suryani Hardjo Siti Aisyah Sri Intan Mayasari	Teenagers who have high psychological well-being will consider that they have a life full of meaning and tend not to waste their lives. Conversely, teenagers who consider their lives to be meaningful tend to be psychologically more prosperous.
7.	Meaning in Life and Psychological Well-Being in Spanish Emerging Adults.	2018	Acta Colombiana de Psicología	Joaquín Garcia-Alandete	Teenagers who consider their lives to be meaningful or have meaning in life have good psychological well-being too. The meaning of life also has a significant relationship with the dimensions of psychological well-being (mastery of the environment, self-acceptance, and positive relationships with other people.
8.	Resilience, Religiosity, and Psychological Well-Being in Santri	2024	G-Couns: A Journal of Guidance and Counseling	Suryatiningsih Lely Ika Mariyati Eko Hardi Ansyah	The level of psychological well-being in adolescents can be influenced by religiosity. Teenagers who choose Islamic boarding schools with high religiosity tend to have high levels of psychological well-being as well.
9.	Mental Peace and Psychological Well-Being; Study of Student Students at Islamic Boarding Schools	2022	Journal of Psychology	Nur Fitriyani Hadi	Teenagers who choose an Islamic boarding school of their own accord and receive support from their family will feel comfortable at the boarding school whatever the circumstances. They have a calm soul and will have an impact on psychological well-being.

Psychological well-being among students in Thailand is closely related to psychological burden or pressure and low life satisfaction. This is mostly experienced by *santri* or students who have part-time jobs. They will still choose to work even though they feel disadvantaged both psychologically and physically (Yiengprugsawan et al., 2015) .

One of the factors that can influence an individual's psychological well-being is the social support factor (Ariyanti et al., 2023) . This is confirmed by research conducted by Prita (2021) by comparing whether there is a relationship between social support and psychological well-being for students at State Senior High School 1 Binjai. The results of this research explain that there is a significant relationship between social support and the level of students' psychological well-being at State Senior High School 1 Binjai. However, in research conducted by Akiyama (2013) with students in Thailand who lived in boarding houses (far from family), it was found that there was no statistically significant relationship between perceived social support and mental health problems for students who chose to live in boarding house so they live separately from their families. The main source of student social support can come from peers, while direct support from family tends to be limited.

Social support has a positive relationship with the level of depression of Thai Muslim students majoring in nursing. The lower the social support that Muslim students majoring in nursing in Thailand have, the higher their level of depression, and vice versa. The research also found that stress levels had a positive relationship with anxiety among Muslim students majoring in nursing in Thailand. If students have a high level of stress, they will also have a high level of anxiety (Ratanasiripong, 2012) .

Muslim parents in southern Thailand support a school system that focuses on Islamic Religious Education or what is known as *Pondok*. In addition, the younger generation in the northeastern region chooses to migrate to Bangkok to receive various kinds of training that can improve their quality (Jongudomkarn & Camfield, 2006) .

Another factor that can influence the level of psychological well-being of teenagers is religiosity (Ariyanti et al., 2023; Liwarti, 2013; Supriyadi et al., 2020) . Based on research conducted by Hidayati & Fadhilah (2021), the results found that religiosity has a significant influence on the psychological well-being of students at the IAIT Kediri Faculty of Da'wah. On top of that, Mariyati & Ansyah (2024) also stated that resilience and religiosity can influence the psychological well-being of Sidoarjo students. This research is align with research conducted by Abdel-Monem & Sateemae (2015) which examined Muslim teenagers in Thailand. The results of this research show that the level of religiosity of Muslim students attending private Islamic schools in Yala Province has a significant relationship with the socially problematic behavior of teenagers. Increased religious adherence mediates involvement in risky behavior. It was also found that women are considered more likely to engage in religious behavior and have a lower level of involvement in social problems compared to men.

Psychological well-being is closely related to the meaning of life, based on research conducted by Hardjo (2020) showing that teenagers who consider their lives to be meaningful and happy will have a high level of psychological well-being and vice versa. These results are in line with research involving 180 Spanish students with the result that there is a significant relationship between the meaning of life and the

dimensions of psychological well-being, the dimensions in question are mastery of the environment, self-acceptance and positive relationships with other people (García-Alandete et al., 2018).

Activities in crowded Islamic boarding schools can affect the psychological well-being of students. Students with good mental peace will also have good psychological well-being, this can be because students who choose an Islamic boarding school of their own accord and receive support from their parents will feel comfortable in the Islamic boarding school environment even though they have to carry out various kinds of activities (Hardi, 2022).

Based on the results of the literature review, it was found that there was no significant relationship between social support and mental health problems in Thai students living in dormitories. In addition, stress has a positive relationship with anxiety and depression. Other factors related to psychological well-being are religiosity and meaning of life including environmental mastery, self-acceptance, and positive relationships with others.

CONCLUSION

Islamic boarding schools can be the main option for parents when choosing a school. One of the factors that has an important role in the psychological well-being of teenagers is the religiosity factor. Apart from that, based on research results from literature studies, teenagers who are religious will avoid problematic behavior or avoid juvenile delinquencies.

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