

Research Article

Implementation of Three Good Things in Life Training on Subjective Wellbeing Improvement in Student Master Degree of Professional Psychology

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Abstract

This study aims to find out whether the application of the three good things in life exercises is effective in improving the subjective wellbeing of students in the psychology profession. Exercise three good things introduced by Martin Saligman as one of the psychological intervention methods; more specifically, this method is one of the intervention methods with a positive psychology approach. The subjects of this study were 13 students who were taking a professional psychology master program at Airlangga University Surabaya. Data collection uses survey methods, with a subjective wellbeing measure, namely the PERMA Questionnaire introduced by (Martin EP Seligman et al., 2005) and has been translated into Indonesian. Data analysis techniques used non-parametric statistical analysis with the Wilcoxon Signed Rank Test difference test technique with the help of SPSS 16 for Windows software. The results of the study showed p significance value of 0.003, which showed the value <0.05 , so it can be concluded that the three good things in life exercise are effective in improving the subjective wellbeing of professional psychology students. The results of the descriptive analysis of PERMA scores include the elements of positive emotion, engagement, relationship, meaning, and accomplishment, indicating an increase between before getting treatment (pre-test) and after getting treatment (post-test).

Keywords: wellbeing, master degree-professional psychology student, three good things in life

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah penerapan senam tiga hal baik dalam kehidupan efektif dalam meningkatkan kesejahteraan subjektif mahasiswa profesi psikologi. Latihan tiga hal baik yang dikenalkan oleh Martin Saligman sebagai salah satu metode intervensi psikologis; Lebih spesifiknya, metode ini merupakan salah satu metode intervensi dengan pendekatan psikologi positif. Subjek penelitian ini adalah 13 orang mahasiswa program magister psikologi profesi di Universitas Airlangga Surabaya. Pengumpulan data menggunakan metode survei, dengan ukuran kesejahteraan subjektif yaitu Kuesioner PERMA yang diperkenalkan oleh (Martin EP Seligman et al., 2005) dan telah diterjemahkan ke dalam bahasa Indonesia. Teknik analisis data menggunakan analisis statistik non parametrik dengan teknik uji beda Wilcoxon Signed Rank Test dengan bantuan software SPSS 16 for Windows. Hasil penelitian menunjukkan nilai signifikansi p sebesar 0,003 yang menunjukkan nilai $<0,05$, sehingga dapat disimpulkan bahwa tiga hal baik dalam senam kehidupan efektif dalam meningkatkan kesejahteraan subjektif mahasiswa psikologi profesional. Hasil analisis deskriptif skor PERMA meliputi unsur emosi positif, keterikatan, hubungan, makna, dan prestasi, yang menunjukkan adanya peningkatan antara sebelum mendapat perlakuan (pre-test) dan setelah mendapat perlakuan (post-test).

Kata kunci: kesejahteraan, mahasiswa magister-psikologi profesional, tiga hal baik dalam hidup

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Introduction

One of the professions that currently exist to meet human needs is the profession of a psychologist. The psychologist profession is a profession that has the authority to provide psychological services. The definition of psychology is a science that focuses on behavior and the mental processes that underlie it, as well as its application in human life. (Indonesia, 2010). A person can become a psychologist if they have met the qualifications through professional education related to psychological practice.

In the book Indonesian Psychology Code of Ethics compiled by (Indonesia, 2010), It is stated that psychologists are graduates of professional education related to psychology practice with a background of Bachelor of Psychology who have graduated from undergraduate psychology higher education programs (S1) from the old curriculum system or who have attended undergraduate psychology higher education (S1) and graduated from psychology or strata 2 (S2) Masters in Psychology (Professional Psychologist). Based on the aforementioned provisions, it can be concluded that to become a psychologist today, and a person is required to have a heavier academic task than the old curriculum because, in addition to passing a bachelor's degree, a person can obtain a psychologist degree after first completing studies at the undergraduate level.

This phenomenon illustrates that the demand for a psychology degree is quite heavy. This can be seen from the psychology master curriculum, which includes both the Master's curriculum and the professional curriculum. Universitas Airlangga, as one of the organizers of the professional psychology master study program, schedules a five-semester study period to be completed by its students. In the five semesters, the first semester contains general lectures in magisterial. The second semester contains general lectures according to the major in psychology (consisting of educational major, clinical major, and industrial major). In the third semester, students are required to start working on PKPP (Professional Psychology Work Practice), which consists of PKPP 1 and PKPP 2.

From the series of study periods mentioned above, in fact, many students have not been able to complete their studies on time. Based on the data that the authors collected in 2018, there were still 11 students of the class 2014 (study period eight semesters) from a total of 35 students. While the 2015 class of students (study period six semesters), there are still 23 students out of 40 registered students. This phenomenon does not only occur at Airlangga University but also occurs in other campuses that carry out professional psychology master's study programs such as Universitas Surabaya, Gadjah Mada University, and Maranatha Christian University.

Research on wellness in Professional Psychology Masters Program Students by (Pertiwi 2016) at Maranatha Christian University, Bandung, revealed that out of 6 students who extended their

study period at the university, they had low wellness. Wellness is concerned with how individuals feel fine so that they can carry out their functions properly. In line with the research, (LUKITASARI 2016) from Gadjah Mada University also researched master students of professional psychology, but he researched a broader subject related to wellbeing. The results of his research concluded that some students at UGM have low wellbeing.

Departing from this phenomenon, the author intends to carry out an intervention to be able to improve wellbeing in Professional Psychology Masters students. Previous research on the subject of Master of Professional Psychology students was only limited to describing the condition but had not yet intervened. The intervention that the writer did was intervention on the subjective wellbeing aspects of students. The intervention is called the Three Good Things in Life exercise, which the next writer will briefly become a TGT exercise. The theoretical basis of TGT practice is the theories in Positive Psychology introduced by Martin Seligman. The reason for choosing this intervention method is to consider the phenomenon of the length of time that students study in the Professional Psychology Masters program causes their low subjective wellbeing. With a positive psychological approach through TGT exercise interventions, students are invited to focus on the positive things they have achieved. The hope is that with this intervention, student subjective wellbeing will increase and have a positive impact on the studies they are currently undertaking.

Positive psychology is the study of human strength, resilience, and optimal human function (Fleming, 2006; Martin E P Seligman et al., 2005). The main purpose of positive psychology is to facilitate happiness and subjective wellbeing (Fleming, 2006; Martin E P Seligman et al., 2005). Positive psychology defines wellbeing into five elements, where measurement of these five elements describes a person's wellbeing. The five things are positive emotions, involvement, relationships, meaning, and achievement (MEP Seligman, 2013). Positive Psychology introduces several forms of intervention to improve wellbeing, including "Three Good Things in Life" and "Using Signature Strengths in a New Way" (Martin E P Seligman, Ernst, Gillham, Reivich, & Linkins, 2009). The "Three Good Things in Life" exercise asks the participants to recall the positive activities that have been undertaken by participants. Meanwhile, in "Using Signature Strengths in a New Way," participants are asked to identify the strengths of the participants, then use these strengths to optimize their potential.

Among the intervention methods, the writer is interested in conducting research related to wellbeing for Master of Professional Psychology students with the intervention approach "Three Good Things in life." This is done by considering the suitability of the Three Good Things in Life method, which involves positive memory in order to increase subjective wellbeing. Students as individuals who have specific assignments are deemed unsuitable if they try to improve their wellbeing through the approach of recognizing strengths as introduced in "Using Signature Strengths in a New Way." In addition, research on Three Good Things in Life has been shown to improve the wellbeing of individuals with various backgrounds such as students, students, nurses, lawyers, and so on. (Bahnik, Vranka, & Dlouhá, 2015; Martin E P Seligman et al., 2009)

Identification of problems

Professional Psychology Masters students have demands for a heavier developmental task than at the previous level of education. With the various obstacles he encountered, of course, it had an effect on the welfare of these students. The concept of wellbeing is a very broad concept, but here the author uses a wellbeing approach from the subjective wellbeing concept. Selection of subjective wellbeing as the main study with the consideration of how individuals see

themselves affects their performance. Subjective wellbeing refers to how individuals evaluate their lives, where perceptions that arise from the results of personal evaluations will affect how they perceive themselves and further create optimism in themselves.

Departing from this phenomenon, the authors intend to conduct research on interventions that can affect wellbeing. One of the interventions that are believed to have an influence on wellbeing is by exercising three good things (three good things exercise). Three good things exercise intervention with a positive psychological approach introduced by Martin Seligman. Although three good things practice is believed to have a positive effect on improving wellbeing, there are several things that need attention.

The first problem is related to the location of the intervention. The three good things exercise intervention was first introduced by Martin Seligman in the United States. A search of the literature by the authors on the implementation of this intervention in Indonesia shows that there has been no previous research using this approach. The second problem is related to the subject receiving the intervention. Subjects in research related to intervention with the three good things exercise previously carried out came from a very broad background. In this study, the authors specifically conducted research on the subject of Professional Psychology Masters Students.

The problems related to the location and research subject mentioned above prompted the author to carry out replication research on three good things training to improve the wellbeing of professional psychology master students. Can the three good things exercise be successful in increasing subjective wellbeing with different research locations and research subjects? This study wanted to find out whether there was an increase in subjective wellbeing in students who took the three good things in life exercise.

Formulation of the problem

The formulation of the problem in this study is "is the application of the Three Good Things in Life exercise effective in increasing subjective wellbeing in Masters Students of Professional Psychology at Airlangga University?"

Three Good Things in Life Exercise

Since the inception of publication by (Martin E P Seligman et al., 2005), the scope of interventional therapy is very well developed. Currently, psychological interventions do not only focus on negative symptoms but positive interventions that aim to improve welfare and life satisfaction (Bahník et al., 2015). Among the interventions, there is an exercise "Three Good Things in Life," wherein these intervention research subjects are asked every night to write down three things that have gone well that day. The subjects were also asked to write an explanation as to why this happened (Martin EP Seligman et al., 2005). Research shows that applying Three Good Things in Life to subjects exhibits increased happiness and decreased depressive symptoms.

The application of the Three Good Things in Life Exercise method is very simple, where it only asks subjects to write down three good things that have been done that day, at night before going to bed. Previous research evidence shows that its application is quite effective when doing research replication. Seligman also claims that the application of the Three Good Things in Life exercise is able to bring positive effects to individuals within six months after its application. (Martin EP, Seligman, et al., 2005). As an intervention method that emerges from a

positive psychological approach, it cannot be denied that the aspects measured from the results of the implementation of the Three Good Things in Life Exercise are the initial aspects of positive psychology, which are related to happiness. However, the latest research from Seligman leads to a redefinition of the focus of positive psychology studies where initially, the focus on the study of happiness became the focus on the study of wellbeing. Several new studies on the effects of Exercise Three Good Things in Life are starting to point to its effects on wellbeing (Fleming, 2006).

The relationship between three good things in life training with subjective wellbeing in professional psychology master students departs from the context of this research, namely the context of professional psychology master students. Students in achieving their academic potential will be treated to protective factors and risk factors related to mental health. Professional psychology master students with various academic tasks and the various demands they face will trigger a large risk factor resulting in symptoms such as showing reluctance to respect and acting aggressively, showing symptoms of confusion, unable to concentrate or participate in class, suddenly - crying suddenly, being overly sensitive or overreacting, running away from the demands of a task, avoiding eye contact and refusing to speak.

Departing from these conditions, the authors intend to carry out an intervention to strengthen protective factors in order to achieve positive mental health and wellbeing. Intervention with the Three Good Things Exercise has been proven in previous studies to have succeeded in improving wellbeing for many people with various backgrounds (Bahník et al., 2015; Martin E P Seligman et al., 2009). In a broader context, at the level of university institutions regarding efforts to improve wellbeing. Research conducted by the author can be classified as an effort to improve student wellbeing by developing knowledge about mental health.

Method

This type of research is quantitative research with an experimental approach. This experimental research was conducted by researchers with the aim of knowing the effects of manipulation on the observed individual behavior. An experiment can be defined as a modification of a certain state, which is then compared to a state without modification (Lawrence, 2007). The experimental research design used in this study is included in the pre-experimental design category where this approach is used when situations make the implementation of classical experimental design difficult to do, even though this research can still be included in the experimental research category because the purpose of this study is to see the differences that exist. Appears at the time before and after being given treatment. The experimental research design in this study used the One Group Pretest-Posttest Design approach. In this research design, the research was carried out by having one experimental group, conducted a pre-test, carried out treatment, and finally carried out the final or post-test measurement (Lawrence, 2007). In research The schematic regarding the experimental design of one group pre-test post-test design can be seen in the following scheme: Experient Group: Measurement (pre-test)→Treatment →Measurement (post-test)

Exercise "Three Good Things" (Variable X)

Exercise "Three Good Things" is a form of psychological intervention treatment. Where the client is asked to write down three good things he experienced that day. The intervention was

carried out in one week or seven days. The purpose of providing this exercise is to instill positive memory in participants in the hope that their wellbeing can also increase.

Subjective Wellbeing (Variable Y)

Subjective wellbeing or subjective wellbeing is a concept consisting of 5 indicators, namely positive emotion, engagement, relationship, meaning, and accomplishment. The five indicators will be measured using Seligman's PERMA measuring instrument, which has been adapted by the author.

Research Subject (Student of Master of Professional Psychology at Airlangga University)

The subjects of this study were students of professional psychology master's degree at Airlangga University, Surabaya. The selection of subjects in this study is to use nonrandom sampling techniques, namely by determining the criteria first according to the research objectives. The criteria for selecting research subjects are as follows:

1. Subjects are students of the Professional Psychology Masters Study Program from the Faculty of Psychology, Airlangga University.
2. Subjects are students who are carrying out the Psychology Professional Work Practice (PKPP).
3. Subjects understand the objectives of the exercise to be carried out and are willing to participate in a whole series of voluntary activities, as stated in the informed consent given.

Through the subject selection technique, 13 students of the Professional Psychology Masters Program met the criteria. The 13 subjects were then involved in the process of practicing Three Good Things in Life, which was put into an experimental group that carried out the pre-test, treatment, and post-test.

Data collection technique

Data collection is a process of procuring data for research purposes. Collecting data is an important step in the scientific method because, generally, the data collected will be used to test the hypotheses that have been formulated (Nazir, 1999). The data obtained must be valid for use. Therefore an appropriate data collection method is needed so that results can be obtained in accordance with the research objectives. To produce the required data precisely, which is relevant to the research objectives, a questionnaire is used as a data collection tool in this study. The questionnaire is a set of questions that logically relates to a research problem, and each question is an answer that has meaning in testing the hypothesis (Nazir, 1999). The researchers' assumptions in using this method are:

1. That the subject is the person who knows best about himself.
2. That what is stated by the subject to the researcher is true and can be trusted.
3. That the subject's interpretation of the questions posed to him is the same as what the researcher meant.

PERMA measuring instrument

Based on the data required, the situation and conditions, as well as the research objectives, the measuring instrument used in this study only require one measuring instrument, namely PERMA, which is a measuring instrument introduced by Martin Seligman. PERMA measures wellbeing by measuring wellbeing elements, which include Positive emotion, Engagement,

Relationship, Meaning, and Accomplishment. The PERMA measuring instrument consists of 23 items with the division of the measured aspects as described in the blueprint of the measuring instrument as follows (Khaw and Kern, 2015):

Table 1. The PERMA measuring instrument consists of 23 items

No.	Aspects measured	Number of Items
	Positive Emotion	3
	Engagement	3
	Relationship	3
	Meaning	3
	Accomplishment	3
	Overall Wellbeing	1
	Physical Health	3
	Negative Emotion	3
	Loneliness	1
	TOTAL AITEM	23

Data collection in this experiment used the pre-test and post-test approaches. Whereat the pre-test stage, the writer will give a questionnaire to the research subject before being given treatment. Then the results of the pre-test will be analyzed the initial data in order to identify subjects with scores that meet the criteria of the author. Furthermore, the practitioner will divide the research subjects into two groups, namely the control group and the experimental group. After giving informed-consent to subjects who meet the criteria. The control group did not get treatment from the author, while the experimental group would be given intervention in the form of the "Three Good Things" exercise. In this exercise, the experimental group was asked to write down three good things that were done by the subject that day.

Every night for the coming week, take ten minutes before you go to sleep. Write down three fun things that happened today, and why they all felt good, you can use a journal or computer to write down the events, but you must have a physical record of your writing. Next to each positive event you wrote about, answer the question "Why did this happen?" (Quoted from Beyond Authentic Happiness, (Martin EP Seligman et al., 2009). After one week of experimental time, the author will carry out a post-test by asking all research subjects, both the control group and the experimental group, to return to fill out the questionnaire prepared by the author. The results of the pre-test and post-test were then compared to see if there was a significant increase in the scores of the experimental group that had carried out the "Three Good Things" exercise than the control group that did not get treatment from the author.

Validity and Reliability of PERMA Measuring Instruments

The validity of the measuring instrument is how precisely the measuring instrument used can measure the concept to be measured (Singarimbun and Effendi, 1989). The validity measured in this study is the content validity or content validity as measured by professional judgment. Where the results of the assessment by professional judgment, namely a lecturer at the Faculty

of Psychology, Airlangga University, have stated that the PERMA measuring instrument, which has been translated into Indonesian, is suitable for use in research.

Reliability

The reliability of measuring instruments is the extent to which the results of measurements using these measuring instruments can be trusted. This can be indicated by the level of consistency obtained from the subject as measured by the same measuring instrument with the same instrument, or measured with the same measuring instrument but in different conditions. (Suryabrata, 2005). The high and low-reliability values are indicated by the reliability coefficient. A measurement instrument is said to be reliable if the reliability coefficient is ≥ 0.5 , and if the value is < 0.5 , it means that the measurement instrument is not reliable.

Table 2. Reliability Statistics

Reliability Statistics			
Cronb ach's Alpha	Cronb ach's Based on Standardized Items	Alpha on	N of Items
.957	.958		23

Result and Discussion

Result

Before discussing the results of the difference test, the authors feel the need to show an overview of the scores obtained in this study. The following is an overview of the pre-test and post-test scores in this study. At first glance, it appears that the post-test scores show higher scores than the pre-test scores.

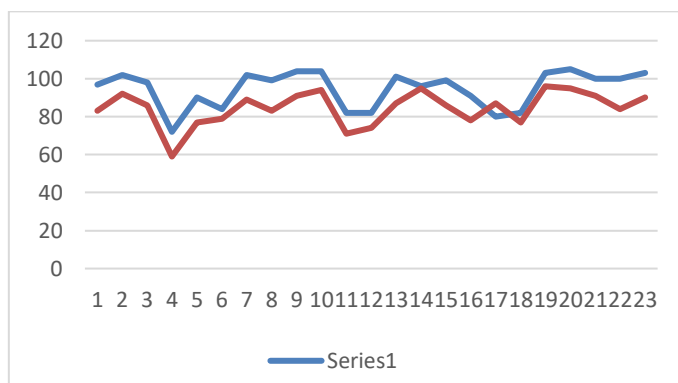


Figure 1. Overview of Changes in Pre-test and Post-Test Scores

The results above illustrate that the scores obtained by the subjects of this study indicate an increase. To strengthen this assumption, a statistical test was carried out to prove whether the change in score that occurred was a significant change or not. Discussion on statistical analysis to prove the hypothesis will be discussed in the next section below. The variable measured in this study was subjective wellbeing, which was indicated by a certain score generated from the

PERMA measuring instrument. The results of calculating the statistical difference test using the non-parametric statistical technique Wilcoxon Signed Rank Test with SPSS 16 for Windows software are as follows:

Table 3. The results of calculating

Ranks			Mean	Sum	of
		N	Rank	Ranks	
PRE - POST	Negative Ranks	11a	6.00	66.00	
	Positive Ranks	0b	.00	.00	
	Ties	2c			
	Total	13			
a. PRE <POST					
b. PRE > POST					
c. PRE = POST					

Statistics Test b	
	POST - PRE
Z	-2.937a
Asymp. Sig. (2-tailed)	.003
a. Based on negative ranks.	
b. Wilcoxon Signed Ranks Test	

The results of the different tests in the table above show the results of the pre-test and post-test on the subjective wellbeing of psychology masters students show a significant difference. This is indicated by a significant value that is smaller than 0.05 (<0.05), which is valued at 0.003. In addition, the rank table also explains in more detail that of the 13 subjects who received the intervention "Three good things in life," 11 people show an increase in the PERMA score obtained, while the two subjects showed a constant perma score. The significance value of the PERMA score difference test before and after the implementation of the Three Good Things in Life intervention was 0.003 less than 0.05, so H_0 was rejected, and H_a was accepted, namely "Three Good Things in Life Exercise" was effective for increasing subjective wellbeing in psychology masters students.

Discussion

The results of the data analysis show that this study supports the results of previous studies, which state that the three good things in life exercise can improve wellbeing for the subjects who carry it out. This was confirmed by the statements delivered by the training participants at the end of the reflection session, which was held seven days after the assignment of writing three good things were given. This study supports the results of research by (Sekizawa &

Yoshitake, 2015) in Japan as well as research (Martin E P Seligman et al., 2005) in the United States. The results of the distribution of the total score of the PERMA measuring instrument shown in the figure can also show an increase in the score in all aspects measured in this study. Both aspects of positive emotion, engagement, relationship, meaning, and achievement all show an increase in scores that affect the overall wellbeing score. In the context of Professional Psychology Masters Students, the implementation of the three good things in life exercise can strengthen protective factors in students, which makes them realize positive mental health. The form of assignments in three good things in life that asks students to write down three good things according to the subject of this study helps them to focus on the positive things that have happened. This strengthens the protective factor and reduces the risk factor (stressor) they experience.

The results of this study also showed that of the 13 subjects of this study, 11 subjects (84%) showed an increase in subjective wellbeing scores. Only 2 (16%) subjects showed fixed scores, no change in their wellbeing. Judging from the strategy to improve student wellbeing, these three good things exercise proven to be an alternative approach in improving student wellbeing. Three good things in life exercise are one of the steps to develop students' knowledge of mental health and equip them with adequate self-regulating skills. This is one of 5 actions that universities can take to improve the wellbeing of their students. The other four things to improve student wellbeing are access to services.

What the writer thinks needs attention is the importance of providing introductory material in this research. What is different from the previous three good things studies is that in this study, an intervention format was made in the form of training so that introductory material was given before entering the three good things assignment, which asked the subject to write three good things. At the end of the session, a reflection was also made so that the research subject could gain insight from the various activities carried out in this study.

Conclusion

Based on the results of data analysis and discussion conducted in this study, the authors conclude that the "Three Good Things in Life" exercise is effective in increasing the subjective wellbeing of Professional Psychology Masters Students of Universitas Airlangga Surabaya.

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