

The Psychological Well-Being of Student Activists

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Abstract

Psychological well-being has a role in determining the quality of life of student activists. This study aims to describe the meaning of psychological well-being in student activists, and their influence on the forms of behavior carried out. The research subjects were 42 people in collecting data profiles of student activists from UIN Sunan Kalijaga Yogyakarta, and 14 students were subjects who gave information verbally and in the form of non-verbal activities related to the meaning. Behavior carried out implication sense of psychological well-being. Data on the profile of student activists were explored by in-depth interviews using face to face, and who excavated key data on psychological well-being with focus group discussions (FGD). The results of this study illustrate that the essence of the psychological well-being of student activists is happiness and satisfaction in life based on trust in Allah. Expressions of happiness and life satisfaction in activist students are diverse and affect academic, social, and spiritual forms of activity or behavior.

Keywords

student activist, meaning, psychological well-being, happiness in life, satisfaction in life

Article Info

Artikel History: Submitted: 2020-12-30 | Published: 2021-04-30

DOI: <http://dx.doi.org/10.24127/gdn.v11i1.3638>

Vol 11, No 1 (2021) Page: 11-34

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INTRODUCTION

The significant role of student organization needs further review as a study in psychology suggested the importance of positive aspects of human beings (Seligman in (Compton, 2001); Suhail & Chaudhry, 2004). One of the issues is psychological well-being, which is the cognitive and emotional evaluation of a student's life as an organization. It emphasizes peacefulness, happiness, complete functionality, and life satisfaction (Ed Diener et al., 2003). The development of self-potential through active participation in any organization is searching for self-identity. Students who are active in a non-academic organization is known as student activist (Diniaty & Kurniati, 2014; Rohman, 2015). They improve their academic achievement and professionalism (Mikulec & McKinney, 2014). Further, Webber, Krylow, and Zhang (2013) stated, "students will get the most out of college when they devote time and effort to their college activities" (p. 592 in Kilgo et al., 2016). Work ethics, time management, balance, collaboration, communication, group work, and leadership are the characteristics of a student activist.

Participation in any organization provides abundant experiences, particularly personal development or soft skills, which are not obtained in the classroom (Pradnyani et al., 2016; Suranto & Rusdianti, 2018). Student activists are more confident than non-activists (Fajrien & Yuliadi, 2017). Student organizations shape the skills in accomplishing the tasks and applying what they have learned to society (Ardini, 2017; Barr & Harta, 2016). The campus situation can stimulate students to make achievements and have students' psychological well-being (Alivernini et al., 2020). Students who are active in the organizations gain different experiences from those who are not (Alfiana, 2013; Handycandra, 2003). Participation in the organization encourages the students to work harder and solve various problems (Husna et al., 2017). The activeness stimulates their cognitive, communicative, and interpersonal skills and confidence (Huang & Chang, 2004). Joining one or more organizations provides students with more interaction with other people outside the university.

Active students, naturally, develop adequate values and social skills (Pertwi et al., 2015; Sasongko, 2006). The skills help them cope with their college life's academic, social, cultural, and political aspects (Saniskoro & Akmal, 2017). There is a positive relationship between students' engagement in campus activities and their psychological well-being during their first year of study. The research found that the co-curricular involvement of Greek students significantly predicts their psychological well-being, including their personal development, positive relationships with other people, and life goals (Bowman, 2010).

The research is aimed to explore the psychological well-being of student activists and the implication behavior inside and outside campus life. The construct theory of psychological well-being aspects by Ryff (1989) is used as the framework to take and analyze the data. The results of data exploration about students' subjective well-being can be the basis for developing character and values as students go to college and equip them for life after dealing with the reality of work and socializing with people's lives. In addition to responding to the policy of the Minister of Education and Culture in developing the "Kampus Merdeka (free campus) dan Merdeka Belajar (independent learning campus), the hidden curriculum content leads to comfort and brings a pleasant atmosphere for students by internalizing psychological well-being.

LITERATUR REVIEW

It is understood as the multidimensional construct formed by an individual's attitude in life (Carol D. Ryff, 1989). An individual with psychological well-being is said to be a fully functioning person. It is also called psychological health, which describes the individual based on the fulfillment of positive psychological functions criteria (Carol D. Ryff, 1995).

The development of psychological well-being theories in individual well-being is divided into two perspectives: hedonic and eudaimonic (Ryan, & Deci, 2001; Deci & Ryan, 2008). The hedonic perspective emphasizes the availability of choices and enjoyment for the mind and body (Ed Diener et al., 1999; Ed Diener et al., 2003; Ed Diener et al., 2018). Well-being is defined as the pleasure experienced by an individual subjectively, either good or bad (Ryan, & Deci, 2001), and emphasizes fulfilling personal needs (Ed Diener et al., 2003). It is divided into three components: life satisfaction, positive feeling, and non-existence of negative feeling, all called enjoyment.

Meanwhile, the eudaimonic perspective is the events in meaningful life that focus on self-development and meaningful events in life (Carol D. Ryff, 1989). Eudaimonic focuses on psychological functioning and realization of the self-potential. Eudaimonic well-being refers to positive functioning, consisting of individual evaluation upon the condition of the individual's psychological well-being (Keyes, 2006). That is often referred to as psychological well-being.

Psychological well-being is the healthy psychological condition of an individual, marked by positive psychological aspects in his process of self-actualization. Well-being in eudaimonic perspective means the fulfillment of individual potential through achieving significant long-term targets (Grossbaum & Bates, 2002). Who will fulfill these targets through efforts, self-discipline, and sacrifice (Grossbaum & Bates, 2002)? The construct of psychological well-being includes six dimensions: self-acceptance, personal growth, positive relations with others, autonomy, purpose in life, and environmental mastery (Carol D. Ryff, 1989).

The development of the last five years to the study of students' psychological well-being connect with other variables, such as developing grit and resilience enhancement of academic programs to improve the psychological well-being of nursing students (Jin & Kim, 2017). Psychological well-being is considered a prerequisite for a number of results, including academic achievement (Amholt et al., 2020; Lee et al., 2017; Smith & Yang, 2017) because it does not automatically have a high level of welfare (Bücker et al., 2018). Students from rural areas have low psychological well-being and academic achievement (Han et al., 2018). Psychological well-being is important to increase interest (Soet & Sevig, 2006), mediate academic achievement (Steinmayr et al., 2016; Yang et al., 2019), and can be promoted to prevent game addiction (Sharma & Sharma, 2018). Student-athletes' quality is influenced by PsyCap, which mediates psychological well-being (Kim et al., 2020). Strengthening is recommended from online program Acceptance and Commitment Therapy (IACT) online-based, guided by coach to face sessions and online mix can be an effective alternative and well-accepted to improving students welfare (Räsänen et al., 2016). Psychosocial interventions focusing on strengthening vigilance and self-efficacy can also help students improve psychological well-being (Klainin-Yobas et al., 2016).

Psychological well-being for nursing students is influenced by increasing student resilience (Lee et al., 2017; Li & Hasson, 2020; Smith & Yang, 2017), resilience in the face of adversity, and complete responsibilities between study and work, and family. Students

had higher stress scores and lower psychological well-being in the elderly group than the younger group (He et al., 2018). The development of mindset growth can predict higher psychological well-being and school involvement through increased resilience (Zeng et al., 2016).

Research on interventions with mindfulness training in mindfulness-based psychological well-being can reduce stress, anxiety, and depression (Li & Hasson, 2020). Interventions also improve self-control and self-confidence (Anderson et al., 2020) and attention, mood, self-efficacy, and empathy in health profession students (McConville et al., 2017). It is also reinforced that peer support can strengthen the psychological profile of psychological well-being low to higher (Virtanen et al., 2019).

Based on various research and studies on psychological well-being with the connectedness of other variables, exploring depth by exploring the psychological well-being of active students in organizations has not been done yet. Freshness also on the contribution of research to connectedness organizing student activities in the new era and the era normal 5.0 to consider maintaining students' psychological well-being.

METHOD

Research design

The research employed a qualitative method with the Positive Psychology approach based on the learning process of higher education. Positive Psychology discusses the real life of the student activists as campus members, and it reveals their psychological well-being imbued with human mental problems.

Research Subject

The research subject includes 56 student activists selected from eight UIN Sunan Kalijaga who joined the intra-campus activities (SEMA-Student Senate and BEM-Student Executive Body). The extracurricular activities (PMII-Indonesian Muslim Student Movement, HMI-Association of Islamic Students, IMM-Muhammadiyah Student Associations, and KAMMI-Indonesian Muslim Student Movements Association). Who took representatives from each organization through purposive sampling; 42 students for the general description of the data and 14 students for in-depth data collecting. Those selected for the in-depth analysis are the leader and those who joined at least one movement. They became the main subject to find the definition of psychological well-being and the implication of their movement.

Data Collecting Technique

The data were collected through documentation and interview. The documentation includes organizational documents in books, archives, rules, and activity reports. The documentation is conducted to know the identity of the organization members, the organization's vision and mission, activities, and cooperation. A face-to-face interview was conducted through Focused Group Discussion (FGD). The individual interview is carried out to obtain more data about the activities and cooperation organization and select the students in the FGD. The FGD is carried out to reveal the students' psychological well-being self-report. It stimulates the self-reflection on how they solve the cases provided by the researcher. The case arrangement for the self-report refers to (Ryff, 1989) framework, which are the six dimensions of psychological well-being: self-acceptance, positive relation,

autonomy, environmental mastery, life purposes, and self-growth. The data analysis on the self-report will be used to analyze the influence of the psychological well-being of the student activists on the movement they do. Since the research involved many students, a co-researcher assisted the researcher.

The subjects' validity and reliability and the data in the form of information are the key accuracy and validity of the qualitative data. Therefore, the research confirmed the information through triangulation of the subjects and the data. For the triangulation, the informants were selected through several criteria. They have to be in their fifth semester, assuming adequate experience in achieving psychological well-being, activist leaders, and any male or female student activists. Data triangulation is highly considered the cumulative validity, communicative validity, argumentative validity, and ecological validity (Poerwandari, 2007).

Data Analysis

The analysis was carried out through several steps, from analyzing all data obtained from the FGD and the self-report to data reduction. The abstraction results were coded and categorized based on the dimension and who interpreted them. The data interpretation was carried out by describing the data and integrating them with the theories of psychological well-being.

RESULT AND DISCUSSION

The general description of the psychological well-being of the fourteen subjects based on the organizational experiences revealed during the Focus Group Discussion is presented in the following table 1.

General Interpretation of Psychological Well-being

The students, explicitly and implicitly, are eager to achieve happiness based on the data. They orient their life to their well-being or societies. It indicates that the psychological well-being of student activists is identified by the happiness that they achieve in life. Psychological well-being is the subjective experience of a student activist's daily life (Ryff, 1995) marked by happiness, life satisfaction, and the non-existence of depression symptoms. Positive psychological functioning such as self-acceptance, positive social relations, life purpose, personal growth, environmental mastery, and autonomy (Ryff, 1989) may influence the condition. In their late teens, students tend to make affiliation and to do various activities (Utami, 2009) outside their study, such as participating in several organizations. Their engagement in extra- and intra-curricular activities positively correlates with their psychological well-being: social activities and happiness (Kiriimi et al., 2018; Tkach & Lyubomirsky, 2006). Active students feel happier (Utami, 2015) because they can express their abilities in the social affiliation, a strategy to go against dysphoria.

In achieving their intrinsic purposes, students need social affiliation (Suranto & Rusdianti, 2018), reflecting their maturity and psychological fulfillment. The activities allow them to cooperate, interact with others, learn to be a leader, stimulate the strengthening and interpretation of, and achieve happiness. The interpretation of psychological well-being encourages individuals to achieve happiness and satisfaction (Mayasari, 2014; Van Tongeren & Burnette, 2018; Waskito et al., 2018), emotionally and physically. Being an

activist helps them gain more insights, experiences, and interaction with society and friends. In addition, they become more confident, economically disciplined, and creative. Student activists feel they have clear life purposes, although they have not explored themselves. Life purposes are achieved through the organizational activities that indicate the level of happiness and integration of genetics, environment, and activities (Chakraborty et al., 2017; Di Fabio & Kenny, 2018).

The informants prove that student activists can gain positive psychological well-being in their level of thinking. In practice, their behaviors or actions are sometimes inconsistent with their psychological condition. For example, a student activist is always willing to be useful for them and others, but sometimes s/he is not aware of the environment. The psychological well-being and the implication of the student activists' behavior are explained through Ryff's theories.

Tabel 1. Organizational Experience and Life Purpose of the Subjects Subtitles

No	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5		
1	Initial name	Hl	Fr	Qm	Oq	Sf	
2	Age	20	19	23	19	23	
3	Origin	Probolinggo	Bangkalan	Klaten	Cirebon	Purwodadi	
4	Department / Faculty	Sociology of religion Ushuluddin	of Jinayah Faculty and law	Siyasah / Faculty of Sharia	Bahasa dan Sastra Arab/Faculty of Adab and Cultural Sciences	Physics/ Faculty of Science and Technology	Faculty of Communication Studies / Faculty of Social Sciences Humanities
5	Purpose	Politician	Legal Practitioners	Linguistic, the researcher, diplomat	Graduated college	from Governor	
6	Life motto	be human to Indonesia	Take chances even though you may not be able to	once a useful life	try your best	Keep moving	
7	Organizational experience	Nahdlatul Ulama Student Association (Chairperson of PMII Rayon)	KAMMI secretary, Chairperson of the KAMMI commissariat	IMM Adab, IMM Commissariat Coordinator, IMM branch	IMM Faculty Executive Board, Chairperson of Rayon	Deputy Chairman of BEM, General Chair of Kordiska, Head of the Student Senate, PMII regeneration department	
8	Purpose of life	Useful for the homeland and the nation	Improving themselves, family and society, because the face of this country is an accumulation of the quality of individuals / personnel in it	Always benefits others	have with Serve the people, be happy	be happy	

No	Subject 6	Subject 7	Subject 8	Subject 9	Subject 10	
1	Initial name	Al	Ud	Pr	Sd	Um
2	Age	22	25	21	21	-
3	Origin	Situbondo	Sumsel	Purbalingga	Jakarta	Cikampek
4	Department/Faculty	Industrial Engineering/Faculty of Science and Technology	History of Islamic Culture/Faculty of Adab and cultural sciences	Islamic Religious Education / Faculty of Tarbiyah and Teacher Training	/ Da'wah Management / Faculty of Da'wah and Communication	Communication Studies / Faculty of Social Sciences Humanities
5	Purpose	become the legislative assembly	-	Ordinary people	Useful person	Being a person who is beneficial to yourself and others
6	Life motto	Trying not to harm yourself, Rest Others without hesitation run the meet again body and soul	Rest assured we will	There are no problems that cannot be solved	Always and surely	Dare to live not afraid to die
7	Organizational experience	Rayon PMII Aufklarung, Student regiment, BEM-Faculty, SEMA-Faculty	SEMA-University (General Secretary)	BEMJ PMII, activity units SPBA, BEM-F	PAI, Student units BEM-Da'wah Faculty	DPPD, Islamic Student Association
8	Purpose of life	Useful for those who need, useful and become pious children	Worship through knowledge (teaching)	Useful for people around	Worship	Worship

No	Subject 11	Subject 12	Subject 13	Subject 14	
1	Initial name	Kh	Rf	Kh	Lb
2	Age	22	24	21	19
3	Origin	Indramayu	Madura	Wonosobo	
4	Department/Faculty	Muamalat/Faculty of Shariah and Law	Tafsir Hadith Ushulluddin	Da'wah Management / Da'wah Faculty and Communication	Islamic Counseling Guidance / Faculty of Da'wah and Communication
5	Purpose	Muslim (A Muslim)	Kaffah perfect Working for others before gone	NGO activist	Success in the world and the hereafter
6	Life motto	Think and act	Flowing like water	Be a faithful boat in a storm	Life is not wasted once
7	Organizational experience	Chair of HMI MPO	SEMA-Faculty, PSQH, UKM Al-Mizan, PMII Rayon	BEM-J, FKM MD All over Indonesia, LPM Rhetor, PMII	RASIDA,
8	Purpose of life	Do good to others	Effort	Being a person who is useful for others	Make others proud and can be useful for others.

Source: focus group discussion document

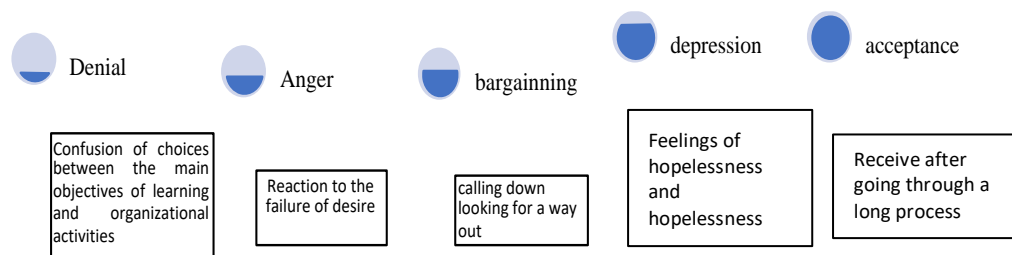
Self-acceptance

Twelve students informed that they are from a family with a low level of the economy, in that it influences their interpretation of psychological well-being. Economic problems lead them to try to fulfill their daily needs. Sometimes, they cannot accept their condition; they join several activities. For this type of student, self-acceptance means accepting strengths and weaknesses. It implies their ability to adapt to themselves and others (Farhan, 2020; Mualifah et al., 2019). Self-acceptance means that the students are not in conflict with and do not burden themselves, thereby helping them to adapt to the environment (Biserova & Shagivaleeva, 2019; Bulgan & Çiftçi, 2017; Rembulan & Hakiki, 2019).

Self-acceptance for student activists is an attitude that reflects the happy feeling in relation to their real life. It signifies the psychological capability to show the quality supporting the complete self-actualization (Biserova & Shagivaleeva, 2019; Bulgan & Çiftçi, 2017). Some students define self-acceptance as satisfaction upon the quality and talent and recognition of their self-limitation. The recognition is not accompanied by shyness or guilt (Finn, 2017; Musofa et al., 2019), in that they try to accept their fate as it is. Self-acceptance is the psychological effect as well as behavior in relation to campus life, such as awareness, support, sense of belonging, and responsibility.

Students who see themselves as negative and less useful have a negative self-concept, which may be resulted from disappointment. High expectation of a perfect life leads these students to blame themselves or themselves, or, sometimes, Allah. It is the opposite of the message conveyed in the Quran, "Indeed, Allah does not wrong the people at all, but it is the people who are wronging themselves (Q.S. Yunus, 44). Kubler Ross (in the theory of grief) suggested several stages of self-acceptance: denial, anger, bargaining, depression, and acceptance (1970) in (Tomb, 2004).

Figure 1. Stages of Self-Acceptance



Denial is signified by the confusion in choosing between study and organization. It makes students deny the fact that they do not perform well. The stronger the denial, the more depressed is the psychological condition. Egoism, sadness, and discomfort will get worse when the students are under pressure by the situation at the campus or by their economic condition. The implication can take the forms of anger and irritation, even by a small problem that they face at the campus. Students tend to express their anger to the lecturers, staff, leaders, or friends. They will complain about their scores, ask for a dispensation, or force the lecturers to understand their activities. Often, the students express their meta-compliance upon the services and policies leaders, all caused by their anger towards themselves. The bargaining stage is conducted by entertaining themselves or through self-introspection and calling down to find a way out through several activities

(studying and joining an organization). Time management becomes the next problem in doing some activities (Damayanti & Hertinjung, 2019; Phewa, 2016).

Depression is marked by despair and loss of hope with decisions, whether to focus on the study. Every choice leads to a different consequence. If they choose to study, they will not be able to use their potential in the organization, and it further leads to hopelessness, in that they will lose recognition from others. On the other hand, if they actively participate in the organization, they risk their academic achievement and thus feel guilty because they cannot fulfill their parents' expectations. Both choices have consequences. They will also feel psychological pressure when they try to fulfill both, in that they have to spare their physical ability, thought, feeling, and attitude. In the end, it may cause them to feel exhausted and tired of life (Greydanus et al., 2013; Russo et al., 2016; Situmorang et al., 2019).

When they are in the lowest condition, they may accept the condition. They will choose based on their belief in Allah through reflection, deep thinking, and praying. Student activists' adaptation ability will influence their psychological condition. If they can adapt themselves, they will develop the good psychological condition. Conversely, if they cannot adapt well, they may develop the negative condition, which then interrupts their personal growth.

Personal Growth

A psychologically matured individual will not only develop personal characteristics and experiences, but he will also have the willingness to develop his potential into a fully functioning individual (Maksimenko & Serdiuk, 2016). An individual has to open himself to new experiences (Kaufman et al., 2016). He will be more aware of the surroundings and clarify any information he hears. Personal growth may bring them the ability to realize their potential and then feel the improvement and the increasing knowledge (Ryff & Keyes, 1995).

Student activists are willing to achieve complete personal growth in physical, psychological, social, and spiritual aspects. The growth of physical and social aspects of student activists reaches the peak when they are strong, healthy, and are willing to spend their time with their peers. Social growth is shown by being trustful and considerate of the values of the group more than they follow the sayings of the parents. It is possible that the individual will confront parents or other people who insist on him following their opinion. The contribution of the significant person supports the achievement of the students' happiness (Agbaria, 2019; Tan & Tay, 2018). Discomfort and their parents' denial make the student activists more emotional, sensitive, stubborn, and rebellious. Frequently, the condition may lead to a protest against disturbance, pressure, or limitation.

A student activist who develops personal growth shows several characteristics, such as meaningful life, active contribution, and expectations (Balswick et al., 2016). This achievement needs process and support from parents, teachers, and mentors. To stimulate the growth of the spiritual aspect of the student activists, it is necessary to integrate the spiritual approach into psychological education, which can be achieved through three alternatives. First is the stimulation of students' critical thinking through particular themes which are based on spiritual value. Here, students will explore themselves to solve the problems given. It aims to lead the students to find the highest source of values and meaning as well as an understanding of their life events. For example, students are

challenged to think about consumptive behavior by seeing others having the habit. Other examples may include cases related to money, lifestyle, and their relation to The Creator.

The second alternative is a reflection after accomplishing a task, and it aims to increase the students' awareness. Students learn to evaluate the results of their exploration and experiences, question, try, build the unique meaning following their spiritual understanding, and establish their values. The third is by developing the spiritual aspects through academic activities, such as mentoring, retreat, and gathering. It emphasizes the student activists' involvement in the communities that support their spiritual growth. They also learn to see their complete personality, testing their integrity when interacting with their surroundings. Spiritual aspects are formed through qualified relations with mentors and teachers (Kimball et al., 2016). The aforementioned relations will open their minds. Honesty with the Creator helps the students learn to integrate several matters related to spirituality in their lives, apart from the difficulties or enjoyment these students face (Bachtiar et al., 2018). Therefore, mentors or teachers should be their role models. When student activists participate in academic and non-academic activities, the figure of the mentors or teachers can effectively support the students grow their spirituality.

Positive Relation with Other People

Social relationships in psychology are known as social competence (Green, 2019). Student activists uphold social life and self-development. Seeing their positive relationships with other people is the ability or skill to interact with others and engage in satisfying social situations—the competence results in closer relationships among individuals. Social competence is one of the integral components of relationships, such as friendship (Mualifah et al., 2019). Student activists need social competence to build their social relations. The competence will help them have closer relations or friendship (Bagci et al., 2018; Rivas-Drake et al., 2019; Stephan, 2018). For these students, positive interpersonal relationships are the source to find meanings (Heredia Jr et al., 2017; Jack et al., 2019). Interpersonal relation plays significant roles in developing the students' social aspect, in that they can be more socially aware, more sympathetic, and more helpful. The condition requires student activists to use their skills and knowledge to build positive relations with others (Suwito, 2019).

The quality of social interaction determines the students' psychosocial characteristics (Di Fabio & Kenny, 2018). Students can strengthen them by utilizing their talents and learning outcomes in adaptation, such as understanding and overcoming social situations in appropriate and accurate forms. There are several aspects of positive social relations. The first is to formulate and realize an effort or creation in activities with continuous purposes. The second is students' behavior that shows the ability or special skills. The last is the effectiveness of behavior in a suitable situation. Therefore, student activists will have different behavior in different situations. People with distinguished skills succeed in adapting their behaviors in various situations. Successful behavior appears when students can combine it in difficult situations.

Student activists are mostly aged 17 to 22, late or early adulthood. Erickson ((Monks & et al. I, 1988) suggested that an individual is categorized into an early adult when they are in a good, close, and communicative relationship with or without the sexual context. At this age, students enter a broader social environment where the influence of friends and the surroundings can highly determine their behavior. Student activists' failure in mastering

social skills will cause them difficulties adapting to their surroundings. Students will feel inferior, alienated, and less normative (asocial or anti-social) when it happens. At worst, it may lead them to depression, committing delinquency, crime, or violence.

Student activists entering adulthood have better social perceptions. Several student activists admitted that social relations are sometimes difficult to apply, especially when coping with new situations. They realize that social competence is necessary to support their academic achievement. Students who are active in the social environment, such as intra-campus organizations, tend to have a higher academic achievement (Alnawasreh et al., 2019; Di Fabio, 2015; Febriansyah et al., 2019; Ramdani et al., 2018; Tajasom & Ahmad, 2011). They are fully committed to their role as a student. The vehicle of social relation to student activists is the facility to maintain self-motivation in academic achievement and prevent them from committing negative behavior.

Social competence is the predictor of healthy self-adjustment, providing the students the ability to reach their success, both academically and socially. Besides, it also serves as the predictor of mental health and adaptation in their life. Successful life is the purpose of an individual in their life. The ability to adapt to the environment is mostly related to the individual's ability to change and react appropriately to particular situations. The flexibility of changing the approaches, styles, and behaviors will help them to attract others in public. Open-mindedness and willingness to listen and accept different perspectives are the indicators of adaptation.

The student activists' failure to adapt to their surroundings causes others to see them as unfriendly or aloof. Adaptation and flexibility represent openness to change. After a good understanding of themselves, they can approach others differently. It broadens the self-understanding upon the behavior to influence and to adapt to others' needs. They can develop cooperative ability after simultaneously understanding interpersonal, interpersonal, and adaption capabilities. Student activists can use this ability to accomplish a task that they cannot do alone. Students from various Intra and extra organizations can synergize and cooperate to improve their academic achievements, personality, social, and professionalism.

Some student activists show rather bad social conditions, marked by a lack of self-control. Several cases of demonstrations in Yogyakarta should not end in violence or behavior that harms the society, such as aggressiveness and anarchy. Strengthening the social identity can stimulate the balance between individual and social roles. Student activists can also apply the five key elements of positive social relations. The first is situational awareness. It refers to the will to understand and sympathize with the needs and rights of others. For example, students should consider others' rights in using the road in doing the action. Student activists who smoke in public indicate that they do not have situational awareness. The second is presence, meaning that students have to pay attention to the ethics, appearance, speech, and gesture while speaking and listening. Each individual leaves a different impression related to the quality of their presence.

Third is authenticity or signal from the student activists' behavior that leads others to see them as trusted, honest, open, and sincere. The elements are significant in expanding valuable and dignified relations. Fourth is clarity. The aspect explains the extent to which students have the ability to express their ideas fluently and persuasively; thereby, people can accept them. Frequently, student activists raise great ideas, but they fail to communicate them appropriately. This way, it prevents their leaders or others from trusting

them. Fifth is empathy, which refers to the capability of the students to empathize with others' ideas and sufferings. It defines to what extent we can listen, understand, or take real action to alleviate others' sorrow. Through zakah, infaq, alms, and other social ritual practices, hunger and thirst can be followed up by generosity. This way, student activists have made efforts to implement empathetic values in society.

Autonomy of the Student Activists

Autonomy is the ability to take and direct the behavior consciously and to consider and decide the good and bad behavior confidently (Ryff, 1989). Psychologically wealthy individuals are autonomous in choosing the appropriate attitude, in making a decision, and developing the interaction with others (Ryff, 1989). Student activists define autonomy as the confidence to understand themselves, make and take decisions, take responsibility, and utilize their potentials to gain particular abilities or skills.

However, parents still play important roles in the academic life of the student activists, in that they are not financially autonomous. In other aspects, they are independent in learning and solving any problems in the organization. They realize that each individual has a different role. This way, they try to place themselves and take responsibility for their choices. They gain their experiences during the process. Student activists have the rights and obligations to make choices in life, and they are the leaders of themselves. Thus, the character's leader with independence and responsibility must live and set their behavior. In the end, they will develop the capability to be autonomous, in that they can take any decision without other people's interference. Besides, they will develop the resilience to cope with social pressure and evaluate themselves with their measurements instead of depending on other people's judgment.

Purposes in Life

Student activists realize that their success in finding meaning and purposes in life in various efforts and opportunities means that they have clear purposes. The individuals have the goals and confidence that their life is meaningful and understand their purposes in life. Theoretically, the development of life stages refers to various changes in purposes in life, such as an individual becoming more productive or creative. It may also mean the achievement of emotional integrity in the future. An individual who is positively functioning will have purposes and will direct their life better in the attempts to make their dreams come true.

The self-report results of fourteen students showed that student activists have less clear purposes. Several purposes include worshipping Allah, being saved in the world and the hereafter, doing good to others and being useful, and they are all abstract goals. Indeed, they stated that they need their lecturers, parents, or people who are close to them to formulate their life purposes. A healthy mentality allows individuals to realize that they have purposes and that they can give meaning to the life they are living. Allport (1961) suggested that one of the characteristics of an individual's maturity is when they have a sense of directedness and intentionality. A fully functioning individual has purposes and goals as well as a sense of directedness; thereby, they find their life meaningful (Ryff, 1989).

Individuals with high value in the life dimension are those who have purposes and direction in life, find their life meaningful, have faith in what gives purposes, as well as have

goals to achieve. Conversely, those with no life purposes cannot find the meaning of life, have unclear direction and objectives, as well as fail to get the lessons from the experiences. In addition, they tend to lose hope and faith (Ryff, 1995). Student activists need to understand who they are, why they were born, their purposes and duties, how long they will live in the world, and where they will die. If they cannot answer these questions, they are like living in a jungle, where they live their life like animals: mating and having children until they die.

Environmental Mastery

External factors can change some aspects of an individual's life. People with healthy characteristics indicate an ability to adjust themselves to the environment. The ability to master the environment is defined as choosing, creating, or managing the environment to align it with their psychological condition in their self-development (Ryff, 1989).

Student activists with good environmental mastery will believe and be competent in managing the environment. They can control the external activities, including regulating and controlling the daily situations during their college life (study and organization). Student activists who focus on actions admitted that sometimes it is difficult for them to control the situation. They feel that they cannot change or improve the quality of the environment and are unable to utilize the chances and opportunities in the environment. The fact proves that support from parents, lecturers, and friends will strengthen their psychological well-being (Ahlqvist-Björkroth et al., 2017; Bajaj et al., 2016; Kong et al., 2013; Lucktong et al., 2018).

CONCLUSION

The meaning of psychological well-being for student activists lies on the surface of thought. Internalization of that meaning is a long process that needs support from the environment. The meaning implies in the students' behavior, such as defending themselves against pressure, protests, and demonstration. Student activists join academic activities, such as seminars, workshops, and scientific forums, to explore the potential. Social movement, such as charity, is also a way the students find the meaning of psychological well-being. Student activists have the orientation to move forward, and they need to align the cognitive, affective, and psychomotor aspects to do so. Self-development activities are required to optimize the elements of human beings. The research summarizes some parts of student activists' lives, especially those related to their study and organizational activities.

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Acknowledgments

The researcher is grateful to the Institute of Research and Community Service (LPPM) UIN Sunan Kalijaga Yogyakarta for funding this research and Prof. Al-Makin's suggestions.

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