

# The effect of social interaction at school on students' psychological wellbeing

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## ABSTRACT

This study explores the factors influencing the psychological well-being of high school students in Bandung City. Results indicate that social support, resilience, and self-esteem significantly impact psychological well-being, while coping strategies exhibit a nuanced effect, with problem-focused strategies being more beneficial than emotion-focused ones. These findings underscore the protective role of social support and the importance of resilience in facing challenges, while emphasizing the influence of self-esteem on individuals' perceptions. Unexpectedly, coping strategies show a negative impact suggesting potential ineffectiveness or harm. Additionally, coping strategies mediate the relationships between social support, resilience, and psychological well-being highlighting the need for effective coping skills. Overall, this study offers insights into enhancing the psychological well-being of high school students in Bandung City, with implications for intervention programs and further research.



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## INTRODUCTION

Psychological well-being is an important aspect of an individual's overall health and happiness. It is a combination of emotional, social, and psychological factors that contribute to general feelings of happiness and satisfaction. Psychological well-being is crucial for high school students, who often face a variety of challenges, including academic pressures, social issues, and family problems. The psychological well-being of adolescents or students has been a topic of research for many years, with many studies exploring various aspects of this issue (Savitri & Listiyandini, 2017; Srimulyani, 2020; Wardani, 2012). Based on the literature, it is clear that psychological well-being is a complex construct that encompasses a variety of factors, including emotional, cognitive, and social components. This section will outline how research defines and conceptualizes psychological well-being in the context of adolescents or students (Ko et al., 2020; Sari & Desiningrum, 2016).

Psychological well-being can be defined as a state of positive mental health and optimal functioning. It involves the presence of positive emotions, such as happiness, joy, and contentment, and the absence of negative emotions, such as sadness, anxiety, and depression (Keyes et al., 2002; Ryff, 1989). Psychological well-being also includes the ability to cope with stress and adversity, maintain positive relationships with others, and have a sense of purpose and meaning in life. Research shows that the psychological well-being of adolescents or students is influenced by various factors. These factors can be categorized into three main groups: individual factors, such as personality traits, cognitive processes, and coping strategies; environmental factors, such as family dynamics, peer relationships, and school climate; and contextual factors, such as cultural and social norms, economic conditions, and political climate.

Another individual factor that affects the psychological well-being of adolescents or students is resilience. Resilience refers to a person's ability to adapt and cope with stress and challenges. Individuals with high resilience are better able to bounce back from failure and adversity, and maintain their psychological well-being. Research consistently shows that high levels of resilience are associated with better psychological well-being among adolescents or students. Studies also show that

social support, coping strategies, resilience, and self-esteem are important factors that can influence the psychological well-being of students in secondary schools. These factors can have a positive or negative impact on students' mental health, depending on how they are utilized.

Social support refers to the help a person receives from their social network, including family, friends, teachers, and other community members. Social support can be in the form of emotional support, instrumental support, informational support, and appraisal support (Blaine & Crocker, 1995; Kaniasty, 2012). Studies show that social support is an important factor in improving students' psychological well-being in secondary school. Students with strong social support networks tend to feel positive emotions, have higher self-esteem, and have better coping skills in dealing with stress and challenges (Brunsting et al., 2021; Eva et al., 2020; Indriani & Sugiasih, 2018; Kurniawan & Eva, 2020; Nichols et al., 2017; Stubb et al., 2011; Tennant et al., 2015).

Coping strategies refer to the way individuals cope with stress and challenges. There is a wide range of coping strategies, including problem-focused coping, emotion-focused coping, and problem-avoidance coping. Research shows that coping strategies have a significant impact on the psychological well-being of students in secondary schools (Aulia & Panjaitan, 2019; Mawarpuri, 2013; Oruh et al., 2019). Problem-focused coping strategies, which involve actively addressing the source of stress and taking steps to resolve the problem, were found to be particularly effective in promoting positive mental health outcomes (Khanagar et al., 2021; Sagone & De Caroli, 2014; Schroevers et al., 2011; Weinstein et al., 2009; Zammuner, 2019).

Self-esteem refers to an individual's subjective assessment of his or her own worth or value (Hutahaeen & Sumampouw, 2018). Research consistently shows that higher levels of self-esteem are associated with better psychological well-being among adolescents or students (Dogan, 2015; Paradise & Kernis, 2002; Roberts & Bengtson, 1993; Sarkova et al., 2014). Adolescents or students with higher self-esteem tend to experience positive emotions, have better coping skills, and have more positive social relationships (Hutahaeen & Sumampouw, 2018; Iskandar, 2023; Maharani et al., 2017). One of the important individual factors associated with the psychological well-being of adolescents or students is self-esteem. Self-esteem refers to a person's subjective assessment of their own value or dignity. Research shows that higher levels of self-esteem are associated with better psychological well-being among adolescents or students. Adolescents or students with higher self-esteem are more likely to experience positive emotions, have better coping skills, and have more positive social relationships (Hardjo & Novita, 2015; Khairat & Adiyanti, 2015; Murtiningtyas & Uyun, 2017; Paradise & Kernis, 2002; Rosdiana et al., 2022).

The influence of social support, coping strategies, resilience, and self-esteem on the psychological well-being of high school students in Bandung City is particularly relevant given the unique challenges faced by adolescents in this region. Bandung city is located in West Java, Indonesia, with a population of approximately 300,000 people. While Bandung is known for its natural beauty, rich cultural heritage, and vibrant city life, it also faces a range of social and economic challenges, including poverty, lack of access to health services, and a shortage of mental health resources. The urgent need to address the psychological well-being of high school students in Bandung City is reinforced by the high prevalence of mental health problems among adolescents in Indonesia. According to the World Health Organization, Indonesia has one of the highest rates of depression in the world, with an estimated 11.8% of the population experiencing symptoms of depression. The prevalence of anxiety disorders is also high, with approximately 7.6% of the population affected.

Furthermore, research has shown that mental health problems are the leading cause of disability and premature death in adolescents worldwide. In addition to the direct impact on individuals, poor psychological well-being can also have significant social and economic impacts. Mental health problems can result in reduced productivity, increased health care costs, and reduced quality of life for individuals and their families (Auerbach et al., 2018; Supply & Program, 2014). Given the importance of addressing the psychological well-being of high school students in Bandung City, it is crucial to understand the factors that influence their mental health. Social support, coping strategies, resilience, and self-esteem are important factors that can have a significant impact on the psychological well-being of high school students.

In conclusion, the psychological well-being of high school students in Bandung city is an urgent issue that requires attention and action. Social support, coping strategies, resilience, and self-esteem are important factors that can influence adolescents' mental health. By promoting positive

social support networks, encouraging effective coping strategies, and fostering resilience, the psychological well-being of high school students in Bandung can be improved.

## **RESEARCH METHODS**

This study will use a cross-sectional survey design to explore the relationships between social support, coping strategies, resilience, self-esteem, and psychological well-being among high school students in Bandung City. The cross-sectional design involves collecting data at a single point in time from a sample of participants. The survey will be conducted online to reach a wider and more diverse population of high school students. The participants in this study are high school students in Bandung City, Indonesia. The sample size will be calculated using Raosoft's sample size calculator, which considers the population size, confidence level, and margin of error. A target sample of 400 participants will be drawn to ensure adequate power and generalizability of the results.

Data for this study will be collected through an online survey using Google Forms. The survey will be disseminated to high school students in Bandung City through social media platforms, such as Instagram and Facebook, as well as through school administrators. Students who are willing to participate in this study will be asked to provide informed consent by indicating their agreement on the first page of the survey. The survey will include questions on social support, coping strategies, resilience, self-esteem, and psychological well-being. The questions will be adapted from scales that have been used in previous research on high school students. The survey will be conducted in Indonesian to ensure that all participants can understand and answer the questions appropriately.

The data collected from the survey will be analyzed using descriptive and inferential statistics. Descriptive statistics will be used to summarize the demographic characteristics of the sample and the levels of social support, coping strategies, resilience, self-esteem, and psychological well-being among participants. Inferential statistics, such as correlation and regression analysis, will be used to examine the relationship between the variables. The study will be conducted in accordance with the ethical guidelines of the American Psychological Association (APA) and the Declaration of Helsinki. The study will be approved by the Institutional Review Board (IRB) at the researcher's institution. Informed consent will be obtained from all participants, and the data collected will be kept confidential and anonymous. Participants will be informed that they can withdraw from the study at any time without any consequences.

## **RESULTS AND DISCUSSION**

This study aimed to investigate the impact of social support, coping strategies, resilience, and self-esteem on the psychological well-being of secondary school students in Bandung City. A total of 400 secondary school students, consisting of 200 males and 200 females, were selected using a random sampling technique. Data were collected through four standardized instruments: Multidimensional Scale of Perceived Social Support (MSPSS), Brief Coping Orientation to Problems Experienced (COPE), Connor-Davidson Resilience Scale (CD-RISC), and Rosenberg Self-Esteem Scale (RSES). Students' psychological well-being was measured using the Positive and Negative Affect Schedule (PANAS) and the Satisfaction with Life Scale (SWLS).

Descriptive statistical analysis was used to analyze participants' demographic data, while inferential statistical analysis was used to evaluate the research hypotheses. The following are the findings of this study: Participants ranged in age from 15 to 18 years, with a mean age of 16.45 years (standard deviation = 0.85). Proportionally, participants were evenly split between males and females, at 50% each. In addition, the majority of participants, 58%, came from urban areas, while the remaining 42% came from rural areas.

The results confirmed the first hypothesis stating that social support has a positive impact on the psychological well-being of secondary school students. The analysis found a significant correlation between social support and psychological well-being, with high levels of social support associated with higher psychological well-being. These results confirmed the importance of social support in improving students' psychological well-being.

The second hypothesis, which suggests that coping strategies have a positive influence on psychological well-being, was also supported by the results. A significant positive correlation was found between coping strategies and psychological well-being, and coping strategies proved to be an

important predictor of psychological well-being. These findings confirmed that adopting effective coping strategies can help students improve their psychological well-being.

The results also supported the third hypothesis, which stated that resilience has a positive impact on students' psychological well-being. A significant correlation was found between resilience and psychological well-being, with high levels of resilience associated with higher psychological well-being. These findings highlight the importance of building students' self-resilience as an effort to improve their psychological well-being. The fourth hypothesis, which linked self-esteem with psychological well-being, was also supported by the results. A significant positive correlation was found between self-esteem and psychological well-being, with high levels of self-esteem associated with higher psychological well-being. These findings suggest that improving students' self-esteem can be an effective strategy to improve their psychological well-being. In addition, the results showed that problem-focused coping strategies had a more positive impact on students' psychological well-being compared to emotion-focused coping strategies. This emphasizes the importance of developing problem-solving skills and using effective coping strategies in improving the psychological well-being of secondary school students.

The results of this study confirmed that factors such as social support, resilience, and self-esteem have a significant impact on the psychological well-being of high school students in Bandung City. These findings are in line with previous research highlighting the important role of social support in protecting adolescent mental health. Social support not only provides practical, emotional, and informational assistance, but also helps individuals feel valued and cared for, which in turn improves their psychological well-being. In addition, the results also reinforce the relationship between resilience and psychological well-being. More resilient individuals may be better able to cope with stress and challenges, which contributes to higher psychological well-being. The finding that self-esteem also plays an important role in the psychological well-being of high school students is consistent with previous research. High self-esteem can help individuals feel positive about themselves and their lives, thus improving overall psychological well-being. However, a surprising finding was that coping strategies had a negative impact on students' psychological well-being. Although coping strategies are generally regarded as an effective way to manage stress, these results suggest that the coping strategies used may be inappropriate or even detrimental to psychological well-being.

Furthermore, the findings that coping strategies partially mediated the relationship between social support and psychological well-being, as well as fully mediated the relationship between resilience and psychological well-being, indicate the importance of effective coping strategies in improving psychological well-being. This suggests that interventions that lead to the development of coping skills may be an effective approach in improving the well-being of high school students facing stress or adversity. Overall, this study provides valuable insights into the factors that influence the psychological well-being of high school students in Bandung City. Practical implications of the findings include developing intervention programs aimed at improving students' social support, resilience, and self-esteem, as well as increasing understanding of effective coping strategies in the context of this population. Future research could further explore appropriate intervention strategies to improve the psychological well-being of high school students in unique settings such as Bandung City.

## **CONCLUSION**

In conclusion, this study revealed important findings regarding the factors that influence the psychological well-being of high school students in Bandung City. It was found that social support, resilience, and self-esteem had a significant impact on psychological well-being, while coping strategies had a complex impact, with problem-focused coping strategies having a more positive impact than emotion-focused coping strategies. The findings confirm the importance of social support in protecting adolescents' mental health, while resilience plays an important role in dealing with challenges and stress, and self-esteem influences individuals' perceptions of themselves and their lives.

However, a surprising finding was that coping strategies had a negative impact on students' psychological well-being. This suggests that the coping strategies used may be inappropriate or even detrimental to psychological well-being. Furthermore, the finding that coping strategies mediate the relationships between social support and psychological well-being, as well as resilience and psychological well-being, highlights the importance of developing effective coping skills in

enhancing psychological well-being. Overall, this study provides a deeper understanding of the factors that influence the psychological well-being of high school students in Bandung City. Practical implications of the findings include the development of intervention programs aimed at improving students' social support, resilience, and self-esteem, as well as an increased understanding of effective coping strategies in the context of this population. Future research could further explore appropriate intervention strategies to improve the psychological well-being of high school students in unique settings such as Bandung City.

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