

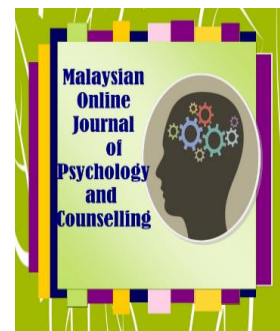
THE DIFFERENCE OF PSYCHOLOGICAL WELL-BEING BASED ON BIG FIVE PERSONALITY AMONG NEW STUDENTS IN UNIVERSITAS NEGERI MALANG, INDONESIA

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ABSTRACT

Understanding Psychological well-being and personality of students are important today. This research aims to analysis differences of psychological well-being based on big five personality among new students. There are 120 respondents involved as sample using purposive sampling technique. Psychological Well-Being Scale from Ryff & Singer (1996) was used and Ten Item Personality Inventory from Gosling (2003). The finding of study showed that new students have low psychological well-being and have dominant trait of openness on big five personality. There is difference psychological well-being based on big five personality among new students and predictor for the psychological well-being new students.

Keywords: *Psychological Well-Being, Big Five Personality, New of University Students*



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INTRODUCTION

Students are learners who registered and studying at certain higher education in accordance with Indonesian Government Regulation No. 30 in 1990. In college life, many activities are carried out by students such as attending lectures, meeting lecturers, doing assignments, taking exams, participating in committees and participating in various organizations in campus. Every student has different life each other. Starting from the life pattern and daily habits, there are many things that are not same. Abadi (2011) explained that there are some people who argue that student life is life that free without limits on the grounds that most students are wanderer who far from their parents and supervision.

Student life is also early life for learning to improve themselves to be independent and not always dependent on their parents. One form of academic pressures is when new students feel wrong in choosing a major because it is not according to their own will. Based on the results of research conducted by one of startups assisted by Skystar Ventures, the Tech Incubator of Multimedia Nusantara University (UMN), namely *Youth-manual*, it was found that quite an interesting fact found that 92% of high school students and the same confused and did not know what the future would be. Most students who feel misdirected are new students. Even though they are in this phase only dealing with general basic courses. Based on research results from the Indonesia Career Center Network (ICCN) in 2017, about 87% of Indonesian students admitted that the majors they took did not match their interests. Or in other words in wrong direction. Based on 2018 data released by the Ministry of Research, Technology and Higher Education (Research), the Indonesian Higher Education Gross Participation Rate (APK) currently only reaches 31.5% while Ristekdikti also targets that by 2023, higher education APK can reach 40 %.

Beside academic pressure, various problems arise with the increasing age in early adulthood. Early adulthood is transition period from dependence to independence period both from economic perspective, freedom of self-determination and more realistic view of the future (Asiyah, 2013). According to Santrock (2003), the aspect related to identity development during adolescence and early adulthood is independence. At the same time as individuals try to establish identity, individuals face difficulty overcoming increased independence from parents, building intimate relationships with other individuals and increasing friendship commitment and at the same time they must think for themselves and do something without always having to follow what other people do.

According to the concept of psychological well-being described by Ryff (1995), it consists of six aspects, namely: self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth. In the new students, there is phenomenon which illustrates that psychological well-being has not developed well. This is known from the results of interviews with three new students of 2019 force on January 10-12 2020 at the Faculty of Psychology and the Faculty of Mathematics and Natural Sciences Universitas Negeri Malang, one of private universities in Malang. Based on the interview results, the researcher saw at least three dimensions of the lack of psychological well-being among new students, namely the inability to control the environment, the purpose of life that has not been directed and lack of independence. One of new students interviewed had inability to control the environment, felt dissatisfied and disappointed with himself for not getting into the university he wanted so he had to obey the wishes of his parents. After trying for one semester, he decided not to continue studying. The life goals of new students do not have clear direction. Eva and Bisri (2018) explained that new students want to achieve better life than their parents, but the effort they make is limited to completing the lectures currently being

undertaken. Two out of three new students interviewed admitted that they rely on the judgment of others to make important decisions including choosing a major. This indicates that new students have low autonomy or independence.

Several factors affect psychological well-being, including age, gender, differences in social status, education and work, social support, physical health and personality. Personality has long been important research tool for determining human behavior and the big five is one theory that currently widely used to measure person's personality. Schmutte and Ryff (1997) conducted a study on the relationship between the five personality types and the dimensions of psychological well-being, the results of Schmutte and Ryff's research showed that individuals belonging to extraversion, conscientiousness and low neuroticism personalities have good personal growth, individuals with Agreeableness and extraversion personalities have dimensions of positive relationships with good people and individuals who are low neuroticism have high scores on the autonomy dimension (Ryan and Deci; Kartika, 2010; Kartikasari, 2013). In line with Siegler and Brummett, 2000 in Mehta and Hicks (2018) analyzed the relationship between personality and psychological well-being in 2,379 middle adults, especially focusing on big five personality factors. The results indicated that there is strong positive relationship with extraversion, openness and negatively associated with neuroticism but less associated with other variables such as conscientiousness and agreeableness.

This study aims to examine difference the psychological well-being based on the big five personality on new students. The personality factors that exist within each individual if they are properly functioned will certainly result in high psychological well-being. New students who have high psychological well-being, in addition to being happy with their lives, also have clear life goal, are able to actualize themselves, have meaning in their lives and their lives are beneficial to others and are able to produce good performance during the lecture period in other words. Personality factor is the most important predictor and has effect on psychological well-being of new students.

RESEARCH METHODS

This research was quantitative research to compare two or more groups, whether the two or more conditions are the same or there are differences. Based on existing problems, comparative study was conducted to explain the differences between the variables studied, namely the big five personality consisting of Openness, Conscientiousness, extraversion, Agreeableness and Neuroticism as independent variables and psychological well being as dependent variable.

Subjects

Population is generalization area consisting of objects or subjects that have certain quantity and characteristics that are determined by the researcher to be studied and then draw conclusions. The population in this study were students of the Faculty of Psychology, Universitas Negeri Malang, class 2019, total 198 people. Determining the number of samples in this study using the characteristics determined according to research needs, including: (a) active students of the Faculty of Psychology Universitas Negeri Malang at 2019 (b) male or female (c) 16-22 years old.

Instruments

Psychological Well-Being Scale from Ryff & Singer (1996) was used and Ten Item Personality Inventory from Gosling (2003), which were adaptation instruments from the Psychological Well-

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Being Scale and Ten Item Personality Inventory scale. The Psychological Well-Being Scale consists of 42 items with a reliability coefficient of 0.894 with validity 0.306 - 0.723. And the Ten Item Personality Inventory scale consists of 10 items with reliability coefficient 0.384 - 0.662 with validity 0.380 - 0.541.

RESULTS AND DISCUSSION

Descriptive Analysis

In general, the descriptive research data regarding psychological well-being and personalities new students were as follows.

Table 1
Statistical Data of Psychological Well-Being Research

Variable	N	Empirical data				Hypothetical data		
		Min	Max	Mean	SD	Min	Max	Mean
Psychological well-being	120	95	240	186.11	24.855	42	294	168

Table 2
Categorization of Psychological Well-Being

Category	Frequency	Percentage
High	59	49%
Low	61	51%
Total	120	100%

Based on these results from T-score, it could be seen that out of 120 respondents, 59 (49%) had high psychological well-being and 61 respondents (51%) had low psychological well-being.

Table 3
Result Data Descriptive of Big Five Personality

Variable	N	Minimum	Maximum	Mean	Deviation Standard
Openness	120	5	14	9.83	2.222
Conscientiousness	120	4	14	8.77	2.065
Extraversion	120	2	14	7.98	3.047
Agreeableness	120	6	13	9.27	1.442
Neuroticism	120	2	13	7.72	2.287

Based on these results from T-score, it could be seen that the dominant personality type is openness, then followed by agreeableness, conscientiousness, extraversion, and neuroticism trait.

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Table 4
Categorization of Big-Five Personality

Personality test	High	%	Low	%
Openness	62	52%	58	48%
Conscientiousness	61	51%	59	49%
Extraversion	71	59%	49	41%
Agreeableness	49	41%	71	59%
Neuroticism	68	57%	52	43%

Assumption Test

The assumption test in this study was conducted as condition for conducting hypothesis testing. The assumption test in this study consists of normality test and homogeneity test. The results of the normality test using the Kolmogorov-Smirnov showed that the data distribution of each variable in this study was normal with the following calculation results.

Table 5
Normality of Psychological Well-being and Personality Data

Variable	Significance	Explanation	conclusion
Psychological well-being	0.200	Sig.>0.05	Normal
Openness Trait	0.200	Sig.>0.05	Normal
Conscientiousness Trait	0.200	Sig.>0.05	Normal
Extraversion Trait	0.200	Sig.>0.05	Normal
Agreeableness Trait	0.200	Sig.>0.05	Normal
Neuroticism aTrait	0.200	Sig.>0.05	Normal

Based on the results of the homogeneity test, it showed that the difference in psychological well-being in terms of the big five personality among new students was homogeneous with the following calculations

Table 6
Homogenousity Psychological Well-being and Personality Data

Variable	Significance	Explanation	Conclusion
Psychological well-being	0.880	Sig.>0.05	Homogenous
Big five personality	0.880	Sig.>0.05	Homogenous

Based on the results of the homogeneity test, it showed that the difference in psychological well-being in terms of the big five personality among new students was homogeneous with the following calculations:

Table 7
Result the results of the one way ANOVA test

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	9237.968	4	2309.492	4.132	.004
Within Groups	64277.624	115	558.936		
Total	73515.592	119			

Based on the results of the one way ANOVA test, it showed that there were differences in psychological well-being in terms of the big five personalities of the new students because it had significance of $p = 0.004$ less than 0.05 or ($p 0.004 < 0.05$).

DISCUSSION

Broadly speaking, the characteristics of new students are broad and imaginative interests. This is related to the desire of students to have open insights to find out new information, learn things that have never been known before, and be willing to do activities outside their usual routine. The openness personality factor also makes students independent and courageous in making difficult decisions in order to achieve life goals. In addition, creative and imaginative students are able to recognize and realize their potential. The high level of creativity allows students with high openness scores to continue trying to improve themselves and their behavior. This result in high achievement on psychological well-being.

The characteristics of the next new student are organized and planned. Students with high conscientiousness have tendency to achieve psychological well-being, especially in terms of determining life goals and personal growth. The ambitious character and factors on achievement lead to better organized conscientiousness in terms of long-term planning and self-change. Another character, namely discipline and the ability to control oneself will result in sense of satisfaction towards achievement, so that psychological well-being will emerge.

Students with extraversion characteristics have the highest ability in terms of building closeness and controlling the environment. A cheerful, friendly, and able to lead character makes other people like extroverted people so that they create positive relationships. The sociable character result in the ability to adapt quickly to extroverted students. Good social skills lead to feelings of joy which create high psychological well-being. Neuroticism resulted in low psychological wellbeing score for students, related to self-acceptance and autonomy.

Neurotic students have less tolerance for disappointment and conflict, so they tend to blame themselves for their failures. The character of anxious and nervous easily makes neurotic students depend on others. Students with neurotic characteristics also feel worried when thinking about their shortcomings, so they are afraid of other people's judgments about themselves. The existence of feelings of anxiety and fear results in students having high dependence on others. They will make decisions and act according to the wishes of others because they are worried about other people's judgments. This relates to the dimension of autonomy where individuals should be independent.

The results of the study prove that there are differences in psychological well-being in terms of the big five personality. Based on the results of the data analysis that has been carried out, it can be explained that most of the new students who have high psychological well-being have high levels of extraversion and openness according to research conducted by Siegler and Brummett in 2000 (Mehta and Hicks, 2018) that there is a strong positive relationship between psychological well-being and extraversion and openness. Previously, Schmutte and Ryff (1997) also found that the dimensions of positive relationships and environmental control are closely related to extraversion.

Meanwhile, most of the new students who have low psychological well-being have high level of agreeableness. The research results by Siegler and Brummett (Mehta and Hicks, 2018) stated that the agreeableness variable is less related to other personality factors. This is also in line with the

research conducted by Diranti (2017), the big five personality factor plays significant role in psychological well-being among students. Conscientiousness, extraversion, agreeableness, neuroticism and openness respectively contributed to the psychological well-being of students with effective contribution of 68%. The biggest role result are given by conscientiousness (22.6%); then extraversion (14.5%); agreeableness (13.8%); neuroticism (13%) and openness (4.1%). Neuroticism is related to self-acceptance and autonomy. Extraversion deals with positive relationships with other people and mastery of the environment. Conscientiousness relates to purpose in life and personal growth.

Although this study did not calculate the contribution of big-five personality to psychological well-being, it can be understood that openness of personality type is more dominant for new students and there are differences psychological well-being based on big-five personality. This explicitly shows that big-five personality is a predictor of psychological well-being new students. This means that this research is in line with the research conducted by Diranti (2017). Based on the dominant personality type in this study is openness then followed by agreeableness, conscientiousness, extraversion, and neuroticism trait.

CONCLUSION

Most of new students, generally, have low level of Psychological Well-Being. Openness trait in new students is generally categorized as high, Conscientiousness trait in new students is generally categorized as high, Extraversion trait among new students is generally categorized as high, Agreeableness trait in new students is generally categorized as low, Neuroticism trait among new students is generally categorized as high. There is difference in Psychological Well-Being reviewed from the Big Five Personality at the new students. Openness then followed by agreeableness, conscientiousness, extraversion, and neuroticism trait as predictor of Psychological Well-Being on new students.

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