

THE ROLE OF GROWTH MINDSET AND ACADEMIC STRESS ON SUBJECTIVE WELL-BEING AMONG COLLEGE STUDENTS

Zakia Aulia¹, Asri Mutiara Putri², Dewi Lutfianawati³,

^{1,2,3} Department of Psychology, Faculty of Health Sciences, Universitas Malahayati

Abstract: The college students subjective well-being indicates their contentment with several facets of campus life. This study aims to determine the role of growth mindset and academic stress on college students' subjective well-being. A total of 228 college students currently in their fourth to eighth semesters were involved in the study, selected using quota sampling. Data collection used the growth mindset instrument adapted from Chrisantiana and Sembiring, the perceived academic stress scale instrument developed by Bedewy and Gabriel, and the college student subjective well-being instrument developed by Renshaw, which has been adapted into Indonesian by Ariska et al. Results from multiple linear regression analysis indicated that growth mindset and academic stress together accounted for 46,1% of the variance in subjective well-being in college students. Academic stress was found to have a more significant impact on college students' subjective well-being compared to a growth mindset. The results of this study highlight the importance of reducing academic stress among college students to support their subjective well-being.

Keywords: academic stress; college student subjective well-being; growth mindset

Abstrak: Kesejahteraan subjektif mahasiswa menggambarkan kepuasan mahasiswa terhadap berbagai aspek kehidupan kampus. Penelitian ini bertujuan untuk mengetahui pengaruh *growth mindset* dan stres akademik terhadap kesejahteraan subjektif mahasiswa. Sebanyak 228 mahasiswa yang sedang menempuh pendidikan semester 4 sampai dengan 8 dilibatkan dalam penelitian yang dipilih dengan menggunakan *quota sampling*. Pengumpulan data menggunakan instrumen *growth mindset* yang diadaptasi dari Chrisantiana dan Sembiring, instrumen *perceived academic stress scale* yang disusun oleh Bedewy dan Gabriel serta instrumen *college student subjective well-being* yang disusun oleh Renshaw yang telah diadaptasi ke dalam Bahasa Indonesia oleh Ariska dkk. Hasil uji regresi linear berganda menunjukkan bahwa *growth mindset* dan stres akademik secara bersama-sama bertanggung jawab sebesar 46,1% dalam varians tingkat kesejahteraan subjektif pada mahasiswa. Stres akademik ditemukan memiliki pengaruh yang lebih besar terhadap kesejahteraan subjektif mahasiswa dibandingkan dengan *growth mindset*. Hasil penelitian ini memberikan implikasi pentingnya mengurangi stres akademik pada mahasiswa untuk mendukung kesejahteraan subjektif.

Kata kunci: stres akademik; kesejahteraan subjektif mahasiswa; growth mindset

corresponding author: Zakia Aulia. Department of Psychology, Faculty of Health Sciences, Universitas Malahayati, Indonesia

E-mail address: agustoniardi@gmail.com

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Introduction

College students have a high level of activity, such as course loads, cumulative assignments, practical assignments and other organised activities. This allows college students to feel dissatisfied with their lives. Pratiwi et al, (2021) stated that college students can experience various events that are both encouraging and discouraging in their lives. College students feel dissatisfied and unhappy, indicating that what they experience is discomfort, which can lead to subjective well-being problems. According to Renshaw, (2018) subjective well-being represents the aspiration of every individual, as everyone desires to experience happiness in their lives.

In fact, there are many different ways that people can feel happy in their lives. When individuals experience higher subjective well-being, they experience many uplifting feelings rather than unhappiness. Many other factors influence subjective well-being. Renshaw (2018) also suggests that there are several factors of well-being for College students, including confidence in academic performance (academic efficacy), satisfaction with academic performance (academic satisfaction), and relationships to educational institutions (school connectedness) as well as a sense of gratitude for the current session (college gratitude).

Academic development of college students is at a stage of cognitive development called postformal thinking, which is thinking that involves understanding the correct answer to a problem (Utami, 2009). That is, in this case, college students will solve problems by thinking deeply about various aspects of careers, academics, relationships and other areas of life (Santrock, 2012). Furthermore, Suyono (2020) explains that everyone, including college students, must have felt stress or pressure. Stress is a situation where individuals feel pressured or treated in a way that provokes a dynamic state (Wardana, 2016). The pressure that college students often experience is academic stress.

Academic stress is an academic situation where an individual feels a course load that

exceeds the college student's adaptive ability (Wilks, 2008). According to the survey results by Setyorini, (2019) regarding sources of stress among college students, involving 646 participants, it was found that 49.8% of college students rarely experience stress. In contrast, 37.0% often experience academic stress. Steinmayr, dkk, (2016) found that subjective well-being is related to high stress; people with high stress have a low quality of life, and those with low stress have a high quality of life. Based on information above, academic stress affects college student's subjective well-being. Pratiwi et al, (2021) reported that in Indonesia, suicide is the second leading cause of death, with an average of one person dying by suicide every hour among individuals aged 15-29 years. The population at risk of having suicidal thoughts and attempting suicide includes college students. Suicide cases among college students are frequently observed, often triggered by academic problems, such as difficulties in completing final assignments, which lead to stress and suicidal ideation.

In addition, it is found that a growth mindset also has an influence on subjective well-being, where someone who has a growth mindset can help achieve a high level of life, even when they face stereotypes about their abilities. When people are able to achieve a high level of life, they tend to feel satisfied with their lives. This is in line with research conducted by Wahidah, (2019) which demonstrates the strong beneficial relationship between school well-being and a growth mindset. If the college student's growth mindset value is high, the value of their well-being at school is also high.

Given that previous research has not examined many college students, the researcher is interested in examining final-year college students on this occasion. Based on data from the National Crime Information Center, there are 971 cases of college student suicide that continue to increase every year, recorded from January to October 2023. Some of the causes include high academic stress, lack of social support, a limited mindset, not feeling satisfied with achievements during college, and competition with friends on campus. Therefore, the

researcher is interested in investigating whether there is an influence between growth mindset and academic stress on college students' subjective well-being at Malahayati University Bandar Lampung.

Method

The method used in this study is quantitative, utilising measurement tools in the form of scales. The scale is composed of three parts: the Perceived Academic Stress Scale (PASS) (Bedewy & Gabriel, 2015) with a total of 18 items and a reliability of 0.70; the Growth Mindset Scale adapted by Christiana with a total of 21 items, and CSSWQ scale of college student subjective well-being created by Renshaw and adapted by Ariska (2021) with a total of 16 items and reliability of 0.898. The sampling technique used in this study

was quota sampling; 228 respondents participated in this study. The sample in this study were college students at Malahayati University Bandar Lampung who studied at least 4-8 semesters and were taken from all majors. The sample selection is limited to semesters 4 to 8 because the coursework in those semesters is getting heavier. The analysis used in this scientific work uses statistical methods, namely, multiple regression techniques using the SPSS 23.0 for Windows.

Results

The study involved 228 college students from Malahayati University Bandar Lampung, enrolled in semesters 4 through 8. The respondents' characteristics are presented in a frequency table to facilitate identification. This classification aims to provide a clear description of the respondents as the research subjects.

Tabel 1
Demographics Data

		Frequency	Percentage (%)
Gender	Male	100	43,8
	Female	128	56,1
Total		228	100
Junior year	4	114	63,1
Sophomore year	6	46	20,6
Senior year	8	66	28,9
Total		228	100

According to table 1, the majority of responden in this study were female 128 respondents with a percentage of 56.1%, most of the respondents in this study were 4th semester students 114 respondents with a percentage of 63.1%.

Table 2
Description of Subjects Based on Department

Jurusan / Prodi	Frequency.	Percentage (%)
Bachelor Medical Education	12	5.2
Bachelor Midwife	6	2.6
Bachelor Pharmacy	15	6.5
Bachelor Nursing	9	3.9
Bachelor Psychology	38	16.6
Bachelor Public Health	10	4.3
Associate degree Midwife	5	2.1
Associate degree Anafarma	10	4.3
Bachelor Law	18	7.8
Bachelor Accounting	11	4.8
Bachelor Management	15	6.5
Bachelor Environmental Engineering	20	8.7
Bachelor Mechanical Engineering	18	7.8
Bachelor Industrial Engineering	20	8.7

Bachelor Civil Engineering	21	9.2
Total	228	100

According table 2, the most respondent came from Bachelor Psychology (16,6%), while associate degree midwifery has the lowest percentage, at 2.1%.

Table 3

Categorisation of College Student Subjective Well-Being

Score	Categorisation	Frequency	Percentage %
$X < 62.044$	Low	35	15.4
$62.038 \leq X \leq 87.796$	Moderate	156	68.4
$87.796 \leq X$	High	37	16.2
Total		228	100

According to table 3, college students' subjective well-being at Malahayati University Bandar Lampung mostly in the moderate group 156 respondents (68.4%).

Table 4

Categorisation of Growth Mindset

Score	Categorisation	Frequency	Percentage %
$X < 75.245$	Low	69	30.1
$75.425 \leq X \leq 84.675$	Average	47	20.5
$84.675 \leq X$	High	112	48.9
Total		228	100

Based on table 4 the categorization of growth mindset college students at Malahayati Bandar Lampung is in the high category 112 respondents (48.9%).

Table 5

Academic Stress Categorization

Score	Categorisation	Frequency	Percentage %
$X < 58.605$	Low	16	7
$58.605 \leq X \leq 79.355$	Moderate	167	72.2
$79.355 \leq X$	High	45	19.7
Total		228	100

Based on table 5, the categorization of academic stress college students at Malahayati University Bandar Lampung is moderate 167 respondents (72.2%).

Based on the results of the normality test statistics using standardized residuals above, the Kolmogorov Smirnov significance value obtained is .200. This Kolmogorov Smirnov significance value is higher than the 5% significance level (0.05) or $\text{sig} > 0.05$. This indicates that the data is normally distributed. Based on the results of calculations performed using the SPSS 23.0 program, a significance value of 0.000 was obtained where $.000 < .05$. This shows that a growth mindset and academic stress simultaneously affect college students' subjective well-being. The coefficient of determination between the three variables is R square 0.461, indicating that the two independent variables combined become predictors of college student subjective well-being by 46.1%, while other factors outside this research impact the remaining 54.9%. Based on a significant relationship between growth mindset and college student subjective well-being, with a coefficient value of 0.226 ($p\text{-value} < 0.05$). The positive coefficient shows that the combined effect is positive. This suggests that the more the respondents perceive the development mentality, the greater the subjective well-being of college students. The study found a negative correlation between academic stress and subjective well-being among college students, with a coefficient value of -0.649 and a significant value of 0.000 ($p < 0.05$). Given the negative coefficient, the impact of

both is negative. This suggested that the higher the respondents' perception of academic stress, the poorer the college students' subjective well-being.

Discussion

This study shows that a growth mindset and academic stress simultaneously have an impact on college students' subjective well-being. The analysis results show that students at Malahayati University Bandar Lampung experience subjective well-being, with the majority (68.4%) falling into the moderate category. One of the aspects with the highest average is gratitude towards the university, which reflects that students feel fortunate to have the opportunity to study at the university, acknowledge the institution's contribution to their personal development, and have a connection with the academic community. This is in line with Renshaw (2018) research, which states that students with high levels of gratitude tend to be happier and more motivated in their studies.

In the aspect of growth mindset, this research found that the majority of students (48.9%) have a growth mindset, particularly in the belief that intelligence, talent, and character can continue to be developed. Students with a growth mindset are more likely to view failure as part of the learning process and will seek strategies and solutions in facing academic challenges. These findings support the research by Midkiff, dkk (2018), which states that individuals with a growth mindset are more focused on the learning process rather than just achieving high academic results. Additionally, the research by Srihastuti (2021) also shows that a growth mindset significantly contributes to improving students' academic performance and has a positive impact on their learning motivation.

On the other hand, this study found that the level of academic stress among students falls into the moderate category (72.2%), with academic demands being the main stress factor. Many students experience pressure due to high academic demands, difficulties in managing time, and exam preparations that require them to work harder. This condition aligns with Saputra et al (2022) which defines academic stress as excessive pressure due to academic demands that are not balanced with the resources available to students. Additionally, the research by Rahasia et al (2024) also shows

that academic stress has a negative relationship with subjective well-being, where the higher the level of stress experienced by students, the lower their subjective well-being.

Statistical analysis in this study shows that the relationship between academic stress and subjective well-being is negative, meaning that the higher the academic stress experienced by students, the lower their level of subjective well-being. This can be explained through the negative emotions that arise from excessive academic burdens, such as anxiety, fear, and guilt. These negative emotions ultimately reduce students' positive evaluations of their lives, as stated by Tov, et al (2013) that individuals with high stress levels have lower life satisfaction. Additionally, Grass et al. (2017) also emphasize that high academic stress is associated with lower life satisfaction, so students who experience severe stress tend to have a lower quality of life compared to those who can manage stress well.

Thus, this research emphasizes that a growth mindset is important in enhancing subjective well-being, while high academic stress can reduce it. Therefore, universities need to create an academic environment that supports the development of a growth mindset and provides resources to help students manage academic stress. Interventions such as growth mindset development programs, academic counseling, and stress management strategies can enhance students' subjective well-being.

Conclusion

The results and analysis of this research indicate that *growth mindset* and academic stress simultaneously influence the *subjective well-being* of college students at Universitas Malahayati Bandar Lampung. This relationship can be interpreted as a higher level of *growth mindset* correlating with a higher level of *subjective well-being*, while a higher level of academic stress correlates with a lower level of *subjective well-being* among college students.

Further analysis indicates that *growth mindset* plays a positive role in enhancing *subjective well-being* by helping students develop resilience, adaptability, and a positive outlook toward academic challenges. In contrast, academic stress negatively impacts *subjective well-being*, as high academic pressure contributes to emotional exhaustion and reduced life satisfaction.

Additionally, the descriptive analysis categorizing the research findings shows that most college students at Universitas Malahayati Bandar Lampung exhibit a moderate to high level of *growth mindset*, while the majority also experience a moderate level of academic stress. The balance between these factors highlights the importance of fostering a *growth mindset* and providing adequate support systems to help students manage academic stress, ultimately promoting their overall well-being

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