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RESEARCH ARTICLE / ARTIKEL PENELITIAN

A Qualitative Study on Psychological Well-being of Members of a University Student Organization during the Covid-19 Pandemic (*Studi Kualitatif Gambaran Kesejahteraan Psikologis Anggota Organisasi Mahasiswa pada Masa Pandemi Covid-19*)

DARA PUTRI GHASSANI, SIRRIL Wafa* & HERISON P. PURBA

Master of Professional Psychology, Faculty Psychology Universitas Airlangga

ABSTRACT

The Covid-19 pandemic has some repercussions for the psychological well-being of students, such as anxiety, stress, and depression. However, few studies have been conducted about this among members of university student organizations. As activities of student organization had been halted during the pandemic, the well-being of the members could be affected. This study aimed to provide an overview of the psychological well-being of members of a university student organization "X" in Yogyakarta during the Covid-19 pandemic. Using an instrumental case study design with theory-driven thematic analysis, three participants were recruited through a purposive sampling. The results revealed that participants had positive pictures of some aspects on their psychological well-being and saw other aspects in a more negative light. Specifically, positive appraisals were reported in terms of four aspects: self-acceptance, positive relation with others, autonomy, and self-development. Meanwhile, two other aspects were reported as suboptimal: lack of purpose in life and environmental mastery. This might be due to a lack in goal-setting skills which in turn affect participants' time management and priority setting between organizational activities, academic pursuit, and personal life.

Keywords: covid-19, mental health, psychological well-being, university student organization,

ABSTRAK

Pandemi Covid-19 berdampak terhadap kesejahteraan psikologis mahasiswa seperti kecemasan, stress, dan depresi. Namun, tidak banyak ditemukan penelitian mengenai hal ini pada mahasiswa anggota. Padahal, kegiatan organisasi yang dihentikan saat pandemi berdampak pada kesejahteraan anggotanya. Penelitian ini bertujuan untuk memberi gambaran kesejahteraan psikologis anggota organisasi mahasiswa X di Yogyakarta pada masa pandemi Covid-19. Menggunakan metode studi kasus instrumental dengan analisis tematik berbasis teori, studi kualitatif ini merekrut tiga partisipan melalui metode *purposive sampling*. Hasil menunjukkan bahwa partisipan memiliki gambaran positif pada beberapa aspek kesejahteraan psikologis serta gambaran negative pada aspek lainnya. Secara spesifik, gambaran positif ditemui dalam empat aspek: penerimaan diri, relasi positif, kemandirian dan pengembangan diri. Sementara itu, dua aspek lainnya dilaporkan kurang optimal, yakni kurangnya tujuan hidup dan penguasaan lingkungan. Hal ini dipengaruhi oleh kurangnya keterampilan menetapkan tujuan, yang kemudian berdampak pada manajemen waktu dan skala prioritas antara kegiatan organisasi, kuliah, dan kegiatan pribadi.

Kata kunci: covid-19, kesehatan mental, kesejahteraan psikologis, organisasi mahasiswa

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*Corresponding Author's email: sirril.wafa-2020@psikologi.unair.ac.id



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INTRODUCTION

Cao and associates (2020) documented that the Covid-19 pandemic had disrupted the economy as well as daily life, including academic activities of university students in China. Another study but the United Nation Development Programme (2020) in Thailand reported that the pandemic's biggest impact on university students were financial issues and mental health. Hence, Copeland and colleagues (2021) argue that universities should prepare for dealing with the pandemic's toll on their student's mental health.

In Indonesia, following the Covid-19 pandemic, university students were reported to experience stress as well as decreased creativity and productivity during online learning (Argaheni, 2020). Additionally, another report documented mild anxiety, mild stress, and mild depression among university students who took online classes (Hasanah et al., 2020). Yet another study showed that the pandemic had caused moderate academic stress on university students (Harahap et al., 2020). These findings correspond to other studies conducted outside of Indonesia which illustrate that the most common mental symptoms during the Covid-19 are fear (Brooks et al., 2020), stress (Zhang & Ma, 2020), anxiety (Fardin, 2020), and depression (Pandey et al., 2020).

Considering its toll on mentah health, the Covid-19 pandemic might also affect students' psychological well-being. Psychological well-being itself is defined by Ryff and Keyes (1995) as one's evaluation of their ability to recognize their unique potentials and optimize them in various aspects in life, especially when facing adversities and changes in life. There are several facets to psychological well-being (Ryff, 1989), namely: (1) self-acceptance, i.e., positive evaluation of the self and past experience; (2) positive relationships, i.e., satisfaction in the quality of relations with others; (3) autonomy, ie., one's ability to determine their own behavior; (4) environmental mastery, i.e., one's ability to manage their environment; (5) purpose in life, i.e., belief that there are meaning and purposes in one's life; and (6) personal growth, i.e., constant drive to grow and develop as a human-being. In students, psychological well-being is not manifested in the absences of mental problems (e.g., anxiety, depression) during difficult times (such as the Covid-19 pandemic), but is also characterized in their ability to realize their positive potential, so they can use their experience to cope with the adversities they face (Radyani, 2017).

More specifically, members of university student organizations might experience unique mental health dynamics as compared to other students due to different demands, such as managing time for both academic and organizational activities. A study by Sanjaya and associates (2020) reported that during the pandemic, OSIS (i.e., Indonesian high school-level student organization) had difficulties running its function because their programs could not go as planned, or should be altered, or even cancelled. This forced its members to think of a strategy in maintaining the existence of their organization. Surely, it

could affect their well-being. Unfortunately, only few studies focused on the impact of the Covid-19 pandemic on the psychological well-being of members of university student organizations.

We conducted a preliminary interview via WhatsApp on April 21st, 2022 to obtain an overview of the state of psychological well-being in members of a university student organization "X" in Yogyakarta (Indonesia). This organization "X" was established in 2019 and had approximately 50 active members the Covid-19 pandemic. The preliminary interview revealed that: (1) members of organization "X" needed to adust to changes due to the pandemic that had affected the organization, such as the difficulty to recruit new members; (2) conflicts often happened when members worked together; (3) leaders of the organization showed lack of communication that inhibit coordinations; (4) members found it difficult to manage their time between studying, participating in the organization, and leisures; and (5) members reported a decline in their physical and mental health. All of these indicated that the Covid-19 pandemic had affected their psychological well-being. Therefore, this study aimed to explore this experience of members of the student organization "X" in more depth.

METHOD

Research Design

This qualitative research used instrumental case study, a method that uses cases to understand a phenomenon of interest (Stake, 1995; Yin, 2019). The focus of this research was the psychological well-being among members of the student organization "X" in Yogyakarta (Indonesia) during the Covid-19 pandemic. This phenomenon would be investigated using the perspective of Ryff's (1989) theory of psychological well-being.

Participants

Three participants were recruited in this study from the student organization "X" using a purposive sampling. All of them filled out an informed consent form prior to the data collection. Their demographic characteristics are summarized in Table 1.

Table 1. Demographic characteristics of research participants

Characteristic	Participant		
	1 (one)	2 (two)	3 (three)
Age (in years)	23	21	22
Gender	Male	Female	Female
Education	Fresh bachelor graduate	Active undergraduate student	Active undergraduate students
Year joining organization "X"	2016	2019	2019
Role in the organization	Chair	Head of Women Empowerment Division	General Secretary

Researchers and Their Relations with the Participants

Researchers were a team consisting of two graduate students (DPG and SW) and a lecturer (HPP) of the master in professional psychology program with experience in well-being research. SW was acquainted

with one of the participants whom then connected the team to other participants. This relationship prior to data collection facilitated the rapport building between the team and the participants. Nonetheless, for the sake of ensuring data quality, interviews were conducted between a research member and a participant who share no relationship prior to this study.

Data Collection Technique

Data were collected through semi-structured interview. The interviews used a psychological well-being interview guidelines by Radyani (2017). Guidelines follow the six facets of psychological well-being according to Ryff's (1989) theory, namely: (1) self-acceptance; (2) positive relationships; (3) autonomy; (4) environmental mastery; (5) purpose in life; and (6) personal growth. Only one interview was conducted for each participant. In order to check the credibility, data from the interviews were confirmed using two methods: (1) direct confirmation after each interview was ended, accompanied by potential follow-up confirmation through WhatsApp to clarify information during the analysis stage of the study; and (2) cross-checking the response between participants during the analysis stage of the study.

Data Analysis

Data was analyzed by repeated reading of the interview transcripts to identify meaningful categories (Yin, 2019). Data were analyzed using the theoretical framework of Ryff (1989).

RESULTS

Self-acceptance

All three participants demonstrated both positive and negative self-acceptance. Positive self-acceptance was illustrated by participants' acknowledgment of their strengths and weaknesses which they used as motivation to improve their quality as a person. Consequently, all three participants were satisfied with their acquired skills, including their public speaking skill (Participant 3), increased confidence (Participant 2), organization skills (Participants 2 and 3), and widened social network (Participant 1 and 2). Owing of these skills, all of them claimed to be more capable to adapt to their environment. This was well-illustrated by participants' ability to balance their academic and organizational roles.

"Actually, I used to be a shy person (laughing). I used to feel shy and inferior. [I've] never joined an organization before... [I] was a bit irresponsible. Then I joined [organization "X"] during my study at this university... It keeps me busy. Slowly I am learning... to be more responsible. Also, because I often meet people, [I] become more confident." (Participant 1, translated from Indonesian)

However, Participant 3 also demonstrated negative self-acceptance in relation to her personal traits and social environment. She admitted her habit to complain every time she faced adversities, both in her organizational, academic, and personal life. Additionally, she was also rather emotional and easily affected by situations which she claimed to have affected her work in the organization. Moreover, her

family also contributed to this negative evaluation of herself. She reported that her parents limited her freedom to have opinion and to make important life decisions.

“Mm.. I am hot-headed. [I] often complain if [I’m] overwhelmed with academic or organization assignments. It’s annoying... because it makes me have mood swings. For example, when there’s a meeting, I often don’t feel like going to it all of a sudden. If [I] have an issue with, say, another member, it gets me in a bad mood and makes me feel lazy, so [I’m] not fully engage with the activity [of the organization].” (Participant 3, translated from Indonesia)

Positive Relationships

Both positive and negative relationships with others were reported by the participants. They could develop warm, satisfactory, and trusting relations with others which were key to positive relationships. In addition, the development of positive relationships was also facilitated by a wide social network that they obtained from joining the organization and by the communal culture in the organization. Participants reported that these positive relationships allowed them to find career opportunities and exchange information.

“It’s so fun! It’s communal. So, even outside of the organization agenda, we often hang out together, go to a café together. [We] help each other, get to know each other. It’s like having a new family.” (Participant 3, translated from Indonesian)

Nevertheless, this experience did not necessarily make the participants satisfied with their relationships with others. For example, Participant 2 felt that her relations with others during the pandemic were of poorer quality, particularly her relationship with members of her division in the organization “X”. A common issue was having an organization member who are difficult to reach, irresponsible, and unreliable when there was an organization agenda to do. This had made the participants feel isolated in doing their organizational tasks

“Can I say this? In my division, only two out of five members are active. [I] don’t really know. [They] are out of contact during the pandemic. So, only two of us do all the tasks. I feel sad, like I am left alone because the others are not responsible.” (Participant 2, translated from Indonesian)

Autonomy

For all participants, autonomy meant being capable to do anything on their own without having to rely on others. This included the ability to make decision about their choice of university to go to, having a job while studying, taking a leave to focus on a job or an organization. In terms of organization life, Participant 1 felt that he had the autonomy to make important decisions, while Participants 2 and 3 reported otherwise. The latter claimed that this was because seniors and alumni intervened with their decision to stay in organization “X”. However, all three participants stated that they were capable of being responsible of their own decision, including their duty as leaders in the organization and as students.

"I feel like I'm quite independent. It's because my parents always give me freedom... as long as I can take full responsibility (laughing). For example, my decision to choose a university and to have a job while studying. As long as [I] know the consequences and take them seriously. [It's all about] being responsible." (Participant 1, translated from Indonesia)

Further, one factor contributed to Participant 2 and 3's lack of autonomy was the fact that their parents limited their freedom to have opinion at home and often made decisions for participants. Also, poor emotional regulation reportedly influenced these participants' behavioral control and decision making.

"Actually, we don't have problems making decision in this organization. What's important is to discuss things together, although the final decision is on me, if it is a secretarial issue. But, it's so different at home. There... well... my parents are so restrictive. At home, I can only do what they say. It's so different than in the organization." (Participant 3, translated from Indonesian)

Environmental Mastery

All three participants demonstrated the ability to manage environmental demands, such as dealing with organizational and academic tasks and taking a job while studying. Environmental mastery was also illustrated in their participation in the student organization. They claimed that it had positive impacts on them, both in term of financial gain, widened social network, and personal growth.

In dealing with challenges, Participant 1 had his strategies, such as priority setting, drawing a timeline for all his activities, and sparing time for leisure and vacation. However, although Participant 1 had tried many strategies to manage his time, he reported that it was still suboptimal. As a consequence, he was often late to his classes or in submitting assignments. This had led him to take an academic leave and postpone his graduation.

"Well, setting priorities... drawing a timeline... But at that time, I couldn't manage it all because I was also busy with my job and the organization. So, I decided to just take a leave." (Participant 1, translated from Indonesian)

Meanwhile, Participant 2 had difficulties aligning her environment with her goals. For example, she could not maintain the integrity of her team in the organization since many members of her division were not engaged in their duties. She claimed that it stressed her out and affected her well-being.

"I have tried making a timeline of the activities and delegated some tasks to my team. But... well, it's like what I said earlier. My teammates were M.I.A., [it's like I'd been] ghosted. Eventually, I did all the tasks on my own." (Participant 2, translated from Indonesia)

Further, Participant 3 stated that she sacrificed many things, including her resting time, which eventually affected her physical and mental health. In addition, she was also involved in some activities outside of organization "X" that she deemed as non-productive. She claimed that it had some repercussion on her well-being.

"The organization has a very tight schedule: meeting, events, and many more. There are so many activities that sometimes I feel like I'm always in a hurry. But it's actually exciting, because it widens my network. Nonetheless, I honestly think that many activities in this organization were more about having fun, and not so much about self-development. It's not uncommon that I get sick... physical illness.. like lacking sleep, going home late in the night, very exhausting. I also feel

stressed. Honestly it also makes me enjoy my praying less because when I pray, I feel like being in a hurry. Because of the tight schedule, I feel like in a hurry.” (Participant 3, translated from Indonesian)

Puporse in Life

All participants seemed to be able to find meaning in their past experience and appreciate its effect on their future. They acknowledged their strengths and weaknesses and used this realization as a drive to improve themselves. For instance, Participant 1 used to only have a few friends, so he tried to expand his social network.

Furthermore, all three participants did not seem to have concrete vision for their life. Participant 2 could not describe what she wanted to achieve in her academic and organization life or for her future career. Consequently, she found it difficult to identify practical steps to achieve her goal. Participant 2 tended to describe her future plan in a normative and generic fashion. For example, she wanted to graduate soon, so she just planned to finish her thesis. In turn, this lack of details in target setting and planning had led to her suboptimal efforts in achieving the goals. Likewise, Participant 1 wanted to find a job, but could not specify the kind of job that he wished to land. As a result, he had the tendency to passively respond to whatever was offered to him.

“I want to be an entrepreneur, but I don’t kno what kind. So usually, I just take whatever job is offered by my seniors or alumni from the organization. I’d do anything.” (Participant 1, translated from Indonesian)

“About goal... maybe I want to graduate in 2022. Other than that, I don’t have any specific plans. In the organization, in my academic life, so far I just go with flow. I also join the organization in the first place because of a friend, so I never expected anything, let alone being a leader in it. I got this position only because the seniors supported and picked me. So, I just follow what they said. Just go with the flow...” (Participant 2, translated from Indonesian)

Personal Growth

A good pattern of personal growth was evident in all participants. They realized that all of their experience contributed to their self-development, including their experience in the organization. They also argued that self-development in one area might lead to improvements in another area. This was because all three of them viewed life as a process of learning, changing, and growing. Additionally, participants realized the improvements in themselves. For instance, Participant 2 felt that she had become more sociable and confident and it had encouraged her to try and learn new things.

“[I’ve become] more confident. Before joining this organization, I was known as a shy, introverted girl. [I was] shy and too timid to talk in public. But, after joining this organization, I’ve learnt a lot and had some positive experience, thank God. So, I am now better at public speaking and social interaction. [I’ve become] more open-minded and sociable. Also, thank God, because of the positive experience, now I enjoy exploring new things to improve myself.” (Participant 2, translated from Indonesian)

Nonetheless, the three participants still lacked of specific targets in terms of their personal growth. It rendered their attempts to develop their potentials suboptimal. For instance, Participant 3 realized that

she had talent in public speaking and rooms for development in this area. However, because she did not have a specific plan to develop and use this potential, she often rejected invitation to speak in from of the public and chose to focus on her secretarial duties instead. Eventually, she was dissatisfied with the progress of her public speaking skill.

"[There are] many things that I can work on. I got many good connections from the organization because it forces me to talk to famous people. But I've always had "basic people skill" since I was a child because I used to compete in public speech contests. So far, I often use these skills in many occasions, like being a master of ceremonies at some big evenets. I learnt some new tricks in that area. Because of this, I become more relaxed when I have to speak in front of people, more confident. [However,] I am not satisfied with it just yet because I still hesitate whent people offer me an MC job. If there is another opportunity, I will definitely take it." (Participant 3, translated from Indonesian)

DISCUSSION

This study aimed to describe the psychological well-being of members of a university student organization during the Covid-19 pandemic. According to the results, all three participants demonstrated varied states of well-being. In Participant 1, the dominant facet of psychological well-being was autonomy as he was capable in making important decisions based on his own deliberation. It was related to his role as the chair of organization "X" and his parents' rearing style which had allowed him some independence in decision making. Social support is indeed deemed to be important for the development of autonomy because it can improve confidence and facilitate problem solving (Cobb, 1976; Turner, 1981). A study by Majorsy and colleagues (2018) found that parental support was associated with bettwe psychological well-being.

In the case of Participant 2, positive relationships with others dominantly affected her overall state of psychological well-being. Although widened social network had encouraged her to develop her skills, Participants 2 did not necessarily feel satisfied with the quality of her relationships. It was because she viewed her colleagues as being irresponsible for their organization tasks. Decreased engangement and contribution among members of organizations during the Covid-19 were reported to be influenced by, among others, social mobility restrictions, such as quarantine (Dubey et al., 2020). This may turn organization teammates into an unreliable source of social and informational (e.g., advice, suggestion, guidance) support. Eventually, lack of support can lead to dissatisfaction with the quality of relationships that one has (Wills & Cleary, 1996). In Participant 2, this poor relationship quality had hampered her decision-making skill.

Meanwhile, Participant 3 reported some problems, including personal traits that affected her performance in the organization and difficulties in exercising her autonomy, priority setting, and time management. In particular, she stated that these problems had affected her physical health. This finding highlights the importance of work-life balance for psychological well-being (Majorsy et al., 2018). People who cannot balance their work and personal life have been found to experience stress, depression, and decreased well-being (Gropel & Kuhl, 2009).

In general, all participants demonstrated relatively good state of psychological well -being. More specifically, four out of six facets of psychological well-being according to Ryff (1989) were found to be on an optimal level, namely self-acceptance, positive relationships with others, autonomy, and personal growth. This was reported to be in relation with three things: (1) acknowledgements of participants' strengths and weaknesses as well as a drive to constantly improve themselves; (2) extensive social

network obtained from joining the organization; and (3) skill developments within or outside of the organization.

Nonetheless, two other aspects of psychological well-being (i.e, purpose in life and environmental mastery) were deemed suboptimal. It was associated with: (1) participants' inadequate goal setting which was not accompanied with detailed planning; (2) poor time management as evident by participants' struggle in balancing their organization, academic, and personal life; and (3) suboptimal emotion regulation which interfered with their performance in the organization. More specifically, it has been reported that individuals with concrete purpose in life and those who set their own goal are more likely to be happy (Ingrid et al., 2009) and engaged in more positive activities that foster meaning of life (Martinez et al., 2020).

In order to facilitate well-being, purpose in life should be in tandem with a goal-setting skill. This skill has been linked with better self-efficacy (Pratiningsih & Sahrah, 2016) and working motivation (Sari et al., 2021) among organization members. Considering that participants in this study demonstrated a rather poor goal-setting skill, student organizations might need to consider training in this area. Some studies have showed that goal-setting training can improve time management (Tarmilia et al., 2021) and psychological well-being (Dowlatabadi & Mousavi, 2021).

Lastly, we acknowledge that this study is not without its limitations. First, the exploration of participants' psychological well-being was not limited to a particular setting (e.g., campus, home, or organization). Additionally, the role of the Covid-19 pandemic as the sociohistorical context was not investigated in depth, resulting in a generic description of psychological well-being. Therefore, follow-up studies are still necessary. For example, future research may focus on investigating how psychological well-being changes during and after the Covid-19 pandemic.

CONCLUSION

The three members of organization "X" demonstrated four optimal aspects of psychological well-being, namely self-acceptance, positive relationships with others, autonomy, and personal growth. However, purpose in life and environmental mastery were found to be suboptimal. This finding was linked to participants' lack of goal-setting, time management, and emotion regulation. Although the state of participants' psychological well-being has been well-described, this study failed to reveal the role of the Covid-19 pandemic on the dynamics of their well-being. Therefore, future research should directly compare the state of psychological well-being during and after the pandemic.



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Studi Kualitatif Gambaran Kesejahteraan Psikologis Anggota Organisasi Mahasiswa pada Masa Pandemi Covid-19

Cao dan kawan-kawan (2020) menyebutkan bahwa pandemi Covid-19 berimbas pada ekonomi dan kehidupan sehari-hari, termasuk aktivitas akademik mahasiswa di China. Penelitian lain oleh *United Nation Development Programme* (2020) di Thailand melaporkan bahwa dampak terbesar pandemi pada mahasiswa adalah pada keadaan finansial dan kesehatan mental. Dengan demikian, Copeland dan koleganya (2021) berpendapat bahwa perguruan tinggi harus bersiap-siap menangani dampak pandemi terhadap kesehatan mental mahasiswa.

Di Indonesia, juga dilaporkan bahwa akibat pandemi Covid-19, mahasiswa mengalami stres, serta menjadi kurang kreatif dan produktif saat pembelajaran daring (Argaheni, 2020). Selain itu, dalam proses pembelajaran daring, mahasiswa mengalami kecemasan ringan, stres ringan, dan depresi ringan (Hasanah dkk., 2020). Hasil penelitian lain menyatakan bahwa pandemi Covid-19 mengakibatkan mahasiswa mengalami stres akademik pada kategori sedang (Harahap dkk., 2020). Temuan-temuan di Indonesia ini sejalan dengan laporan dari studi-studi lain yang menyatakan bahwa pada saat pandemi Covid-19 masalah kesehatan mental yang umum terjadi adalah rasa takut (Brooks dkk., 2020), stres (Zhang & Ma, 2020), kecemasan (Fardin, 2020), dan depresi (Pandey dkk., 2020).

Melihat dampaknya pada kesehatan mental, pandemi Covid-19 juga mungkin memengaruhi kesejahteraan psikologis mahasiswa. Kesejahteraan psikologis sendiri didefinisikan oleh Ryff dan Keyes (1995) sebagai evaluasi individu terhadap kemampuannya untuk mengenali potensi yang unik dari dirinya dan mengoptimalkan potensi tersebut dalam menghadapi berbagai aspek kehidupannya, terutama ketika menghadapi berbagai tantangan dan perubahan dalam hidup. Terdapat beberapa aspek dari kesejahteraan psikologis (Ryff, 1989), antara lain: (1) penerimaan diri, yaitu evaluasi positif pada diri dan kejadian di masa lalu; (2) relasi positif dengan orang lain, yakni kepuasan atas kualitas hubungan dengan orang lain; (3) kemandirian, yaitu kesadaran individu untuk menentukan segala sesuatu sendiri; (4) penguasaan lingkungan, yaitu kemampuan untuk mengelola lingkungan sekitar dan hidup secara efektif; (5) tujuan hidup, yakni keyakinan individu bahwa hidupnya memiliki makna dan tujuan; serta (6) pengembangan diri, yaitu keinginan untuk terus tumbuh dan berkembang sebagai manusia. Pada mahasiswa, kesejahteraan psikologi termanifestasi bukan hanya dalam ketiadaan permasalahan mental (misalnya cemas, depresi) ketika menghadapi situasi yang menantang (seperti pandemi Covid-19), tetapi juga dicirikan dengan kemampuan untuk mengetahui potensi positif dalam diri sendiri sehingga mampu menggunakan pengalamannya untuk menghadapi kesulitan tersebut dengan baik (Radyani, 2017).

Secara lebih spesifik, mahasiswa anggota organisasi mungkin memiliki dinamika kesehatan mental yang berbeda dengan mahasiswa pada umumnya karena adanya tuntutan yang berbeda, seperti tantangan manajemen waktu antara kegiatan akademik dan organisasi. Sebuah studi oleh Sanjaya dan kawan-kawan (2020) melaporkan bahwa selama pandemi, fungsi OSIS (organisasi siswa tingkat sekolah menengah) terganggu karena banyak kegiatan yang berjalan tidak sesuai rencana, harus dialihkan, atau bahkan ditiadakan, sehingga anggotanya harus menyusun strategi agar organisasi tersebut dapat bertahan. Hal ini tentu akan memengaruhi kesejahteraan anggotanya. Sayangnya, belum banyak studi yang secara khusus membahas dampak pandemi Covid-19 terhadap kesejahteraan psikologis mahasiswa anggota organisasi.

Sebuah wawancara pendahuluan dilakukan oleh peneliti melalui media *Whatsapp* pada 21 April 2022 untuk mendapatkan gambaran umum kondisi kesejahteraan psikologis anggota suatu organisasi

mahasiswa "X" di Yogyakarta. Organisasi yang sudah berdiri sejak tahun 2009 ini beranggota sekitar 50 mahasiswa dan tetap aktif berkegiatan pada selama pandemi Covid-19. Dari hasil wawancara ini, diketahui bahwa: (1) anggota organisasi "X" merasa butuh beradaptasi terhadap perubahan saat pandemi yang berdampak pada organisasi, seperti sulitnya menjaring anggota baru; (2) adanya konflik kerjasama antar anggota; (3) kurangnya komunikasi antar pengurus organisasi berdampak pada kesulitan koordinasi; (4) anggota mengalami kesulitan dalam manajemen waktu antara belajar, organisasi, dan waktu pribadi; dan (5) anggota merasakan penurunan kesehatan fisik dan mental. Karena hasil wawancara pendahuluan mengindikasikan adanya dampak pandemi Covid-19 terhadap kesejahteraan psikologis, penelitian ini bertujuan untuk mengeksplorasi fenomena ini dengan lebih mendalam pada anggota organisasi mahasiswa "X" tersebut.

METODE

Desain Penelitian

Penelitian kualitatif ini menggunakan metode studi kasus instrumental yang bertujuan untuk memberikan pemahaman mengenai suatu permasalahan yang sedang dikaji (Stake, 1995; Yin, 2019). Fokus penelitian ini adalah kesejahteraan psikologis pada anggota organisasi mahasiswa X di Yogyakarta pada masa pandemi Covid-19 dan ditinjau dari perspektif teori kesejahteraan psikologis dari Ryff (1989).

Partisipan

Partisipan dalam penelitian ini berjumlah tiga orang anggota organisasi mahasiswa "X" di Yogyakarta yang direkrut melalui *purposive sampling*. Ketiga partisipan bersedia turut serta dalam penelitian ini dan telah menandatangani surat Persetujuan Setelah Penjelasan. Karakteristik demografis ketiganya dirangkum dalam Tabel 1.

Tabel 1. Karakteristik demografis partisipan penelitian

Karakteristik	Partisipan		
	1 (Satu)	2 (Dua)	3 (Tiga)
Usia (dalam tahun)	23	21	22
Jenis Kelamin	Laki-laki	Perempuan	Perempuan
Pendidikan	Lulusan baru	Mahasiswa S1 aktif	Mahasiswa S1aktif
Tahun masuk organisasi	2016	2019	2019
Jabatan di Organisasi	Ketua Umum	Kepala Bidang Pemberdayaan Perempuan	Sekretaris Umum

Peneliti dan Hubungan dengan Partisipan

Peneliti adalah dua mahasiswa (DPG dan SW) dan seorang dosen (HPP) pada program Magister Psikologi Profesi dengan pengalaman riset di bidang kesejahteraan. SW berteman dengan salah satu partisipan yang kemudian menghubungkan tim peneliti dengan partisipan yang lain. Hubungan pertemanan yang sudah terjalin turut mempermudah proses membangun hubungan antara peneliti dengan ketiga

partisipan. Namun demikian, untuk menjaga kualitas data, wawancara dilakukan oleh peneliti kepada partisipan yang sebelumnya belum saling mengenal

Teknik Penggalian Data

Penggalian data dilakukan melalui wawancara semi terstruktur. Pedoman wawancara yang digunakan mengadopsi panduan wawancara kesejahteraan psikologis dari penelitian oleh Radyani (2017). Adapun aspek penelitian yang digali pada penelitian ini merujuk pada teori kesejahteraan psikologis dari Ryff (1989), yaitu: (1) penerimaan diri; (2) relasi positif; (3) kemandirian; (4) penguasaan lingkungan; (5) tujuan hidup; dan (6) pengembangan pribadi. Wawancara dilakukan hanya satu kali untuk setiap partisipan. Untuk menjaga kredibilitas data, hasil wawancara yang diperoleh dikonfirmasi melalui dua metode: (1) konfirmasi secara langsung kepada partisipan setelah wawancara berakhir dengan kemungkinan konfirmasi singkat lanjutan melalui *Whatsapp* untuk mengklarifikasi informasi yang belum jelas saat proses analisis data; dan (2) pencocokan silang jawaban antar partisipan selama analisis.

Analisis Data

Data diolah secara kualitatif dengan cara membaca transkrip hasil wawancara secara berulang untuk menemukan kategori-kategori pernyataan yang bermakna (Yin, 2019). Analisis dilakukan dengan menggunakan kerangka teoretis dari Ryff (1989)

HASIL PENELITIAN

Penerimaan Diri

Ketiga partisipan melaporkan penerimaan diri positif maupun negatif. Penerimaan diri yang positif berkaitan dengan adanya kesadaran tentang kelebihan dan kekurangan diri, di mana kekurangan yang dimiliki menjadi motivasi untuk meningkatkan kualitas diri ketiga partisipan. Alhasil, saat ini ketiga partisipan merasa puas dengan keterampilan yang dimiliki, antara lain: kemampuan wicara publik (Partisipan 3), kepercayaan diri yang meningkat (Partisipan 1), keterampilan berorganisasi (Partisipan 2 dan 3), dan jejaring sosial yang luas (Partisipan 1 dan 2). Berkat keterampilan tersebut, ketiga partisipan merasa lebih mampu beradaptasi dan menyesuaikan diri di lingkungan tempat mereka tinggal. Hal ini terlihat dari kemampuan partisipan untuk menyemibangkannya tanggung jawab mereka sebagai mahasiswa dan peran organisasi mereka.

"Saya... sebenarnya dulu orangnya pemalu Mbak (tertawa). Saya dulu malu dan minder. Belum pernah ikut organisasi juga sebelumnya.... Kurang bertanggung jawab gitu anaknya. Terus saya masuk [organisasi "X"] setelah kuliah kan ya... Lumayan ada kesibukan. Lama-lama jadi belajar..... hmmm bertanggung jawab. Terus, karena banyak bergaul jadi lebih pede." (Partisipan 1)

Akan tetapi, Partisipan 3 juga menunjukkan gambaran penerimaan diri yang negatif dan berkaitan dengan karakter pribadi dan lingkungan sosialnya. Ia memiliki kebiasaan mengeluh setiap kali menghadapi masalah, baik di ranah organisasi, akademik, maupun pribadi. Selain itu, Partisipan 3 juga cenderung emosional dan mudah terbawa suasana, yang mana berdampak pada partisipasi dan

kontribusi yang tidak optimal pada organisasi yang diikuti. Sementara itu, lingkungan keluarga Partisipan 3 juga berkontribusi pada penerimaan diri yang negatif. Ia melaporkan bahwa kebebasan berpendapat dan menentukan pilihan penting dalam hidup cukup dibatasi oleh kedua orangtuanya.

“Hmmm aku mah orangnya baperan Mbak. Suka ngeluh kalau misalnya stres banyak tugas di kuliah atau di organisasi juga. Sebel sih. Soalnya aku jadinya mood swing gitu, suka tiba-tiba misalnya mau rapat jadinya tiba-tiba males. Kalau lagi ada masalah ama misal anggota yang mana gitu biasanya malah bikin aku bete, males terus jadinya ikut kegiatannya ogah-ogahan hehehe.” (Partisipan 3)

Relasi yang Positif

Baik pola relasi yang positif dan negative dengan orang lain dilaporkan oleh ketiga partisipan. Mereka mampu menjalin relasi yang hangat, memuaskan, dan saling mempercayai satu sama lain yang merupakan dasar dari pembentukan relasi yang positif. Selain itu, relasi positif dengan orang lain juga ditunjang oleh luasnya jejaring sosial yang didapatkan dari berorganisasi serta oleh budaya kekeluargaan dan saling membantu dalam organisasi tersebut. Partisipan melaporkan bahwa hubungan yang positif ini memberi mereka kesempatan untuk mengembangkan karir dan berbagi informasi.

“Asyik banget, Mbak! Kekeluargaan begitu, jadi teh kita di luar kegiatan organisasi suka jalan-jalan bareng, ngopi bareng. Jadi saling bantu, saling kenal. Udah kayak keluarga sendiri lah.” (Partisipan 3)

Meskipun demikian, para partisipan tidak serta merta merasa puas dengan hubungan yang mereka jalin. Hal ini dialami oleh Partisipan 2 sebab selama pandemi, partisipan merasa relasinya dengan orang lain kurang berkualitas, utamanya relasi dengan sesama anggota organisasi dalam satu divisi. Beberapa masalah yang dialami ketiga partisipan meliputi anggota organisasi yang sulit dihubungi, cenderung tidak bertanggung jawab, dan tidak bisa diandalkan dalam pelaksanaan tugas organisasi. Hal ini membuat partisipan merasa sendirian dalam menjalankan tanggung jawab organisasi.

“Ini boleh ngomong gak ya..? Di divisi saya sebenarnya hanya 2 orang yang aktif dari 5 orang Mas. Kurang tahu, gak bisa dihubungi Mas sejak pandemi. Jadi saya berduaan saja mengerjakan semua. Saya sedih sih, jadi merasa sendirian jadinya karena yang lain ndak bertanggung jawab Mas.” (Partisipan 2)

Kemandirian

Pada ketiga partisipan penelitian, kemandirian ditandai dengan adanya kemampuan melakukan sesuatu sesuai keinginan diri sendiri tanpa bergantung pada orang lain, seperti: keputusan melanjutkan pendidikan di perguruan tinggi, keputusan bekerja sambil kuliah, keputusan untuk cuti dari kuliah dan fokus berorganisasi dan bekerja. Dalam ranah organisasi, Partisipan 1 cenderung memiliki kemandirian untuk memutuskan pilihan penting, sedangkan Partisipan 2 dan 3 belum sepenuhnya menunjukkan aspek ini. Hal ini dilaporkan karena adanya intervensi senior dan alumni dalam pengambilan keputusan terkait keikutsertaan dan jenjang jabatan dalam organisasi “X”. Meski demikian, ketiga partisipan

cenderung mampu bertanggung jawab terhadap keputusan yang telah diambil, seperti tanggung jawab terhadap jabatan organisasi, sebagai mahasiswa, dan tanggung jawab terhadap pekerjaan.

“Saya merasa diri saya cukup mandiri sih. Karena sejak dulu saya juga dibebaskan oleh orang tua ya... Bebas dalam artian...artian ya saya tetap bertanggung jawab (tertawa). Misalnya keputusan dulu memilih melanjutkan sekolah di mana, atau keputusan saya bekerja sambil kuliah juga. Asal ya itu Mbak. Asal tau konsekuensinya dan menjalani dengan serius. Tanggung jawab nggeh.” (Partisipan 1)

Selain itu, salah satu kondisi yang menyebabkan kurangnya kemandirian Partisipan 2 dan 3 adalah orang tua yang kurang memberi kebebasan berpendapat saat di rumah, sehingga partisipan cenderung diarahkan dalam menentukan keputusan. Kurangnya kemampuan melakukan regulasi emosi juga dianggap berdampak pada kontrol perilaku dan pengambilan keputusan.

“Sebenarnya mah kalau di organisasi kami gak masalah kalau diminta ambil keputusan. Kan intinya musyawarah ya, walau keputusan terakhirnya di aku kalau masalah sekretariat. Tapi Mbak, beda banget kalau aku di rumah. Jadi kalau di rumah tuh... Ya... Gitu. Aku sama orang tua mah dikekang banget. Jadi kalau di rumah aku cuma bisa nurut ikut kata orang tua. Beda banget lah pokoknya.” (Partisipan 3)

Penguasaan Lingkungan

Ketiga partisipan memiliki kemampuan untuk mengatasi tuntutan lingkungan atau hidup, seperti menjalankan tanggung jawab organisasi dan kuliah serta bekerja untuk memenuhi kebutuhan hidup dan biaya kuliah. Kemampuan tersebut ditunjukkan melalui keikutsertaan ketiga partisipan untuk mengikuti berbagai macam kegiatan organisasi. Hal ini karena ketiga partisipan dapat merasakan berbagai dampak dan manfaat positifnya, baik secara finansial, menambah relasi, maupun pengembangan pribadi.

Untuk menjawab tantangan-tantangan lingkungan yang dimiliki, Partisipan 1 memiliki caranya sendiri, misalnya dengan membuat skala prioritas, linimasa kegiatan, atau mengambil jeda waktu untuk beristirahat dan berlibur. Meski Partisipan 1 sudah mencoba untuk menggunakan cara-cara mengelola waktu, usahanya masih belum efektif. Dampaknya, Partisipan 1 masih terhambat dalam proses pelaksanaan kuliah, baik terkait penyelesaian tugas maupun kehadiran di kelas. Hal ini pada akhirnya mendorong Partisipan 1 untuk menunda kelulusan kuliah atau memutuskan untuk cuti.

“Hmmm... Bikin skala prioritas... Bikin timeline.... Tapi waktu itu kuliah saya tidak terkejar karena sambil kerja dan organisasi Mbak. Yowes, jadi saya akhirnya putuskan untuk cuti kuliah.” (Partisipan 1)

Sementara itu, Partisipan 2 tampak kurang mampu mengelola lingkungannya sesuai dengan tujuan yang diinginkan. Hal ini tampak dari kesulitannya dalam menjaga hubungan dan kekompakan antar anggota organisasi serta dari banyaknya anggota yang tidak aktif dan kurang bertanggung jawab terhadap tugas. Hal ini menambah tekanan dan berdampak pada kesejahteraannya.

"Saya coba buat timeline kegiatan sama delegasikan tugas ke anggota saya Mbak. Tapi... ya gitu Mas yang saya ceritakan di awal itu. Teman - teman saya tetap hilang, di-ghosting. Jadi akhirnya ya... saya lagi saya lagi yang mengerjakan tugas - tugas divisi Mas akhirnya." (Partisipan 2)

Lalu, Partisipan 3 harus mengorbankan beberapa hal, seperti kurang istirahat, yang pada akhirnya juga berdampak pada kesehatan fisik dan mentalnya. Selain itu, ia juga terlibat dalam beberapa kegiatan di luar organisasi "X" yang ia rasa kurang produktif dan hal ini membuatnya merasa kurang sejahtera.

"Kan kegiatan organisasi tuh padet banget yak mbak. Rapat lah, acara apa lah. Banyak dan kadang jadinya teh ngeburu - buru banget... Asyik sih sebenarnya soalnya aku ngerasa jadi terbuka jaringan...networking gitu. Cuman sejujurnya menurut aku kegiatan organisasinya terlalu banyak seneng - seneng jadi kurang ada kegiatan buat ngembangin diri gitu. Terus kan aku jadi sering drop fisiknya. Jadi ada masalah kesehatan kayak kurang tidur, pulang malem, lelah banget. Stress juga akunya. Terus sejujurnya mah aku jadi kurang nikmatin ritual ibadah karena misalnya pas aku sholat tuh jadinya terburu - buru. Karena padet, diburu - buru gitu Mbak." (Partisipan 3)

Tujuan Hidup

Ketiga partisipan menunjukkan kemampuan untuk memaknai setiap kejadian yang terjadi di masa lalu dan pengaruhnya di masa mendatang. Ketiganya memahami bahwa saat ini mereka masih memiliki kelebihan dan kekurangan tersebut menjadi alasan untuk memperbaiki diri. Misalnya, Partisipan 1 tidak memiliki banyak teman, sehingga ia melakukan upaya untuk membangun jejaring sosial.

Di sisi lain, ketiga partisipan belum memiliki cita-cita yang konkret. Partisipan 2 belum dapat menggambarkan capaian yang ingin dituju dalam bidang akademik, organisasi, maupun karier. Dampaknya, partisipan 2 menjadi kesulitan untuk menentukan langkah-langkah yang diperlukan secara detail. Partisipan 2 cenderung menjelaskan langkah yang ingin ditempuh secara normatif dan hanya digambarkan secara umum, seperti ingin cepat lulus sehingga tahapannya menyelesaikan skripsi. Penentuan target dan strategi yang kurang detail ini pada akhirnya berdampak pada usaha nyata Partisipan 2 yang kurang optimal. Begitu pula, Partisipan 1 menginginkan untuk mendapat pekerjaan, tetapi tidak menyebutkan pekerjaan seperti apa yang ia inginkan. Dengan demikian, ia cenderung mengikuti arus atau tawaran dari orang lain.

"Saya ingin jadi pengusaha, tapi mbuh belum tahu pengusaha apa. Jadi saya biasanya ambil apa saja pekerjaan yang ditawarkan senior atau alumni organisasi. Serabutan begitu, Mbak." (Partisipan 1)

"Tujuan ya... Mungkin kalau kuliah saya ingin lulus di tahun 2022. Tapi selain itu saya ndak ada tujuan spesifik. Di organisasi, akademik.... saya selama ini yaudah mengalir saja toh, Mas, ikut aturan yang ada. Karena saya awalnya ikut organisasi juga karena ikut teman, jadi tidak ada harapan atau bayangan ingin jabatan apa nantinya. Capaian saya saat ini juga karena dorongan dan dipilih senior-senior di sini. Jadi ngikut saja kata mereka. Mengalir saja.. Iya mengalir gitu." (Partisipan 2)

Pengembangan Diri

Pola pengembangan diri yang baik ditunjukkan oleh ketiga partisipan yang menyadari bahwa setiap pengalaman yang dilalui berkontribusi terhadap pengembangan dirinya. Termasuk di dalamnya adalah

pengalamannya di organisasi. Ketiga partisipan memandang bahwa pengembangan diri di satu bidang akan berpengaruh pada bidang lainnya. Hal ini karena mereka memahami hidup sebagai sebuah proses belajar, perubahan, dan perkembangan. Selain itu, para partisipan menyadari adanya peningkatan yang terjadi pada dirinya. Sebagai contoh, Partisipan 2 merasa bahwa ia sekarang menjadi lebih mudah bergaul dan lebih percaya diri dan hal ini membuatnya sering mencoba dan belajar hal-hal baru.

“Lebih percaya diri sih Mas. Sebelum masuk organisasi saya dikenal sebagai cewek yang pemalu introvert gitu. Malu, gak berani ngomong di depan umum. Tapi selama organisasi saya belajar banyak hal, dan pengalamannya alhamdulillah positif Mas. Jadi saya lebih bisa public speaking, sama interaksi sama orang-orang. Lebih open-minded dan mudah bergaul. Terus... karena hamdallah positif tadi pengalamannya, saya jadi senang mencoba hal baru untuk mengembangkan diri.” (Partisipan 2)

Walau begitu, ketiga partisipan kurang memiliki target spesifik dalam pengembangan dirinya. Hal ini berdampak pada kurang maksimalnya usaha yang dilakukan oleh partisipan untuk mengembangkan potensi diri. Sebagai contoh, Partisipan 3 menyadari bahwa ia berbakat dan masih punya ruang berkembang dalam bidang wicara publik. Namun, karena belum mengetahui apa yang ia tuju secara spesifik dalam bidang ini, Partisipan 3 seringkali menolak jika ada tawaran untuk tampil dan lebih fokus pada pekerjaannya sebagai sekretaris. Pada akhirnya, ia merasa kurang puas dengan perkembangan keterampilan wicara publiknya saat ini.

“Banyak sih ya yang bisa dikembangkan. Pastinya dapet banyak link sama koneksi di organisasi. Soalnya jadi sering ngobrol sama orang-orang besar juga. Tapi kan aku memang dari kecil udah ada basic people skill karena dulu sering ikut lomba pidato. Aku juga sadar bagus kalau soal relasi sosial. Jadi selama di sini, aku sering banget manfaatin kalau ada kesempatan, jadi MC di acara-acara gitu. Lumayan Mbak kadang jadi MC, kadang anak acara, sering ada kesempatan tampil di acara besar. Jadi aku sekarang jadi lebih tau ilmu-ilmu nge-MC gitu. Nah karena aku sering ambil kesempatan jadi MC, jadi terbiasa untuk lebih relaks waktu public speaking, jadinya aku lebih pede. Belum merasa puas sih kadang aku soalnya suka mikir panjang atau ragu kalau ada tawaran job MC. Nantinya kalau ada kesempatan lagi insya Allah mau langsung diambil buat pengalaman.” (Partisipan 3)

DISKUSI

Penelitian ini berusaha untuk mendapatkan gambaran kesejahteraan psikologis anggota organisasi mahasiswa selama pandemi Covid-19. Berdasarkan temuan yang diperoleh, ketiga partisipan memiliki kondisi kesejahteraan psikologis yang cukup beragam. Pada Partisipan 1, aspek kesejahteraan psikologis yang paling dominan adalah kemandirian, di mana ia mampu mengambil keputusan penting berdasarkan pertimbangan pribadinya. Hal ini berkaitan dengan perannya sebagai ketua umum di organisasi “X” dan pola pengasuhan orang tua yang cenderung memberikan otonomi dalam mengambil keputusan. Karena salah satu fungsinya adalah untuk menumbuhkan saling percaya dan memberi bantuan dalam penyelesaian masalah (Cobb, 1976; Turner, 1981), dukungan sosial disebut dapat membentuk kemandirian. Sebuah studi oleh Majorsy dan kolega (2018) menemukan bahwa dukungan sosial orang tua berhubungan dengan tingkat kesejahteraan psikologis yang lebih tinggi.

Kemudian, aspek relasi positif dengan orang lain menggambarkan kondisi kesejahteraan psikologis Partisipan 2 secara dominan. Meskipun jejaring luas mendorongnya untuk mengembangkan keterampilan dirinya, Partisipan 2 tidak serta merta merasa puas dengan relasi yang dimilikinya. Hal ini

karena ia merasa koleganya dalam organisasi sulit dihubungi dan kurang bertanggung jawab pada tugas yang diperoleh. Minimnya kontribusi dan kehadiran anggota organisasi selama pandemi Covid-19 dilaporkan dipengaruhi, salah satunya, oleh adanya pembatasan mobilitas sosial seperti karantina (Dubey dkk., 2020). Hal ini membuat anggota organisasi tidak dapat menjadi sumber dukungan sosial maupun dukungan informasi (yakni pemberian bimbingan, nasihat, dan saran) yang dibutuhkan. Kurang bentuk dukungan ini dapat membuat individu tidak puas dengan kualitas relasi yang dimilikinya (Wills & Cleary, 1996). Akibat dari buruknya kualitas relasi ini, Partisipan 2 merasa kurang dapat mengambil keputusan dengan baik.

Sementara itu, Partisipan 3 melaporkan beberapa kesulitan, termasuk karakter pribadi yang berdampak buruk pada kinerja organisasinya serta kesulitan dalam kemandirian, menentukan prioritas, dan manajemen waktu. Secara khusus, ia mengungkapkan bahwa masalah manajemen waktu dan penentuan prioritas yang dialaminya berdampak pada kesehatan fisiknya. Hal ini mengindikasikan bahwa keseimbangan antara kerja dan kehidupan pribadi juga merupakan hal yang penting dalam kesejahteraan psikologis (Majorsy dkk., 2018). Individu yang tidak dapat menyeimbangkan antara kerja dan kehidupannya memang telah ditemukan mengalami stres, depresi, dan penurunan kesejahteraan (Gropel & Kuhl, 2009).

Secara umum, ketiga partisipan menunjukkan kesejahteraan psikologi yang cukup baik. Secara khusus, empat dari enam aspek kesejahteraan psikologis menurut Ryff (1989) ditemukan cukup optimal, antara lain penerimaan diri, relasi positif dengan orang lain, kemandirian, dan pengembangan diri. Hal ini dilaporkan terkait dengan tiga hal: (1) kesadaran akan kekurangan dan kelebihan diri serta keinginan untuk mengembangkan diri; (2) relasi yang luas yang didapatkan dari partisipasi dalam organisasi mahasiswa; dan (3) pengembangan keterampilan yang dilakukan baik di dalam organisasi maupun di luarnya.

Namun demikian, dua aspek kesejahteraan psikologis lainnya (yakni tujuan hidup dan penguasaan lingkungan) ditemukan belum optimal. Temuan ini berhubungan dengan: (1) kemampuan penetapan tujuan yang kurang memadai di mana tujuan tidak disertai dengan perencanaan yang mendetail; (2) manajemen waktu yang kurang baik di mana partisipan masih kesulitan menyeimbangkan tugas organisasi, perkuliahan, dan kehidupan pribadi; serta (3) regulasi emosi yang belum optimal dan berdampak pada partisipasi dan kontribusi di organisasi. Secara lebih spesifik, individu yang memiliki tujuan hidup yang jelas atau menentukan tujuan hidupnya sendiri memang cenderung lebih bahagia (Ingrid dkk., 2009) dan lebih mungkin terlibat dalam kegiatan positif yang mendorong pemaknaan hidup (Martinez dkk., 2020).

Agar mendukung kesejahteraan, tujuan hidup juga perlu disertai dengan kemampuan penetapan tujuan yang baik. Kemampuan ini telah dilaporkan berkaitan dengan efikasi diri (Pratiningsih & Sahrah, 2016) dan motivasi kerja (Sari dkk., 2021) yang lebih baik pada anggota organisasi. Mengingat partisipan penelitian ini melaporkan lemahnya kemampuan penetapan tujuan ini, organisasi mahasiswa perlu mempertimbangkan untuk memberikan pelatihan yang menarget keterampilan ini. Beberapa studi telah menunjukkan bahwa pelatihan penetapan tujuan dapat meningkatkan kemampuan manajemen waktu (Tarmilia dkk., 2021) dan juga kesejahteraan psikologis (Dowlatabadi & Mousavi, 2021).

Terakhir, peneliti menyadari bahwa penelitian ini memiliki beberapa kekurangan. Pertama, eksplorasi terhadap kesejahteraan psikologis partisipan tidak fokus karena tidak dibatasi pada lingkup tertentu (misalnya, situasi kampus, rumah, atau organisasi). Selain itu, peran pandemi Covid-19 sebagai konteks sosiohistoris juga tidak tergali dengan mendalam, sehingga gambaran kesejahteraan psikologis yang diperoleh masih bersifat umum. Oleh karena itu, penelitian lebih lanjut mengenai hal masih diperlukan.

Misalnya, penelitian selanjutnya dapat berfokus untuk menggali perbedaan kondisi kesejahteraan psikologis selama pandemi dan setelah situasi pandemi membaik.

KESIMPULAN

Pada tiga anggota organisasi mahasiswa "X" ditemukan bahwa empat aspek kesejahteraan psikologis telah berada dalam kondisi optimal, yakni penerimaan diri, relasi positif dengan orang lain, kemandirian, dan pengembangan diri. Akan tetapi, tujuan hidup dan penguasaan lingkungan ditemukan masih kurang optimal. Hal ini berkaitan dengan kurangnya kemampuan penetapan tujuan, manajemen waktu, dan regulasi emosi. Meskipun gambaran kesejahteraan psikologis pada anggota organisasi mahasiswa, studi ini belum berhasil menjawab pertanyaan penelitian mengenai peran pandemi Covid-19 dalam dinamika kesejahteraan psikologis. Oleh karena itu, penelitian lebih lanjut perlu secara langsung membandingkan kondisi kesejahteraan selama pandemi dan setelah situasi pandemi membaik.

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DISCLOSURE OF POTENTIAL CONFLICTS OF INTEREST / DEKLARASI POTENSI TERJADINYA KONFLIK KEPENTINGAN

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