

The logo of Universitas Sahid Surakarta is a circular emblem. It features a red outer ring with a decorative, flame-like border. Inside the ring, the text "UNIVERSITAS SAHID" is written in a semi-circle at the top, and "SURAKARTA" is written in a semi-circle at the bottom. In the center of the emblem is a yellow sunburst or flame-like shape, with an open book positioned in front of it.

LAMPIRAN

Lampiran 1. Kuesioner Penelitian

KESEJAHTERAAN PSIKOLOGIS MAHASISWA YANG SEDANG MENYUSUN SKRIPSI: PERAN OPTIMISME DAN DUKUNGAN TEMAN SEBAYA

Petunjuk Pengisian :

1. Mohon angket ini diisi untuk menjawab seluruh pernyataan yang ada
2. Berilah tanda centang (V) pada kolom yang tersedia dan pilihlah sesuai dengan keadaan yang sebenarnya
3. Ada empat alternatif jawaban, yaitu :

SS : Sangat Sesuai

S : Sesuai

TS : Tidak sesuai

STS: Sangat tidak sesuai

Mohon kesediaan mahasiswa/mahasiswi untuk mengisi kuisisioner di bawah ini.

Identitas Diri

Nama :

Jenis Kelamin :

Fakultas/ Jurusan :

Skala Psychological well-being

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
1.	Saya merasa nyaman dengan kemampuan dan keterampilan saya dalam menyusun skripsi.				
2.	Saya memiliki dukungan yang baik dari teman-teman dan dosen selama proses skripsi.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
3.	Saya merasa bebas untuk menentukan topik dan metode penelitian untuk skripsi saya.				
4.	Saya dapat menciptakan lingkungan belajar yang mendukung bagi diri saya selama penulisan skripsi.				
5.	Saya merasa bahwa menyelesaikan skripsi adalah langkah penting dalam mencapai tujuan karir saya.				
6.	Saya merasa bahwa proses penulisan skripsi membantu saya tumbuh sebagai individu.				
7.	Saya sering merasa tidak puas dengan tahapan pengerjaan skripsi saya.				
8.	Saya merasa terasing dari teman-teman saya selama proses penulisan skripsi.				
9.	Saya merasa tertekan untuk mengikuti saran orang lain dalam penulisan skripsi, meskipun saya tidak setuju.				
10.	Saya merasa lingkungan belajar saya tidak mendukung proses penulisan skripsi.				
11.	Saya merasa bingung tentang tujuan jangka panjang saya setelah menyelesaikan skripsi.				
12.	Saya merasa terjebak dan tidak berkembang selama proses penulisan skripsi.				
13.	Saya menghargai pengalaman belajar saya sepanjang proses penulisan skripsi.				
14.	Saya merasa nyaman berbagi ide dan mendapatkan masukan dari rekan-rekan.				
15.	Saya dapat mengatur waktu saya dengan baik untuk menyelesaikan skripsi.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
16.	Saya aktif mencari sumber daya yang membantu dalam menyelesaikan skripsi saya.				
17.	Saya memiliki motivasi yang kuat untuk menyelesaikan skripsi saya tepat waktu.				
18.	Saya terbuka untuk belajar dari pengalaman yang saya dapatkan selama menyusun skripsi				
19.	Saya sulit menerima bahwa saya perlu memperbaiki beberapa bagian dari skripsi saya.				
20.	Saya sulit untuk berkomunikasi dengan dosen pembimbing saya.				
21.	Saya sering merasa bingung dalam menentukan arah penelitian saya.				
22.	Saya kesulitan menemukan sumber daya yang relevan untuk penelitian saya.				
23.	Saya sering merasa kehilangan motivasi untuk menyelesaikan skripsi.				
24.	Saya ragu untuk mencoba pendekatan baru dalam penelitian saya.				
25.	Saya dapat menerima kritik terhadap karya saya dan menganggapnya sebagai kesempatan untuk belajar.				
26.	Saya menikmati diskusi akademis dengan teman-teman seangkatan.				
27.	Saya merasa bertanggung jawab atas keputusan yang saya buat dalam penelitian saya.				
28.	Saya merasa mampu mengatasi tantangan yang muncul selama proses penulisan skripsi.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
29.	Saya menemukan makna dalam penelitian yang saya lakukan untuk skripsi.				
30.	Saya memiliki keinginan untuk meningkatkan keterampilan penelitian saya melalui skripsi.				
31.	Saya merasa tidak berharga jika dibandingkan dengan teman-teman yang lebih cepat menyelesaikan skripsi.				
32.	Saya merasa bahwa teman-teman tidak mendukung saya dalam menyelesaikan skripsi				
33.	Saya merasa tidak mampu mengatur waktu saya dengan baik, sehingga membuat saya stres.				
34.	Saya merasa kewalahan oleh tantangan yang muncul selama penulisan skripsi.				
35.	Saya tidak yakin apakah penelitian saya memiliki makna yang signifikan.				
36.	Saya tidak merasa bahwa saya belajar banyak dari pengalaman menyusun skripsi.				
37.	Saya percaya bahwa saya memiliki nilai dan potensi yang baik sebagai mahasiswa.				
38.	Saya merasa dihargai oleh dosen pembimbing saya.				
39.	Saya merasa mampu mengevaluasi kemajuan skripsi saya secara mandiri.				
40.	Saya dapat menyesuaikan diri dengan perubahan yang terjadi selama penelitian saya.				
41.	Saya merasa bahwa skripsi saya akan memberikan kontribusi positif bagi bidang studi saya				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
42.	Saya siap menghadapi tantangan baru yang muncul selama penulisan skripsi dan belajar dari teman teman saya.				
43.	Saya merasa malu dengan kemajuan saya yang lambat dalam menyusun skripsi.				
44.	Saya merasa tidak ada yang memahami kesulitan yang saya hadapi dalam skripsi.				
45.	Saya sering merasa tergantung pada pendapat orang lain dalam membuat keputusan penelitian.				
46.	Saya merasa terjebak dalam situasi yang tidak produktif saat bekerja pada skripsi saya.				
47.	Saya merasa bahwa skripsi saya tidak akan memberikan dampak yang berarti di bidang saya.				
48.	Saya merasa tidak siap menghadapi tantangan yang muncul selama proses penulisan skripsi				

Skala Optimisme

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
1.	Saya percaya bahwa kesulitan dalam mengerjakan skripsi ini bersifat sementara.				
2.	Saya percaya bahwa kesulitan dalam skripsi tidak mempengaruhi aspek lain dalam hidup saya.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
3.	Saya percaya bahwa kegagalan dalam skripsi lebih disebabkan oleh faktor eksternal daripada kesalahan saya sendiri.				
4.	Saya merasa bahwa kegagalan dalam skripsi ini akan mengikuti saya selamanya.				
5.	Kegagalan dalam skripsi membuat saya merasa kurang berhasil di bidang lain.				
6.	Saya sering menyalahkan diri sendiri ketika mengalami kesulitan dalam skripsi.				
7.	Ketika menghadapi hambatan, saya yakin saya bisa mengatasinya.				
8.	Saya dapat memisahkan masalah skripsi dari keberhasilan di bidang lain.				
9.	Saya mampu memahami bahwa kesalahan yang saya buat dalam skripsi bisa diperbaiki.				
10.	Ketika saya mengalami kesulitan, saya merasa putus asa dan tidak bisa melanjutkan.				
11.	Saya merasa bahwa kegagalan dalam skripsi mempengaruhi kepercayaan diri saya secara keseluruhan.				
12.	Ketika saya gagal dalam skripsi, saya merasa itu adalah cerminan dari kemampuan saya secara keseluruhan.				
13.	Kegagalan dalam satu tahap skripsi tidak akan membuat saya menyerah.				
14.	Kegagalan dalam skripsi tidak membuat saya merasa tidak berdaya dalam aspek lain.				
15.	Saya menyadari bahwa tidak semua masalah dalam skripsi adalah kesalahan saya.				
16.	Saya percaya bahwa setiap kegagalan dalam skripsi menunjukkan bahwa saya tidak mampu.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
17.	Ketika mengalami kesulitan dalam skripsi, saya merasa tidak berdaya dalam semua aspek kehidupan.				
18.	Saya cenderung berpikir bahwa semua kesalahan dalam skripsi adalah akibat dari ketidakmampuan saya.				
19.	Saya percaya bahwa setiap masalah yang muncul dapat diselesaikan.				
20.	Saya merasa mampu menghadapi tantangan di bidang lain meskipun mengalami kesulitan dalam skripsi.				
21.	Saya merasa bahwa pandangan saya terhadap diri sendiri tidak hanya dipengaruhi oleh hasil skripsi.				
22.	Saya merasa bahwa masalah yang saya hadapi dalam skripsi adalah tanda bahwa saya tidak akan berhasil.				
23.	Saya sering mengaitkan masalah skripsi dengan kegagalan di area lain.				
24.	Saya merasa bahwa pandangan negatif saya terhadap diri sendiri semakin kuat ketika mengalami kegagalan dalam skripsi.				
25.	Saya merasa bahwa saya dapat belajar dari setiap kesalahan yang saya buat dalam proses skripsi				
26.	Saya yakin bahwa keberhasilan di bidang lain dapat meningkatkan semangat saya dalam menyelesaikan skripsi.				
27.	Saya percaya bahwa saya dapat belajar dari setiap kegagalan yang saya alami selama proses skripsi.				
28.	Saya sering merasa bahwa saya tidak akan pernah bisa menyelesaikan skripsi.				
29.	Saya merasa bahwa kesulitan dalam skripsi membuat saya tidak bisa berprestasi di bidang lain.				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
30.	Ketika menghadapi masalah, saya sering merasa bahwa itu sepenuhnya kesalahan saya.				
31.	Saya yakin bahwa kegagalan dalam skripsi tidak akan mempengaruhi masa depan saya secara permanen.				
32.	Saya percaya bahwa setiap aspek kehidupan saya tidak terpengaruh oleh masalah dalam skripsi.				
33.	Saya mampu membedakan antara kesalahan yang bisa diperbaiki dan yang bersifat permanen.				
34.	Ketika mengalami kegagalan, saya cenderung berpikir bahwa itu adalah akhir dari segalanya.				
35.	Saya percaya bahwa kegagalan dalam skripsi mencerminkan kegagalan dalam hidup saya secara keseluruhan.				
36.	Saya percaya bahwa kegagalan dalam skripsi mencerminkan bahwa saya tidak mampu mencapai tujuan saya.				

Skala dukungan teman sebaya

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
1.	Teman saya menunjukkan kepedulian ketika saya mengalami permasalahan mengerjakan skripsi				
2.	Teman saya pernah meminjamkan uang untuk keperluan skripsi				
3.	Teman saya menginformasikan adanya pelatihan yang berhubungan dengan penyelesaian skripsi				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
4.	Teman saya mengajak untuk mengerjakan skripsi bersama				
5.	Teman saya terlihat tidak peduli dengan saya				
6.	Teman saya pelit ketika saya hendak meminjam buku referensi				
7.	Teman saya tidak pernah memberikan informasi ketika ada bimbingan skripsi				
8.	Teman saya tidak pernah menyediakan waktu untuk berdiskusi dengan saya tentang permasalahan skripsi				
9.	Teman saya memberikan supportnya ketika saya sedang mengalami permasalahan dalam mengerjakan skripsi				
10.	Teman saya menetapkan batas waktu agar kami bisa menyelesaikan skripsi bersama				
11.	Teman saya memberikan saran ketika saya sedang bingung dalam mengerjakan skripsi				
12.	Teman saya membentuk kelompok diskusi untuk menyelesaikan skripsi bersama				
13.	Ketika saya mengalami kesulitan mengerjakan skripsi, teman-teman saya enggan untuk membantu				
14.	Teman saya jarang menemani ketika sedang mencari keperluan buku atau referensi untuk skripsi				
15.	Teman saya tidak pernah memberikan saran ketika saya sedang bingung dalam mengerjakan skripsi				
16.	Teman saya lebih suka bekerja sendiri ketika mengerjakan skripsi				
17.	Teman saya memberikan nasehat kepada saya ketika sedang malas mengerjakan skripsi				
18.	Teman saya pernah meminjamkan buku referensi				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
19.	Teman saya menemani saya untuk menemui dosen pembimbing skripsi				
20.	Teman saya mengajak refreshing jika saya sedang penat mengerjakan skripsi				
21.	Saya merasa adanya persaingan negatif di lingkungan teman saya				
22.	Teman saya kurang berkenan bukunya di pinjam oleh saya				
23.	Teman saya jarang mengajak saya berdiskusi tentang permasalahan skripsi				
24.	Saya dan teman saya tidak pernah saling tukar informasi terkait permasalahan seputar skripsi				
25.	Teman saya berempati ketika saya sedang mengalami permasalahan dalam penyelesaian skripsi				
26.	Teman saya selalu menawarkan bantuan ketika saya merasa tidak mampu mengerjakan skripsi				
27.	Ketika hendak ujian skripsi, maka teman saya mengajak untuk berdiskusi				
28.	Teman saya selalu siap menemani saya ketika saya sedang mengerjakan skripsi				
29.	Ketika saya sedang memiliki permasalahan terkait skripsi, teman saya enggan memberikan sarannya				
30.	Teman saya acuh dan memikirkan dirinya sendiri, padahal saya sedang membutuhkan bantuannya				
31.	Teman saya tidak pernah mengajak untuk mengerjakan skripsi bersama				
32.	Teman saya tidak pernah mau mendengarkan curhat saya tentang permasalahan skripsi				
33.	Teman saya senang jika saya lancar dalam mengerjakan skripsi				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
34.	Teman saya memberikan dukungan finansil kepada saya jika saya sedang memerlukan bantuan untuk menyelesaikan skripsi				
35.	Teman saya menghilang, ketika saya sedang membutuhkan				
36.	Ketika saya hendak ujian skripsi, teman saya memberikan informasi terkait ujian yang akan dilaksanakan				
37.	Saya tidak mendapatkan kasih sayang dan perhatian dari teman saya				
38.	Teman saya tidak pernah mentraktir ketika saya sedang kehabisan uang				
39.	Teman saya tidak memberikan informasi ketika ada jadwal bimbingan				
40.	Teman-teman memarahi saya ketika saya kurang maksimal dalam mengerjakan skripsi				
41.	Ketika saya membutuhkan hal yang berhubungan dengan skripsi, teman saya berempati untuk menolong saya				
42.	Ketika saya kehabisan uang, teman saya pernah membayarkan hal-hal yang berhubungan dengan skripsi saya				
43.	Teman-teman memberikan informasi ketika ada jadwal bimbingan skripsi yang diganti				
44.	Teman saya mengajak untuk mencari kebutuhan data skripsi bersama-sama				
45.	Teman saya tidak peduli dengan hasil skripsi saya				
46.	Saat saya mengalami kesulitan dalam mengerjakan skripsi, teman-teman saya tidak peduli				
47.	Saat menyusun skripsi, saya kesulitan mendapatkan literatur tambahan dari teman				

NO	PERNYATAAN	ALTERNATIF JAWABAN			
		SS	S	TS	STS
48.	Teman saya enggan diajak untuk mencari data keperluan kripsi bersama-sama				



Lapiran 2. Tabulasi Responden Skala Optimisme

No	No. Item																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27
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Lampiran 3. Tabulasi Responden Skala Dukungan Teman Sebaya

No	No. Item																												
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29
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Lampiran 4. Tabulasi Responden Skala *Psychological Well-Being*

No	Nomer Item																													
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180	3	3	3	3	3	2	2	2	2	2	2	2	2	2	3	3	3	3	3	3	3	3	3	3	2	2	2	2	2	2
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182	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
183	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
184	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
185	3	3	3	3	3	3	3	3	3	3	4	4	4	4	4	4	4	4	4	3	3	3	3	3	4	4	4	4	4	4

[illegible]

Lampiran 5. Reliabilitas dan Validitas Skala Optimisme

Reliability Statistics

Cronbach's Alpha	N of Items
.946	36

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OM1	113.8667	207.643	.790	.943
OM2	113.8833	207.630	.787	.943
OM3	114.9000	228.973	-.315	.952
OM4	115.0667	220.334	.072	.949
OM5	113.8500	208.604	.775	.943
OM6	114.7167	225.156	-.129	.951
OM7	113.8667	208.999	.747	.943
OM8	115.0667	224.199	-.091	.951
OM9	113.9833	205.576	.855	.942
OM10	113.9000	204.769	.906	.942
OM11	114.0000	205.017	.823	.943
OM12	113.8667	205.202	.825	.943
OM13	114.3333	213.073	.495	.945
OM14	114.3667	217.592	.308	.946
OM15	113.9000	204.769	.906	.942
OM16	114.8667	220.151	.077	.949
OM17	113.9167	205.095	.886	.942
OM18	114.7833	222.817	-.034	.950

OM19	114.3333	213.073	.495	.945
OM20	115.0667	224.199	-.091	.951
OM21	115.4000	217.261	.248	.947
OM22	113.9833	205.576	.855	.942
OM23	113.9000	204.769	.906	.942
OM24	114.0000	205.017	.823	.943
OM25	113.8667	205.202	.825	.943
OM26	113.9833	205.576	.855	.942
OM27	113.9000	204.769	.906	.942
OM28	114.0000	205.017	.823	.943
OM29	113.9833	205.576	.855	.942
OM30	113.9000	204.769	.906	.942
OM31	114.0000	205.017	.823	.943
OM32	113.8667	205.202	.825	.943
OM33	114.7167	225.156	-.129	.951
OM34	113.9833	205.576	.855	.942
OM35	113.9000	204.769	.906	.942
OM36	114.0000	205.017	.823	.943

Reliability Statistics

Cronbach's Alpha	N of Items
.985	27

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
OM1	91.58	227.908	.790	.985
OM2	91.60	227.668	.799	.985
OM5	91.57	228.555	.795	.985
OM7	91.58	228.959	.768	.985
OM9	91.70	225.129	.887	.985
OM10	91.62	224.545	.924	.985
OM11	91.72	224.715	.844	.985
OM12	91.58	224.654	.859	.985
OM13	92.05	234.557	.445	.987
OM14	91.60	224.583	.926	.985
OM15	91.62	224.545	.924	.985
OM17	91.63	224.846	.906	.985
OM19	92.05	234.557	.445	.987
OM22	91.70	225.129	.887	.985
OM23	91.62	224.545	.924	.985
OM24	91.72	224.715	.844	.985
OM25	91.58	224.654	.859	.985
OM26	91.70	225.129	.887	.985
OM27	91.62	224.545	.924	.985
OM28	91.72	224.715	.844	.985
OM29	91.70	225.129	.887	.985
OM30	91.62	224.545	.924	.985
OM31	91.72	224.715	.844	.985
OM32	91.58	224.654	.859	.985
OM34	91.70	225.129	.887	.985

OM35	91.62	224.545	.924	.985
OM36	91.72	224.715	.844	.985

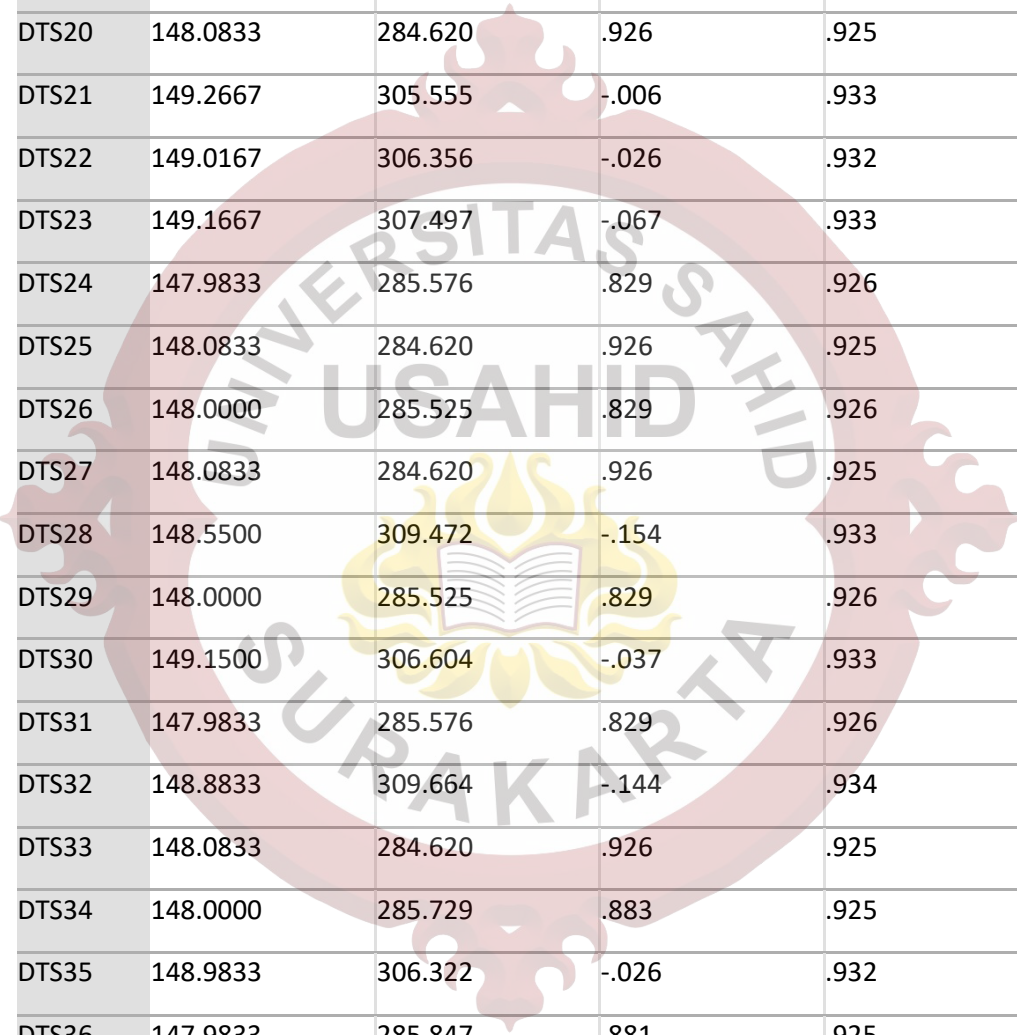
Lampiran 6. Reliabilitas dan Validitas Skala Dukungan Teman Sebaya

Reliability Statistics

Cronbach's Alpha	N of Items
.930	48

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
DTS1	148.0833	284.620	.926	.925
DTS2	148.7000	307.264	-.064	.932
DTS3	148.1000	285.481	.825	.926
DTS4	147.9667	285.389	.841	.925
DTS5	149.1667	305.226	.000	.933
DTS6	149.0500	306.964	-.050	.933
DTS7	148.1000	285.481	.825	.926
DTS8	148.0833	284.620	.926	.925
DTS9	148.0000	285.729	.883	.925
DTS10	148.1000	285.481	.825	.926
DTS11	147.9667	285.389	.841	.925
DTS12	148.0833	284.620	.926	.925
DTS13	148.0000	285.729	.883	.925
DTS14	149.0500	301.947	.105	.932



DTS15	148.1000	285.481	.825	.926
DTS16	149.2500	311.716	-.193	.935
DTS17	148.0000	285.729	.883	.925
DTS18	148.9167	314.722	-.304	.935
DTS19	147.9667	285.389	.841	.925
DTS20	148.0833	284.620	.926	.925
DTS21	149.2667	305.555	-.006	.933
DTS22	149.0167	306.356	-.026	.932
DTS23	149.1667	307.497	-.067	.933
DTS24	147.9833	285.576	.829	.926
DTS25	148.0833	284.620	.926	.925
DTS26	148.0000	285.525	.829	.926
DTS27	148.0833	284.620	.926	.925
DTS28	148.5500	309.472	-.154	.933
DTS29	148.0000	285.525	.829	.926
DTS30	149.1500	306.604	-.037	.933
DTS31	147.9833	285.576	.829	.926
DTS32	148.8833	309.664	-.144	.934
DTS33	148.0833	284.620	.926	.925
DTS34	148.0000	285.729	.883	.925
DTS35	148.9833	306.322	-.026	.932
DTS36	147.9833	285.847	.881	.925
DTS37	148.9833	308.220	-.087	.934
DTS38	149.0833	305.637	-.006	.933
DTS39	148.0833	284.620	.926	.925
DTS40	148.8833	310.376	-.166	.934
DTS41	148.1167	284.851	.917	.925

DTS42	148.4500	308.116	-.108	.932
DTS43	148.0833	284.620	.926	.925
DTS44	148.0833	284.620	.926	.925
DTS45	148.0000	285.729	.883	.925
DTS46	148.0833	284.620	.926	.925
DTS47	149.3500	304.842	.023	.932
DTS48	149.2333	306.250	-.026	.933

Reliability Statistics

Cronbach's Alpha	N of Items
.991	29

Item Statistics

	Mean	Std. Deviation	N
DTS1	3.50	.676	60
DTS3	3.48	.725	60
DTS4	3.62	.715	60
DTS7	3.48	.725	60
DTS8	3.50	.676	60
DTS9	3.58	.671	60
DTS10	3.48	.725	60
DTS11	3.62	.715	60
DTS12	3.50	.676	60
DTS13	3.58	.671	60
DTS15	3.48	.725	60
DTS17	3.58	.671	60
DTS19	3.62	.715	60

DTS20	3.50	.676	60
DTS24	3.60	.718	60
DTS25	3.50	.676	60
DTS26	3.58	.720	60
DTS27	3.50	.676	60
DTS29	3.58	.720	60
DTS31	3.60	.718	60
DTS33	3.50	.676	60
DTS34	3.58	.671	60
DTS36	3.60	.669	60
DTS39	3.50	.676	60
DTS41	3.47	.676	60
DTS43	3.50	.676	60
DTS44	3.50	.676	60
DTS45	3.58	.671	60
DTS46	3.50	.676	60

Lampiran 7. Reliabilitas dan Validitas Skala *Psychological Well-being*

Reliability Statistics

Cronbach's Alpha	N of Items
.902	48

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
PWB1	143.3000	183.400	.037	.904
PWB2	143.2667	170.572	.686	.896
PWB3	143.2167	183.800	.027	.903
PWB4	143.3500	171.926	.792	.896
PWB5	143.1500	175.892	.578	.898
PWB6	143.2500	175.682	.630	.898
PWB7	143.2667	177.114	.535	.899
PWB8	143.4667	189.406	-.243	.910
PWB9	144.0333	183.321	.012	.906
PWB10	142.8333	168.345	.797	.894
PWB11	143.8333	180.514	.135	.904
PWB12	144.1333	182.355	.067	.904
PWB13	142.8833	172.037	.668	.896
PWB14	142.8000	171.417	.710	.896
PWB15	142.9000	170.193	.721	.896
PWB16	142.7667	170.453	.716	.896
PWB17	143.2500	172.903	.674	.897
PWB18	143.2667	176.368	.553	.898
PWB19	144.1333	182.287	.066	.904
PWB20	142.9000	170.193	.721	.896
PWB21	143.8833	187.834	-.186	.908
PWB22	142.8833	172.037	.668	.896
PWB23	142.8000	171.417	.710	.896
PWB24	143.7667	185.402	-.078	.906
PWB25	142.7833	171.223	.724	.896

PWB26	143.2000	186.942	-.207	.905
PWB27	143.0000	186.034	-.144	.905
PWB28	143.2500	172.903	.674	.897
PWB29	144.5833	182.044	.147	.902
PWB30	143.3333	171.751	.785	.896
PWB31	143.1000	175.176	.603	.898
PWB32	143.2167	175.088	.645	.898
PWB33	143.0833	174.993	.608	.898
PWB34	143.8667	181.338	.121	.903
PWB35	144.0500	183.981	-.013	.906
PWB36	144.1333	182.660	.049	.905
PWB37	144.5000	182.932	.058	.904
PWB38	142.7500	172.665	.673	.897
PWB39	142.7667	174.046	.645	.897
PWB40	142.7667	171.402	.716	.896
PWB41	143.2333	175.640	.547	.898
PWB42	143.2667	175.385	.588	.898
PWB43	143.0833	171.806	.687	.896
PWB44	142.8500	171.214	.717	.896
PWB45	143.0833	172.349	.630	.897
PWB46	144.0333	186.338	-.121	.907
PWB47	143.0833	171.806	.687	.896
PWB48	143.6667	186.701	-.139	.907

Reliability Statistics

Cronbach's Alpha	N of Items
------------------	------------

.965	30
------	----

Item Statistics

	Mean	Std. Deviation	N
PWB2	3.12	.739	60
PWB4	3.03	.581	60
PWB5	3.23	.533	60
PWB6	3.13	.503	60
PWB7	3.12	.490	60
PWB10	3.55	.746	60
PWB13	3.50	.676	60
PWB14	3.58	.671	60
PWB15	3.48	.725	60
PWB16	3.62	.715	60
PWB17	3.13	.623	60
PWB18	3.12	.524	60
PWB20	3.48	.725	60
PWB22	3.50	.676	60
PWB23	3.58	.671	60
PWB25	3.60	.669	60
PWB28	3.13	.623	60
PWB30	3.05	.594	60
PWB31	3.28	.555	60
PWB32	3.17	.526	60
PWB33	3.30	.561	60
PWB38	3.63	.637	60

PWB39	3.62	.585	60
PWB40	3.62	.666	60
PWB41	3.15	.577	60
PWB42	3.12	.555	60
PWB43	3.30	.671	60
PWB44	3.53	.676	60
PWB45	3.30	.696	60
PWB47	3.30	.671	60

Lampiran 8. Hasil Pengujian AVE



SmartPLS 4

SmartPLS Export

Back Create data file Compare

PLS-SEM algorithm

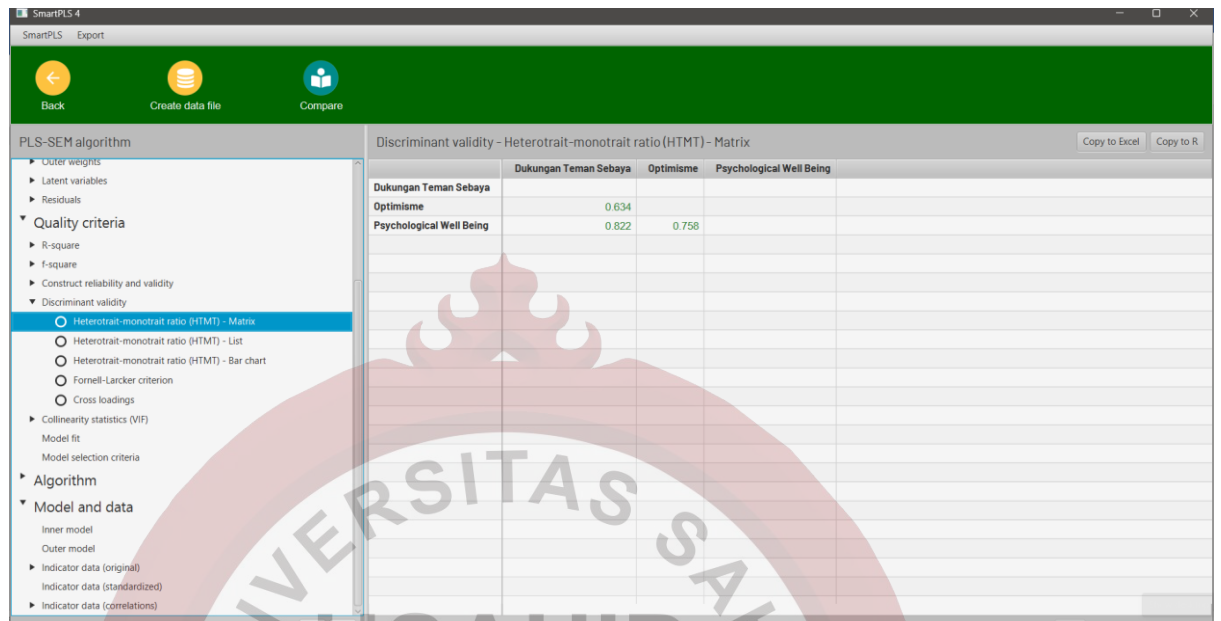
- Outer weights
- Latent variables
- Residuals
- Quality criteria
 - R-square
 - f-square
 - Construct reliability and validity
 - Overview
 - Cronbach's alpha - Bar chart
 - Composite reliability (rho_a) - Bar chart
 - Composite reliability (rho_c) - Bar chart
 - Average variance extracted (AVE) - Bar chart
 - Discriminant validity
 - Collinearity statistics (VIF)
 - Model fit
 - Model selection criteria
- Algorithm
 - Setting
 - Stop criterion changes
 - Posthoc minimum sample size
 - Execution log
- Model and data

Construct reliability and validity - Overview

	Cronbach's alpha	Composite reliability (rho_a)	Composite reliability (rho_c)	Average variance extracted (AVE)
Dukungan Teman Sebaya	0.986	0.986	0.986	0.716
Optimisme	0.983	0.984	0.984	0.702
Psychological Well Being	0.983	0.984	0.984	0.669

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Lampiran 9. Hasil Pengujian HTMT



SmartPLS 4 interface showing the HTMT Matrix results. The left sidebar lists the PLS-SEM algorithm steps, with 'Discriminant validity' selected. The main panel displays the 'Discriminant validity - Heterotrait-monotrait ratio (HTMT) - Matrix' table.

	Dukungan Teman Sebaya	Optimisme	Psychological Well Being
Dukungan Teman Sebaya			
Optimisme	0.634		
Psychological Well Being	0.822	0.758	

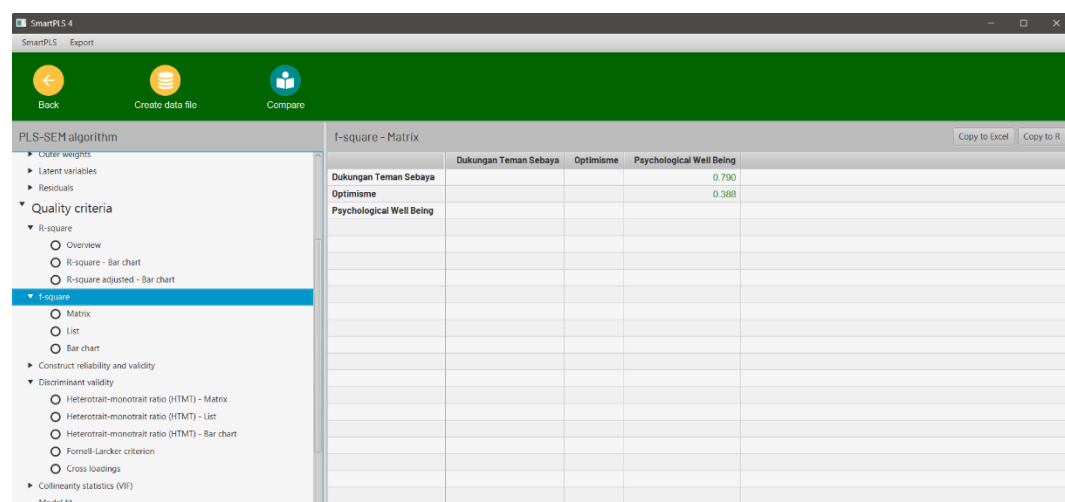
Lampiran 10. Hasil Pengujian Koefisien Determinasi (R^2)



SmartPLS 4 interface showing the R-squared Overview results. The left sidebar lists the PLS-SEM algorithm steps, with 'Quality criteria' selected. The main panel displays the 'R-squared - Overview' table.

	R-square	R-square adjusted
Psychological Well Being	0.755	0.753

Lampiran 11. Hasil Pengujian Effect Size (f^2)



SmartPLS 4 interface showing the f-squared Matrix results. The left sidebar lists the PLS-SEM algorithm steps, with 'Quality criteria' selected. The main panel displays the 'f-squared - Matrix' table.

	Dukungan Teman Sebaya	Optimisme	Psychological Well Being
Dukungan Teman Sebaya			0.790
Optimisme			0.388
Psychological Well Being			

Lampiran 12. Hasil Pengujian Model Fit (SRMR)

SmartPLS 4

SmartPLS Export

Back Create data file Compare

PLS-SEM algorithm

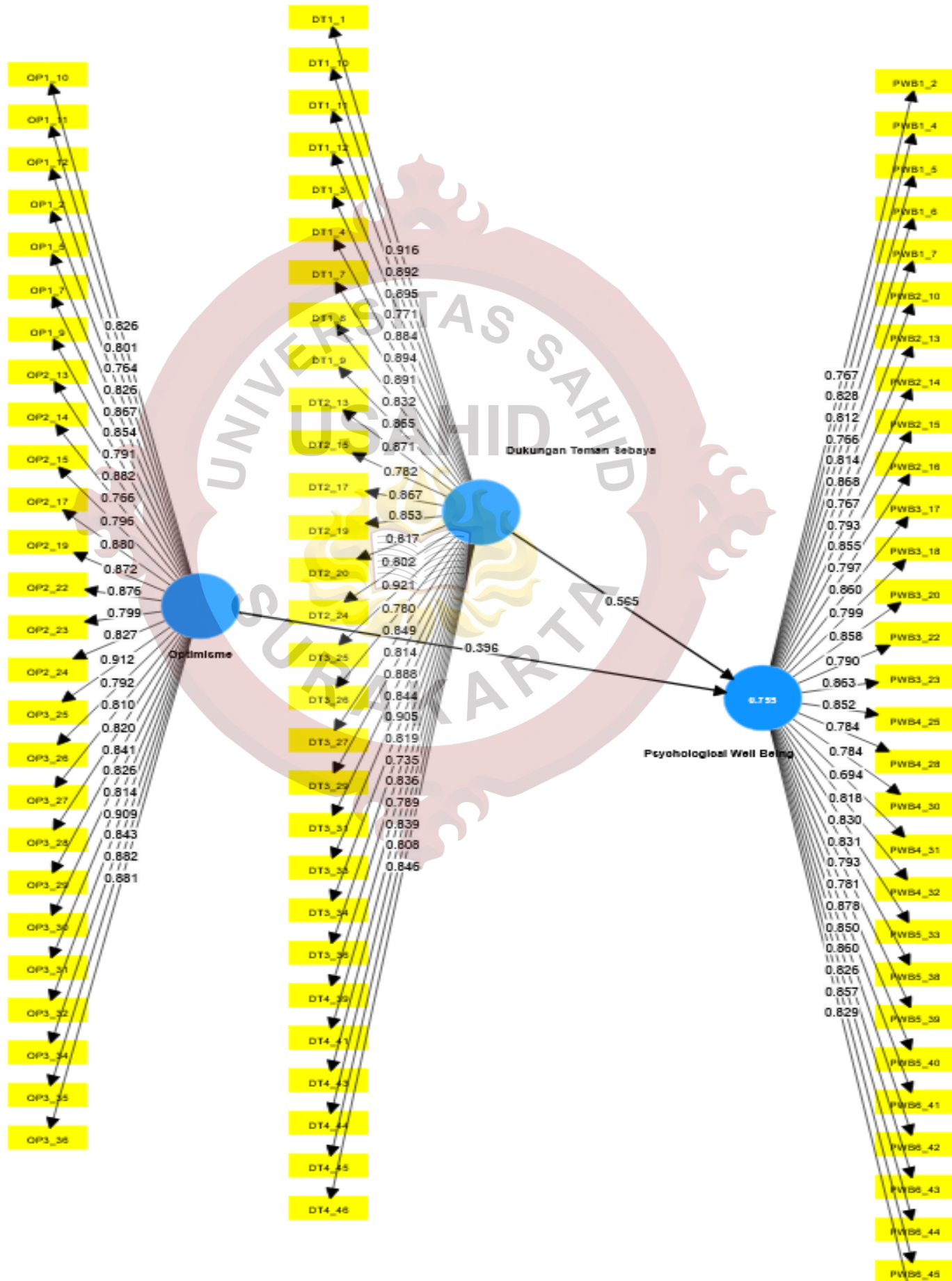
- Outer weights
- Latent variables
- Residuals
- Quality criteria
 - R-square
 - Overview
 - R-square - Bar chart
 - R-square adjusted - Bar chart
 - f-square
 - Matrix
 - List
 - Bar chart
 - Construct reliability and validity
 - Discriminant validity
 - Heterotrait-monotrait ratio (HTMT) - Matrix
 - Heterotrait-monotrait ratio (HTMT) - List
 - Heterotrait-monotrait ratio (HTMT) - Bar chart
 - Fornell-Larcker criterion
 - Cross loadings
 - Collinearity statistics (VIF)
 - Model fit**
 - Model selection criteria
- Algorithm

Model fit

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	Saturated model	Estimated model
SRMR	0.071	0.071
G_ULS	18.314	18.314
d_G	47.005	47.005
Chi-square	29912.182	29912.182
NFI	0.412	0.412

Lampiran 13. Hasil Struktural Hasil Analisis PLS-SEM



Lampiran 14. Hasil Uji Hiptesis

SmartPLS 4

SmartPLS Export

Edit Save Excel HTML Create data file Compare

Bootstrapping

Path coefficients - Mean, STDEV, T values, p values

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	Original sample (O)	Sample mean (M)	Standard deviation (STDEV)	T statistics (O/STDEV)	P values
Optimism → Psychological Well Being	0.396	0.392	0.084	4.697	0.000
Peer Support → Psychological Well Being	0.565	0.568	0.085	6.636	0.000

Graphical

Graphical output

Final results

Path coefficients

Mean, STDEV, T values, Confidence intervals

Confidence intervals bias

Intercepts

Total indirect effects

Specific indirect effects

Total effects

Outer loadings

Outer weights

Quality criteria

R-square

R-square adjusted

f-square

Average variance extracted (AV)

Composite reliability (rho_c)

Composite reliability (rho_a)

Cronbach's alpha

Heterotrait-monotrait ratio (HT)

Latent variable correlations

Lampiran 15. Uji Turnitin

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BY

Fauzi Rochman

Department of Psychology, Universitas Sahid, Indonesia

Anniez Rachmawati Musslifah

Department of Psychology, Universitas Sahid, Indonesia

Faqih Purnomosidi

Department of Psychology, Universitas Sahid, Indonesia

Corresponding Author: fauzirochman91@gmail.com

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With Warm Regards,

Rizal Ananta

Dr. Rizal Ula Ananta

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Fauzi Rochman

Department of Psychology, Universitas Sahid, Indonesia

Anniez Rachmawati Musslifeh

Department of Psychology, Universitas Sahid, Indonesia

Faqih Purnomosidi

Department of Psychology, Universitas Sahid, Indonesia

Corresponding Author: fauzirochman91@gmail.com

Abstract

Students undertaking their undergraduate thesis are prone to academic pressure that can affect their psychological well-being. This study aims to analyze the influence of optimism and peer support on the psychological well-being of thesis-writing students from an Islamic perspective. The study employed a quantitative approach with an explanatory research design, involving 233 students from Universitas Muhammadiyah Yogyakarta and Universitas Islam Indonesia, selected through purposive sampling. The research instruments were first tested for validity and reliability using SPSS, after which the data were analyzed using Structural Equation Modeling–Partial Least Squares (SEM-PLS) with SmartPLS 4. The results show that optimism has a positive and significant effect on psychological well-being ($\beta = 0.396$; $p < 0.001$), while peer support shows an even stronger effect ($\beta = 0.565$; $p < 0.001$). Together, both variables explain 75.5% of the variance in psychological well-being ($R^2 = 0.755$). The study concludes that students' psychological well-being is shaped by the synergy of personal and social factors, which, from an Islamic perspective, aligns with the values of *raja'* (hope), *husnuzan* (positive assumption toward God), *tawakal* (reliance on God), *ukhuwah* (brotherhood), and *ta'awun* (mutual assistance) as a foundation for strengthening students' psychological well-being.

Keywords: Psychological Well-Being, Optimism, Peer Support, Thesis-Writing Students, Islamic Perspective

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INTRODUCTION

Higher education institutions are expected not only to produce academically excellent graduates but also individuals with sound mental health and the capacity to adapt to life's various challenges (Rahmadi, Nasution, Mawar, & Sari, 2024; Salvia & Aloysius, 2021). One academic phase frequently identified as a major source of psychological pressure for students is the process of writing an undergraduate thesis (Lating, Salfatalohy, Mahaly, Jumail, & Kelian, 2025; Purnamasari, Fitriana, & Ismah, 2024). At this stage, students face repeated demands, including proposal preparation, data collection, data analysis, recurrent revisions, limited access to supervision, and pressure to graduate within the allotted study period. Research on final-year medical students has shown that academic burnout, characterized by emotional exhaustion, cynicism, and reduced academic accomplishment, is a genuine phenomenon among students confronting thesis-completion pressures (Sabda, Novitasari, & Arfiyanti, 2024). Such conditions not only hinder degree completion but also affect students' mental health, learning motivation, and overall quality of life.

This phenomenon suggests that success in completing a thesis is not determined solely by academic competence but is also shaped by students' ability to maintain their psychological condition while facing these pressures (Noviana, Suzanna, & Muna, 2023; Syahrinnisa, Zubair, & Saudi, 2022). Students who fail to manage academic pressure risk declining motivation, social withdrawal, and even more serious psychological disturbances, as documented in a qualitative study of students writing their thesis under conditions of high stress (Nurcahyo & Valentina, 2020). Understanding the factors that contribute to students' psychological well-being therefore becomes essential, both for advancing psychological science and for informing student mentoring programs in higher education.

Within positive psychology, the concept widely used to explain individual psychological functioning is Psychological Well-Being (PWB), developed by Ryff (1989). Unlike the subjective well-being approach, which emphasizes positive affect and life satisfaction, Ryff and Keyes (1995) conceptualize psychological well-being as a process of self-actualization reflected in six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. This model has been extensively adapted and validated within the Indonesian student population (Meliala & Ahman, 2024; Muttaqin, 2022), making it highly relevant for explaining the condition of thesis-writing students, whose academic pressure affects nearly all of these dimensions for instance, prolonged revision cycles may erode self-acceptance, while uncertainty about degree completion can weaken a sense of purpose in life and

confidence in one's capacity to grow.

A substantial body of empirical research demonstrates that students' level of psychological well-being is influenced by both personal and social factors. Social support from peers, supervisors, and family has been shown to contribute significantly to the psychological well-being of thesis-writing students (Batubara, Meidina, & Rahman, 2022). Peer social support in particular has been found to correlate significantly with motivation to complete the undergraduate thesis (Stefany, Dewi, & Dewi, 2022). Meanwhile, internal factors (such as optimism) have also been shown to significantly affect psychological well-being among students facing pressure to complete their studies (Roellyana & Listiyandini, 2016).

Nevertheless, most existing research on students' psychological well-being remains oriented toward a modern positive-psychology perspective that emphasizes psychological and social determinants, without fully accommodating the spiritual dimension that, for Indonesian Muslim students, is an inseparable part of daily life. Advancing the study of psychological well-being through the integration of modern psychology and Islamic psychology is therefore important for producing a more comprehensive understanding of the psychological dynamics of Muslim students.

One internal factor consistently linked to higher psychological well-being is optimism—the tendency to hold positive expectations about the future and the belief that difficulties encountered are temporary and surmountable (Carver, Scheier, & Segerstrom, 2010). This outlook encourages individuals to sustain motivation and adopt more adaptive coping strategies when facing psychological pressure (Rochman et al., 2024). In higher education, students with high optimism tend to view thesis-related obstacles as part of the learning process, whereas students with low optimism are more prone to frustration and procrastination in completing their final assignment (Roellyana & Listiyandini, 2016).

Beyond personal factors, peer support constitutes one of the primary sources of social support in student life, as shared experiences and challenges make it easier for students to exchange stories, share information, and reinforce one another psychologically throughout the thesis-writing process (Stefany et al., 2022). Students who receive strong social support tend to experience lower stress and better psychological well-being, whereas a lack of social support leads students to feel isolated and experience declining psychological well-being (Batubara et al., 2022).

Although optimism and peer support have been widely studied as predictors of psychological well-being, most research has treated both variables purely as psychological constructs. Yet in the context of Indonesian society, which is predominantly Muslim, psychological

well-being cannot be separated from its spiritual dimension. In the perspective of Islamic psychology, optimism carries a meaning broader than positive expectation about the future alone; it is understood as a manifestation of *raja'* (hope in God) and *husnuzan billāh* (positive assumption toward God), which cultivates a positive way of thinking about divine decree and thereby fosters peace of mind and reduces negative emotion (Rahmah, 2021). *Tawakal*, the act of surrendering the outcome to God after exerting maximal effort, has likewise been shown to have positive implications for students' mental health in facing academic pressure and life's uncertainties (Dani, Nurita, & Wantini, 2025). Peer support, in turn, can be understood as an implementation of the values of *ukhuwah* and *ta'āwun*, manifestations of the spirit of brotherhood and mutual assistance in goodness that have been shown to strengthen psychological resilience through social support grounded in Islamic values (Nisa & Salamah, 2026).

These perspectives align with the thought of classical Muslim scholars. Ibn Miskawayh and al-Ghazali explained that happiness (*sa'ādah*) is the ultimate goal of human life, attained through moderation (*al-i'tidāl*) in managing the powers of the soul and balance among reason, heart, and conduct, with the pinnacle of happiness described as *al-sa'ādah al-quṣwā* by Ibn Miskawayh and *al-sa'ādah al-ukhrawiyyah* by al-Ghazali (Ayob, Md Soh, & Mohamad Zaini, 2021). Abu Zayd al-Balkhi, recognized as one of the pioneers of mental health scholarship in the Islamic tradition through his work *Maṣāliḥ al-Abdān wa al-Anfus*, argued that psychological and physical health are two interrelated aspects, such that psychological disturbance warrants attention equal to that given to physical illness (Saeed, Ahmed, Kakamad, & Najmadden, 2024). These ideas demonstrate that the concept of psychological well-being has long been developed within the Islamic scholarly tradition and retains strong relevance to contemporary psychology.

Based on this background, the present study offers three scholarly contributions. First, it simultaneously examines the influence of optimism and peer support on the psychological well-being of thesis-writing students using Structural Equation Modeling–Partial Least Squares (SEM-PLS) (Hair, Hult, Ringle, & Sarstedt, 2022), providing a more comprehensive structural account of the relationships among variables than conventional regression analysis. Second, it extends the study of psychological well-being by integrating Islamic psychological concepts *raja'*, *husnuzan*, *tawakal*, *ukhuwah*, and *ta'āwun* as a conceptual lens for interpreting empirical findings. Third, it offers practical implications for developing student mentoring services in Islamic-based higher education institutions.

Accordingly, this study aims to analyze the influence of optimism and peer support on the psychological well-being of thesis-writing students and to interpret the findings from the

perspective of Islamic psychology. Two hypotheses are proposed: (H1) optimism has a positive and significant effect on the psychological well-being of thesis-writing students; and (H2) peer support has a positive and significant effect on the psychological well-being of thesis-writing students.

METHOD

This study employed a quantitative approach with an explanatory research design to examine the influence of optimism and peer support on the psychological well-being of thesis-writing students. This approach was chosen because it allows for testing causal relationships among variables through structural model analysis based on Structural Equation Modeling–Partial Least Squares (SEM-PLS). The SEM-PLS method is considered appropriate for research aiming to develop a predictive model involving several latent constructs and capable of producing stable estimates even when the data do not fully meet the assumption of multivariate normality (Hair, Hult, Ringle, & Sarstedt, 2022).

The study population consisted of students who were in the process of writing their undergraduate thesis at two universities, namely Universitas Muhammadiyah Yogyakarta (UMY) and Universitas Islam Indonesia (UII). Both institutions were selected because they share similar academic characteristics as private, Islamic-based higher education institutions that require an undergraduate thesis as a condition for graduation. The research sample comprised 233 students, consisting of 173 students from UMY and 60 students from UII. Sampling was carried out using a purposive sampling technique, with respondent criteria including: (1) undergraduate students actively writing their thesis, (2) students who had already been assigned a thesis supervisor, and (3) students willing to participate as respondents through informed consent.

The study involved two exogenous variables, namely optimism (X_1) and peer support (X_2), and one endogenous variable, namely psychological well-being (Y). Optimism was measured based on Seligman's theory, encompassing the dimensions of permanence, pervasiveness, and personalization (Seligman, 2006). Peer support was measured using the concept developed by Sarafino and Smith (2017), covering emotional support, instrumental support, informational support, and companionship support. Psychological well-being was measured using Ryff's model, comprising six dimensions: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Ryff, 1989). All variables were measured using a four-point Likert scale, ranging from Strongly Disagree (1) to Strongly Agree (4). The use of four response categories was intended to reduce respondents' tendency to select a

neutral answer and to encourage more decisive responses to each statement.

Before being used in the main study, all instruments were first tested for validity and reliability using IBM SPSS Statistics. Item validity was analyzed using the Corrected Item–Total Correlation value, while instrument reliability was evaluated using Cronbach's Alpha coefficient. Only items that met the validity and reliability criteria were retained for subsequent analysis.

Data collection was conducted by distributing questionnaires to students who met the research criteria. Prior to completing the questionnaire, each respondent was informed of the study's purpose, data confidentiality, and their right to withdraw from participation at any time. All data were kept confidential and used solely for academic purposes.

Data analysis was conducted in two stages. The first stage used IBM SPSS Statistics to evaluate instrument quality through validity and reliability testing. The second stage used SmartPLS 4 to test the measurement model (outer model) and the structural model (inner model). Evaluation of the outer model included convergent validity testing through outer loading values and Average Variance Extracted (AVE), discriminant validity using the Fornell–Larcker criterion and the Heterotrait–Monotrait Ratio (HTMT), as well as construct reliability through Cronbach's Alpha and Composite Reliability values (Fornell & Larcker, 1981). Subsequently, the inner model was evaluated through testing the coefficient of determination (R^2), effect size (f^2), and model fit using the Standardized Root Mean Square Residual (SRMR), following the criteria recommended by Hair et al. (2022). Hypothesis testing was carried out using a bootstrapping procedure with 5,000 subsamples, applying the criteria of a t-statistic > 1.96 and a p-value < 0.05 as the basis for determining the significance of relationships among variables.

DISCUSSION

Respondent Characteristics

Before presenting the measurement model (outer model) and structural model (inner model) analyses, the respondent characteristics are first described to provide a general overview of participant profiles. These characteristics include sex, university of origin, and cohort year, as shown in Table 1.

Table 1. Respondent Characteristics

Characteristic	Category	Frequency (n)	Percentage (%)
Sex	Male	112	48.1
	Female	121	51.9
University	Universitas Muhammadiyah Yogyakarta	173	74.2

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	Universitas Islam Indonesia	60	25.8
Cohort	2018	2	0.9
	2019	6	2.6
	2020	207	88.8
	2021	18	7.7
Total		233	100.0

Based on Table 1, this study involved 233 thesis-writing students. By sex, respondents consisted of 121 female students (51.9%) and 112 male students (48.1%), indicating a relatively balanced distribution. By university of origin, the majority of respondents came from Universitas Muhammadiyah Yogyakarta (UMY), totaling 173 students (74.2%), while 60 students (25.8%) came from Universitas Islam Indonesia (UII). By cohort, respondents were dominated by the 2020 cohort with 207 students (88.8%), followed by the 2021 cohort (18 students, 7.7%), the 2019 cohort (6 students, 2.6%), and the 2018 cohort (2 students, 0.9%). The dominance of the 2020 cohort indicates that most respondents were at the stage of completing their studies, consistent with the study's focus on thesis-writing students.

Descriptive Statistics of Study Variables

Prior to the outer model and inner model evaluations, descriptive statistics are presented to describe the data distribution for each variable based on minimum, maximum, mean, and standard deviation values. The results are presented in Table 2.

Table 2. Descriptive Statistics of Study Variables

Variable	N	Minimum	Maximum	mean	D
Optimism	233	27.00	108.00	88.33	18.07
Peer Support	233	35.00	116.00	96.67	19.48
Psychological Well-Being	233	35.00	120.00	99.58	19.82
Valid N (listwise)	233				

Based on Table 2, the Optimism variable had a score range of 27.00–108.00 ($M = 88.33$; $SD = 18.07$). The Peer Support variable had a score range of 35.00–116.00 ($M = 96.67$; $SD = 19.48$). The Psychological Well-Being variable had a score range of 35.00–120.00 ($M = 99.58$; $SD = 19.82$). All three variables had standard deviation values smaller than their means, indicating that the data

distribution remained representative of each variable's mean value, making the data suitable for SEM-PLS analysis.

Instrument Validity and Reliability Testing

Before the SEM-PLS analysis was conducted, all instruments were first tested for validity and reliability using IBM SPSS Statistics. An item was considered valid if it had a Corrected Item–Total Correlation value > 0.30 , and an instrument was considered reliable if it had a Cronbach's Alpha value > 0.70 .

Test results showed that the Optimism variable (36 items) had 27 valid items and 9 dropped items; the Peer Support variable (48 items) had 29 valid items and 19 dropped items; and the Psychological Well-Being variable (48 items) had 30 valid items and 18 dropped items. A summary of the results is presented in Table 3.

Table 3. Instrument Validity and Reliability Test Results

Variable	Initial Items	Valid Items	Dropped Items	Corrected Item–Total Correlation Range	Cronbach's Alpha	Remark
Optimism	36	27	9	0.444–0.925	0.985	Valid and Reliable
Peer Support	48	9	19	0.841–0.926	0.991	Valid and Reliable
Psychological Well-Being	48	30	18	0.510–0.809	0.965	Valid and Reliable

Based on Table 3, the Cronbach's Alpha values for Optimism (0.985), Peer Support (0.991), and Psychological Well-Being (0.965) were all well above the minimum threshold of 0.70, indicating very good internal consistency. Accordingly, all items that passed the test were deemed suitable for use in the outer model and inner model evaluation stages.

Measurement Model Evaluation (Outer Model)

Convergent Validity

Outer model evaluation began with convergent validity testing. An indicator was considered to meet convergent validity if it had an outer loading value ≥ 0.70 ; indicators with

values between 0.60–0.70 could still be retained if the Average Variance Extracted (AVE) and Composite Reliability values met the criteria. The test results are presented in Table 4.

Table 4. Summary of Convergent Validity Test Results Based on Outer Loading

Variable	Number of Indicators	Outer Loading Range	Criterion	Remark
Optimism	27	0.764–0.912	≥ 0.70	Valid
Peer Support	29	0.735–0.921	≥ 0.70	Valid
Psychological Well-Being	30	0.694–0.878	$\geq 0.70^*$	Valid

Based on Table 4, the Optimism variable (27 indicators) had an outer loading range of 0.764–0.912; Peer Support (29 indicators), 0.735–0.921; and Psychological Well-Being (30 indicators), 0.694–0.878. One indicator on Psychological Well-Being had a value of 0.694, slightly below the ideal threshold of 0.70, but still within an acceptable range, and was therefore retained for further evaluation through AVE and Composite Reliability. Overall, all constructs met convergent validity criteria, allowing the measurement model to proceed to the next stage.

Average Variance Extracted (AVE)

Convergent validity was further evaluated through AVE values. A construct was considered to meet the criterion if it had an AVE value ≥ 0.50 . The test results are presented in Table 5.

Table 5. Average Variance Extracted (AVE) Test Results

Variable	AVE	Criterion	Remark
Peer Support	0.716	≥ 0.50	Valid
Optimism	0.702	≥ 0.50	Valid
Psychological Well-Being	0.669	≥ 0.50	Valid

Based on Table 5, all constructs had AVE values above 0.50 (Peer Support = 0.716; Optimism = 0.702; Psychological Well-Being = 0.669), indicating that each construct was able to explain more than 50% of the variance in its constituent indicators.

Construct Reliability

Construct reliability was evaluated using Cronbach's Alpha and Composite Reliability (CR) values, with both criteria requiring values above 0.70. The test results are presented in Table 6.

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Table 6. Construct Reliability Test Results

Variable	Cronbach's Alpha	Composite Reliability	Criterion	Remark
Peer Support	0.986	0.986	≥ 0.70	Reliable
Optimism	0.983	0.984	≥ 0.70	Reliable
Psychological Well-Being	0.983	0.984	≥ 0.70	Reliable

Based on Table 6, all constructs had Cronbach's Alpha and CR values above 0.70 (Peer Support = 0.986/0.986; Optimism = 0.983/0.984; Psychological Well-Being = 0.983/0.984), indicating very high internal consistency.

Discriminant Validity

Discriminant validity was tested using the Heterotrait–Monotrait Ratio (HTMT) method. A model was considered to meet discriminant validity if the HTMT value was < 0.90 . The test results are presented in Table 7.

Table 7. Discriminant Validity (HTMT) Test Results

Variable	Peer Support	Optimism	Psychological Well-Being
Peer Support			
Optimism	0.634		
Psychological Well-Being	0.822	0.758	

Based on Table 7, all HTMT values were below 0.90 (Peer Support–Optimism = 0.634; Peer Support–Psychological Well-Being = 0.822; Optimism–Psychological Well-Being = 0.758), indicating that each construct exhibited good discriminant capacity.

Overall, the outer model evaluation results show that all constructs met the validity and reliability criteria, allowing the analysis to proceed to the inner model evaluation.

Structural Model Evaluation (Inner Model)

Coefficient of Determination (R^2)

The coefficient of determination (R^2) is intended to assess the ability of the exogenous variables to explain the endogenous variable. R^2 values of 0.75, 0.50, and 0.25 indicate strong, moderate, and weak predictive power, respectively. The test results are presented in Table 8.

Table 8. Coefficient of Determination (R^2) Results

Endogenous Variable	R^2	Adjusted R^2	Category
Psychological Well-Being	0.755	0.753	Strong

Based on Table 8, the Psychological Well-Being variable obtained an R^2 of 0.755 (Adjusted $R^2 = 0.753$), indicating that 75.5% of the variance in Psychological Well-Being can be explained jointly by Optimism and Peer Support, classified as a strong category.

Effect Size (f^2)

Effect size (f^2) measures the contribution of each exogenous variable to the endogenous variable. f^2 values of 0.02, 0.15, and 0.35 indicate small, moderate, and large effects, respectively. The test results are presented in Table 9.

Table 9. Effect Size (f^2) Results

Relationship Between Variables	f^2	Category
Peer Support → Psychological Well-Being	0.790	Large
Optimism → Psychological Well-Being	0.388	Large

Based on Table 9, Peer Support had an f^2 of 0.790 and Optimism an f^2 of 0.388, both above 0.35 and thus classified as having a large effect.

Model Fit (SRMR)

Model fit was evaluated through the Standardized Root Mean Square Residual (SRMR); a model is considered to have good fit if the SRMR value is < 0.08 . The test result is presented in Table 10.

Table 10. Model Fit (SRMR) Result

Indicator	Value
SRMR	0.071

Based on Table 10, the SRMR value of 0.071, below the threshold of 0.08, indicates that the research model has a good model fit between the theoretical model and the empirical data.

Overall, the inner model evaluation shows that the research model has good quality

strong R^2 category, f^2 values indicating large contributions from both exogenous variables, and an SRMR meeting the good-model-fit criterion making it suitable for proceeding to hypothesis testing.

Hypothesis Testing

Hypothesis testing was conducted using a bootstrapping procedure in SmartPLS 4 with 5,000 subsamples, the Bias-Corrected and Accelerated (BCa) method, a 5% significance level, and a two-tailed test. A hypothesis was accepted if the t-statistic value was > 1.96 and the p-value was < 0.05 . The test results are presented in Table 11.

Table 11. Hypothesis Testing Results

Hypothesis	Relationship Between Variables	Path Coefficient (β)	t-statistic	p-value	Decision
H1	Optimism $\rightarrow$ Psychological Well-Being	0.396	4.697	0.000	Accepted
H2	Peer Support $\rightarrow$ Psychological Well-Being	0.565	6.636	0.000	Accepted

Based on Table 11, Optimism had a positive and significant effect on Psychological Well-Being ($\beta = 0.396$; $t = 4.697$; $p = 0.000$), so H1 was accepted. Peer Support also had a positive and significant effect on Psychological Well-Being ($\beta = 0.565$; $t = 6.636$; $p = 0.000$), so H2 was accepted. The path coefficient values indicate that Peer Support ($\beta = 0.565$) had a greater influence than Optimism ($\beta = 0.396$) on Psychological Well-Being.

The structural model resulting from the analysis shows that Optimism influenced Psychological Well-Being by $\beta = 0.396$, while Peer Support had a larger influence ($\beta = 0.565$). The R^2 value of 0.755 indicates that the two exogenous variables jointly explained 75.5% of the variance in Psychological Well-Being, while the remaining 24.5% was influenced by factors outside the model.

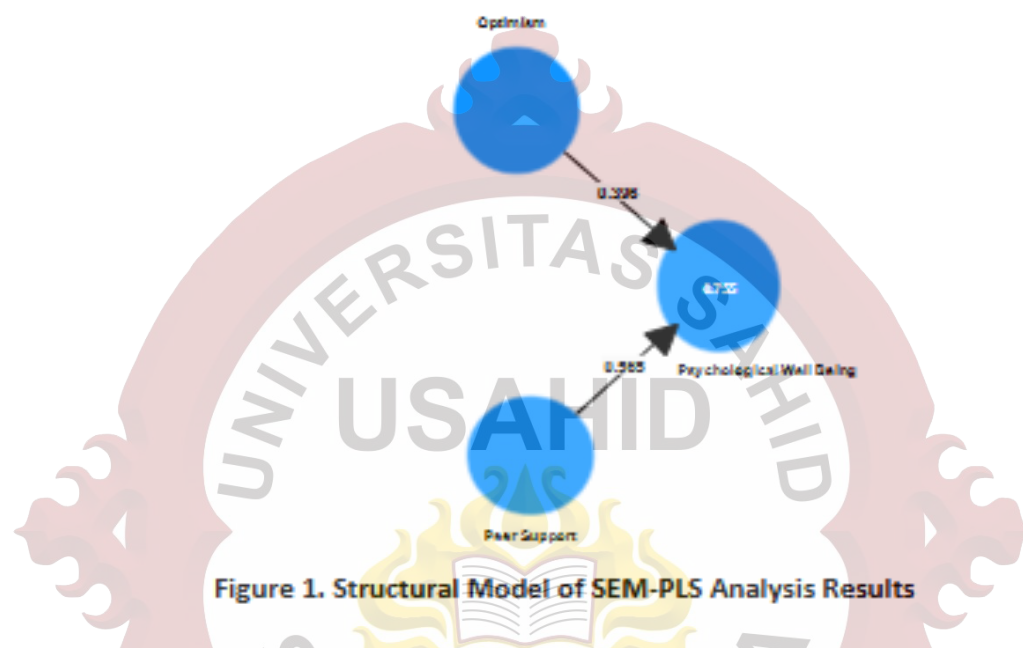


Figure 1. Structural Model of SEM-PLS Analysis Results

The structural model of the analysis results is presented in Figure 1. The figure shows that Optimism has an effect on Psychological Well-Being of $\beta = 0.396$, while Peer Support has a greater effect ($\beta = 0.565$). The R^2 value of 0.755 indicates that both exogenous variables simultaneously explain 75.5% of the variation in Psychological Well-Being, while the remaining 24.5% is influenced by other factors outside the model.

Overall, the SEM-PLS analysis results show that the research model met the evaluation criteria for both the measurement model (outer model) and the structural model (inner model): all constructs were valid and reliable, the model had strong predictive capability, and both hypotheses were supported by empirical data. These findings form the basis for further discussion regarding the role of optimism and peer support in the psychological well-being of thesis-writing students.

The Effect of Optimism on the Psychological Well-Being of Thesis-Writing Students

The results show that optimism has a positive and significant effect on the Psychological Well-Being (PWB) of thesis-writing students ($\beta = 0.396$; $t = 4.697$; $p = 0.000$), so the first hypothesis is accepted. This finding is consistent with Seligman's explanatory style theory, which explains that optimism is a pattern of attribution in which optimistic individuals interpret events as temporary,

specific, and external, whereas pessimistic individuals interpret them as permanent, pervasive, and personal (Seligman, 2006; Carver, Scheier, & Segerstrom, 2010). This attributional pattern determines students' capacity to sustain hope when facing repeated revisions, delayed supervision, or difficulties in data collection.

This finding aligns with several recent studies: optimism has been shown to be a significant predictor of PWB among final-year students, often intersecting with resilience and self-efficacy (Rochman et al., 2026; Yu & Luo, 2018), including among Arab-Muslim populations (Alansari & Kazem, 2008), and has been found to mediate between academic pressure and college students' well-being (López-Fuentes & Calvete, 2015). Nonetheless, the magnitude of optimism's effect ($\beta = 0.396$; $R^2 = 0.755$) remains smaller than that of peer support, suggesting that internal psychological capital needs to be reinforced by social-environmental factors, consistent with Ryff's (1989) view that PWB is a multidimensional construct rather than the outcome of personality alone.

From an Islamic perspective, optimism is rooted in the concept of *raja'* (hope in God's mercy), which encourages sustained effort (*ikhtiar*) without despair, as affirmed in the verse: "For indeed, with hardship comes ease" (QS. Al-Insyirah [94]: 5–6). This value is closely tied to *husnuzan*, meaning holding a positive assumption toward God regarding every divine decree, which has been empirically shown to correlate with adaptive coping ability and lower anxiety among religious individuals (Agnia, Luthfiyati, & Salsabila, 2024). Conversely, the loss of *husnuzan* is categorized as *amrāḍ al-qulūb* (diseases of the heart), which may reduce psychological well-being (Hapsari & Darodjat, 2025). The concept of *tawakal*, or surrendering to God after maximal effort, has also been empirically shown to increase PWB and reduce anxiety among students carrying multiple role burdens (Melati & Khuzaimah, 2026; Rasydi & Kusumadewi, 2025). The integration of *raja'*, *husnuzan*, and *tawakal* enriches Seligman's framework with a spiritual dimension, reinforcing the argument that Muslim students' optimism is not merely cognitive but also theological (Mujib & Mudzakir, 2003).

Practically, this finding implies the need for programs that strengthen optimism through positive-thinking training, academic resilience building, and counseling, which in Islamic-based higher education institutions can be integrated with the cultivation of *raja'* and *tawakal* values as part of student services.

The Effect of Peer Support on the Psychological Well-Being of Thesis-Writing Students

Peer support was shown to have a positive and significant effect on PWB ($\beta = 0.565$; $t =$

6.636; $p = 0.000$) and to be more dominant than optimism, so the second hypothesis is accepted. This finding is consistent with Sarafino and Smith's (2017) social support theory, which positions emotional, esteem, informational, and instrumental support as important resources for reducing perceived stress and strengthening psychological adjustment.

This result reinforces a body of research on the PWB of thesis-writing students in Indonesia: social support (including peer support) has consistently been shown to contribute to the PWB of thesis-writing students (Astuti & Hartati, 2013; Ismail & Indrawati, 2013); peer support has also been found to correlate strongly with self-efficacy in completing the thesis (Hanapi & Agung, 2018), while other studies show that support from supervisors and parents also competes as a strong predictor of PWB at this stage (Batubara, Meidina, & Rahman, 2022). This underscores that the source of social support is contextual, depending on the phase and needs of the student.

The dominance of peer support over optimism can be explained through two arguments. First, peer support provides *immediate support*; its benefits are felt directly through methodological discussions, shared experiences dealing with supervisors, and emotional validation compared to optimism, which functions as a long-term internal resource. Second, final-year students are in the emerging-adulthood phase, when peer relationships play an important role in building a sense of belonging and reducing social isolation (Chu, Saucier, & Hafner, 2010).

From an Islamic perspective, this finding resonates with the principle of *ta'āwun* (mutual assistance in goodness): "And cooperate in righteousness and piety" (QS. Al-Mā'idah [5]: 2), as well as Islamic brotherhood (*ukhuwah*), illustrated by the Prophet Muhammad's metaphor of believers as one body, in which if one part suffers, the whole body feels it (Hadith of Bukhari and Muslim). Contemporary studies in Islamic educational psychology affirm that the values of *ukhuwah* and *ta'āwun* form the foundation of social relationships that strengthen students' resilience and emotional stability (Umam & Hasan, 2025). Conceptually, then, this reinforces rather than merely supplements the quantitative findings of this study.

Practically, the dominance of peer support directs higher education institutions to develop community-based programs: peer mentoring, thesis-support groups, and learning communities which, at Islamic institutions, can be reinforced through cultivating *ukhuwah* and *ta'āwun* as collective values.

Synthesis of Findings

Optimism and peer support together explain 75.5% of the variance in PWB ($R^2 = 0.755$), indicating that the psychological well-being of thesis-writing students is the result of an interaction

between personal and social factors optimism sustains students, while peer support helps them thrive in the face of academic pressure. This pattern is consistent with the view that PWB cannot be reduced to individual character alone but is a relational product of personal capacity and the quality of the social environment (Rezazad & Janani, 2015; Chu et al., 2010).

Within an Islamic psychological framework, this synthesis reflects the integration of *ḥabl min Allāh* (vertical relationship with God, embodied in *raja'*, *husnuzan*, and *tawakal*) and *ḥabl min al-nās* (horizontal relationship with others, embodied in *ukhuwah* and *ta'āwun*). Both dimensions align with contemporary efforts to integrate the Western concept of psychological well-being with the Islamic concept of *sa'ādah*, which emphasizes that true happiness arises from spiritual and social balance rather than material or purely cognitive achievement (Nuruddaroini & Midi, 2021). The remaining 24.5% of unexplained variance leaves room for other variables, such as resilience, religiosity, or academic self-efficacy, to be examined in future research.

Contributions of the Study

The empirical contribution of this study confirms optimism and peer support as significant predictors of PWB among thesis-writing students, while also adding evidence that social factors (peer support) are more dominant than personal factors (optimism) at this stage, enriching a literature that has largely emphasized the role of supervisor or parental support.

The methodological contribution lies in the use of SEM-PLS, which enables simultaneous evaluation of the measurement and structural models, yielding more precise estimates of relationships among variables than conventional regression, with confirmed model validity and reliability.

The conceptual contribution of this study lies in integrating positive psychology theory (Seligman), social support theory (Sarafino & Smith), the PWB concept (Ryff), and Islamic psychology (*raja'*, *husnuzan*, *tawakal*, *ukhuwah*, *ta'āwun*), offering a more comprehensive framework for understanding the psychological well-being of Muslim students by combining psychological, social, and spiritual dimensions within a single interpretive model.

CONCLUSION

This study demonstrates that optimism and peer support have a positive and significant effect on the Psychological Well-Being of thesis-writing students, with peer support showing a more dominant influence than optimism. Together, both variables explain a substantial portion of the variance in students' psychological well-being, indicating that the psychological condition of

students during thesis writing is shaped by a synergy between personal strength confidence and hope for one's own success and social strength, in the form of supportive relationships with peers. This finding affirms that Psychological Well-Being is not solely the product of individual character but rather the outcome of an interaction between internal factors and the surrounding social environment.

From an Islamic perspective, both factors carry conceptual counterparts that enrich their meaning: optimism aligns with the values of *raja'*, *husnuzan*, and *tawakal* as expressions of the vertical relationship with God (*habl min Allāh*), while peer support aligns with the values of *ukhuwah* and *ta'āwun* as expressions of the horizontal relationship among fellow human beings (*habl min al-nās*). The integration of modern positive psychology with Islamic values shows that the psychological well-being of Muslim thesis-writing students is best understood holistically, encompassing psychological, social, and spiritual dimensions simultaneously meaning that efforts to enhance it must address all three dimensions together, not just one in isolation.

FUTURE DIRECTIONS

Future research is encouraged to extend the model by incorporating other variables that may further explain Psychological Well-Being, such as resilience, religiosity, or academic self-efficacy, as well as to consider direct measurement of Islamic psychological constructs (*raja'*, *husnuzan*, *tawakal*, *ukhuwah*, *ta'āwun*) so that the relationships among the psychological, social, and spiritual dimensions can be tested more precisely. Expanding the scope of respondents to a broader range of study programs and institutions, along with the use of a longitudinal design, could also strengthen the generalizability and dynamic understanding of the psychological well-being of thesis-writing students.

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LAMPIRAN

Lampiran 1 Lembar Konsultasi Skripsi

FORMULIR BIMBINGAN SKRIPSI

Nama Lengkap : Fauzi Rochman

NIM : 2025034004

Pembimbing I : Dr. Anniez Rachmawati Musslifah, M.Psi., Psikolog

NO	HARI/TANGGAL	MATERI KONSULTASI	TANDA TANGAN
	2 Juni 2026	Pengajuan Judul	
	5 Juni 2026	Bimbingan Bab I	
	10 Juni 2026	Bimbingan Bab II	
	18 Juni 2026	Bimbingan Bab III	
	22 Juni 2026	Acc Sempro	
	26 Juni 2026	Bimbingan Bab IV & V	
	1 Juli 2026	Acc Sidang	

Surakarta, Juli 2026

Pembimbing I



Dr. Anniez Rachmawati Musslifah, M.Psi., Psikolog

Lampiran 2 Lembar Konsultasi Skripsi

FORMULIR BIMBINGAN SKRIPSI

Nama Lengkap : Fauzi Rochman

NIM : 2025034004

Pembimbing I : Faqih Purnomosidi, S.Psi., M.Si

NO	HARI/TANGGAL	MATERI KONSULTASI	TANDA TANGAN
	2 Juni 2026	Pengajuan Judul	<i>F</i>
	12 Juni 2026	Bimbingan Bab I & II	<i>F</i>
	18 Juni 2026	Bimbingan Bab III	<i>F</i>
	22 Juni 2026	ACC Sempro	<i>F</i>
	29 Juni 2026	Bimbingan Bab IV & V	<i>F</i>
	1 Juli 2026	ACC Sidang	<i>F</i>

Surakarta,

Pembimbing II


 Faqih Purnomosidi, S.Psi., M.Si