

# Evaluating Counseling Practices through Positive Psychology for Students of Muhammadiyah University Prof. Dr. HAMKA Jakarta

*by Sigit Muryono*

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## Evaluating Counseling Practices through Positive Psychology for Students of Muhammadiyah University Prof. Dr. HAMKA Jakarta

Sigit Muryono

Muhammadiyah University Prof. Dr. HAMKA Jakarta, Indonesia

Email: [sigit.muryono@uhamka.ac.id](mailto:sigit.muryono@uhamka.ac.id)

ORCID: <https://orcid.org/0009-0001-0148-6722>

### Abstract

The goals of this study are to examine (1) whether positive psychology has any effect on managing stress, (2) how positive psychology can help with depression management, (3) how stress management affects academic performance, (4) how managing depression affects academic performance, (5) the impact of positive psychology on academic achievement, (6) how stress management is an indirect way in which positive psychology affects academic performance, and (7) how the prevention of depression is an indirect way in which positive psychology affects academic performance. By focusing on students' individual internal resources and effective stress management, this research emphasizes the significance of a comprehensive approach to supporting students' psychological well-being and academic success. Institutions of higher learning can utilize this study's findings to better incorporate mental health promotion into their curricula and increase enrollment in counseling services grounded in positive psychology. Here, the author calculated the total number of questionnaires sent out to 230 randomly chosen students based on predetermined criteria. For around 19 indicators of each variable—exogenous, intervening, and endogenous—convergent validity tests were run. Prior to performing ANOVA with SPSS, the following SPSS tests were executed: correlation, t-test, F-test, and coefficient test. Researcher found overall results to be significant based on inferential analysis using SPSS on empirical research model. Students' health, happiness, and academic performance can all benefit from a school climate that is both safe and encouraging, which can be achieved through collaborative efforts between students, faculty, and administration.

**Keywords:** Positive Psychology, Stress Control, Depression Control, Student Learning Success

### Introduction

Positive psychology has been shown to help people deal with stress and depression. It is important to look at how counseling at Muhammadiyah University in Jakarta affects students' ability to learn. This is an important part of efforts to make the campus environment better for everyone's health and success (Hachem et al., 2008; Snyder & Lopez, 2023; Hendriks et al., 2020). As a field of psychology, positive psychology looks at the good things in people's lives, like happiness, life satisfaction, and overall mental health (Hendriks et al., 2020). In counseling, using positive psychology ideas aims to make people stronger in their abilities to deal with problems, like managing stress and depression (Santos et al., 2013). These two conditions—stress and depression—often make it hard for students to reach their full academic potential. Being depressed can make you lose interest in learning and not have the energy you need to do well in school (Snyder & Lopez, 2023) while being stressed out can make it harder to focus, stay

motivated, and do well in school. The scientific literature is now mostly about studying how positive psychology can be used in counseling to help people deal with stress and depression and how it can help students do better in school. Development of counseling methods based on the ideas of positive psychology has shown that these methods have a lot of potential to help people deal with mental illness and feel better. But there hasn't been a lot of testing done on how well these kinds of interventions work, especially in higher education in Indonesia (Bolier et al., 2013).

For the purpose of assessing counseling interventions grounded in positive psychology, Muhammadiyah University Jakarta is an ideal setting because of its dedication to the holistic development of its student body. This research has the potential to shed light on the efficacy of particular counseling strategies in assisting college students in overcoming psychological difficulties by taking into account a campus environment that is rich with stressors like academic pressures, financial difficulties, and interpersonal conflicts (Chaves et al., 2017).

Psychological instruments for pre- and post-intervention stress and depression measurement, participant observation for life context understanding, and in-depth interviews for experience understanding are all potential evaluation methods in this study (Hendriks et al., 2020). To determine whether these variables significantly changed throughout the counseling intervention, data analysis using a statistical approach can be conducted (Santos et al., 2013).

When viewed from a more pragmatic standpoint, the findings of this research have the potential to offer significant contributions to the student health care providers at Muhammadiyah University Jakarta. According to Snyder and Lopez (2023), the ability to develop more effective support programs for students can be facilitated by the utilization of information regarding the efficacy of positive psychology counseling interventions in lowering levels of stress and depression. This research may also help increase understanding of the importance of mental health to academic success, which may encourage universities to incorporate mental health aspects into the curriculum and extracurricular activities (Meida et al., 2018). Overall, this research may help increase understanding of the importance of mental health to academic success.

In addition to having implications at the individual level, the findings of this study may also have an impact on the policies of educational institutions, with the goal of enhancing the resources and support available to students in order to improve their overall well-being. It is possible for Muhammadiyah University Jakarta to develop a more holistic and integrated strategy to support students' overall development if it has a better understanding of the factors that influence students' psychological well-being and academic performance (Aldany, 2023).

Further, it is worth noting that this study has the capacity to broaden the scientific discourse surrounding counseling grounded in positive psychology and mental health (Arnsten et al., 2015). Through the production of empirical data regarding the efficacy of particular counseling interventions in mitigating stress and depression among student populations, this study has the potential to contribute to the body of knowledge regarding optimal approaches in this domain (Varma 2023). Advocates, scholars, and decision-makers will find this information advantageous as they strive to enhance the psychological and scholastic welfare of university students (Zajacova et al., 2005).

Hence, the counseling evaluation concerning the impact of positive psychology on stress and depression management, as well as its influence on academic achievement among students enrolled at Muhammadiyah University in Jakarta, constitutes a significant stride towards advancing the institution's objective of fostering a holistic learning environment that facilitates student growth. The objective is to foster an environment that is more conducive to the personal and academic growth of students by bolstering educational resources and providing assistance for their psychological welfare.

### **Research Questions**

1. How does positive psychology influence stress control?
2. What influence does positive psychology have on controlling depression?
3. What influence does stress control have on learning success?
4. What influence does controlling depression have on learning success?
5. What influence does positive psychology have on learning success?
6. What indirect influence does positive psychology have on learning success through stress control?
7. What indirect influence does positive psychology have on learning success by controlling depression?

### **Theoretical Underpinning and Hypothesis Development**

#### *The influence of positive psychology on stress control*

An attempt has been made to manage stress through the implementation of positive psychology, including in the primary context of the COVID-19 pandemic, which impacts physical, academic, economic, and psychological aspects of an individual's life (Snyder & Lopez, 2023). The literature incorporates the stressed buffer model, a positive psychology concept that elucidates the manner in which positive psychology can impede the deleterious impacts of stress on mental well-being (Santos et al., 2013).

As an element of positive psychology, courage positively affects self-control, self-regulation, and determination. Furthermore, it is positively correlated with mental health, as evidenced by indicators of low levels of anxiety, depression, stress, and so forth. Furthermore, grit imparts a consistent degree of difficulty that mirrors one's level of commitment or concentration (Hendriks et al., 2020).

According to other published works, there have been efforts made to improve the social success of COVID-19 patients. These efforts have been evaluated using the literature method to determine the relationship between stress levels and psychological well-being. The application of positive psychology has also been investigated for its potential to alleviate stress and improve psychological well-being among workers employed by small and medium-sized businesses. In general, the research that has been conducted on positive psychology, such as B. Courage, suggests that it has the potential to control stress and reduce the negative effects that stress has on mental health (Hachem et al., 2008).

H1: There is a significant influence of positive psychology on stress control

*The influence of positive psychology on controlling depression*

The investigation of positive psychology, with a specific focus on the notion of courage, has been undertaken within the framework of depression treatment. Research has demonstrated the efficacy of group activity therapy in mitigating depressive symptoms among the elderly (Bolier et al., 2013). Positive psychology posits that grit exerts a significant impact on the development of psychological resilience, thereby enabling individuals to surmount psychological burdens including anxiety, depression, and stress (Layous et al., 2011).

Additionally, the study emphasizes the significance of psychological protective factors, such as bravery, in mitigating the detrimental effects of stress and enhancing mental well-being. In addition to resiliency in the face of challenges and stress, courage consists of perseverance and persistence in the pursuit of objectives (Wood & Joseph, 2010). Therefore, by enhancing psychological resilience, positive psychology, via notions like grit, may contribute to the management of depression (Kwok et al., 2016; Pinggian et al., 2021).

H2: There is a significant influence of positive psychology on controlling depression

*The influence of stress control on learning success*

Researchers who have looked into the link between stress management and academic performance have found that how well a person can handle stress can have a big effect on how well they do in school. High levels of stress can make it harder to focus, remember things, and think clearly, which can then make it harder to learn (Arnsten et al., 2015). Techniques for managing stress, like meditation, exercise, and learning to organize your time, have been shown to help students deal with the stress of school and improve their ability to focus and learn (Gaol, 2016). It is possible for people to better handle academic challenges and achieve better learning outcomes by implementing effective stress control strategies (Laakkonen & Nevgi, 2014). So, everyone, but especially high school and college students, needs to know how important it is to manage stress in order to do well in school (Zajacova et al., 2005). By developing appropriate stress control skills, individuals can improve their academic performance and achieve optimal learning potential (Varma, 2023).

H3: There is a significant influence between stress control and learning success

*The effect of controlling depression on learning success*

It has been demonstrated through research on literature that there is a correlation between depression and academic performance. According to Miller and Norman (1981), depressive symptoms in adolescents can have a negative impact on academic performance and even represent a risk factor for suicidal behavior and decreased academic performance. This research also highlights the effectiveness of group activity therapy in reducing depression in older adults, which can have an impact on both mental well-being and the ability to learn (Alloy & Abramson, 1982).

Concentration, motivation, and the ability to learn can all be negatively impacted by depression in students. According to Alloy and Abramson (1982), a significant factor in improving learning performance is improving one's ability to control depression. In addition, the level of depression can be affected by a variety of factors, including social support, non-pharmacological therapy,

and spiritual activities. These factors can also have an indirect impact on an individual's academic performance. Therefore, the management of depression can play a significant part in the enhancement of learning performance. This is because it can create better mental conditions for individuals, allowing them to concentrate more effectively, learn more effectively, and realize their full academic potential (Eisenberg et al., 2009; Ross & Mirowsky, 1989).

H4: There is a significant influence between controlling depression and learning success

*The influence of positive psychology on learning success*

There have been multiple studies in the literature that have established a connection between positive psychology and learning outcomes (Gilman et al., 2009). A number of positive psychological concepts, including courage (also known as perseverance and tenacity), optimism, and hope, are known to have a positive influence on the success associated with learning. As a result of the research conducted by Frederickson (1998), the following findings demonstrate the impact that positive psychology has on the success of learning: 1) Grit: Grit is known to have a positive impact on learning success because it promotes dealing with adversity, increases resilience to adversity, and increases the ability to be successful in achieving goals. 2) Optimism: There is a correlation between optimism and learning success. Optimism influences an individual's capacity to overcome challenges and adapt to new circumstances. The third factor that can have an effect on learning success is hope. According to Galloway et al. (2013), hope has an effect on an individual's ability to achieve goals and maintain control over challenging circumstances.

Stress and depression are two examples of negative emotions that can interfere with an individual's ability to learn (Sheridan et al., 2004; Waters, 2011). Positive psychology can assist individuals in controlling these negative emotions. Additionally, according to Rand et al.'s research from 2020, positive psychology can assist individuals in reaching their full academic potential.

H5: There is a significant influence of positive psychology on learning success

*The indirect influence of positive psychology on learning success through stress control*

The participation of parents is anticipated to be of assistance in resolving academic issues that are experienced by high school students, thereby preventing the occurrence of academic stress. In the context of education, the term "parental involvement" refers to the actions of parents in the provision of resources. Participating in school activities (academic engagement), paying attention to and interacting with students to discuss events that occur at school (personal engagement), and providing activities or materials that support learning activities are all examples of ways in which these resources can be demonstrated. able to provide assistance at home (comprehensive participation).

According to Gloria et al. (2013), the findings of this study are in contrast to the findings of previous research that demonstrated that the level of parental involvement was significantly inversely correlated with the level of academic stress experienced by students. Previous research has utilized students from elementary schools as test subjects, which is the reason for this result. According to Bhargava and Witherspoon (2015), according to Denovan and Macaskill (2016),

the level of parental involvement is typically quite high among children beginning in kindergarten and continuing through elementary school. During this time, parents are decreasing their involvement with their children from middle school through high school, as well as their involvement at home and school. This is due to the fact that some parents are of the opinion that their children no longer require the contribution that their parents make to their education. Aside from this, it is also possible to explain that the cause of academic stress is not only related to learning problems, but there are also problems that cannot be solved by parental involvement, but can be solved by self-efficacy coping and achievement motivation (Luthans et al., 2004). This is something that can be used to explain the sources of academic stress.

On the basis of research involving 407 respondents, specifically high school students in the city of Bandung, it is possible to conclude that positive psychological variables have a significant indirect effect on learning success in high school students by regulating stress (Denovan & Macaskill, 2016; Gloria et al., 2013; Luthans & Youssef, 2004). Also, academic stress among high school students is influenced by the grit variable. Academic stress variables are impacted by parental involvement and grit variables among Bandung city high school students (Khalda et al., 2023).

H6: There is a significant indirect effect of positive psychology on learning success through stress control

*The indirect influence of positive psychology on learning success through controlling depression*

According to Seligman and Csikszentmihalyi (2000), students' psychological well-being during the pandemic can be improved by being prepared to learn online, but this readiness is moderated by the academic stress that comes with online learning. Students' mental health is more affected by their openness to learning online in groups where stress levels are low. Students' psychological well-being is less affected by their willingness to learn online in the group of students who experience high academic stress (Shoshani & Steinmetz, 2014).

According to Gillham et al. (2011), there is no correlation between the academic stress that students experience within the context of the online learning process and the readiness of students to engage in online learning or their psychological well-being. However, academic stress serves as a moderator, which means that it is a variable that determines the extent to which online learning engagement plays a role in the psychological well-being of students (Duckworth et al., 2005). During the pandemic, students can benefit from going outside of their typical comfort zone of face-to-face instruction by participating in online learning. Stress is something that students will experience when they become aware of excessive demands that force them to adapt outside of their comfort zone (Suharweny & Pratisti, 2022).

Through both direct and indirect means, this study demonstrates that positive psychology exerts a positive influence on the success of instructional endeavors. A study conducted by Kim et al. (2008) found that positive psychology has the potential to boost students' levels of optimism, happiness, resilience, and self-efficacy, ultimately leading to an improvement in their academic performance. It has also been demonstrated that positive psychology is effective in preventing and treating depression in students, which can indirectly lead to an improvement in the students' general academic performance.

H7: There is a significant indirect effect of positive psychology on learning success through controlling depression

## Methods

### Research Design

This study incorporates quantitative research, which is defined as an investigation that employs numerical or graphical data for its data and subsequently conducts statistical analysis (Bloomfield & Fisher, 2019). The study was carried out among students enrolled at Muhammadiyah University in Jakarta in November and December of 2023. The research methodology is depicted in Figure 1.

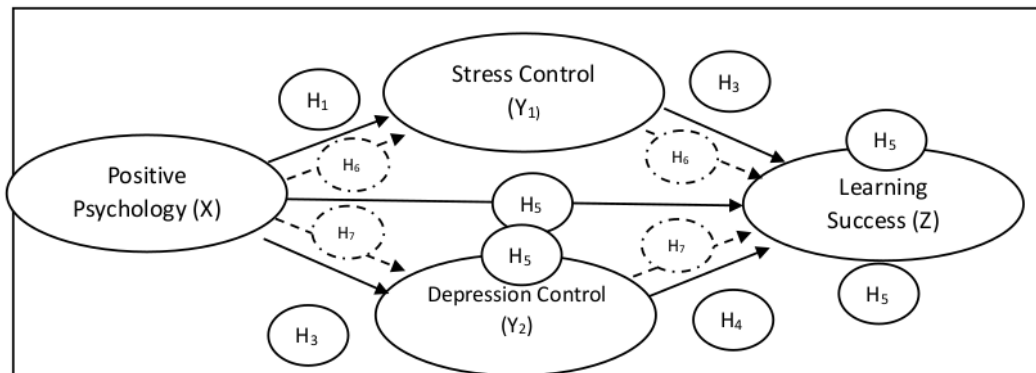


Figure 1. Research design

### Study Sample

There are two main groups that this study looks at: students who are getting counseling services and counselors who are offering those services. Knowing these participant characteristics and demographics gives us a good idea of how diverse the people in this study's population are. We could learn more about how effective positive psychological counseling approaches are for students' well-being and academic success at Muhammadiyah University Jakarta by looking more closely at how their levels of stress and depression changed before and after the counseling intervention, as well as how well they did in school.

In 2023, 14,653 active students made up the group in this study. The study used about 80 lists of questions to measure variables, so the sample size was found by multiplying the number of indicators by 5 (Hair et al., 2010). The sample size was 230 students from the population, selected at stratified random sampling method (Hair et al., 2010) to figure out the number of samples.

### Research Instrument

A questionnaire with a Likert scale ranging from 1 to 5 was used as the research instrument. This questionnaire was tested for research validity and reliability (Ferdinand, 2014), and it was administered to 230 students at Muhammadiyah University in Jakarta. Short answer statements (Yes/No) were also included. (For more information, see Table 1).



Table 1. Validity Test Results

Variable	Question Items	Significance	r table	Result		Information
				sig	r count	
Positive Psychology (X1)	1	0,05	0,1294	0,000	0,521	Valid
	2	0,05	0,1294	0,000	0,532	Valid
	3	0,05	0,1294	0,000	0,609	Valid
	4	0,05	0,1294	0,000	0,666	Valid
	5	0,05	0,1294	0,000	0,542	Valid
	6	0,05	0,1294	0,000	0,649	Valid
Stress Control (Y1)	1	0,05	0,1294	0,000	0,355	Valid
	2	0,05	0,1294	0,000	0,434	Valid
	3	0,05	0,1294	0,000	0,445	Valid
	4	0,05	0,1294	0,000	0,369	Valid
	5	0,05	0,1294	0,000	0,554	Valid
	6	0,05	0,1294	0,000	0,350	Valid
Depression Control (Y2)	1	0,05	0,1294	0,000	0,699	Valid
	2	0,05	0,1294	0,000	0,860	Valid
	3	0,05	0,1294	0,000	0,750	Valid
	4	0,05	0,1294	0,000	0,743	Valid
	5	0,05	0,1294	0,000	0,700	Valid
	6	0,05	0,1294	0,000	0,801	Valid
	7	0,05	0,1294	0,000	0,782	Valid
	8	0,05	0,1294	0,000	0,805	Valid
Learning Success (Z)	1	0,05	0,1294	0,000	0,423	Valid
	2	0,05	0,1294	0,000	0,422	Valid
	3	0,05	0,1294	0,000	0,450	Valid
	4	0,05	0,1294	0,000	0,325	Valid
	5	0,05	0,1294	0,000	0,321	Valid

Source: Results of Processed SPSS Questionnaire Data Version 26

As shown in Table 1 above, every component of the research instrument is valid and can be utilized for the purpose of data collection at the location where the research is being conducted.

Table 2. Reliability Test Results

Reliability Statistics	
Cronbach's	
Alpha	N of Items
.749	25

Source: Results of Processed SPSS Questionnaire Data Version 26

According to Table 2, it is known that the value of the Cronbach alpha is 0.749, which is greater than 0.60. According to Ali and Asrorzi (2014), as a result, the questionnaire is considered to be reliable or consistent.

#### Data Analysis

In order to process the primary data that was obtained through questionnaires (Hair et al., 2010), the researchers utilized data analysis techniques that included several statistical tests. These tests included validity, reliability, and classical assumption tests (such as the normality test, multicollinearity test, linearity test, and multiple regression hypothesis tests, partial). The t-test and the F-test for multiple correlations (Ghozali & Latan, 2017...).

## Results

### *Respondent Description*

Individuals who participated in this research were undergraduates at Muhammadiyah University of Jakarta who had previously suffered from depression and/or stress to varied degrees. Specific criteria, including the intensity of students' stress and depression and their openness to the intervention program, led to the selection of 230 students in total. There were 35% female participants and 65% male participants overall. In order to represent a wide range of socioeconomic and academic backgrounds, we ask that participants come from a variety of courses and semesters. For future research, we recorded participant demographics and other details.

Furthermore, among the participants were a number of counselors who were actively engaged in the process of providing counseling interventions based on positive psychology to students. Their professional qualifications and experience in the field of psychological counseling, as well as their expertise in the application of positive psychological approaches, were taken into consideration during the selection process for the consultants. They have received specialized training in positive psychological counseling and are comprised of counselors with years of experience who obtained their degrees from Muhammadiyah University Jakarta. It is essential for counselors to participate in this research project in order to guarantee an efficient and all-encompassing implementation of the intervention, as well as to facilitate the monitoring and evaluation of students' progress throughout the counseling process.

As a result, the participants in this study were divided into two primary categories: students who were given counseling interventions and counselors who were responsible for providing counseling services. A valuable insight into the diversity that exists within the population that is participating in this study can be gained by having knowledge of the characteristics and demographics of the participants. It is possible that a more in-depth understanding of the efficacy of positive psychological counseling approaches in the context of students' well-being and academic success at Muhammadiyah University Jakarta could be achieved through further analysis of the changes in students' levels of stress and depression as well as their academic performance before and after the counseling intervention.

### *Classic assumption test*

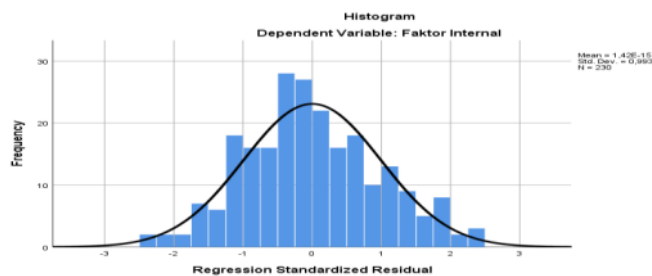


Figure 4. Normality Test  
Sources: Primary data analysis 2023

A bell-shaped picture is formed by the dependent variable and the regression-standardized residual curves, as can be seen from the histogram display showing the relationship between the two. In light of the fact that the data follows a normal distribution, utilising regression analysis that is founded on the normality test makes perfect sense.

Table 3. Multicollinearity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients		Collinearity Statistics		
		B	Std. Error	Beta	t	Sig.	Tolerance	VIF
1	(Constant)	42,522	4,034		10,541	,000		
	Positive Psychology	,020	,135	,009	,139	,889	,991	1,009
	Stress Management	,025	,255	,019	,120	,366	1,000	1,000
	Depression Control	,030	,202	,016	,247	,805	,991	1,009
	Learning Success	,029	,150	,009	,250	,822	,921	1,000

a. Dependent Variable: Faktor Internal

Sources: Primer data analysis 2023

According to Table 3, the value of the Variance Inflation Factor (VIF) is less than 10, and the tolerance (TOL) is greater than 0.1 in all variables. With this in mind, it is possible to conclude that the multiple linear regression model does not exhibit any signs of multicollinearity, or that there is not a significant correlation between the variables that are independent. This research may make use of it later on.

Table 4. Heteroscedasticity Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	1,607	2,418		,665	,507
	Positive Psychology	,047	,081	,038	,576	,545
	Stress Management	,040	,085	,040	,500	,500
	Depression Control	,099	,121	,054	,815	,416
	Learning Success	,088	,100	,042	,750	,750

a. Dependent Variable: ABRESID

Sources: Primer data Analysis 2023

The variables in question all have significance levels greater than 0.05, as shown in Table 4. These include the following: X1, which pertains to positive psychology, Y1, which pertains to stress control, Y2, which pertains to depression control, and Z, which pertains to learning success. Based on the results, it appears that the regression model utilized does not exhibit heteroskedasticity.

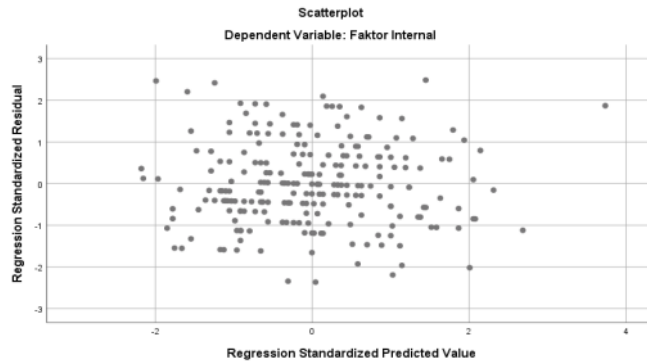


Figure 5. Linearity Test Results  
Sources: Linearity test based on primary data 2023

In the picture above, you can see a scatterplot. On the standardized regression axis, the plot moves randomly above and below zero. Based on the linearity test using the graphical analysis method, the regression model that was made is said to be linear.

*Hypothesis testing*

**Table 5.** Output of F testing

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	378.061	3	126.020	53.107	.000 <sup>a</sup>
	Residual	142.376	227	2.373		
	Total	520.437	230			

a. Predictors: (Constant), Positive Psychology, Stress Control

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

The analysis of variance (ANOVA) table 5 presents the output results. It is evident that the Fcount value is 52.111, which is greater than the Ftable value of 2.644 (df1=k-1, df2=n-k). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables exert a positive influence on depression control. Consequently, the second hypothesis (H2) is accepted.

**Table 6.** Output of F Testing

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	405.009	3	125.321	50.009	.000 <sup>a</sup>
	Residual	155.501	227	2.373		
	Total	560.510	230			

a. Predictors: (Constant), Stress control, learning success

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	405.009	3	125.321	50.009	.000 <sup>a</sup>
	Residual	155.501	227	2.373		
	Total	560.510	230			

a. Predictors: (Constant), Stress control, learning success

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

The results presented in the ANOVA table 6 above indicate that the Fcount value is 50.009, which is greater than the Ftable value of 2.644 ( $df_1 = k-1$ ,  $df_2 = n-k$ ). Furthermore, the significance value is 0.000, which is less than the predetermined significance level of 0.05. These findings support the third hypothesis (H3) that the stress control variable positively influences learning success.

**Table 7.** Output of F Testing

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	405.125	3	123.545	55.007	.000 <sup>a</sup>
	Residual	152.009	227	2.373		
	Total	557.134	230			

a. Predictors: (Constant), Positive Psychology, Controlling Depression

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

The analysis of variance (ANOVA) table 7 above reveals, as shown in Table 7, that the Fcount value of 55.007 is greater than the Ftable value of 2.644 ( $df_1=k-1$ ,  $df_2=n-k$ ). Furthermore, the significance value of 0.000 is below the predetermined threshold of 0.05. These results indicate that the variable controlling depression positively impacts learning success. Consequently, the fourth hypothesis (H4) is accepted.

**Table 8.** Output of F testing

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	430.005	3	120.002	53.004	.000 <sup>a</sup>
	Residual	149.007	227	2.373		
	Total	579.012	230			

a. Predictors: (Constant), Positive Psychology, Controlling Depression

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

The output results in the ANOVA table 8 above indicate that the Fcount value is 53.004, which is greater than the Ftable value of 2.644 ( $df_1=k-1$ ,  $df_2=n-k$ ). Furthermore, the significance value is 0.000, which is less than the predetermined significance level of 0.05. These results suggest that positive psychological variables positively influence learning success. As a result, the fifth hypothesis (H5) is accepted.

**Table 9.** Anova Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1212.018	3	242.404	81.090	.000 <sup>b</sup>
	Residual	523.131	227	2.989		
	Total	1735.149	230			
a. Dependent Variable: Learning Success						
b. Predictors: (Constant), Positive psychology, learning success, stress control						

Sources: Primer data analysis 2023

According to Table 9, the output results in the ANOVA table that is located above can be seen that the Fcount value is 81.090. This value is higher than the Ftable value ( $df_1=k-1$ ,  $df_2=n-k$ ) of 2.644, and the significance value is 0.000. As a result of the fact that this significance value is lower than the significance value of 0.05, it can be concluded that the sixth hypothesis (H6) is accepted with regard to the indirect influence that positive psychology has on learning success through the management of stress.

**Table 10.** Anova Test

Model		Sum of Squares	Df	Mean Square	F	Sig.
1	Regression	1212.009	3	242.404	85.009	.000 <sup>b</sup>
	Residual	523.007	227	2.989		
	Total	1735.016	230			
a. Dependent Variable: Learning Success						
b. Predictors: (Constant), Positive psychology, learning success, controlling depression						

Sources: Primer data analysis 2023

The results of the ANOVA can be found in Table 10. The Fcount value of 85.009 is greater than the Ftable value ( $df_1=k-1$ ,  $df_2=n-k$ ) of 2.644, and the significance value is 0.000. This value is smaller than the significance value of 0.05, thus the seventh hypothesis (H7) is accepted, indicating that positive psychology indirectly influences learning success through the control of depression.

## Discussion

### *The influence of positive psychology on stress control*

Students' capacity to cope with stress is significantly impacted by positive psychology (Snyder & Lopez, 2023). According to Santos et al. (2013), college students can benefit greatly from adopting a positive mindset and engaging in supportive psychological practices when it comes to stress management. Students' mental health and academic performance may benefit from this assistance because it will help them deal with academic and everyday stresses (Hendriks et al., 2020). Taken together, these findings provide more evidence that positive psychological approaches should be a part of higher education settings in order to boost students' health, happiness, and academic performance (Hachem et al., 2008). Educational institutions can assist students in reaching their full academic and personal potential by focusing more on these psychological aspects and fostering an environment that supports students' overall development. Hachem et al. (2008), Hendriks et al. (2020), Santos et al. (2013), Snyder and Lopez (2023), and others have argued that students' learning experiences and performance can be enhanced by prioritizing their positive attitudes and psychological well-being.

The ANOVA results indicate that the Fcount value of 53.107 is greater than the Ftable value of 2.644 ( $df_1 = k-1$ ,  $df_2 = n-k$ ) with a significance value of 0.000. This significance value

is less than the critical value of 0.05, suggesting that positive psychological variables positively influence stress control. Consequently, the first hypothesis (H1) is accepted.

#### *The influence of positive psychology on controlling depression*

A positive psychology approach has the potential to assist students in overcoming depressive feelings and preserving their mental health (Kwok et al., 2016). Students can enhance their mental fortitude in the face of academic challenges and difficult life circumstances by cultivating a positive mindset and forward-thinking. By integrating psychological practices that advocate for happiness and well-being, students may discover internal fortitude to surmount the challenges and stress they encounter (Arnsten et al., 2015).

Improving psychological aspects of the school environment is important for more than one reason (Wood & Joseph, 2010). One reason is that students' mental health can affect their overall academic performance. It is hoped that lowering the number of depressed people will help students focus, be motivated, and get more done while they are learning. It is becoming more and more important for higher education to take a whole-person approach that includes students' mental health (Layous et al., 2011). By taking psychological factors into account, schools can make a space that helps students grow and develop in a healthy way, which will help them reach their full academic and personal potential (Chaves et al., 2017).

The analysis of variance (ANOVA) reveals that the Fcount value of 52.111 is greater than the Ftable value of 2.644 ( $df_1=k-1$ ,  $df_2=n-k$ ). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables exert a beneficial influence on depression control. Consequently, the second hypothesis (H2) is validated.

#### *The influence of stress control on learning success*

The capacity to manage stress efficiently is a critical determinant of academic achievement. Students who possess the ability to effectively cope with stress are more inclined to sustain their focus, drive, and efficiency throughout the academic journey (Varma, 2023). Therefore, it is critical to develop interventions and strategies to enhance the stress management abilities of students. Potential initiatives encompass imparting knowledge and abilities pertaining to stress management, endorsing sustainable ways of living, and furnishing pertinent support systems (Pinggian et al., 2021).

Academic success is contingent upon the implementation of stress management programs by educational institutions, which can be achieved by acknowledging the significance of such initiatives. Curriculum integration or integration into extracurricular activities may be employed to familiarize students with efficacious stress management techniques. Furthermore, the provision of counseling services and psychological support can serve as a crucial instrument in assisting students in surmounting the stress that they are presently grappling with (Laakkonen & Nevgi, 2014).

Therefore, endeavors to enhance the stress management capabilities of students will not solely benefit their academic achievements, but also yield enduring advantages for their holistic welfare (Arnsten et al., 2015). Supporting the development of stress management skills among students should therefore be an institution of higher education's top priority.

According to the ANOVA results, the Fcount value of 50.009 is greater than the Ftable value of 2.644 ( $df_1 = k-1$ ,  $df_2 = n-k$ ) and has a significance value of 0.000, which is less than or equal to 0.05. This indicates that the stress control variable positively influences learning success. Consequently, the third hypothesis (H3) is accepted.

#### *The effect of controlling depression on learning success*

Scholars' academic performance and capacity to learn may be profoundly affected by depression. Depressed students typically struggle to maintain concentration, motivation, and focus throughout the learning process (Miller & Norman, 1981). Therefore, it is critical to treat and manage depression in order to enhance academic performance and learning outcomes.

Addressing depression necessitates the implementation of a comprehensive and enduring strategy (Alloy & Abramson, 1982). Students in need of psychological support and counseling services may receive them from academic institutions (Alloy & Abramson, 1982). Furthermore, fostering awareness regarding mental health and encouraging the adoption of healthy lifestyles can contribute to the prevention and treatment of depression among university students (Gaol, 2016).

The significance of prioritizing the mental well-being of students extends beyond their academic achievements to encompass their overall life success. Educational establishments have the capacity to significantly enhance the quality of life and overall well-being of students by furnishing them with suitable resources and a nurturing atmosphere to manage depression (Eisenberg et al., 2009).

Higher education institutions should, therefore, prioritize the prevention of depression among their student bodies. By means of collaborative endeavors to comprehend, avert, and control depression, collegiate individuals may enhance their prospects of attaining optimal academic and personal development (Ross & Mirowsky, 1989).

Based on the analysis of variance (ANOVA) results, the Fcount value of 55.007 is greater than the Ftable value of 2.644 ( $df_1=k-1$ ,  $df_2=n-k$ ). Furthermore, the significance value of 0.000 is less than the predetermined threshold of 0.05. These findings support the acceptance of the fourth hypothesis (H4), which posits that the variable controlling depression positively impacts learning success.

#### *The influence of positive psychology on learning success*

The influence of positive psychology on student attitudes and behaviors that promote optimal learning outcomes is substantial. Students who possess a positive attitude are typically more motivated, focused, and persistent when it comes to surmounting academic obstacles. Students can maintain confidence in their own capabilities despite difficulty and setbacks with the aid of an optimistic outlook (Gloria et al., 2013).

Acknowledging the significance of psychological factors in relation to scholastic achievement may motivate institutions of higher education to offer services and initiatives that promote the mental and psychological welfare of their students (Sheridan et al., 2004). This may encompass self-help programs, resources for mental health support, and leadership development courses. In addition, the incorporation of positive psychology principles into the scholastic



curriculum may serve as a viable measure to augment the psychological welfare and academic achievement of students (Galloway et al., 2013).

Higher education establishments can foster the comprehensive growth of students by incorporating psychological considerations into their academic milieu. In addition to facilitating their academic progress, this will establish a strong groundwork for their subsequent growth and advancement on a personal and professional level. Consequently, allocating resources towards enhancing the mental health of students constitutes a critical stride in fostering a productive and robust academic community. According to Water (2011),

The analysis of variance (ANOVA) reveals that the Fcount value of 53.004 is greater than the Ftable value of 2.644 ( $df_1=k-1$ ,  $df_2=n-k$ ). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables positively impact learning success. As a result, the fifth hypothesis (H5) is accepted.

#### *The indirect influence of positive psychology on learning achievement through stress control*

Positive psychology is of paramount importance in assisting students in managing the stress that accompanies the learning process. Students can enhance their ability to manage stress and achieve favorable learning outcomes by cultivating a positive mindset and employing suitable psychological technique. This indicates that academic achievement may depend on maintaining a healthy emotional and mental equilibrium (Luthans et al., 2004).

Acknowledging the significance of the correlation between positive psychology, stress management, and academic achievement could potentially motivate institutions of higher education to establish initiatives that prioritize psychological wellness. These programs may encompass counseling sessions, stress management training, and healthy lifestyle promotion. Furthermore, the incorporation of positive psychology principles into the educational setting can contribute to the development of a nurturing ambiance for learners (Luthans & Youssef, 2004).

In order to offer a more comprehensive support system for their students' mental well-being, higher education institutions should incorporate psychological considerations. In addition to facilitating their academic progress, this will equip them with the fortitude and self-assurance necessary to confront practical obstacles (Gloria et al., 2013). Hence, in order to safeguard the success and welfare of its student body, institutions of higher education must prioritize efforts to comprehend and assist the mental health of its members (Denovan & Macaskill, 2016).

The significance value of 0.000, which is less than the predetermined significance level of 0.05, indicates that the Fcount value of 81.090 is greater than the Ftable value ( $df_1 = k-1$ ,  $df_2 = n-k$ ) of 2.644. Since this indicates that positive psychology indirectly influences learning success via stress control, the sixth hypothesis (H6) is supported.

#### *Indirect influence of positive psychology on learning achievement through controlling depression*

According to Duckworth et al. (2005), depression can be a significant obstacle to the academic success of students because it interferes with their capacity to concentrate, learn, and successfully complete academic tasks. It is possible for students to experience increased motivation and enthusiasm, as well as improved readiness to learn and perform well, if depression is reduced. According to Shoshani and Steinmetz (2014), this indicates that psychological factors, such as positive attitudes and mental well-being, can have a significant impact on academic performance.

Acknowledging the correlation between positive psychology, the management of depression, and academic success can aid institutions of higher education in the creation of efficacious interventions aimed at enhancing the mental and academic welfare of students. (Gillham et al., 2011) Interventions such as counseling services, psychological support programs, and the promotion of healthy lifestyles can assist college students in coping with depression and enhancing their academic performance. In addition, by bolstering the psychological components of the learning environment, a holistic approach can contribute to the development of a supportive environment for students. Potential strategies for fostering a positive mental health environment on campus encompass teaching mental wellness skills, incorporating positive psychology principles into the curriculum, and cultivating an environment that promotes positive mental health (Duckworth et al., 2005). Consequently, recognizing and comprehending the significance of depression management and psychological enhancement in order to promote the well-being and academic achievement of students is a critical measure in guaranteeing that they can attain their utmost capabilities within the context of higher education (Kim et al., 2008).

According to the ANOVA results, the seventh hypothesis (H7) is accepted because the Fcount value of 85.009 is greater than the Ftable value ( $df_1=k-1$ ,  $df_2=n-k$ ) of 2.644 and the significance value is 0.000, which is smaller than the significance value of 0.05. This suggests that positive psychology indirectly influences learning success through the control of depression.

### **Conclusion**

This study summarizes its results as follows: H1: a person's mental health positively affects their stress management skills, Second Hypothesis: A positive psychological component aids in depression management. A person's mental state positively impacts their academic performance, according to Hypothesis 3. Both the fourth and fifth hypotheses suggest that a person's mental condition influences their learning capacity positively. Success in the classroom Both the sixth premise and the seventh hypothesis state that positive psychology can have an indirect impact on academic performance via the management of stress and depression, respectively.

The findings of this research highlight the fact that two limitations were realized. The fact that there were only 230 people who chose to participate in the survey is the first limitation. In spite of the fact that it was included in the minimum sampling criteria, it was still considered to be a very small sample size in comparison to the existing population, which meant that it was not sufficient to adequately describe the actual situation. Given the limited amount of time available for research, the second limitation is the limited number of indicators that can be used. As a result, it is hoped that additional indicators will be able to be utilized in future research in order to document a greater number of empirical phenomena that occur in the field. This will allow the results that are obtained to be more generalized.

As a result, the researcher proposes suggestions in that positive psychology-based counseling interventions has a significant impact on controlling students' stress and depression levels and improving their academic performance at Muhammadiyah University in Jakarta is recommended to apply. Evaluation of the effectiveness of this intervention showed positive changes in stress control and depression, which then contributed to improved academic performance. Students who suffer from less stress and depression tend to perform better academically because they are able to concentrate better while studying. Therefore, a counseling approach based on positive psychology can be an effective tool for supporting students' psychological well-being and academic success. As a suggestion, educational institutions can

increase the accessibility and promotion of positive psychology-based counseling services, as well as provide appropriate training for counselors to effectively implement this approach. Additionally, educational programs that promote mental wellness and stress management strategies can be integrated into the curriculum to provide students with more holistic support. Therefore, collaborative efforts by educational institutions, advisors, and students can help create a healthier and more supportive learning environment, which in turn improves students' overall well-being and academic performance.

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