

# DIFFERENCE IN INDONESIAN AND MALAYSIAN UNIVERSITY STUDENTS' PSYCHOLOGICAL WELL-BEING DURING COVID-19 PANDEMIC

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## ABSTRACT

*Various countries have experienced changes in various fields after the COVID-19 pandemic, including the people of Indonesia and Malaysia. Physical and psychological aspects of university students have also been affected by the pandemic which has lasted for almost two years. This research aims to determine the differences in the level of psychological well-being of students in two countries during the Covid-19 pandemic. This research is a comparative study with the research population, namely students from Universitas Negeri Yogyakarta and Universiti Pendidikan Sultan Idris in Malaysia. Accidental sampling technique was used to obtain a sample of 601 students. The data collection technique uses a scale that is filled in online. The Mann Whitney test was used to determine differences in psychological well-being scores among students at Universitas Negeri Yogyakarta and Universiti Pendidikan Sultan Idris. The research results show a  $p$  value =  $0.000 < 0.05$ , which means that there is a difference in the level of psychological well-being between students at Universitas Negeri Yogyakarta and Universiti Pendidikan Sultan Idris. It is hoped that the results of this research will be useful for both universities as an illustration of the psychological well-being of students during the Covid-19 pandemic.*

*Keywords:* psychological well-being, guidance and counseling, covid-19 pandemic, Indonesia, Malaysia.

## INTRODUCTION

Various countries in the world have experienced changes in various fields after the COVID-19 pandemic. The spread of the virus, which started from China since 2019,

has caused various changes in various aspects of life. Most countries implemented various emergency policies to prevent the transmission of Covid-19 in their respective countries, ranging from social distancing to

lockdown policies or closing access to and from a country (Sabri et al., 2020). The transmission of the corona virus in Indonesia began in March 2020, with the infection of two Indonesian citizens (Sukur et al., 2020).

The increasing spread of the corona virus not only affects the economic and health sectors, but also has an impact on the education sector. The appeal from the Indonesian government to implement health protocols and prevent the spread of Covid-19 requires educational institutions to adjust learning patterns (Abidah et al., 2020). Universities need to change employee work systems and rework learning implementation strategies. Learning patterns and all campus activities, which were originally carried out face-to-face, then changed to online through each individual's home (Kedra & Kaltsidis, 2020). Schools as educational institutions have begun to organize online learning in accordance with government directions (Haryati et al., 2021).

This situation also creates several challenges for higher education institutions, including the cancellation of activities or temporary postponement of learning activities that should be carried out (Khan, 2021). As time goes by, learning activities in universities are also carried out online using online learning methods to prevent the spread of Covid-19 (Zalat et al., 2021, Pokhrel & Chhetri, 2021)

Like Indonesia, the Malaysian government has also issued policies to deal with the increasing spread of the virus. The initial transmission of Covid-19 in Malaysia occurred on January 25 2020 (Haryaningsih & Patriani, 2021). The discovery of the first Covid-19 case in Malaysia occurred earlier than in Indonesia. The infected person was a tourist who was visiting Malaysia, then on February 4 2020, a Malaysian citizen also became infected with the virus (Elengoe, 2020). After this case, local transmission began to occur so that the spread of Covid-19 in Malaysia increased every day. Like the majority of countries in the world, the increasingly uncontrolled spread of the virus and increasing cases of infection have prompted the Malaysian government to issue a

Movement Control Order policy which limits people's movements (Aswindo et al., 2020). People are prohibited from traveling except for urgent needs such as shopping for food or other basic needs. Office, learning and entertainment activities have been temporarily suspended to prevent the spread of Covid-19.

The spread of Covid-19 also has an impact on the psychological well-being of students in higher education. Changes in policies and political events carried out by the government can affect the mental condition of young people (Chang et al., 2021). Burns et al. (2020) stated that the global pandemic has significantly affected student welfare due to massive changes in activity patterns to prevent the spread of COVID-19. Students who are prohibited from leaving the house and experience restrictions on lecture activities certainly have the potential to experience stress and psychological problems. The research results of Aristovnik et al. (2020) shows that the pandemic causes students to become stressed, experience anxiety, and have a higher tendency to become depressed. Sudden changes in activity patterns and regulations to implement social distancing can cause students to feel bored. Students also tend to feel lonely and disconnected or isolated from the outside world during the Covid-19 pandemic (Alghamdi, 2021). This feeling of isolation can have a negative impact on students. The results of research by Moni et al (2021) explain that individuals undergoing self-isolation due to Covid-19 in Malaysia tend to experience excessive fear and anxiety.

The change in learning patterns from offline to online also causes students to experience psychological problems. The results of research by Rahimi et al (2021) show that 36% of students in Malaysia experienced psychological problems during the Covid-19 pandemic. Students experience confusion and difficulty in dealing with sudden changes in learning patterns that have occurred in their lives since the Covid-19 pandemic. Many students experience unpreparedness in online learning, problems related to gadgets and the internet, as well as

a lack of social support which causes students to experience depression and anxiety.

### METHODOLOGY

This research is a comparative study on two different populations, namely students at Universitas Negeri Yogyakarta (UNY), Indonesia and students at the Universiti Pendidikan Sultan Idris (UPSI), Malaysia. The research sample was obtained through accidental sampling technique with a total of 601 students.

Table 1  
*Details of Respondents at Universitas Negeri Yogyakarta*

Faculty/ Program	Information
Faculty of Education	85
Faculty of Sport Science	106
Faculty of Language and Arts	130
Faculty of Social Sciences	3
Faculty of Mathematics and Natural Science	11
Faculty of Engineering	19
Faculty of Economics	22
Graduate Program	49
Not Identified (TT)	0
<b>Total</b>	<b>425</b>

Table 2  
*Details of Respondents at Universiti Pendidikan Sultan Idris*

Faculty	Total
Faculty of Language and Communication	21
Faculty of Music and Performing Arts	5
Faculty of Management and Economics	2
Faculty of Human Development	56
Faculty of Technical and Vocational Education	20
Faculty of Human Science	19
Faculty of Arts, Computers and Creative Industries	16
Faculty of Mathematical Science	24
Faculty of Sports Science and Coaching	13
<b>Total</b>	<b>176</b>

Respondents from Universitas Negeri Yogyakarta were 425 and respondents from Universiti Pendidikan Sultan Idris were 176. Research data was obtained through a scale that was accessed by students via Google form. The instrument was developed based on the following indicators.

Table 3  
*Indicators of Psychological Well-Being Instruments*

Variabel	Indicator	Total Item
Psychological Well-Being	Accepting yourself	8
	Positive relationship	6
	Autonomy	6
	Environmental mastery	4
	Goals in life	4
	Personal growth	4
	<b>Total</b>	<b>42</b>

Answer choices are presented on a Likert scale with a score of 1-5. This instrument has been tested for validity using the RASCH Model and obtained Person Separation criteria results of 2.38 in the low category, item Separation criteria of 12.21 in the very good category. The reliability test shows that the instrument has a score of 0.85 on the person reliability criteria in the good category and a score of 0.99 on the Reliability item criteria which means very good. This score shows that the psychological well-being instrument used is valid and reliable. The Mann Whitney test was used to analyze differences in psychological well-being scores among Malaysian UNY and UPSI students.

## RESULT AND DISCUSSION

### Level of Psychological Well-Being of UNY Students

Researchers have carried out research on the level of psychological well-being of 425 Universitas Negeri Yogyakarta students consisting of 7 faculties, namely the Faculty of Education, Faculty of Sports Sciences, Faculty of Languages and Arts, Faculty of Engineering, Faculty of Social Sciences, Faculty of Economics and 1 Graduate Program.

Table 4  
*Level of Psychological Well-Being of UNY Students*

N	Mean	Maximum score	Minimum score	Standard deviation
425	127,63	210	57	26,06

The results of this analysis show that UNY students have a mean score of 127.63 which is included in the medium category. The maximum score achieved by students is 210 and the minimum score achieved is 57.

### Level of Psychological Well-Being of UPSI Students

Research respondents at the Universiti Pendidikan Sultan Idris (UPI) Malaysia were 176 students. The respondents came from the Faculty of Human Development (FPM), Faculty of Human Sciences (FSK), Faculty of Music and Performing Arts (FSMP), Faculty of Technical and Vocational Education (FPTV), Faculty of Mathematical Sciences (FSMT), Faculty of Arts, Computers, and Creative Industries (FSKIK), Faculty of Language and Communication (FBK), Faculty of Sports Science and Training (FSSKJ), and Faculty of Management and Economics (FPEK). The research results are as follows.

Table 5  
*Level of Psychological Well-Being of UPSI Students*

N	Mean	Maximum score	Minimum score	Standard deviation
176	156,73	201	121	14,54

The results of the analysis show that UPSI students have a mean score of 156.73 which is included in the medium category. UPSI students have a minimum score of 121 and a maximum score of 201.

### Differences in the Level of Psychological Well-Being of UNY – UPSI Students

#### Normality Test

Researchers carry out normality tests to analyze the normal distribution of research data, before carrying out analysis / hypothesis testing. Normally distributed data can be forwarded for hypothesis testing with parametric statistics. On the other hand, data that is not normally distributed will test the hypothesis using non-parametric statistics. The Kolmogorov Smirnov test was used to analyze the normal distribution of research data.

Table 6  
*Data on Psychological Well-being of UNY and UPSI Students*

Variabel	P-value	Information
Student Scores UNY	0,200	Normal
Student Scores UPSI	0,013	Abnormal

The results of the analysis show that the scores of UNY students are normally distributed with a p score of  $0.200 > 0.05$ . UPSI students obtained a p value of  $0.013 < 0.05$ , which means that the data is not normally distributed. The results of this analysis show that testing cannot be continued using parametric statistics because there is one variable with a non-normal data distribution.

#### Homogeneity Test

Apart from the normality test, research data needs to be tested for homogeneity to analyze whether the data from the two groups is homogeneous. The homogeneity test was carried out using the Levene test.

Table 7  
*Homogeneity Test Results*

Test	P-value	Information
Levene Test	0,000	Inhomogeneous

Based on the analysis results, it is known that the p score is  $0.000 < 0.05$ , which means that the two data are not homogeneous. Furthermore, hypothesis testing can be carried out using non-parametric statistics which does not require the data to be homogeneous.

#### Hypothesis Testing

Researchers carried out hypothesis testing to analyze differences in psychological well-being between students at Universitas Negeri Yogyakarta and Universiti Pendidikan Sultan Idris in Malaysia. Hypothesis testing was carried out using the Mann Whitney test.

Table 8  
*Hypothesis Test Results*

Mann Whitney U	Z score	P-value
12865.5	-12.666	<b>0,000</b>

The results of the analysis that have been carried out show a p value of  $0.000 < 0.05$ , which means that the hypothesis is accepted. Based on these results, it can be concluded that there are differences in the level of psychological well-being of UNY and UPSI Malaysian students.

### **Discussion**

The results of the analysis show that the level of psychological well-being of Indonesian students has an average value of 127.63 in the medium category. This score shows that the level of psychological well-being of students is quite good, but not yet optimal. The results of this analysis support the research results of Aryani et al (2020) which also show that the level of psychological well-being among students is in the medium category. The existence of supportive learning facilities and access to communicate with parents and friends causes psychological well-being to be maintained, however there are several respondents who still experience obstacles and difficulties in overcoming various life challenges during the Covid-19 pandemic so that their level of psychological well-being is still low and unable to function optimally. Psychological well-being is a condition where a person can face various events in his life with psychological conditions that function optimally (Gao & McLellan, 2018). A moderate level of psychological well-being shows that students are able to carry out their psychological functions well, are able to deal with life events well, and are able to adapt to activity patterns during the Covid-19 pandemic.

This condition is in accordance with research by Biver et al (2021) that there are several clusters or groups of student profiles in facing online learning during the Covid-19 pandemic, one of which is the adapter group who have been able to adapt to online learning. Students who are able to adapt tend to experience increased levels of autonomy and are better able to manage their own time and learning patterns. Autonomy is a component of psychological well-being, namely a person's skills in organizing and

managing various things in their life independently, being able to withstand social pressure, being able to control behavioral impulses and evaluating their condition according to the assessment references that have been developed (Ryff & Keyes, 1995). The existence of online learning means that students must be able to manage their time and learning patterns independently in order to achieve learning goals optimally. An increase in scores in the autonomy aspect will increase the psychological well-being of students as a whole.

Adaptation plays an important role in improving the psychological well-being of students. Martin et al (2021) stated that the condition of students who were able to adapt to online learning during the Covid-19 pandemic had an effect on students' self-efficacy in doing assignments and participating in online learning. Good self-efficacy will make students achieve high academic achievement as well. This condition shows that the ability to adapt can have a positive effect on students' psychological conditions in undergoing online learning during the Covid-19 pandemic. At first, students may experience difficulty in adjusting to new activity patterns during the pandemic. Students become stressed, experience anxiety, and have a higher tendency to become depressed due to significant changes during the Covid-19 pandemic (Aristovnik et al, 2020). The sudden change in learning patterns from offline to online also caused several problems. Many students experience unpreparedness in online learning, problems related to gadgets and the internet, as well as a lack of social support which causes students to experience depression and anxiety (Thandavaraj et al., 2021). After the pandemic lasted for almost 2 years, students were slowly able to adapt to online learning patterns, interaction patterns and daily activity patterns so that the level of students' psychological well-being became more stable.

As time goes by, society also experiences changes in social interactions during the Covid-19 pandemic. At the beginning of the pandemic, Large-Scale Social Restrictions

were implemented in Indonesia in the form of restrictions on learning and work activities for all members of society. This policy also limits direct social interaction both in the workplace, school and community environment. The existence of this policy has caused several students to experience psychological problems with limited meetings between individuals. Alghamdi (2021) stated that students tend to feel lonely and disconnected or isolated from the outside world during the Covid-19 pandemic. However, after the development of Covid-19 in Indonesia began to decline, the government began to relax policies so that people could start carrying out activities as usual and comply with applicable health protocols. This condition causes students to slowly be able to interact again and establish good interactions with their surrounding environment.

Positive relationships are one sign of good psychological well-being. The greater a person's skills in building good social relationships, the more that person will be able to pay attention, develop empathy, provide affection, and engage in healthy and healthy social relationships. Individuals who are less able to establish positive social relationships will tend to be in a state of isolation, close themselves off, and tend to be individuals who find it difficult to develop good relationships with the people around them (Ryff & Keyes, 1995). The loosening of policies in Indonesia means that students can build good relationships and improve their psychological well-being.

Similar conditions also occur in students in Malaysia. The welfare level of students at the Universiti Pendidikan Sultan Idris (UPSI) Malaysia is also in the medium category but with a higher score, namely 156.73. These results show that the psychological well-being of students in Malaysia is quite good, although not yet optimal. This condition is not in accordance with the research results of Rahimi et al (2021) who also conducted research on the psychological well-being of students in Malaysia during the pandemic. The results of this research show that 36% of students in Malaysia experience various psychological problems such as anxiety,

depression, and so on. Just like in Indonesia, UPSI Malaysia students have been able to adapt to learning patterns and activities during the Covid-19 pandemic. At the start of the Covid-19 pandemic, the Malaysian government implemented a policy to limit people's movements, namely the Movement Control Order policy to prevent the spread of Covid-19 (Aswindo et al., 2020). The existence of the MCO policy, isolation, social-distancing, distance learning, and uncertainty about the start of learning activities at primary, secondary and tertiary levels have had a major impact on the level of students' psychological well-being (Sundarassen et al, 2020).

The results of the analysis show that students are quite able to accept their circumstances and limitations during the Covid-19 pandemic. Self-acceptance is one of the domains of psychological well-being which is related to a person's ability to accept positive and negative circumstances within themselves, accept events that occur in their life, and be able to optimize their potential. Individuals with self-acceptance will be able to develop self-confidence, have good self-esteem, be open to criticism, and be able to optimize their potential. Individuals with good self-acceptance also tend to be able to develop a sense of security, develop good acceptance of other individuals, pay attention to other people, and are able to show empathy for those around them (Ryff & Keyes, 1995). At the beginning of the pandemic, students may still find it difficult to accept sudden changes and find it difficult to accept that these changes have a negative impact on them. Students feel anxious and find it difficult to accept that their activities have been hampered due to the Covid-19 pandemic. Furthermore, students began to be able to accept and make peace with the Covid-19 pandemic conditions. This condition is in line with the results of research by Kamaludin et al (2020), namely that the majority of students were able to accept the Covid-19 conditions that occurred and their impact on themselves and the surrounding environment. This acceptance can reduce anxiety among students during the Covid-19 pandemic.

Apart from accepting their condition, students also show acceptance of the online learning process. The research results of Zalat et al (2021) show that 80.9% of respondents have been able to accept online learning as a learning pattern during the pandemic. A total of 77.1% of respondents agreed that online learning was useful and provided many benefits during the Covid-19 pandemic. Online learning is considered more flexible in terms of time, although there are still several obstacles in its implementation. This condition is in contrast to conditions at the beginning of the pandemic where students still had difficulty adapting to online learning patterns and experienced various psychological problems such as anxiety, depression and stress related to the lack of facilities, technological devices and supporting internet networks (Thandavaraj et al., 2021 ). The success of online learning is greatly influenced by infrastructure readiness and the competence of students, lecturers and administrative staff (Garad et al., 2021). Slowly but surely, students are starting to be able to accept and adapt to online learning. Students are able to master their learning environment well.

Environmental control is one aspect of psychological well-being. This aspect relates to a person's skills in making environmental choices or creating good environmental conditions, by referring to his own desires and needs. People who are able to manage the environment around them will be able to develop themselves in their own way and be able to seize opportunities and opportunities that exist in the surrounding environment. This person will be able to change environmental conditions that hinder and are not in accordance with his or her values, into an environment that is able to support and maximize his or her potential. A person's lack of ability in aspects of environmental control can make it difficult for that person to carry out their activities, lack goals and targets in their life, have no control over the environment around them and find it difficult to seize the opportunities and opportunities available in their living environment, physical environment

or the environment. friendships and social environment in his life (Ryff & Keyes, 1995).

The results of the analysis that have been carried out show that the level of psychological well-being of Indonesian students is different from that of Malaysian students. The psychological well-being of Indonesian students is lower than that of Malaysian students. This condition supports the results of research by Minkov (2009) which examined differences in levels of happiness or subjective well-being in 97 countries, including Indonesia and Malaysia. This research showed that the happiness index in Malaysia was in 32nd position with a score of 71, while the happiness index in Indonesia had a score of -22 which was in 53rd position out of a total of 97 countries. Malaysia has a higher level of happiness than Indonesia, while the highest happiness index belongs to Nigeria. On the other hand, on the life satisfaction variable, Indonesia has a higher score and ranking than Malaysia. Indonesia received a life satisfaction score of 21 at rank 43 and Malaysia was ranked 52 with a score of -2. The highest life satisfaction index is owned by Colombia with a score of 176. Differences in levels of happiness, well-being and life satisfaction can be caused by various factors such as personal freedom, free time, per capita income, demographic conditions, education level, income level, Gini coefficient and lifestyle in each country. This research shows that differences in levels of psychological well-being between different countries are normal and can be caused by various factors.

The differences shown in this research reinforce the opinion of Diener et al (2003) that subjective well-being in each country in the world tends to be different, according to culture, environmental conditions, life satisfaction, and various other characteristics of each country. Subjective well-being is a person's assessment of their own well-being, including life satisfaction, happiness, peace and a person's achievements in life. Individuals from different countries tend to evaluate their level of psychological well-being differently, due to differences in

environmental, political, economic and social aspects in their respective countries. Research results (Hajdu & Hajdu, 2016) also suggest that there is a relationship between culture and a person's well-being, especially in relation to life satisfaction. Immigrant people who come from countries with different cultural backgrounds and levels of life satisfaction will tend to have different psychological well-being, even though they currently live in the same country.

In line with this opinion, Ryff (1995) also stated that the level of psychological well-being in each country tends to be different, especially in each aspect. People who live in America tend to have psychological well-being with higher aspects of autonomy and self-acceptance. In contrast, people in East Asia, for example Korea, have better psychological well-being in terms of positive relations with others. This condition can be caused by differences in values, norms, ways of life and patterns of daily activities in each country. Culture and beliefs have been proven to influence the well-being of people in a country (Tov & Nai, 2019). The beliefs contained in a particular culture can influence a person's level of psychological well-being. Differences in the way people think, feel and act in different countries can cause differences in the happiness and well-being of each country. Happiness and well-being also depend on an individual's beliefs and perspective on the situation in their country, so that differences in the level of happiness and well-being of individuals from different countries are very likely to occur.

The existence of different perceptions about happiness and psychological well-being can also influence the level of psychological well-being in a country. Oishi (2018) suggests that several countries view happiness as something meaningful, important to achieve and have in life, so that their level of psychological well-being is higher. On the other hand, there are also individuals who do not really think that happiness and psychological well-being are very important and meaningful, so they have lower scores. These various opinions show that differences in well-being among students at Universitas

Negeri Yogyakarta and UPSI Malaysia can be influenced by the different cultures and characteristics of each country. Even though they are two countries that are geographically neighboring and have several similarities in way of life, Indonesia and Malaysia have different cultures and country characteristics. The language and cultural differences between the two countries are quite clear, namely between Indonesian and Malay in Malaysia. Differences in political atmosphere, policies, per capita income, and various other aspects can also influence differences in the psychological well-being of students in the two countries.

Policy changes and political events can also affect the psychological condition of students or other young people (Chang et al., 2021). The Covid-19 pandemic situation, which is spreading relatively quickly and causing quite a lot of casualties, certainly requires responsive policies from the government in each country. Almost every country implements policies to limit the mobility of people in their country. Even though they are almost the same, the policies implemented in Indonesia and Malaysia during the Covid-19 pandemic certainly have differences. The Malaysian government first implemented the Movement Control Order (MCO) policy in February 2020, while the Large-Scale Social Restrictions policy in Indonesia was only implemented in March 2020. The difference in timing for implementing this policy could cause Malaysian students to adapt first to the Covid-19 pandemic. than students in Indonesia, thus influencing better psychological well-being scores in students in Malaysia. The differences in public communication methods and the political atmosphere in each country can also cause differences in the public's perception of the Covid-19 pandemic. Differences in political conditions in each country during the Covid-19 pandemic can affect the psychological well-being of students and society as a whole.

Even though statistically there are differences, the psychological well-being categories of the 2 groups tend to be the same, namely in the medium category. This

condition shows that students already have fairly good psychological well-being, even though they are not yet in the high category. The level of psychological well-being that is being caused by the pandemic has been going on for a long time so that students are starting to wake up and adapt. Sood & Sharma (2020) stated that the majority of students began to develop good resilience after several months after the pandemic. Resilience is a person's flexible ability to face various problems in his life. Resilience and readiness to change can influence students' interest in online learning (Nurtjahjanti et al., 2021). Students who have high resilience show better interest in learning even though they are still in a pandemic situation full of uncertainty. Research by Irawan et al (2021) shows that students began to experience a recovery phase in January 2021, where students began to feel bored with the Covid-19 pandemic, but were able to manage their time in completing daily tasks and activities, fostering curiosity, increasing empathy, fostering higher expectations, and being able to engage in positive activities or hobbies. Having high resilience in students can lead to increased psychological well-being during the pandemic. This condition shows that students experienced development of psychological well-being during the Covid-19 pandemic.

Psychological well-being, which was hampered by many at the beginning of the Covid-19 pandemic, is slowly developing for the better after almost 2 years of the pandemic. Personal growth is an aspect of psychological well-being that is related to a person's ability to actualize themselves, have an openness to new things, and want to continue to develop in their life. Individuals who have low personal growth tend to be unable to develop, feel stagnant in their lives, have difficulty learning new things, and experience a loss of interest in their current life (Ryff & Keyes, 1995). Students have had good personal growth, which is demonstrated by the ability to change and maximize their potential even though they are in less than ideal conditions during the Covid-19

pandemic. Good personal growth conditions lead to good psychological well-being as well.

Another component of psychological well-being is purpose in life. Ryff (2014) explains that purpose in life is related to an individual's ability to live a purposeful life, make sense of life that has or is happening, is confident that he can achieve something, and has goals or things he wants to achieve in his life. Purpose in life relates to intentionality and the ability to work toward goals that allow for more productivity, creativity, and emotional integration (Ryff, 1989). People who have a purpose in life will feel that their life is orderly, interpret life positively, are optimistic about achieving goals, and have goals and a picture of life in the future that they want to realize. Goals make a person more flexible in dealing with changing demands, obstacles and opportunities. Purpose in life will encourage efficient allocation of resources and lead to more productive cognitive, behavioral and physiological activities.

This research was carried out when the pandemic had been going on for almost 2 years, so students' conditions were much different compared to the initial period of the Covid-19 pandemic. Students who previously found it difficult to adjust to online learning and experienced various obstacles, are now getting used to it and are even starting to feel comfortable with the online learning atmosphere. The decreasing rate of increase in Covid-19 cases has resulted in students experiencing reduced anxiety and no longer experiencing various psychological problems like at the beginning of the Covid-19 pandemic. Most students have adapted, have good life goals and no longer have psychological well-being problems, so the results of this research are expected to add insight regarding psychological well-being among students at two universities and two countries in the new normal era, especially during the online learning period after covid-19 pandemic.

### **CONCLUSION**

The results of the analysis that have been carried out show differences in psychological

well-being between students at Universitas Negeri Yogyakarta in Indonesia and the Universiti Pendidikan Sultan Idris in Malaysia, where students in Indonesia have a lower level of psychological well-being than students in Malaysia. This difference can be caused by cultural differences and differences in policies in the two countries in dealing with the Covid-19 pandemic. Even though the psychological well-being scores are different, students and Indonesians both have quite good psychological well-being. Students in both countries have been able to adapt and adapt to learning patterns and daily activities during the Covid-19 pandemic, so they no longer have major problems related to psychological well-being. It is hoped that the results of this research will expand understanding of the psychological well-being of students in two countries after almost 2 years of the Covid-19 pandemic.

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