

Peran Fleksibilitas Kognitif dan Persepsi Dukungan Sosial terhadap Mental Well-Being pada Mahasiswa di Indonesia = The Role of Cognitive Flexibility and Perceived Social Support on Mental Well-Being among College Students in Indonesian

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Abstrak

Penelitian ini bertujuan untuk mengetahui hubungan antara fleksibilitas kognitif dan persepsi dukungan sosial terhadap *mental well-being* serta ingin mengetahui variabel mana yang berperan lebih besar terhadap *mental well-being* mahasiswa. Penelitian ini bersifat korelasional yang menggunakan sampel mahasiswa ($N=242$). Alat ukur yang digunakan pada penelitian adalah *Warwick-Edinburgh Mental Well-Being Scale* (WEMWBS), *Cognitive Flexibility Inventory* (CFI), dan *The Multidimensional Scale Perceived Social Support* (MSPSS). Hasil analisis *multiple regression* antara fleksibilitas kognitif dan persepsi dukungan sosial terhadap *mental well-being* menunjukkan hasil yang signifikan ($\delta^2 = 0,475$, $p < 0,001$). Persepsi dukungan sosial lebih berperan terhadap *mental well-being* ($\delta^{1/2} = 0,48$, $p < 0,001$) dibandingkan fleksibilitas kognitif ($\delta^{1/2} = 0,401$, $p < 0,001$). Sehingga, fleksibilitas kognitif maupun persepsi dukungan sosial dapat membantu mahasiswa dalam menjaga kondisi *mental well-being*.

This study aims to determine the relationship between cognitive flexibility and perceptions of social support on mental well-being and to find out which variables have a greater role in students' mental well-being. This research is correlational using a student sample ($N=242$). The measuring instruments used in this study were the *Warwick-Edinburgh Mental Well-Being Scale* (WEMWBS), *Cognitive Flexibility Inventory* (CFI), and *The Multidimensional Scale Perceived Social Support* (MSPSS). The results of the multiple regression analysis between cognitive flexibility and perceptions of social support on mental well-being showed significant results ($r^2 = 0.475$, $p < 0.001$). Perception of social support plays a more important role in mental well-being ($\delta^{1/2} = 0.48$, $p < 0.001$) than cognitive flexibility ($\delta^{1/2} = 0.401$, $p < 0.001$). Thus, cognitive flexibility and perceptions of social support can help students maintain mental well-being.