

Subjective Well-Being Factors in Students

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Abstract

Subjective well-being in college students is formed by various factors that can impact their mental and emotional state. This study aims to see the dominant factors that shape the subjective well-being of college students. The method used in this study is a quantitative method with a confirmatory factor analysis approach. This study involved 349 students from private universities in the East Jakarta area—data collection using questionnaires distributed through social media. The results showed that the order of the largest factor loading was the psychological well-being factor, the relationships factor, and the physical health and well-being factor, with a Keiser-Meyer-Olkin (KMO) value of 0.758. This research implies that universities can focus more on improving physical health and well-being to not hinder student activities in lectures, such as maintaining sleep quality and other daily activities.

Keywords: analysis factor, physical health and well-being, psychological well-being, relationships, subjective well-being

Abstrak

Kesejahteraan subjektif pada mahasiswa dibentuk oleh berbagai faktor yang dapat berdampak pada keadaan mental dan emosional mereka. Tujuan dalam penelitian ini untuk melihat faktor dominan yang membentuk kesejahteraan subjektif mahasiswa. Metode yang digunakan dalam penelitian ini yaitu metode kuantitatif dengan pendekatan analisis faktor konfirmatori. Penelitian ini melibatkan 349 mahasiswa dari perguruan tinggi swasta yang ada di Wilayah Jakarta Timur. Pengambilan data menggunakan kuesioner yang disebarakan melalui media sosial. Hasil penelitian menunjukkan bahwa urutan faktor loading terbesar yaitu faktor psychological well-being, faktor relationships, dan faktor physical health and well-being, dengan nilai Keiser-Meyer-Olkin (KMO) 0.758. Implikasi penelitian ini diharapkan perguruan tinggi dapat lebih fokus dalam meningkatkan physical health and well-being agar tidak menghambat aktivitas mahasiswa dalam perkuliahan. Seperti menjaga kualitas tidur dan aktivitas harian lainnya.

Kata kunci: analisis faktor, kesejahteraan subjektif, hubungan, kesehatan dan kesejahteraan fisik, kesejahteraan psikologis

Introduction

Everyone has subjective well-being; of course, it differs for each person. Subjective well-being is defined as a person's cognitive and affective evaluation of his or her life (Abdullahi et al., 2020). Individuals always want a better life than their previous life or what could be called the good life. This also applies to students' subjective well-being (Julika & Setiyawati, 2019). Based on this theory, subjective well-being is an individual's assessment of happiness and life satisfaction and the personal evaluation of various aspects of their life, which are important for understanding a person's quality of life.

This research is based on the grand theory of Self-Determination. According to this theory, humans are influenced by the individual's ability to fulfill three basic psychological needs: autonomy (the ability to choose), competence (feeling capable), and connectedness (feeling connected to others). The more these needs are met, the higher a person's level of subjective well-being.

According to Pontin et al. (2013), the factors that affect subjective well-being in individuals are divided into three categories: psychological well-being, physical health and well-being, and relationships. Calvetti et al. (2024) conducted research in Brazil and showed that subjective well-being is influenced by cognitive hope, optimism, self-compassion, self-efficacy, self-esteem, and psychological distress.

Everyone must have different subjective well-being. The focus of research on subjective well-being also varies, such as research conducted by Pontin et al. (2013) more on individuals in general, on early married families (Yulfa & Herawati, 2017), farmer families (Puspitawati et al., 2018), female health worker (Sunarti et al., 2020), families during the COVID-19 pandemic (Simanjuntak et al., 2024), and adolescents from a dynamic perspective (Xie et al., 2024). These studies show significant gaps in demographic, contextual, and methodological diversity and relevance to psychological, environmental, and social factors. The scope of research in various contexts can identify what has not been explored, so this research can complement the studies that have been done.

Various types of universities are spread across several regions in Indonesia; the spread universities are divided into state universities and private colleges. One city that has many private universities is DKI Jakarta. Based on Central Statistics Agency (BPS) data as of 2022 regarding the number of students under the Ministry of Research, Technology, and Private Higher Education in DKI Jakarta, there are 597,115 students (Central Statistics Agency, 2023).

Subjective well-being in this study is students. Students have different backgrounds, such as transitioning from school, having undergraduate diplomas, or having previous work experience. Each student has a variety of goals. Some students aim to increase their knowledge, achieve academic degrees, or even seek better career opportunities than before. So, understanding students' subjective well-being factors is an important first step to helping and taking good actions to maintain students' mental and emotional well-being in running lectures.

Common triggers for stress in students are adapting to a new environment, experiencing various pressures, and the demands of both academic and social environments at this college level (Kadarsi, 2022). Changes in the atmosphere while entering college, such as the learning atmosphere and environmental atmosphere, have an impact on emotions, social life, and achievement. Students face various kinds of challenges, such as high academic challenges, exams, assignments, busy schedules, and

working on projects, as well as changes in personal life, such as adapting to life on campus or dealing with interpersonal relationships (Kadarsi, 2022).

Social support directly affects college students' subjective well-being, including interactions with peers and help from others (Lyu, 2023). Social support is very relevant when individuals face problems because, at that time, individuals need support from people closest to them who can be relied on to overcome their problems (Rif'ati et al., 2018). Understanding students' subjective well-being is important because it reflects their quality of life.

Students must face new challenges, build identities, and achieve their academic goals during a transition period that is important for adopting new habits. According to Ardiansyah and Aulia (2021), the factors that determine subjective well-being are individual student factors (36.62%), satisfaction in relationships (24.55%), academic satisfaction (17.36%), economics (12.28%), satisfaction with oneself (6.60%) and affection (6.59%). Students' subjective well-being is very important because it can affect academic achievement, mental health, and overall quality of life. Students' sleep quality is also usually disrupted due to busy schedules, academic assignments, and organizational duties. There are still students who sleep less than 8 hours for various reasons, one of which is that they are still working on their assignments, which have short deadlines. Regardless of age, physical health and well-being are partly caused by the level of participation in leisure activities (Paggi et al., 2016). The high levels of stress, anxiety, depression, and sleep quality among students show the importance of understanding the factors that influence subjective well-being in students.

Similar studies have been conducted however, the novelty of this study is its relevance to the social, economic, and mental health context that looks at and explores how academic dynamics, social pressures at school, relationships with teachers and peers, and family factors affect students' subjective well-being more specifically. The urgency of this study lies in the fact that after the COVID-19 pandemic, there has been an increase in cases of stress, anxiety, and other mental health problems among students. This study is important to understand what factors affect subjective well-being to help schools, families, or policymakers design appropriate interventions.

This study aimed to determine the dominant factors that shape subjective well-being in college students. The results of the preliminary study show that there are students who have a tight schedule, neglect of sleep, and feelings of stress that can be said to be high. In addition, there are reasons for students experiencing stress piling up coursework, a non-conducive home atmosphere, academic demands, organizational demands, the pressure of activities carried out, lack of family support, and feelings of inferiority. Another problem is that there are also students who experience feelings of anxiety due to things that interfere with lecture activities and daily activities. Students often experience sleep problems due to limited time to complete academic and organizational tasks. The number of academic activities students participate in is a lack of rest time caused by the busy academic activities in doing individual or group assignments and the busy activities outside of lectures such as organizational meetings and organizational project activities. Based on the problems encountered, the authors are interested in examining the factors that shape subjective well-being in college students.

Methods

Participants

This research was conducted on private university students in the East Jakarta area from December 2023 to July 2024. It uses quantitative methods with a confirmatory factor analysis approach. Our research sample consisted of 349 registered college students.

Measurement

The data collection technique used in this research was a questionnaire. The research instrument used to measure subjective well-being was modified from the Modified BBC Subjective Well-Being Scale instrument (Pontin et al., 2013). This research uses three Modified BBC Subjective Well-Being Scale instrument factors: psychological well-being, physical health and well-being, and relationships. The psychological well-being factor has twelve indicators, each containing three statements. Psychological well-being describes an individual's psychological health and provides information about self-evaluation, quality of life, and daily activities. Indicators of psychological well-being are depression, enjoying life, purpose in life, optimistic future, control of life, happiness with self, happiness with looks, life way want, confident beliefs, doing things want, growth and development, and achievement.

The physical health and well-being factor has seven indicators, each containing three statements. Physical health and well-being are the state or physical condition of a person, including physical health conditions, how a person is at home, how connected to health services, the surrounding environment, adequate sleep, and physical activity. Physical health and well-being indicators are physical health, sleep, daily activities, enough money, opportunities for leisure, access to health, and ability to work. The relationships factor has five indicators, with each indicator containing three statements. Relationships are how a person forms a strong, stable, close, and loving relationship that becomes a motivator and a force for one's behavior, individuals become intimate through mutual openness, responsiveness to each other, and mutual acceptance and respect. Indicators that form relationships are personal life, personal relationships, connecting others, sex life, and asking for help. So, the total statements used in this research were 72 statements. Data collection in this study used a Likert scale with answer choices: Strongly Agree, Agree, Disagree, and Strongly Disagree.

Analysis

The data source used in this research is primary data obtained from the instrument results in the form of answers to questionnaires that respondents have filled in. Based on the problems identified, this research uses a quantitative method with a confirmatory factor analysis approach. The data obtained was then analyzed using factor analysis techniques. In this study, the factors determined were based on previous theory; therefore, confirmatory factor analysis was used. This study uses the Kaiser-Meyer-Olkin count and Bartlett's test to determine whether the grain can be continued for factor analysis, then looks at the results on the component matrix value to determine the dominant factor.

Findings

Respondent Characteristics

The study's respondents' characteristics consisted of age, gender, and graduation year. Respondents in this study based on age were 3.2% aged 18 years, 14.6% aged 19 years, 17.5% aged 20 years, 25.5% aged 21 years, 23.8% aged 22, 23 years old as much as 11.2%, 24 years old as much as 1.7%, and age 2.6% of 25-year-olds are private university students in the East Jakarta Region, with a total of 349 people. Based on the data obtained, the respondents 21 years old are the largest. The questionnaire's distribution showed that 256 respondents were female or 73.4% of the total 349 respondents, while the number of male respondents was 93 or 26.6% of the total 349 respondents. Based on the data obtained, there are more female than male respondents. As many as 25.2% were in the class of 2020, 29.5% in the class of 2021, 24.1% in 2022, and 21.2% in 2023. This study's respondents' characteristics were age, gender, and generation. The following are the results of the characteristics obtained:

Table 1. Characteristics of respondents' subjective well-being in students

Characteristics	Description	Total (n=349)
Age	18 Years	11
	19 Years	51
	20 Years	61
	21 Years	89
	22 Years	83
	23 Years	39
	24 Years	6
	25 Years	9
Gender	Female	256
	Male	93
Force	2020	88
	2021	103
	2022	84
	2023	74

Kaiser-Meyer-Olkin (KMO) Measure of Sampling Adequacy and Bartlett's Test of Sphericity

Kaiser-Meyer-Olkin (KMO) is a test conducted to determine the appropriateness of a factor analysis. The KMO value must be greater than 0.5, and Bartlett's Test requires a value with a research significance smaller than 0.05. If the index value is high (ranging from 0.5 to 1.0), factor analysis is feasible to continue; on the contrary, if the KMO value is below 0.5, factor analysis is not feasible to continue (Safitri et al., 2023).

Based on Table 2, testing the indicators and dimensions of the subjective well-being variable produces a KMO MSA figure each above 0.5. This shows that each indicator and dimension is said to be eligible to fulfill the requirements for factor analysis. Bartlett's test results also show significance with a value below 0.05, which means that the data has met the requirements of factor analysis. The next step is to conduct factor analysis using the component matrix test to see the dominant factor.

Table 2. Kaiser-Meyer-Olkin (KMO) test for subjective well-being variables

Information	KMO	Bartlett's Test
Subjective Well-Being	0.758	0.000
Psychological Well-Being	0.964	0.000
Depressed	0.605	0.000
Enjoy life	0.658	0.000
Purpose in life	0.689	0.000
Optimistic future	0.660	0.000
Control of life	0.690	0.000
Happy with self	0.664	0.000
Happy with looks	0.670	0.000
Live way want	0.652	0.000
Confident beliefs	0.689	0.000
Do things want	0.648	0.000
Grow and develop	0.682	0.000
Achievement	0.669	0.000
Physical health and well-being	0.872	0.000
Physical Health	0.589	0.000
Sleep	0.594	0.000
Daily Activity	0.681	0.000
Enough Money	0.548	0.000
Opp. For Leisure	0.530	0.000
Acces To Health	0.525	0.000
Ability To Work	0.682	0.000
Relationships	0.852	0.000
Personal Life	0.693	0.000
Personal Relationships	0.698	0.000
Connect Others	0.684	0.000
Sex Life	0.685	0.000
Ask Help	0.687	0.000

Component Matrix Test of Subjective Well-Being

Subjective well-being is overall life satisfaction and happiness (Putri, 2016). Indicators used to measure psychological well-being modified from the Modified BBC Subjective Well-Being Scale instrument, which has 3 factors: psychological well-being, physical health well-being, and relationships (Pontin et al., 2013). Based on Table 3 on the component matrix value, the highest value is the most dominant factor in each category, including statements, indicators, and dimensions of the subjective well-being variable. The component matrix test results show all statement items, indicators, and the dimensions of the subjective well-being variable have factor loading figures above 0.35. This shows that there is a strong correlation between statement items and indicators and a strong correlation between indicator items and dimensions.

Each item's component matrix test results have a factor loading number above 0.35. This shows that each item can form subjective well-being variables. Based on the component matrix value, the highest value of the dominant factor in each category, both statements, indicators, and dimensions, can also be seen in the subjective well-being variable. In the subjective well-being variable, the first dominant factor is the psychological well-being factor with a component matrix value of 0.959, with the dominant indicator being happy with the self of 0.860, and the dominant statement being

X1.16 of 0.794 with the statement "I feel happy with myself by accepting my strengths and weaknesses." The second factor is in the relationships factor with a component matrix value of 0.947, with the dominant indicator being in connect others of 0.881, and the dominant statement being in X3.8 of 0.814 with the statement "I feel it is important to build relationships and connections with fellow students". The last factor is in the physical health and well-being factor with a component matrix value of 0.933, with the dominant indicator being in daily activities of 0.797, and the dominant statement being in X2.9 of 0.820 with the statement "I feel able to plan and organize my lecture activities".

Table 3. Component matrix of subjective well-being variables

Subjective well-being		Component Matrix
Psychological well-being		0.959
Depressed		0.544
	X1.1	0.693
	X1.2	0.846
	X1.3	0.765
Enjoy Life		0.835
	X1.4	0.812
	X1.5	0.781
	X1.6	0.750
Purpose in Life		0.777
	X1.7	0.865
	X1.8	0.806
	X1.9	0.827
Optimistic Future		0.815
	X1.10	0.758
	X1.11	0.794
	X1.12	0.775
Control of Life		0.802
	X1.13	0.861
	X1.14	0.803
	X1.15	0.827
Happy with Self		0.860
	X1.16	0.794
	X1.17	0.758
	X1.18	0.792
Happy with Looks		0.802
	X1.19	0.847
	X1.20	0.761
	X1.21	0.825
Life Way Want		0.779
	X1.22	0.821
	X1.23	0.739
	X1.24	0.782
Confident Beliefs		0.841
	X1.25	0.812
	X1.26	0.804
	X1.27	0.829
Do Things Want		0.838
	X1.28	0.740
	X1.29	0.790
	X1.30	0.841

Continue from Table 3

	Subjective well-being	Component Matrix
Grow and Develop		0.850
	X1.31	0.798
	X1.32	0.842
	X1.33	0.801
Achievements		0.845
	X1.34	0.783
	X1.35	0.783
	X1.36	0.785
Physical health and well-being		0.933
Physical Health		0.768
	X2.1	0.798
	X2.2	0.600
	X2.3	0.809
Sleep		0.768
	X2.4	0.882
	X2.5	0.627
	X2.6	0.863
Daily Activities		0.797
	X2.7	0.804
	X2.8	0.789
	X2.9	0.820
Enough Money		0.781
	X2.10	0.824
	X2.11	0.808
	X2.12	0.484
Opp. For Leisure		0.715
	X2.13	0.758
	X2.14	0.503
	X2.15	0.828
Access to Health		0.713
	X2.16	0.811
	X2.17	0.874
	X2.18	0.509
Ability to Work		0.774
	X2.19	0.816
	X2.20	0.797
	X2.21	0.862
Relationships		0.947
Personal Life		0.812
	X3.1	0.822
	X3.2	0.824
	X3.3	0.810
Personal Relationships		0.856
	X3.4	0.843
	X3.5	0.821
	X3.6	0.820
Connect Others		0.881
	X3.7	0.798
	X3.8	0.814
	X3.9	0.805
Sex Life		0.822
	X3.10	0.816
	X3.11	0.802
	X3.12	0.803

Continue from Table 3

	Subjective well-being	Component Matrix
Ask Help		0.747
	X3.13	0.803
	X3.14	0.812
	X3.15	0.815

Discussion

Subjective well-being is an individual's assessment of their state of happiness and life satisfaction. It involves their subjective evaluation of their life, including their level of happiness, satisfaction, and overall well-being. According to Pontin et al. (2013), subjective well-being relates to people's self-reported assessments of their well-being, individual assessments of the state of one's environment, one's behavioral responses, and the subjective consequences of these processes. Based on the research data results, the factor loading numbers section will be examined by looking at the component matrix with the largest numbers used to see the most dominant statements, indicators, and factors.

Psychological well-being is a basic construct that provides information about how individuals evaluate themselves, quality of life, and experiences; the concept of psychological well-being refers to a person's feelings about daily activities (Triwahyuningsih, 2017). Pontin et al. (2013) define aspects that form psychological well-being, including depression, enjoying life, purpose in life, optimistic future, control of life, happiness with self, happiness with looks, life way wants, confident beliefs, doing things wanted, growth and development, and achievements. According to Happell et al. (2016), physical health is defined as something interactive that is closely related to a person's mental health condition, how a person lives at home, and a person's relationship with health services, the surrounding environment, and the social environment, according to Pontin et al. (2013) aspects that form physical health and well-being including physical health, sleep, daily activities, enough money, opp. for leisure, access to health, and ability to work. Pontin et al. (2013) define the aspects that form relationships, including personal life, personal relationships, connecting others, sex life, and asking for help.

The first result of the presentation discussed was the psychological well-being factor. The statement "I find it difficult to concentrate or focus my attention when carrying out lecture activities" is an indicator of depression with the largest factor loading figure. This shows that students find it difficult to concentrate or focus; this difficulty can cause decreased motivation, increased anxiety, and feelings of hopelessness, which are often associated with depression. Students generally have good concentration abilities, which have the potential to reduce depression, so mindfulness, concentration, and motivation are important factors in student mental health, and interventions to improve these factors can potentially reduce the risk of depression (Nadira & Khairunnisa, 2020). So, students need to have good coping strategies to overcome difficult feelings. Each individual has different coping strategies in dealing with the crisis they are experiencing. These differences arise from differences in responses to problems, parenting patterns, and personality differences (Salsabila et al., 2023).

When someone can enjoy college life, it shows satisfaction, joy, and a sense of happiness in the teaching and learning process. The statement "I feel I can enjoy college life" is an indicator of enjoying life with the largest factor loading figure. This shows that students enjoy college life, which can increase student motivation, involvement, and quality of learning. Happy and happy students tend to be more motivated, active in

learning and have a positive attitude towards education. Based on research results by Victoriana et al. (2023), There is a positive correlation between meaning in life and subjective well-being among students, where they have a stronger understanding of meaning and experience greater life satisfaction and more positive emotions.

Having a clear and meaningful life purpose is an important factor in improving a person's subjective well-being and life satisfaction. "I have a purpose in life" is the statement with the largest factor loading number in the purpose in life indicator. This shows that students have a life goal for their life. When someone feels they have a life goal, this can provide direction, motivation, and focus in living their daily life. Having clear and meaningful life goals is very important for psychological well-being. In line with Hardjo (2020), life plays an important role in maintaining positive mental well-being and achieving psychological well-being, especially for teenagers.

When someone has confidence that they are able to overcome obstacles and achieve future goals, this shows an optimistic attitude toward the challenges they may face. "I feel that I can overcome obstacles or obstacles in achieving future goals" is the most dominant statement in the optimistic future indicator. This shows that students can overcome obstacles and obstacles in achieving future goals, with this belief that it can help to take action, overcome fears, and face obstacles with courage and determination. In line with Khoirunnisa and Ratnaningsih (2016), optimism and psychological well-being have a significant positive relationship.

"I am in control of my college life" is the most dominant statement in the control of life indicator. This is the most dominant statement because it reflects self-control, self-confidence, and independence in managing and directing one's college life. In line with Syatriadin's (2017) research, it shows that locus of control is one of the individual personality variables regarding the belief in self-control over events experienced in life that are determined by oneself (internal locus of control) or controlled by an external locus of control. This situation is a burden and responsibility that students must bear, and they must fulfill their obligations as students per the institution's regulations (Julika & Setiyawati, 2019).

When someone can accept and appreciate their strengths and weaknesses, this reflects a high level of self-acceptance. "I feel happy with myself by accepting my strengths and weaknesses" is the most dominant statement in the happy with self indicator. This attitude of acceptance allows a person to feel satisfied with who they are, without the need to try to be perfect or compare themselves to others. It can also increase self-esteem, self-confidence, and overall happiness. In line with Ardiansyah and Aulia (2021), self-satisfaction refers to an individual's positive feelings about themselves in accepting their abilities, achievements, and life conditions, thus creating a sense of satisfaction, increased academic achievement, high involvement in social activities, interpersonal relationships, and the ability to achieve personal goals.

"I feel happy with my appearance in front of other people" is the most dominant statement in the happy-with-looks indicator. From this statement, feeling happy with physical appearance can influence a person's subjective well-being, especially in terms of self-confidence and positive self-image. This indicator is in line with Hutahaean and Sumampouw (2019), who state that students with high levels of self-esteem tend to make good adjustments in college, and they will be able to deal with college problems and automatically reduce their psychological distress.

"I feel capable of carrying out my studies as I wish" is the most dominant statement in the life way want indicator. This shows that students can live their college life, so they

have a vision and control over the desired course of their college life. Research by Johari and Ahmad (2019) suggests that positive academic self-perception makes it easier for a student to adapt to the environment and learning methods at the university.

The statement "I am confident that I have the ability to achieve good academic achievement" is the most dominant in the indicator of confident beliefs. A strong belief in one's ability to achieve good academic performance can play an important role in forming motivation to achieve academic goals. In line with Johari and Ahmad (2019), a student's high self-confidence in his academic abilities can motivate efforts focused on achieving success.

"I am not afraid to try new things in college life" is the most dominant statement in the do things wanted indicator. This statement reflects an open attitude, courage to explore, and interest in new experiences in college life among students. According to Johari and Ahmad (2019), student welfare is greatly influenced by how they view themselves from an academic perspective.

The statement "I feel able to balance academic development with personal development during college" is the most dominant statement in the grow and develop indicator. In this statement, the ability to balance academic and personal development during college reflects the need for competence (feeling capable), relatedness (the relationship between academic and personal development), and autonomy (feeling in control of one's development). Limbong's (2017) research results show that students must be involved in academic and non-academic activities to develop autonomy in various aspects, including religious, ethical, emotional, and intellectual maturity.

"I feel that having outstanding students can motivate me to achieve achievements" is the most dominant statement in the achievement indicators. This shows that having outstanding students can be a strong source of motivation because social comparison can increase ambition and effort to achieve the same or better achievements. The results of Singh (2011) research show that students with high achievement motivation tend to have better academic achievements and lower school dropout rates.

The second result of the presentation discussed was physical health and well-being factors. "I feel I have enough energy to carry out lecture activities" is the most dominant statement in the physical health indicator. This shows energy and vitality are important for optimal academic performance, good concentration, and a healthy college-life balance. According to Qomariah (2022), the health belief model influences how individuals view themselves as physically and mentally healthy.

The most dominant statement in the sleep indicator is "I feel happy with the quality of sleep I have." This shows that students feel satisfied with their sleep patterns, get quality sleep, and wake up feeling refreshed and energized. Kiliç et al. (2022) showed that sleep duration and physical activity inform a person's subjective well-being.

"I feel capable of planning and organizing my lecture activities" is the most dominant statement in the daily activities indicator. This shows that students' ability to plan and organize lecture activities reflects a person's ability to set goals, organize time, and manage tasks effectively. Research results from Putri (2023) show that healthy lifestyle factors, especially physical activity and eating habits, have significantly influenced students' subjective well-being.

The statement "I am happy to have enough money to meet my educational needs" is the most dominant statement in the money indicator. This shows that students will feel happy and safe when they have enough money. Based on the research results of Elgeka and Query (2021) that, financial stress can act as a (partial) mediator with a negative

value, where the power aspect prestige and distrust in money attitudes are positively related to financial well-being.

The most dominant statement in the opportunity for leisure indicator is "I feel I have a good balance between academics and free time." This shows that students reflect effective stress management strategies because they are able to balance academic activities and free time. According to Wirawan's (2022) research, factors such as workload and balancing academic and personal life can contribute to stress.

The most dominant statement in the access to health indicator is "I find it easy to get prescription drugs or medical care that I need." This shows that students do not face any obstacles in getting the care they need. According to the results of Marissa's (2022) research, perceived health status and the behavior of health service providers also play an important role in the use of health services. Academic motivation is the main driver in completing coursework.

The most dominant statement in the ability to work indicator is "I feel I have the motivation and enthusiasm to complete academic assignments." This shows that students reflect a high level of self-efficiency, which can improve academic performance and overall well-being, making students more productive and effective in completing academic work.

The third result of the presentation discussed is the relationship dimension. "I have social support from my family" is the most dominant statement in the personal life indicator. This shows that students who have social support from their families can increase their happiness and self-confidence. Referring to research by Amalia and Latifah (2019) found that people's support emotionally and instrumentally, academic emotions of positive activation, negative activation, and negative deactivation are significantly related to the use of learning strategies.

The statement "I am happy with the friendship relationship I have" is the most dominant statement in the personal relationships indicator. This shows that students will feel happy with a positive relationship. Healthy and satisfying relationships with friends can provide emotional support, happiness, and a strong sense of connection. This is in line with research by Salsabila et al. (2022) that academic stress and perceived social support have a significant impact on mental health among late adolescent students.

"I feel it is important to build relationships and connections with fellow students" is the most dominant statement in the connect indicator others. This shows that the importance of building relationships and connections with fellow students reflects an individual's desire to expand social networks. Students can create an environment that supports personal, academic, and professional growth by building positive relationships and connections during college. This aligns with research by Ardiansyah and Aulia (2021), who stated that six factors determine students' subjective well-being at Padang State University. These six factors include individual student factors, relationship satisfaction, academic satisfaction, economics, self-satisfaction, and affection.

The statement "I feel comfortable discussing sexuality topics with peers or with counselors on campus" is the most dominant in the sex life indicator. In this case, students feel comfortable discussing sexuality topics with peers or counselors, reflecting an intention to be open and communicate about sexual matters. The results of research by Mastro and Zimmer-Gembeck (2015) stated that there were positive emotions related to someone who had higher quality communication about sex with their mother and friends who reported having safer sex, and those who had better quality communication with their father had a more positive emotional response, towards sexual orientation.

The statement "I feel comfortable asking for help from a counselor or campus psychologist for personal or mental health problems" is the most dominant in the ask help indicator. This shows that students feel comfortable asking for help from experts. This belief feels that experts have knowledge and experience that can help them solve problems more effectively. This trust means that students will continue to use these services because they always feel satisfied with the services provided (Doriza et al., 2019).

The results of the three subjective well-being factors, namely psychological well-being, physical health and well-being, and relationships, show that there is one dominant factor, namely psychological well-being. This can be seen from the factor loading values in the component matrix, which have the highest values compared to other factors. It can be interpreted that private university students in the East Jakarta region have high psychological well-being. The most dominant indicator of psychological well-being was happiness with oneself. This shows that feelings of satisfaction and happiness about oneself are key aspects of students' psychological well-being. According to research by Sari and Abidin (2022), the representation of other psychological functions can also be seen, such as the desire to continue to grow into a better person, accepting strengths, weaknesses, and the past, managing daily activities, having self-autonomy and establishing positive relationships with people other.

The factor loading of the relationships factor is lower than that of the psychological well-being dimension, indicating that private university students in the East Jakarta area have moderate relationships—relationship factors are almost as important in explaining variance in psychological well-being factors. In the relationships factor, the most dominant indicator was daily activities. According to Rulangi et al. (2021), external factors such as social relationships, family support, and good academic performance can support the realization of a high level of subjective well-being. Research by Riyanto (2022) shows that the dimension of interpersonal relationships positively and significantly influences students' school well-being.

The lowest factor loading was found in the physical health and well-being dimension. Even though this factor is the lowest compared to other factors, physical health, and well-being factors strongly correlate with subjective well-being. The most dominant physical health and well-being indicator was connected to others. Marcinko (2015) showed that high levels of self-determination moderated the relationship between high subjective well-being and physical health. Therefore, participants with high subjective well-being and good behavior reported the best physical health. Based on research results Putri (2023), there is a simultaneous influence of a healthy lifestyle, namely physical activity, eating habits, and sleep quality, on students' subjective well-being. The research population is limited to students in East Jakarta; therefore, the research findings may not be generalizable to a wider student population. The subjective well-being factors used in this study are limited to three dimensions: psychological well-being, relationships, and physical health and well-being, thus excluding other dimensions of subjective well-being.

Conclusion and Recommendation

Conclusion

This study found that the dominant factor in student subjective well-being is the psychological well-being dimension and the lowest factor is the physical health and well-being dimension, with a Keiser-Meyer-Olkin (KMO) value of 0.758. This study emphasizes that improving students' subjective well-being requires a holistic approach, not just on one indicator that discusses personal development, but also needs to be supported by an external system. Educational institutions play an important role in providing an environment that encourages social relationships, mental health support, and academic balance. Education is hoped to improve subjective well-being, promote mental health, and reduce stress during the learning process.

Recommendation

Students should be able to focus more on daily activities, sleep quality, and physical health in order to have good physical health and well-being. In this factor analysis research, more in-depth research can be carried out, and it is hoped that it can expand the discussion related to subjective well-being in students by adding other variables. Further studies need to include longitudinal designs to track changes in subjective well-being over time. Further research is expected to expand the scope to unexplored factors such as cultural influences, technological impacts, and evolving social challenges.

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