International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

Psychological Well-Being Of Undergraduate Thesis-Writing Students: The Role Of Optimism And Peer Support From An Islamic Perspective

Fauzi Rochman
Department of Psychology, Universitas Sahid, Indonesia
Anniez Rachmawati Musslifah
Department of Psychology, Universitas Sahid, Indonesia
Faqih Purnomosidi
Department of Psychology, Universitas Sahid, Indonesia

Corresponding Author: *fauzirochman91@gmail.com*

Abstract

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsulindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

INTRODUCTION

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

confidence in one's capacity to grow.

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

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

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

METHOD

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

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

DISCUSSION

Respondent Characteristics

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

Table 1. Respondent Characteristics

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

Descriptive Statistics of Study Variables

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

Table 2. Descriptive Statistics of Study Variables

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

Instrument Validity and Reliability Testing

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

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

Table 3. Instrument Validity and Reliability Test Results

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

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

Measurement Model Evaluation (Outer Model)

Convergent Validity

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

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

Average Variance Extracted (AVE)

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

Table 5. Average Variance Extracted (AVE) Test Results

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

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

Construct Reliability

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Table 6. Construct Reliability Test Results

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

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

Discriminant Validity

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

Table 7. Discriminant Validity (HTMT) Test Results

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

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

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

Structural Model Evaluation (Inner Model)

Coefficient of Determination (R^2)

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

Effect Size (f^2)

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

Table 9. Effect Size (f^2) Results

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

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

Model Fit (SRMR)

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

Table 10. Model Fit (SRMR) Result

Indicator	Value
SRMR	0.071

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

Hypothesis Testing

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

Table 11. Hypothesis Testing Results

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

International Journal of Education, Vocational and Social Science
https://e-journal.citakonsultindo.or.id/index.php/IJEVSS
E-ISSN : 2963 4954
IJEVSS

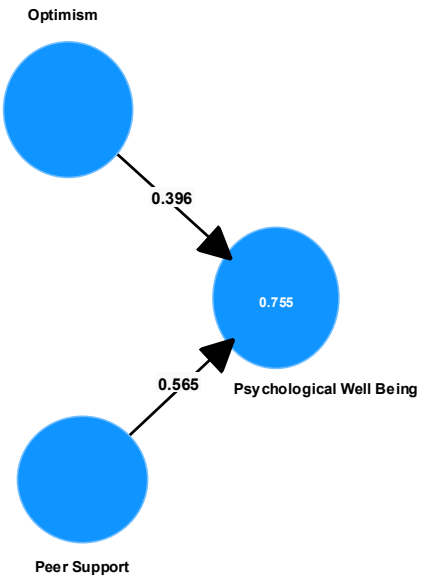


Figure 1. Structural Model of SEM-PLS Analysis Results

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

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

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

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

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

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

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

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

Synthesis of Findings

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

Contributions of the Study

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

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

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

CONCLUSION

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

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

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

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

FUTURE DIRECTIONS

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

REFERENCES

Agnia, M., Luthfiyati, S., & Salsabila, S. (2024). Hubungan antara husnuzan dan ketenangan hati pada Gen Z menurut perspektif Islam. *Jurnal Ilmiah Psikologi dan Kesehatan Masyarakat, 2*(2), 389–398.

Alansari, B., & Kazem, A. (2008). Optimism and pessimism in Kuwaiti and Omani undergraduates. *Social Behavior and Personality: An International Journal, 36*(4), 503–518. https://doi.org/10.2224/sbp.2008.36.4.503

Astuti, T. P., & Hartati, S. (2013). Dukungan sosial pada mahasiswa yang sedang menyusun skripsi (studi fenomenologis pada mahasiswa Fakultas Psikologi UNDIP). *Jurnal Psikologi, 12*(1),

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

1–13.

Ayob, M. A. S., Md Soh, N. S., & Mohamad Zaini, M. N. (2021). Perspektif Ibn Miskawayh dan al-Ghazali mengenai kebahagiaan. *UMRAN: International Journal of Islamic and Civilizational Studies, 8*(1), 39–53. https://doi.org/10.11113/umran2021.8n1.460

Batubara, M., Meidina, A., & Rahman, S. S. (2022). Menemukan dukungan sosial yang paling berkontribusi terhadap psychological well-being mahasiswa yang sedang menyusun skripsi, dosen pembimbing atau orang tua? *Indonesian Psychological Research, 4*(2), 71–77.

Batubara, M., Meidina, A., & Rahman, S. S. (2022). Menemukan dukungan sosial yang paling berkontribusi terhadap psychological well-being mahasiswa yang sedang menyusun skripsi, dosen pembimbing atau orang tua? *Indonesian Psychological Research, 4*(2), 71–77.

Carver, C. S., Scheier, M. F., & Segerstrom, S. C. (2010). Optimism. *Clinical Psychology Review, 30*(7), 879–889. https://doi.org/10.1016/j.cpr.2010.01.006

Chu, P. S., Saucier, D. A., & Hafner, E. (2010). Meta-analysis of the relationships between social support and well-being in children and adolescents. *Journal of Social and Clinical Psychology, 29*(6), 624–645.

Dani, H., Nurita, F. W., & Wantini. (2025). Konsep tawakal dalam perspektif psikologi Islam dan implikasinya terhadap kesehatan mental peserta didik. *Milenial: Journal for Teachers and Learning, 5*(2), 66–72.

Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of Marketing Research, 18*(1), 39–50.

Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2022). *A primer on partial least squares structural equation modeling (PLS-SEM)* (3rd ed.). Sage Publications.

Hanapi, I., & Agung, I. M. (2018). Dukungan sosial teman sebaya dengan self-efficacy dalam menyelesaikan skripsi pada mahasiswa. *Jurnal RAP UNP, 9*(1), 37–45.

Hapsari, P., & Darodjat. (2025). Correlation between Islamic religiosity and mental well-being in students in the perspective of achieving Sustainable Development Goals (SDGs). *Profetika: Jurnal Studi Islam, 25*(2), 363–374. https://doi.org/10.23917/profetika.v25i02.4363

Ismail, R. G., & Indrawati, E. S. (2013). Hubungan dukungan sosial dengan psychological well-being pada mahasiswa STIE Dharmaputera program studi ekonomi manajemen Semarang. *Jurnal Empati, 2*(4), 416–423.

Ismail, R. G., & Indrawati, E. S. (2013). Hubungan dukungan sosial dengan psychological well-being

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

pada mahasiswa STIE Dharmaputera program studi ekonomi manajemen Semarang. *Jurnal Empati, 2*(4), 416–423.

Lating, A. D., Sallatalohy, F., Mahaly, S., Jumail, & Kelian, M. T. (2025). Eksplorasi pengalaman psikologis mahasiswa dalam penyusunan skripsi: Studi fenomenologi religiusitas dan relasi dosen. *Jurnal Konseling dan Pendidikan, 13*(3), 668–688. https://doi.org/10.29210/1184800

López-Fuentes, I., & Calvete, E. (2015). Building resilience: A qualitative study of Spanish women who have suffered intimate partner violence. *American Journal of Orthopsychiatry, 85*(4), 339–351. https://doi.org/10.1037/ort0000070

Melati, R., & Khuzaimah, U. (2026). Peran tawakkal dalam meningkatkan kesejahteraan psikologis mahasiswi ibu rumah tangga yang mengalami kecemasan: Perspektif psikologi Islam. *SENTRI: Jurnal Riset Ilmiah, 5*(2), 1209–1220.

Meliala, A. K., & Ahman, A. (2024). Systematic literature review: Validitas konstruk skala psychological well-being Ryff. *Ideguru: Jurnal Karya Ilmiah Guru, 9*(2), 950–955. https://doi.org/10.51169/ideguru.v9i2.995

Mujib, A., & Mudzakir, Y. (2003). *Nuansa-nuansa psikologi Islam*. PT RajaGrafindo Persada.

Muttaqin, D. (2022). Internal structure evaluation on the Indonesian version of Psychological Well-Being Scales. *Psympathic: Jurnal Ilmiah Psikologi, 9*(1), 1–16. https://doi.org/10.15575/psy.v9i1.10710

Nisa, F., & Salamah, S. (2026). Peran dukungan sosial dalam meningkatkan resiliensi peserta didik: Perspektif psikologi pendidikan Islam. *Ikhlas: Jurnal Ilmiah Pendidikan Islam, 3*(1), 35–44. https://doi.org/10.61132/ikhlas.v3i1.1694

Noviana, R., Suzanna, E., & Muna, Z. (2023). Gambaran resiliensi akademik pada mahasiswa psikologi Universitas Malikussaleh yang sedang menyusun skripsi. *Insight: Jurnal Penelitian Psikologi, 1*(3), 446–456.

Nurcahyo, T. D., & Valentina, F. A. (2020). Menyusun skripsi di masa pandemi? Studi kualitatif kesejahteraan psikologis mahasiswa. In *Prosiding Seminar Nasional dan Call Paper "Psikologi Positif Menuju Mental Wellness"* (pp. 136–144). Fakultas Pendidikan Psikologi Universitas Negeri Malang.

Nuruddaroini, M. A. S., & Midi, H. S. (2021). Integrasi konsep kebahagiaan perspektif psychological well-being dan sa'ādah (studi komparasi antara konsep Barat dan Islam). *Prosiding Konferensi Integrasi Interkoneksi Islam dan Sains, 3*, 83–87.

Purnamasari, D., Fitriana, S., & Ismah. (2024). Faktor penyebab academic burnout pada mahasiswa

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

tingkat akhir. *Psikoedukasia, 1*(3), 545–561. https://doi.org/10.26877/psikoedukasia.v1i3.238

Rahmadi, M. A., Nasution, H., Mawar, L., & Sari, M. (2024). Analisis keterkaitan kesehatan mental dan stres akademik mahasiswa. *Counseling for All: Jurnal Bimbingan dan Konseling, 4*(2), 37–55. https://doi.org/10.57094/jubikon.v4i2.1977

Rahmah, M. (2021). Husnuzan dalam perspektif Al-Qur'an serta implementasinya dalam memaknai hidup. *Academic Journal of Islamic Principles and Philosophy, 2*(2), 191–213. https://doi.org/10.22515/ajipp.v2i2.4550

Rasydi, D. A., & Kusumadewi, T. K. (2025). Peran tawakal untuk mengatasi kecemasan: Studi literatur pada generasi Z. *Perspektif Agama dan Identitas, 10*(6), 112–114.

Rezazad, Z., & Janani, H. (2015). Relationship between mental health and psychological well-being of female volleyball coaches of city of Tehran. *Research Journal of Sport Sciences*.

Rochman, F., Nugroho, W. B., Albany, S. S., Ikhsani, H., Sukiman, S., Hakim, I., & Rachman, S. Y. (2024). Concept of resilience in Islamic perspective. *Jurnal Studi Islam dan Kemuhammadiyahan (JASIKA), 4*(1), 95–109. https://doi.org/10.18196/jasika.v4i1.86

Roellyana, S., & Listiyandini, R. A. (2016). Peranan optimisme terhadap resiliensi pada mahasiswa tingkat akhir yang mengerjakan skripsi. *Prosiding Konferensi Nasional Peneliti Muda Psikologi Indonesia, 1*(1), 29–37.

Ryff, C. D. (1989). Happiness is everything, or is it? Explorations on the meaning of psychological well-being. *Journal of Personality and Social Psychology, 57*(6), 1069–1081.

Sabda, N. H., Novitasari, A., & Arfiyanti, M. P. (2024). Hubungan locus of control dengan academic burnout pada mahasiswa tahap akhir studi S1 Kedokteran Universitas Muhammadiyah Semarang. *eJournal Kedokteran Indonesia, 12*(2), 175–179. https://doi.org/10.23886/ejki.12.636.175

Saeed, S. I., Ahmed, J. O., Kakamad, K., & Najmadden, Z. (2024). Abu Zayd Ahmed Ibn Sahl al-Balkhi (850–934): A pioneer in the field of psychotherapy and mental health. *Cureus, 16*(8), e67998. https://doi.org/10.7759/cureus.67998

Salvia, N., & Aloysius, S. (2021). Analisis kesehatan mental mahasiswa perguruan tinggi X pada awal terjangkitnya Covid-19 di Indonesia. *Jurnal Citizenship Virtues, 1*(2), 135–147.

Sarafino, E. P., & Smith, T. W. (2017). *Health psychology: Biopsychosocial interactions* (9th ed.). John Wiley & Sons.

Sarafino, E. P., & Smith, T. W. (2017). *Health psychology: Biopsychosocial interactions* (9th ed.). John Wiley & Sons.

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License

Seligman, M. E. P. (2006). *Learned optimism: How to change your mind and your life*. Vintage Books.

Stefany, C., Dewi, A. P., & Dewi, Y. I. (2022). The relationship between peer social support and the motivation of final year students in writing the undergraduate thesis. *Jurnal Ilmu Keperawatan, 9*(2), 45–55. https://jurnal.usk.ac.id/JIK/article/view/24814

Syahruninnisa, F., Zubair, A. G. H., & Saudi, A. N. A. (2022). Dukungan sosial, optimisme, dan resiliensi akademik pada mahasiswa akhir yang sedang mengerjakan skripsi. *Jurnal Psikologi Karakter, 2*(2), 186–195. https://doi.org/10.56326/jpk.v2i2.1956

Umam, K., & Hasan, M. S. (2025). Increasing student resilience through integration of Islamic values in PAI learning. *Tafkir: Interdisciplinary Journal of Islamic Education, 6*(2), 350–388.

Yu, Y., & Luo, J. (2018). Dispositional optimism and well-being in college students: Self-efficacy as a mediator. *Social Behavior and Personality: An International Journal, 46*, 783–792. https://doi.org/10.2224/sbp.6746

Copyright at authors some right reserved this work is licensed under a Creative Commons Attribution-Share Alike 4.0 International License