

The Relationship Between Optimism and Educational Support With Subjective Well-Being Psychological Training in Paskhas Air Force Adisucipto Yogyakarta

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Article Info

Article history:

Received 8 July 2025

Revised 11 July 2025

Accepted 13 July 2025

Keywords:

Subjective Well-Being,
Educational Support With
Psychological Training

ABSTRACT

In carrying out their duties with full professionalism to protect the Republic of Indonesia for the integrity of the Indonesian State, TNI members certainly also want education in Subjective Well-Being (SWB) training. This study aims to determine (1) the relationship between optimism and SWB, (2) the relationship between educational support and SWB training, (3) the relationship between optimism and educational support with SWB training. The research data collection method uses a scale consisting of the SWB scale, optimism scale, and educational support scale with exercise Alpha reliability of 0.946, 0.915 and 0.929. The sample in this study were 100 members of the Adisucipto Paskhas TNI who were taken with simple random sampling technique. Data analysis techniques in this study using product moment correlation techniques and regression analysis. The results of the analysis show that there is a relationship between (1) optimism with SWB with a coefficient value of 0.669 ($p < 0.05$), (2) educational support with SWB, with a correlation value of 0.778 ($p < 0.05$) and (3) optimism and educational support with SWB training, R value of 0.814 ($p < 0.05$) which means that the two predictor variables can contribute in predicting SWB by 66.3%% while the remaining 33.7% is influenced by other factors not examined in this study.

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1. Introduction

The Indonesian National Army (TNI) is part of the general public that is specially prepared to carry out the task of defending the state and nation, as well as maintaining national defense

Journal homepage: <http://www.jurnal.stmikiba.ac.id/index.php/jiem>

and security. As is known that currently the Indonesian nation is entering a transition period, a time when we are changing or transitioning from an era that people declare as the era of ototarian to the era of democracy. However, there is one thing that is certain that these changes do not change the duties and responsibilities of the TNI as a State instrument in the field of defense and security, and do not change the attitudes and behavior of TNI soldiers who must always protect the community (Chalim & Farhan, 2016).

The essence of the Republic of Indonesia's national defense is contained in Law Number 3 of 2002 concerning National Defense in article 2, which reads:

"The nature of national defense is all universal defense efforts, the implementation of which is based on awareness of the rights and obligations of citizens and confidence in their own strength by conducting educational exercises".

Educational support in psychological practice is best thought of as a multidimensional construct consisting of functional and structural components. Educational support refers to the actions that others take when they deliver help in the form of training (Kusrini & Prihartanti, 2014). Sarafino (2002) defines educational support as comfort, attention, appreciation and assistance in other forms provided by other people or groups for individuals. The aspects of educational support according to Sarafino (2002). Emotional Support which includes expressions of empathy, care and concern for the person concerned. Appreciative Support which occurs through expressions of respect or positive regard for the other person, encouragement or agreement with the individual's ideas or feelings, and positive comparisons of the person to others, such as the person being less able or worse off (increases self-esteem). Instrumental Support Involves direct assistance, such as people lending money to people in need or helping by giving a job to someone who is unemployed. Informative Support which includes the practice of giving advice, suggestions, knowledge, and information and instructions. Educational network support is the practice of feeling membership in a group that shares similarities, enjoyment and educational activities. Support that makes the individual feel considered a member or part of a group.

According to Diener (2003) individuals can assess their living conditions, consider the importance of these conditions, and then rate their lives using a ranking scale ranging from disappointing to satisfying. Similar to the description put forward by Diener (2013) that most individuals evaluate the events that occur to them as good or bad, so that normally the individual concerned can provide an assessment of his life. In other words, most individuals can provide a global assessment of their lives so that this dimension can be measured.

Optimism is a study that has been ongoing for a long time and various studies have been conducted. Educational support is also something that is closely related to education in Subjective well-being training. As for optimism, it has an educational relationship with training in SWB psychology. Based on the background that has been compiled above, it shows the phenomenon of education with low Subjective well-being training, so researchers are interested in researching further about the natural education of Subjective well-being training that exists in the Adisucipto Yogyakarta Air Force Paskhas.

Based on the background above, the problem formulations in this study are as follows:

- a. Is there a relationship between Optimism and SWB in Paskhas of the Adisucipto Air Force Yogyakarta?
- b. Is there a relationship between Educational Support and SWB psychological training in the Adisucipto Yogyakarta Air Force Paskhas?
- c. Is there a relationship between Optimism with Educational Support with SWB Psychological exercises on Air Force Paskhas Adisucipto Yogyakarta.

2. Literature Review

Educational Training Subjective well-being is the process of individual assessment of his life, including cognitive and affective assessments which are one predictor of individual quality of life. Individuals are said to have high SWB when they feel more pleasant emotions than unpleasant emotions, when engaged in interesting activities, when experiencing a lot of pleasure and little pain, and when they are satisfied with the life they live Diener (1999).

Subjective well-being is defined by Diener, Lucas and Oishi (2005) as an individual's cognitive and affective evaluation of their life. Subjective well-being is a concept that includes high life satisfaction, low levels of negative affect and high levels of positive affect. Diener (2009) states that educational training Subjective well-being is an individual's evaluation of his or her own life, both affective and cognitive Diener (2003). Another definition is also mentioned by Goldwurm (2003) which states that SWB is the essence of quality of life which depends on objective and subjective factors. It includes the material aspects of life in various areas (work, family and educational relationships) and concerns the perceptions and evaluations that people have about their own individual and collective lives, that is, personal satisfaction with individual lives. Subjective aspects of well-being include emotional and cognitive factors that must be trained by means of psychological education (Goldwurm, 2003). Furthermore, the definition of Subjective well-being according to Diener (in Filsafati & Ratnaningsih, 2016) that SWB is the process of individual assessment of his life, including cognitive and affective assessments which are one of the predictors of individual quality of life.

Individuals are said to have high SWB when they feel more pleasant emotions than unpleasant emotions, when engaged in interesting activities, when experiencing a lot of pleasure and little pain, and when they are satisfied with life SWB well-being can be interpreted as an individual's assessment of his life which includes cognitive assessments of life satisfaction and affective assessments of mood and emotions such as positive and negative emotional feelings that must be maintained by doing psychological exercises (Eddington & Shuman, 2005). On the other hand, SWB is also defined as a multidimensional construct consisting of three separate components namely the presence of positive affect, the relative absence of negative affect; and people's cognitive evaluation of their life circumstances (Jibeen, 2014).

SWB has almost the same meaning as psychological well-being. According to Ryff and Siregar (2008) psychological well-being is a condition where individuals have a positive attitude towards themselves and others and can make their own decisions and regulate their own behavior, can see and shape the environment according to their own needs, have a purpose in life and make life more meaningful, and strive to explore and develop themselves as fully as possible.

Based on the above understanding, it can be concluded that education with subjective well-being (SWB) training is an assessment process carried out by individuals against their lives, which involves cognitive and affective assessments which are one of the predictors of individual quality of life.

3. Research Methods

This study uses two types of variables, namely dependent variables and independent variables. The variables that will be used by researchers are: The dependent variable in this study is subjective well-being (Y) and the independent variable consists of perceived involvement of Optimism (X1) and Educational Support in psychological exercises (X2).

Subjective well-being is an individual's assessment of his life, including cognitive and affective assessments which are one of the predictors of individual quality of life. The aspects of subjective well-being in this study refer to the theory (Diener, 2009) which includes two dimensions, including cognitive, affective (positive affective, and negative affective) assessments, namely regarding mood and emotions. The disclosure of SWB is using a scale measuring instrument with education with psychological training.

The high total score obtained from the subjective well being scale, the subjective well being of the Air Force Paskhas is high, on the other hand, the low score obtained from the subjective well being scale, the Subjective well being of the Air Force Paskhas is low.

Optimism is a comprehensive view of a hope and event (event) by thinking positively and interpreting everything going in a good direction, especially for the future. Optimism is measured by an optimism scale compiled by researchers based on three aspects, namely permanence, pervasiveness, and personalization (Seligman 2006).

Educational support as comfort, attention, appreciation and assistance in other forms provided by other people or groups for individuals. Educational support in this study was measured by an educational support scale that was prepared based on aspects of educational support, namely emotional support, appreciation support, instrumental support, informative support and educational network support (Sarafino 2002).

The high value of the total score in the educational support scale obtained indicates high educational support in the Air Force Paskhas, meaning that vice versa the lower the score value obtained in the Educational Support scale, the Air Force Paskhas is low.

4. Conclusion

Based on the results of data analysis and discussion of the results of the study, the following conclusions can be drawn:

The first hypothesis proposed by this study is accepted, namely that there is a relationship between optimism and education in subjective well-being training. The higher the education in subjective well-being training in the Air Force Paskhas, the higher the optimism. Conversely, the lower the education in subjective well-being training, the lower the Optimism in Air Force Paskhas. The amount of effective contribution of optimism with education in subjective well-being training on TNI Paskhas is 44.7 while 55.3% is determined by other variables not measured in this study.

The second hypothesis proposed in this study is accepted, namely that there is a relationship between educational support and subjective well-being training. The higher the educational support with training, the higher the subjective well-being. Conversely, the lower the education in subjective well-being training, the lower the subjective well-being in Air Force Paskhas. The effective contribution of educational support with subjective well-being training on Air Force Paskhas is 60.5% while 39.5% is determined by other variables that are not measured in this study.

Third conducted in this study is accepted, namely there is a relationship between optimism and educational support with subjective well-being training on Air Force Paskhas. The effective contribution of optimism and educational support in training to improve subjective well-being is 66.3% while the remaining 33.7% is influenced by other factors not examined in this study.

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