

Evaluating Counseling Practices through Positive Psychology for University Students

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Abstract

The objectives of this research are to examine the following: (1) the effect of positive psychology on stress management; (2) the ways in which positive psychology can aid in the management of depression; (3) the relationship between academic performance and stress management; (4) the relationship between academic performance and the management of depression; (5) the effect of positive psychology on academic achievement; (6) the indirect relationship between academic performance and stress management; and (7) the indirect relationship between academic performance and the prevention of depression. Supporting students' psychological well-being and academic success requires a comprehensive approach, which this research highlights by focusing on students' individual internal resources and effective stress management. The results of this study can help colleges and universities enhance counseling programs based on positive psychology and better integrate mental health promotion into existing courses. The researcher determined the total number of surveys sent out to 230 students using predetermined criteria and randomly selected them. Convergent validity tests were conducted for approximately 19 indicators of each variable, including exogenous, intervening, and endogenous factors. The SPSS tests that were run before the ANOVA were the following: correlation, t-test, F-test, and coefficient test. After applying inferential analysis with SPSS to the empirical research model, the researcher came to the conclusion that the results were statistically significant. When students, teachers, and administrators work together, we can create a school environment that is safe and supportive, which in turn improves students' health, happiness, and academic performance.

Keywords: *Depression control, positive psychology, stress control, student learning success*

Introduction

Empirical evidence has demonstrated that positive psychology is effective in assisting individuals in managing stress and alleviating symptoms of depression. An analysis of the impact of counseling services at *Universitas Muhammadiyah Prof. Dr. HAMKA* Jakarta (henceforth, UHAMKA) on students' learning capabilities is crucial. This initiative plays a crucial role in enhancing the campus environment to promote the well-being and achievement of all individuals (Hachem et al., 2008; Snyder & Lopez, 2023; Hendriks et al., 2020). Positive psychology is a branch of psychology that focuses on studying the positive aspects of people's lives, such as

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happiness, life satisfaction, and overall mental well-being (Hendriks et al., 2020). Positive psychology concepts are employed in counseling to enhance individuals' capacity to effectively cope with challenges, such as stress and depression management (Santos et al., 2013). The presence of stress and depression frequently impedes students from achieving their maximum academic capabilities. Depression can lead to a decline in learning engagement and a lack of necessary energy to perform effectively in academic settings (Snyder & Lopez, 2023). Similarly, experiencing high levels of stress can impede concentration, motivation, and academic performance. The current scientific literature predominantly focuses on examining the application of positive psychology in counseling to facilitate individuals in managing stress and depression, as well as enhancing academic performance among students. The application of positive psychology principles in counseling has demonstrated significant potential in assisting individuals in managing mental illness and enhancing their well-being. However, there has been limited research conducted on the efficacy of these interventions, particularly in the context of higher education in Indonesia (Bolier et al., 2013).

As a university that cares about the overall growth of its students, UHAMKA is a great place to test counseling interventions that are based on positive psychology. This study might help us understand which counseling methods work best for helping college students with mental health issues by looking at how well they work in a campus environment full of stressors like academic pressures, money problems, and interpersonal conflicts (Chaves et al., 2017; Okwara & Henrik Pretorius, 2023; Zorba, 2023).

This study could use psychological tests to measure stress and depression before and after the intervention, participant observation to learn more about the participants' lives, and in-depth interviews to learn more about the participants' experiences (Hendriks et al., 2020). A statistical approach can be used to look at the data and see if these variables changed significantly during the counseling intervention (Santos et al., 2013).

From a practical perspective, the results of this study have the potential to make important contributions to the healthcare providers for students at UHAMKA. Snyder and Lopez (2023) argue that using information on the effectiveness of positive psychology counseling interventions can help in creating better support programs for students, specifically in reducing stress and depression levels. This study could also contribute to a greater comprehension of the significance of mental health in relation to academic achievement, potentially motivating universities to

integrate mental health components into their curriculum and extracurricular activities (Meida et al., 2018). Overall, this study has the potential to enhance comprehension regarding the significance of mental well-being in relation to academic achievement.

Aside from affecting individuals, the results of this study could also influence the policies of educational institutions. The aim would be to enhance the resources and support provided to students, with the intention of improving their overall well-being. In order to enhance students' overall development, UHAMKA could benefit from a more comprehensive and cohesive approach. This can be achieved by gaining a deeper insight into the various factors that impact students' psychological well-being and academic performance, as suggested by Aldany (2023).

Additionally, it is important to highlight that this research has the potential to contribute to the expansion of the scientific dialogue regarding counseling that is based on positive psychology and mental health (Arnsten et al., 2015). By generating empirical data on the effectiveness of specific counseling interventions in alleviating stress and depression among student populations, this research has the capacity to enhance the existing literature on the most effective strategies in this field (Varma 2023). This information is expected to provide benefits to advocates, scholars, and decision-makers in their efforts to improve the academic and psychological well-being of university students (Zajacova et al., 2005).

Therefore, the counseling assessment regarding the effects of positive psychology on the management of stress and depression, in addition to its impact on academic performance among students attending UHAMKA, represents a substantial step in the direction of the institution's goal of promoting a comprehensive learning atmosphere that facilitates student development. The aim is to cultivate a setting that is more favorable for the intellectual and personal development of pupils through the enhancement of educational materials and provision of support for their emotional well-being.

Research Questions

Derived from the background of the study above, the research questions sought to answer are as follows:

1. How does positive psychology influence stress control?
2. What influence does positive psychology have on controlling depression?
3. What influence does stress control have on learning success?

4. What influence does controlling depression have on learning success?
5. What influence does positive psychology have on learning success?
6. What indirect influence does positive psychology have on learning success through stress control?
7. What indirect influence does positive psychology have on learning success by controlling depression?

Theoretical Underpinning and Hypothesis Development

The influence of positive psychology on stress control

In the main context of the COVID-19 pandemic, which affects the physical, academic, economic, and psychological aspects of a person's life (Snyder & Lopez, 2023), positive psychology has been used to try to deal with stress. The literature uses the stressed buffer model, a positive psychology idea that explains how positive psychology can help protect mental health from the negative effects of stress (Santos et al., 2013).

As a part of positive psychology, courage makes you more self-controlled, self-regulated, and determined. It is also linked to better mental health, as shown by signs of low levels of anxiety, depression, stress, and other mental illnesses. Also, grit makes things consistently hard, and the level of difficulty depends on how committed or focused someone is (Hendriks et al., 2020).

Other published works indicate that attempts have been made to enhance the social success of individuals inflicted with COVID-19. The literature review method was employed to assess these endeavors in order to ascertain the correlation between stress levels and psychological well-being. Additionally, research has been conducted on the potential of positive psychology to mitigate stress and enhance psychological well-being among employees of small and medium-sized enterprises. Overall, the body of research pertaining to positive psychology, including that of B. Courage, indicates that it may possess the capacity to regulate stress and mitigate the adverse consequences of stress on psychological well-being (Hachem et al., 2008).

H1: There is a significant influence of positive psychology on stress control

The influence of positive psychology on controlling depression

In the context of treating depression, research into positive psychology has been done, with a focus on the idea of courage. Researchers have shown that group activity therapy can help older people who are depressed (Bolier et al., 2013). The idea behind positive psychology is that grit has a big

effect on building psychological resilience, which helps people deal with mental problems like stress, depression, and anxiety (Layous et al., 2011).

The study also stresses how important psychological protective factors, like bravery, are for reducing the negative effects of stress and improving mental health. Along with being able to deal with problems and stress, courage also means sticking with things until they are achieved (Wood & Joseph, 2010). With ideas like "grit," positive psychology may help with the treatment of depression because it makes people more mentally strong (Kwok et al., 2016; Pinggian et al., 2021).

H2: There is a significant influence of positive psychology on controlling depression

The influence of stress control on learning success

Studies investigating the correlation between stress management and academic performance have revealed that an individual's ability to effectively cope with stress significantly impacts their academic success. Elevated levels of stress can impede concentration, impair memory retention, and hinder cognitive clarity, consequently impeding the process of acquiring new knowledge (Arnsten et al., 2015). Research conducted by Gaol (2016) has demonstrated that implementing stress management techniques such as meditation, exercise, and time management can effectively assist students in coping with school-related stress. Moreover, these techniques have been found to enhance students' concentration and learning capabilities. Implementing effective stress control strategies can enable individuals to effectively manage academic challenges and attain improved learning outcomes (Laakkonen & Nevgi, 2014). It is crucial for individuals, particularly high school and college students, to understand the significance of stress management in order to achieve academic success (Zajacova et al., 2005). By acquiring effective stress management techniques, individuals can enhance their academic performance and reach their maximum capacity for learning (Varma, 2023).

H3: There is a significant influence between stress control and learning success

The effect of controlling depression on learning success

Literature review has established that a correlation exists between depressive symptoms and academic achievement. Depressive symptoms in adolescents, according to Miller and Norman (1981), can negatively affect academic performance and even serve as a risk factor for suicidal

behavior and academic decline. Furthermore, this study underscores the efficacy of group activity therapy in mitigating depression among the elderly, a condition that can significantly affect cognitive functioning and psychological health (Alloy & Abramson, 1982).

The capacity to learn, motivation, and concentration can all be adversely affected by depression in students. Improving one's capacity to regulate depression is a crucial determinant in enhancing academic achievement, as stated by Alloy and Abramson (1982). Social support, non-pharmaceutical therapy, and spiritual activities are a few additional variables that may influence the severity of depression. These variables may also exert an indirect influence on the scholastic achievement of an individual. Hence, effective depression management may substantially contribute to the improvement of academic achievement. This is due to the fact that it has the potential to improve individuals' mental states, enabling them to learn and concentrate more efficiently, as well as achieve their maximum academic capabilities (Eisenberg et al., 2009; Ross & Mirowsky, 1989).

H4: There is a significant influence between controlling depression and learning success

The influence of positive psychology on learning success

Several studies in the literature have demonstrated a correlation between positive psychology and learning outcomes (Gilman et al., 2009). Several beneficial psychological concepts, such as courage (also referred to as perseverance and tenacity), optimism, and hope, are recognized to have a constructive impact on the achievement linked to learning. The research conducted by Frederickson (1998) provides evidence of the influence of positive psychology on learning success. The following findings highlight this impact: 1) Grit, which refers to the combination of perseverance and passion, has been found to have a beneficial effect on learning outcomes. It facilitates the ability to handle and overcome challenges, enhances one's resilience in the face of adversity, and improves the likelihood of achieving desired goals. 2) Optimism: A positive relationship exists between optimism and academic achievement. Optimism has a significant impact on a person's ability to conquer obstacles and adjust to unfamiliar situations. Hope is the third factor that can influence the achievement of learning goals. Galloway et al. (2013) found that hope significantly impacts an individual's capacity to accomplish objectives and retain authority in difficult situations. Stress and depression are two instances of adverse emotions that can impede an individual's capacity to acquire knowledge (Sheridan et al., 2004; Waters, 2011). Positive

psychology can help individuals regulate these negative emotions. Furthermore, based on the findings of Rand et al.'s 2020 study, positive psychology has the potential to enhance individuals' academic performance to its maximum capacity.

H5: There is a significant influence of positive psychology on learning success

The indirect influence of positive psychology on learning success through stress control

The involvement of parents is expected to help solve academic problems that high school students face, thereby avoiding the development of academic stress. When talking about schools, "parental involvement" means what parents do to help provide resources. As an example of these resources, taking part in school activities (academic engagement), listening to and talking with students about school events (personal engagement), and giving students activities or materials that help them learn are all examples of showing them. comprehensive participation means being able to help people at home.

Gloria et al. (2013) state that prior research found a strong inverse correlation between students' levels of academic stress and their parents' involvement levels, thus contradicting the current study's findings. The reason behind this result is that previous research has used elementary school students as test subjects. Parental involvement is usually quite high among children starting in kindergarten and continuing through elementary school, according to Bhargava and Witherspoon (2015) and Denovan & Macaskill (2016). From middle school into high school, parents' involvement with their children, both at home and in the classroom, begins to wane. This is because some parents believe their children have outgrown the need for financial support for their education. Additionally, it can be argued that academic stress stems from a combination of factors. One of these is difficulties with learning. On the other hand, there are issues that cannot be remedied through parental involvement. In such cases, self-efficacy coping strategies and achievement motivation may be beneficial (Luthans et al., 2004). This can be utilized to elucidate the causes of academic pressure.

Denovan & Macaskill (2016), Gloria et al. (2013), and Luthans & Youssef (2004) all found that positive psychological variables significantly influence high school students' learning success indirectly through stress regulation. This conclusion is based on research involving 407 respondents, specifically Bandung high school students. Additionally, grit is a factor that affects

academic stress in high school students. Among high school students in Bandung city, grit and parental involvement are factors that affect academic stress (Khalda et al., 2023).

H6: There is a significant indirect effect of positive psychology on learning success through stress control

The indirect influence of positive psychology on learning success through controlling depression

Although being ready to learn online can improve students' psychological well-being during the pandemic, the academic stress that comes with online learning moderates this readiness (Seligman and Csikszentmihalyi, 2000). In low-stress environments, students' mental health is more positively impacted by their willingness to learn online. Among students who report high levels of academic stress, the propensity to learn online has a smaller impact on their mental health (Shoshani & Steinmetz, 2014).

In addition, students' psychological health and their preparedness to participate in online learning are unrelated to the academic stress they endure while taking classes online (Gillham et al., 2011). Academic stress, on the other hand, acts as a moderator, acting as a variable that decides how much of an impact online learning engagement has on students' mental health (Duckworth et al., 2005). Participating in online learning during the pandemic can help students step outside of their comfort zones of face-to-face instruction. When students become cognizant of excessive demands that push them beyond their comfort zones, they will likely experience stress (Suharweny & Pratisti, 2022). This research demonstrates, via both direct and indirect methods, that positive psychology positively impacts the success of instructional endeavors. Positive psychology has the potential to increase students' levels of optimism, happiness, resilience, and self-efficacy, ultimately resulting in an improvement in their academic performance, according to a study by Kim et al. (2008). Additionally, research has shown that positive psychology can effectively treat and prevent depression in students, which may indirectly result in an improvement in their overall academic performance.

H7: There is a significant indirect effect of positive psychology on learning success through controlling depression

Methods

Research Design

This study incorporates quantitative research, which is defined as an investigation that employs numerical or graphical data for its data and subsequently conducts statistical analysis (Bloomfield & Fisher, 2019). The study was carried out among students enrolled at Muhammadiyah University in Jakarta in November and December of 2023. The research methodology is depicted in Figure 1.

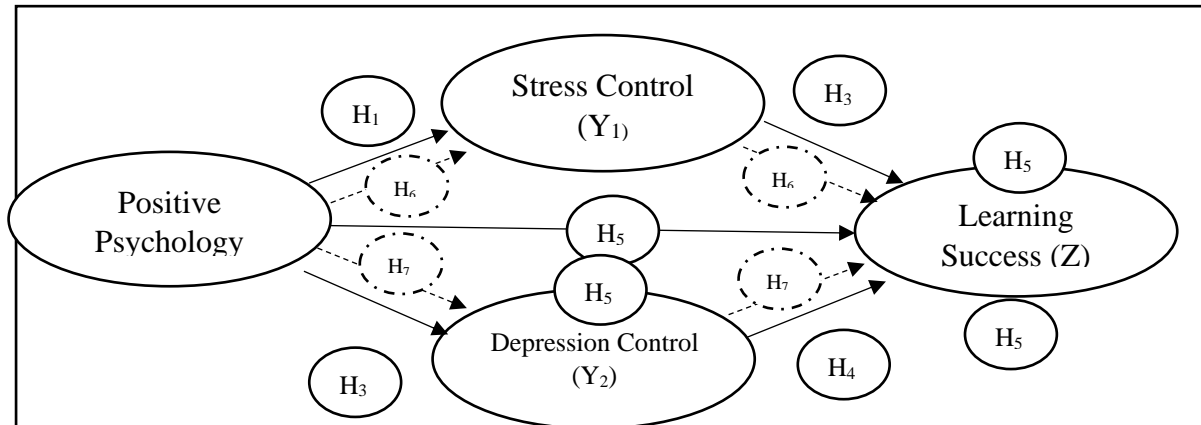


Figure 1. Research design

Study Sample

There are two main groups that this study looks at: students who are getting counseling services and counselors who are offering those services. Knowing these participant characteristics and demographics gives us a good idea of how diverse the people in this study's population are. We could learn more about how effective positive psychological counseling approaches are for students' well-being and academic success at UHAMKA by looking more closely at how their levels of stress and depression changed before and after the counseling intervention, as well as how well they did in school.

In 2023, 14,653 active students made up the group in this study. The study used about 80 lists of questions to measure variables, so the sample size was found by multiplying the number of indicators by 5 (Hair et al., 2010). The sample size was 230 students from the population, selected at stratified random sampling method (Hair et al., 2010) to figure out the number of samples.

Research Instrument

A questionnaire with a Likert scale ranging from 1 to 5 was used as the research instrument. The questionnaire consists of four variables: positive psychology (6 items), stress control (6 items),

depression control (8 items), and learning success (5 items). This questionnaire was tested for research validity and reliability (Ferdinand, 2014), and it was administered to 230 students at UHAMKA. Short answer statements (Yes/No) were also included. (For more information, see Table 1).

Table 1
Validity Test Results

| Variable | Question Items | Significance | R table | Result | | Information |
|--------------------------|----------------|--------------|---------|--------|---------|-------------|
| | | | | Sig | r count | |
| Positive Psychology (X1) | 1 | 0,05 | 0,1294 | 0,000 | 0,521 | Valid |
| | 2 | 0,05 | 0,1294 | 0,000 | 0,532 | Valid |
| | 3 | 0,05 | 0,1294 | 0,000 | 0,609 | Valid |
| | 4 | 0,05 | 0,1294 | 0,000 | 0,666 | Valid |
| | 5 | 0,05 | 0,1294 | 0,000 | 0,542 | Valid |
| | 6 | 0,05 | 0,1294 | 0,000 | 0,649 | Valid |
| Stress Control (Y1) | 1 | 0,05 | 0,1294 | 0,000 | 0,355 | Valid |
| | 2 | 0,05 | 0,1294 | 0,000 | 0,434 | Valid |
| | 3 | 0,05 | 0,1294 | 0,000 | 0,445 | Valid |
| | 4 | 0,05 | 0,1294 | 0,000 | 0,369 | Valid |
| | 5 | 0,05 | 0,1294 | 0,000 | 0,554 | Valid |
| | 6 | 0,05 | 0,1294 | 0,000 | 0,350 | Valid |
| Depression Control (Y2) | 1 | 0,05 | 0,1294 | 0,000 | 0,699 | Valid |
| | 2 | 0,05 | 0,1294 | 0,000 | 0,860 | Valid |
| | 3 | 0,05 | 0,1294 | 0,000 | 0,750 | Valid |
| | 4 | 0,05 | 0,1294 | 0,000 | 0,743 | Valid |
| | 5 | 0,05 | 0,1294 | 0,000 | 0,700 | Valid |
| | 6 | 0,05 | 0,1294 | 0,000 | 0,801 | Valid |
| | 7 | 0,05 | 0,1294 | 0,000 | 0,782 | Valid |
| | 8 | 0,05 | 0,1294 | 0,000 | 0,805 | Valid |
| Learning Success (Z) | 1 | 0,05 | 0,1294 | 0,000 | 0,423 | Valid |
| | 2 | 0,05 | 0,1294 | 0,000 | 0,422 | Valid |
| | 3 | 0,05 | 0,1294 | 0,000 | 0,450 | Valid |
| | 4 | 0,05 | 0,1294 | 0,000 | 0,325 | Valid |
| | 5 | 0,05 | 0,1294 | 0,000 | 0,321 | Valid |

Source: Results of Processed SPSS Questionnaire Data Version 26

As shown in Table 1 above, every component of the research instrument is valid and can be utilized for the purpose of data collection at the location where the research is being conducted.

Table 2
Reliability Test Results

| Reliability Statistics | |
|-------------------------------|------------|
| Cronbach's | |
| Alpha | N of Items |
| .749 | 25 |

Source: Results of Processed SPSS Questionnaire Data Version 26

According to Table 2, it is known that the value of the Cronbach alpha is 0.749, which is greater than 0.60. According to Ali & Asrorzi (2014), as a result, the questionnaire is considered to be reliable or consistent.

Data Collection

Data of this study is collected using questionnaire distributed to 230 students through google-form. Each individual in the study sample is invited through WhatsApps group. The 25-item questionnaire is answered in the form of Yes/No questions. The data collection needed a week to administer the complete answer from the 230 students. In the first week, 178 (77.3%) replies of the Google-Form were administered by the researcher. In the second week, addition 38 replies were recorded. As the rest 14 individuals did not reply the G-form, the researcher made direct contact through WA and by phone. Finally, all 230 replies were fully answered in the end of the second week. Having the 230 replies in hand, the researcher started to administer the data for the next analysis using SPSS package version 29.

Data Analysis

In order to process the primary data that was obtained through questionnaires (Hair et al., 2010), the researchers utilized SPSS ver. 29 package. The analysis primarily consists of analysis to validate the research instruments, analysis for classical assumption of statistics, and analysis for the hypothesis testing. The analysis for validating the questionnaire included validity, reliability; classical assumption tests include the normality test, multicollinearity test, linearity test, and multiple regression. Finally the hypothesis tests use partial and t-test. The t-test and the F-test for multiple correlations (Ghozali & Latan, 2017). To answer the seven hypotheses, ANOVA test is used.

Results

Respondent Description

Individuals who participated in this research were undergraduates at UHAMKA who had previously suffered from depression and/or stress to varied degrees. Specific criteria, including the intensity of students' stress and depression and their openness to the intervention program, led to the selection of 230 students in total. There were 35% female participants and 65% male participants overall. In order to represent a wide range of socioeconomic and academic

backgrounds, we ask that participants come from a variety of courses and semesters. For future research, we recorded participant demographics and other details.

Furthermore, among the participants were a number of counselors who were actively engaged in the process of providing counseling interventions based on positive psychology to students. Their professional qualifications and experience in the field of psychological counseling, as well as their expertise in the application of positive psychological approaches, were taken into consideration during the selection process for the consultants. They have received specialized training in positive psychological counseling and are comprised of counselors with years of experience who obtained their degrees from UHAMKA. It is essential for counselors to participate in this research project in order to guarantee an efficient and all-encompassing implementation of the intervention, as well as to facilitate the monitoring and evaluation of students' progress throughout the counseling process.

As a result, the participants in this study were divided into two primary categories: students who were given counseling interventions and counselors who were responsible for providing counseling services. A valuable insight into the diversity that exists within the population that is participating in this study can be gained by having knowledge of the characteristics and demographics of the participants. It is possible that a more in-depth understanding of the efficacy of positive psychological counseling approaches in the context of students' well-being and academic success at UHAMKA could be achieved through further analysis of the changes in students' levels of stress and depression as well as their academic performance before and after the counseling intervention.

Classic assumption test

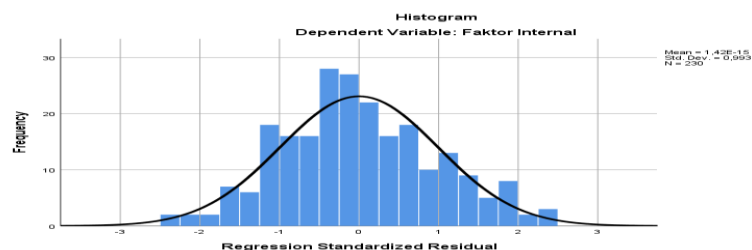


Figure 2. Normality Test
Sources: Primary data analysis 2023

A bell-shaped picture is formed by the dependent variable and the regression-standardized residual curves, as can be seen from the histogram display showing the relationship between the two. In light of the fact that the data follows a normal distribution, utilizing regression analysis that is founded on the normality test makes perfect sense.

Table 3
Multicollinearity Test Results

| Model | Unstandardized Coefficients | | Standardized Coefficients | | t | Sig. | Collinearity Statistics | |
|-------|-----------------------------|------------|---------------------------|------|--------|------|-------------------------|-------|
| | B | Std. Error | Beta | | | | Tolerance | VIF |
| 1 | (Constant) | 42,522 | 4,034 | | 10,541 | ,000 | | |
| | Positive Psychology | ,020 | ,135 | ,009 | ,139 | ,889 | ,991 | 1,009 |
| | Stress Management | ,025 | ,255 | ,019 | ,120 | ,366 | 1,000 | 1,000 |
| | Depression Control | ,030 | ,202 | ,016 | ,247 | ,805 | ,991 | 1,009 |
| | Learning Success | ,029 | ,150 | ,009 | ,250 | ,822 | ,921 | 1,000 |

a. Dependent Variable: Faktor Internal

Sources: Primer data analysis 2023

According to Table 3, the value of the Variance Inflation Factor (VIF) is less than 10, and the tolerance (TOL) is greater than 0.1 in all variables. With this in mind, it is possible to conclude that the multiple linear regression model does not exhibit any signs of multicollinearity, or that there is not a significant correlation between the variables that are independent. This research may make use of it later on.

Table 4
Heteroscedasticity Test Results

| Model | | Coefficients ^a | | t | Sig. |
|-------|---------------------|-----------------------------|---------------------------|------|------|
| | | Unstandardized Coefficients | Standardized Coefficients | | |
| 1 | (Constant) | 1,607 | 2,418 | ,665 | ,507 |
| | Positive Psychology | ,047 | ,081 | ,038 | ,576 |
| | Stress Management | ,040 | ,085 | ,040 | ,500 |
| | Depression Control | ,099 | ,121 | ,054 | ,416 |
| | Learning Success | ,088 | ,100 | ,042 | ,750 |

a. Dependent Variable: ABRESID

Sources: Primer data Analysis 2023

The variables in question all have significance levels greater than 0.05, as shown in Table 4. These include the following: X1, which pertains to positive psychology, Y1, which pertains to stress control, Y2, which pertains to depression control, and Z, which pertains to learning success. Based on the results, it appears that the regression model utilized does not exhibit heteroskedasticity.

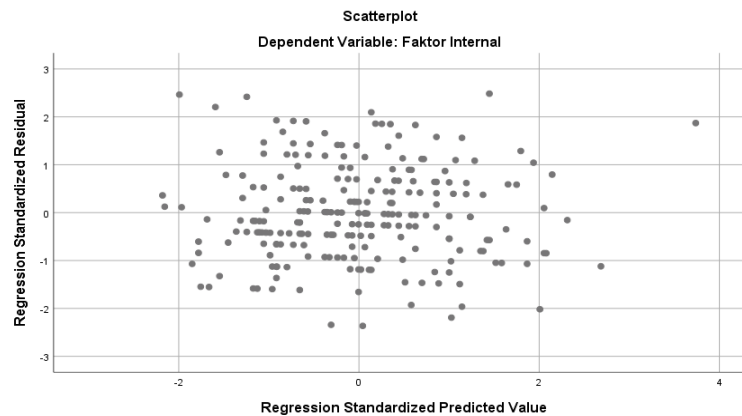


Figure 3. Linearity Test Results
Sources: Linearity test based on primary data 2023

In the picture above, you can see a scatterplot. On the standardized regression axis, the plot moves randomly above and below zero. Based on the linearity test using the graphical analysis method, the regression model that was made is said to be linear.

Hypothesis testing

Table 5
Output of F testing

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 378.061 | 3 | 126.020 | 53.107 | .000 ^a |
| | Residual | 142.376 | 227 | 2.373 | | |
| | Total | 520.437 | 230 | | | |

a. Predictors: (Constant), Positive Psychology, Stress Control

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

The first hypothesis stating influence of positive psychology on stress control as confirmed. The ANOVA table 5 presents the output results testing the influence of positive psychology to stress control. It is evident that the Fcount value is 52.111, which is greater than the Ftable value of 2.644

($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables exert a positive influence on depression control. Consequently, the first hypothesis (H1) is accepted, indicating positive psychology significantly affects stress control.

Table 6
Output of F Testing

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 405.009 | 3 | 125.321 | 50.009 | .000 ^a |
| | Residual | 155.501 | 227 | 2.373 | | |
| | Total | 560.510 | 230 | | | |

a. Predictors: (Constant), Stress control, learning success

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

Hypothesis 2 defines positive psychology on controlling depression. The results presented in the ANOVA table 6 above indicate that the Fcount value is 50.009, which is greater than the Ftable value of 2.644 ($df_1 = k-1$, $df_2 = n-k$). Furthermore, the significance value is 0.000, which is less than the predetermined significance level of 0.05. These findings support the second hypothesis (H2) that the stress control variable positively influences controlling depression.

Table 7
Output of F Testing

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 405.125 | 3 | 123.545 | 55.007 | .000 ^a |
| | Residual | 152.009 | 227 | 2.373 | | |
| | Total | 557.134 | 230 | | | |

a. Predictors: (Constant), Positive Psychology, Controlling Depression

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

Hypothesis 3 states influence between stress control and learning success. The ANOVA table 7 above reveals, that the Fcount value of 55.007 is greater than the Ftable value of 2.644 ($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value of 0.000 is below the predetermined threshold of

0.05. These results indicate that the variable controlling depression positively impacts learning success. Consequently, the third hypothesis (H3) is accepted.

Table 8
Output of F testing

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 430.005 | 3 | 120.002 | 53.004 | .000 ^a |
| | Residual | 149.007 | 227 | 2.373 | | |
| | Total | 579.012 | 230 | | | |

a. Predictors: (Constant), Positive Psychology, Controlling Depression

b. Dependent Variable: Internal factors

Sources: Primer data analysis 2023

Hypothesis 4 states that positive psychological variables positively influence learning success. The output results in the ANOVA table 8 above indicate that the Fcount value is 53.004, which is greater than the Ftable value of 2.644 ($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value is 0.000, which is less than the predetermined significance level of 0.05. These results suggest that positive psychological variables positively influence learning success. As a result, the fifth hypothesis (H4) is accepted.

Table 9
Anova Test

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1212.018 | 3 | 242.404 | 81.090 | .000 ^b |
| | Residual | 523.131 | 227 | 2.989 | | |
| | Total | 1735.149 | 230 | | | |

a. Dependent Variable: Learning Success

b. Predictors: (Constant), Positive psychology, learning success, stress control

Sources: Primer data analysis 2023

Hypothesis 5 on indirect influence defines that positive psychology has on learning success through the management of stress. According to Table 9, the output results in the ANOVA table that is located above can be seen that the Fcount value is 81.090. This value is higher than the Ftable value ($df_1=k-1$, $df_2=n-k$) of 2.644, and the significance value is 0.000. As a result of the fact that this significance value is lower than the significance value of 0.05, it can be concluded that the sixth hypothesis (H5) is accepted with regard to the indirect influence that positive psychology has on learning success through the management of stress.

Table 10
Anova Test

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|--|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1212.009 | 3 | 242.404 | 85.009 | .000 ^b |
| | Residual | 523.007 | 227 | 2.989 | | |
| | Total | 1735.016 | 230 | | | |
| a. Dependent Variable: Learning Success | | | | | | |
| b. Predictors: (Constant), Positive psychology, learning success, controlling depression | | | | | | |

Sources: Primer data analysis 2023

Hypothesis 6 defines that positive psychology indirectly influences learning success through the control of depression. The results of the ANOVA can be found in Table 10. The Fcount value of 85.009 is greater than the Ftable value ($df_1=k-1$, $df_2=n-k$) of 2.644, and the significance value is 0.000. This value is smaller than the significance value of 0.05, thus the seventh hypothesis (H6) is accepted, indicating that positive psychology indirectly influences learning success through the control of depression.

Table 11
Anova Test

| Model | | Sum of Squares | Df | Mean Square | F | Sig. |
|-------|------------|----------------|-----|-------------|--------|-------------------|
| 1 | Regression | 1212.010 | 3 | 243.404 | 85.008 | .000 ^b |
| | Residual | 523.067 | 227 | 2.979 | | |
| | Total | 1735.006 | 230 | | | |

a. Dependent Variable: Learning Success

b. Predictors: (Constant), Positive psychology, learning success, controlling depression

Sources: Primer data analysis 2023

Hypothesis 7 stating that positive psychology on learning success through controlling depression is confirmed. The results of the ANOVA can be found in Table 11. The Fcount value of 85.008 is greater than the Ftable value ($df_1=k-1$, $df_2=n-k$) of 2.644, and the significance value is 0.000. This value is smaller than the significance value of 0.05, thus the seventh hypothesis (H7) is accepted, indicating that positive psychology indirectly influences learning success through the control of depression.

Evidences of hypothesis testing results confirm that both direct and indirect variables are confirmed. All hypothesis testing results are accepted, directly positive psychology affects on (1) stress control, (2) controlling depression, (3) stress control and learning success, (4) controlling depression and learning success, (5) positive psychology on learning success; and indirectly positive psychology affects (6) learning success through stress control, and (7) learning success

through controlling depression. These findings strongly indicate that positive psychology is strongly required for solving individual and academic problems by the students.

Discussion

The influence of positive psychology on stress control

Students' capacity to cope with stress is significantly impacted by positive psychology (Snyder & Lopez, 2023). According to Santos et al. (2013), college students can benefit greatly from adopting a positive mindset and engaging in supportive psychological practices when it comes to stress management. Students' mental health and academic performance may benefit from this assistance because it will help them deal with academic and everyday stresses (Hendriks et al., 2020). Taken together, these findings provide more evidence that positive psychological approaches should be a part of higher education settings in order to boost students' health, happiness, and academic performance (Hachem et al., 2008). Educational institutions can assist students in reaching their full academic and personal potential by focusing more on these psychological aspects and fostering an environment that supports students' overall development. Hachem et al. (2008), Hendriks et al. (2020), Santos et al. (2013), Snyder and Lopez (2023), and others have argued that students' learning experiences and performance can be enhanced by prioritizing their positive attitudes and psychological well-being.

The ANOVA results indicate that the Fcount value of 53.107 is greater than the Ftable value of 2.644 ($df_1 = k-1$, $df_2 = n-k$) with a significance value of 0.000. This significance value is less than the critical value of 0.05, suggesting that positive psychological variables positively influence stress control. Consequently, the first hypothesis (H1) is confirmed.

The influence of positive psychology on controlling depression

A positive psychology approach has the potential to assist students in overcoming depressive feelings and preserving their mental health (Kwok et al., 2016). Students can enhance their mental fortitude in the face of academic challenges and difficult life circumstances by cultivating a positive mindset and forward-thinking. By integrating psychological practices that advocate for happiness and well-being, students may discover internal fortitude to surmount the challenges and stress they encounter (Arnsten et al., 2015).

Improving psychological aspects of the school environment is important for more than one reason (Wood & Joseph, 2010). One reason is that students' mental health can affect their overall

academic performance. It is hoped that lowering the number of depressed people will help students focus, be motivated, and get more done while they are learning. It is becoming more and more important for higher education to take a whole-person approach that includes students' mental health (Layous et al., 2011). By taking psychological factors into account, schools can make a space that helps students grow and develop in a healthy way, which will help them reach their full academic and personal potential (Chaves et al., 2017).

The ANOVA reveals that the Fcount value of 52.111 is greater than the Ftable value of 2.644 ($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables exert a beneficial influence on depression control. Consequently, the second hypothesis (H2) is validated.

The influence of stress control on learning success

The capacity to manage stress efficiently is a critical determinant of academic achievement. Students who possess the ability to effectively cope with stress are more inclined to sustain their focus, drive, and efficiency throughout the academic journey (Varma, 2023). Therefore, it is critical to develop interventions and strategies to enhance the stress management abilities of students. Potential initiatives encompass imparting knowledge and abilities pertaining to stress management, endorsing sustainable ways of living, and furnishing pertinent support systems (Pinggian et al., 2021).

Academic success is contingent upon the implementation of stress management programs by educational institutions, which can be achieved by acknowledging the significance of such initiatives. Curriculum integration or integration into extracurricular activities may be employed to familiarize students with efficacious stress management techniques. Furthermore, the provision of counseling services and psychological support can serve as a crucial instrument in assisting students in surmounting the stress that they are presently grappling with (Laakkonen & Nevgi, 2014).

Therefore, endeavors to enhance the stress management capabilities of students will not solely benefit their academic achievements, but also yield enduring advantages for their holistic welfare (Arnsten et al., 2015). Supporting the development of stress management skills among students should therefore be an institution of higher education's top priority.

According to the ANOVA results, the Fcount value of 50.009 is greater than the Ftable value of 2.644 ($df_1 = k-1$, $df_2 = n-k$) and has a significance value of 0.000, which is less than or equal to 0.05. This indicates that the stress control variable positively influences learning success. Consequently, the third hypothesis (H3) is accepted.

The effect of controlling depression on learning success

Scholars' academic performance and capacity to learn may be profoundly affected by depression. Depressed students typically struggle to maintain concentration, motivation, and focus throughout the learning process (Miller & Norman, 1981). Therefore, it is critical to treat and manage depression in order to enhance academic performance and learning outcomes.

Addressing depression necessitates the implementation of a comprehensive and enduring strategy (Alloy & Abramson, 1982). Students in need of psychological support and counseling services may receive them from academic institutions (Alloy & Abramson, 1982). Furthermore, fostering awareness regarding mental health and encouraging the adoption of healthy lifestyles can contribute to the prevention and treatment of depression among university students (Gaol, 2016). The significance of prioritizing the mental well-being of students extends beyond their academic achievements to encompass their overall life success. Educational establishments have the capacity to significantly enhance the quality of life and overall well-being of students by furnishing them with suitable resources and a nurturing atmosphere to manage depression (Eisenberg et al., 2009). Higher education institutions should, therefore, prioritize the prevention of depression among their student bodies. By means of collaborative endeavors to comprehend, avert, and control depression, collegiate individuals may enhance their prospects of attaining optimal academic and personal development (Ross & Mirowsky, 1989).

Based on ANOVA results, the Fcount value of 55.007 is greater than the Ftable value of 2.644 ($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value of 0.000 is less than the predetermined threshold of 0.05. These findings support the acceptance of the fourth hypothesis (H4), which posits that the variable controlling depression positively impacts learning success.

The influence of positive psychology on learning success

The influence of positive psychology on student attitudes and behaviors that promote optimal learning outcomes is substantial. Students who possess a positive attitude are typically more motivated, focused, and persistent when it comes to surmounting academic obstacles. Students can

maintain confidence in their own capabilities despite difficulty and setbacks with the aid of an optimistic outlook (Gloria et al., 2013).

Acknowledging the significance of psychological factors in relation to scholastic achievement may motivate institutions of higher education to offer services and initiatives that promote the mental and psychological welfare of their students (Sheridan et al., 2004). This may encompass self-help programs, resources for mental health support, and leadership development courses. In addition, the incorporation of positive psychology principles into the scholastic curriculum may serve as a viable measure to augment the psychological welfare and academic achievement of students (Galloway et al., 2013).

Higher education establishments can foster the comprehensive growth of students by incorporating psychological considerations into their academic milieu. In addition to facilitating their academic progress, this will establish a strong groundwork for their subsequent growth and advancement on a personal and professional level. Consequently, allocating resources towards enhancing the mental health of students constitutes a critical stride in fostering a productive and robust academic community (Water, 2011).

The ANOVA reveals that the F_{count} value of 53.004 is greater than the F_{table} value of 2.644 ($df_1=k-1$, $df_2=n-k$). Furthermore, the significance value of 0.000, which is less than the predetermined threshold of 0.05, indicates that positive psychological variables positively impact learning success. As a result, the fifth hypothesis (H5) is accepted.

The indirect influence of positive psychology on learning achievement through stress control

Positive psychology is of paramount importance in assisting students in managing the stress that accompanies the learning process. Students can enhance their ability to manage stress and achieve favorable learning outcomes by cultivating a positive mindset and employing suitable psychological technique. This indicates that academic achievement may depend on maintaining a healthy emotional and mental equilibrium (Luthans et al., 2004).

Acknowledging the significance of the correlation between positive psychology, stress management, and academic achievement could potentially motivate institutions of higher education to establish initiatives that prioritize psychological wellness. These programs may encompass counseling sessions, stress management training, and healthy lifestyle promotion.

Furthermore, the incorporation of positive psychology principles into the educational setting can contribute to the development of a nurturing ambiance for learners (Luthans & Youssef, 2004). In order to offer a more comprehensive support system for their students' mental well-being, higher education institutions should incorporate psychological considerations. In addition to facilitating their academic progress, this will equip them with the fortitude and self-assurance necessary to confront practical obstacles (Gloria et al., 2013). Hence, in order to safeguard the success and welfare of its student body, institutions of higher education must prioritize efforts to comprehend and assist the mental health of its members (Denovan & Macaskill, 2016).

The significance value of 0.000, which is less than the predetermined significance level of 0.05, indicates that the Fcount value of 81.090 is greater than the Ftable value ($df_1 = k-1$, $df_2 = n-k$) of 2.644. Since this indicates that positive psychology indirectly influences learning success via stress control, the sixth hypothesis (H6) is supported.

Indirect influence of positive psychology on learning achievement through controlling depression

According to Duckworth et al. (2005), depression can be a significant obstacle to the academic success of students because it interferes with their capacity to concentrate, learn, and successfully complete academic tasks. It is possible for students to experience increased motivation and enthusiasm, as well as improved readiness to learn and perform well, if depression is reduced. According to Shoshani and Steinmetz (2014), this indicates that psychological factors, such as positive attitudes and mental well-being, can have a significant impact on academic performance. Acknowledging the correlation between positive psychology, the management of depression, and academic success can aid institutions of higher education in the creation of efficacious interventions aimed at enhancing the mental and academic welfare of students. (Gillham et al., 2011) Interventions such as counseling services, psychological support programs, and the promotion of healthy lifestyles can assist college students in coping with depression and enhancing their academic performance. In addition, by bolstering the psychological components of the learning environment, a holistic approach can contribute to the development of a supportive environment for students. Potential strategies for fostering a positive mental health environment on campus encompass teaching mental wellness skills, incorporating positive psychology principles into the curriculum, and cultivating an environment that promotes positive mental health

(Duckworth et al., 2005). Consequently, recognizing and comprehending the significance of depression management and psychological enhancement in order to promote the well-being and academic achievement of students is a critical measure in guaranteeing that they can attain their utmost capabilities within the context of higher education (Kim et al., 2008).

According to the ANOVA results, the seventh hypothesis (H7) is accepted because the Fcount value of 85.009 is greater than the Ftable value ($df_1=k-1$, $df_2=n-k$) of 2.644 and the significance value is 0.000, which is smaller than the significance value of 0.05. This suggests that positive psychology indirectly influences learning success through the control of depression.

Theoretically, this study implies that positive psychology should be the core theories to underlie in the counseling program at UHAMKA specifically and any universities in general. Practically, counseling services in university should focus on students stress and the way to overcome them using positive psychology program.

Conclusion

This study summarizes its results as follows: H1: a person's mental health positively affects their stress management skills, Second Hypothesis: A positive psychological component aids in depression management. A person's mental state positively impacts their academic performance, according to Hypothesis 3. Both the fourth and fifth hypotheses suggest that a person's mental condition influences their learning capacity positively. Success in the classroom both the sixth premise and the seventh hypothesis state that positive psychology can have an indirect impact on academic performance via the management of stress and depression, respectively.

The findings of this research highlight the fact that two limitations were realized. The fact that there were only 230 people who chose to participate in the survey is the first limitation. In spite of the fact that it was included in the minimum sampling criteria, it was still considered to be a very small sample size in comparison to the existing population, which meant that it was not sufficient to adequately describe the actual situation. Given the limited amount of time available for research, the second limitation is the limited number of indicators that can be used. As a result, it is hoped that additional indicators will be able to be utilized in future research in order to document a greater number of empirical phenomena that occur in the field. This will allow the results that are obtained to be more generalized.

As a result, the researcher proposes suggestions in that positive psychology-based counseling interventions has a significant impact on controlling students' stress and depression levels and improving their academic performance at UHAMKA is recommended to apply. Evaluation of the effectiveness of this intervention showed positive changes in stress control and depression, which then contributed to improved academic performance. Students who suffer from less stress and depression tend to perform better academically because they are able to concentrate better while studying. Therefore, a counseling approach based on positive psychology can be an effective tool for supporting students' psychological well-being and academic success. As a suggestion, educational institutions can increase the accessibility and promotion of positive psychology-based counseling services, as well as provide appropriate training for counselors to effectively implement this approach. Additionally, educational programs that promote mental wellness and stress management strategies can be integrated into the curriculum to provide students with more holistic support. Therefore, collaborative efforts by educational institutions, advisors, and students can help create a healthier and more supportive learning environment, which in turn improves students' overall well-being and academic performance.

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