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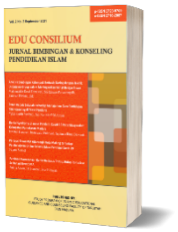

Exploration of the Relationship between Optimism, Resilience and Psychological Well-Being in Guidance and Counseling Students

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Keywords:
Optimism; resilience; psychological well-being; students; guidance and counseling.

Abstract

The purpose of this study was to examine the relations of optimism, resilience, and psychological well-being in guidance and counseling students. The method used in this research is descriptive quantitative. Data were collected through questionnaires, using 3 scales, namely the optimism scale (Revised Life Orientation Test/LOT-R), resilience scale (Connor-Davidson Resilience Scale/CD-RISC), and psychological well-being scale (Psychological well-being Ryff's Scale). A total of 246 guidance and counseling students participated in this study. The research data were analyzed using descriptive analysis techniques and multiple regression analysis. The results of this study indicate that there is a significant relationship between optimism and resilience variables on students' psychological well-being. The optimism variable has a positive influence on psychological well-being, while the resilience variable has an opposite (negative) influence on the psychological well-being of guidance and counseling students. Thus, it can be concluded that although guidance and counseling students have a high level of resilience, students may also experience greater stress, pressure, or demands so that resilience negatively affects the psychological well-being felt by students. In addition, students who have a high sense of optimism will tend to improve psychological well-being.

Kata Kunci:
Optimisme; resiliensi; kesejahteraan psikologis; mahasiswa; bimbingan dan konseling.

Abstrak

Penelitian ini bertujuan untuk mengeksplorasi hubungan optimisme, resiliensi, dan kesejahteraan psikologis pada mahasiswa bimbingan dan konseling. Metode yang digunakan dalam penelitian ini yaitu kuantitatif deskriptif. Data dikumpulkan melalui kuesioner, dengan menggunakan 3 skala yaitu skala optimisme *(Revised Life Orientation Test/LOT-R),* skala resiliensi *(Connor-Davidson Resilence Scale/CD-RISC),* dan skala kesejahteraan psikologis (*Psychological well-being Ryff's Scale).* Sebanyak 246 mahasiswa bimbingan dan konseling yang berpartisipasi dalam penelitian ini. Data hasil penelitian dianalisis menggunakan teknik analisis deskriptif dan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa terdapat hubungan yang signifikan antara variabel optimisme dan resiliensi terhadap kesejahteraan psikologis mahasiswa. Variabel optimisme memiliki pengaruh positif terhadap *psychological well-being,* sedangkan variabel resiliensi memiliki pengaruh yang berlawanan (negatif) terhadap *psychological well-being* mahasiswa bimbingan dan konseling. Dengan demikian, dapat

disimpulkan bahwa meskipun mahasiswa bimbingan dan konseling memiliki tingkat resiliensi yang tinggi, namun mahasiswa juga mungkin mengalami stress, tekanan, atau tuntutan yang lebih besar sehingga resiliensi berpengaruh negatif terhadap kesejahteraan psikologis yang dirasakan oleh mahasiswa. Selain itu, mahasiswa yang memiliki rasa optimis yang tinggi akan cenderung meningkatkan kesejahteraan psikologis.

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Introduction

Optimism, resilience, and psychological well-being are included in positive psychology that are strongly related to the mental health of individuals. Research on mental health is one of the issues that is often discussed because it sees the phenomenon of mental problems/disorders that are experienced by many people from all walks of life, including students as the younger generation. In the IPSOS Global survey entitled *Health Service Monitor* (IPSOS, 2023), mental health is one of a series of health problems experienced by many Indonesians and shows that as many as 44% of respondents from 31 countries in the world consider mental health to be the most worried problem. The existence of high academic demands, social pressure, violence, and bullying that occur in the university environment can trigger various psychological problems for students. Students worldwide are diagnosed with mental health problems caused by academic stress, financial problems, and social pressure (Alsubaie et al., 2019). Saleh et al. (2017) found that 86.3% of students had high anxiety, 79.3% experienced depression, 72.9% experienced psychological distress, and 57.6% had low self-esteem.

The results of the Indonesian Health survey (Kemenkes, 2023) show that the prevalence of depression is highest in Indonesia, namely in the group of young people aged 15-24 years by 2% and as many as 61% who have thoughts of ending their lives. The data shows that mental health should be a concern for every individual. Predictors that can trigger stress in students are life satisfaction, self-esteem, optimism, *self-efficacy*, and psychological pressure (Saleh et al., 2017). A student with low psychological well-being will be more likely to experience symptoms of mental disorders, such as always feeling worried/anxious, feeling worthless, decreased cognitive ability, decreased energy, and physical health is also disturbed (Triwahyuni & Prasetio, 2021). Students especially the guidance and counseling study program as a prospective counselor who plays a role in helping counselors develop their potential and overcome problems, so that guidance and counseling students are required to have a good and healthy mental condition before facing counseling. Previous research by Widhiati, et al. (2023) found that some guidance and counseling students at Semarang State University experienced mental health problems due to the lack of family roles in providing warmth to them. Thus, it is very important for every student, especially guidance and counseling students, to have a sense of optimism and resilience to face various challenges in order to achieve psychological well-being. This research focuses on exploring the relationship between optimism, resilience, and psychological well-being in guidance and counseling students.

Previous research revealed that a sense of optimism has an effect on academic stress (Yusuf & Yusuf, 2020). Carver & Scheier (2023) explains that *"Optimism (vs pessimism) is a*

dimension of personality defined by the expectation that good (vs bad) things will happen to one self". Optimism is closely related to the way a person views and faces a challenge by being inclined to accept situations that cannot be controlled (Scheier et al., 1994). Scheier et al. (1994) also mentions that an optimistic person will face less pressure than someone who is pessimistic when experiencing a difficult situation. Resilience also affects academic stress. As previous research by Alifah et al. (2022) found that academic stress and optimism have an influence of 13.8% on students' academic resilience. Masten (2014) describing resilience is *"...positive adaptation in the context of risk or adversity",* it can be interpreted that resilience is a person's ability to adapt positively to the risks or difficulties experienced. Resilience refers to the ability of the individual to develop in the face of adversity (Connor & Davidson, 2003). Hornor (2017) further explained that resilience is the ability of an individual to face or overcome a challenge that threatens stability, survival, or personal development. Resilience is also seen as a person's ability to bounce back from a negative situation, fight illness, and the flexibility to adapt to new circumstances in order to maintain psychological health (Ryff & Singer, 2003; Smith et al., 2008; Yıldırım & Arslan, 2022).

Psychological well-being also affects academic stress. As research Li & Hasson (2020) has found that the relationship between resilience, stress, and psychological well-being is in the high category, because low stress can predict a person having better psychological well-being. Ryff (1989) explaining the concept of psychological well-being comes from various positive thinking frameworks that are the theoretical basis for producing a multidimensional model of well-being, namely self-acceptance, personal growth, purpose in life, positive relations with others, and environmental mastery (environmental mastery), and autonomy. A person's psychological well-being is surrounded by diverse social interactions and each relationship has different implications for individual well-being (Rook et al., 1991; Fingerman., 1996; Carr et al., 2020; Shin & Park, 2022).

Previous research has examined many variables of optimism, resilience and psychological well-being from year to year. Various studies that examine the relationship between these variables and various other variables, including the relationship between academic resilience and student subjective well-being (Amelasasih et al., 2019), the relationship of resilience and coping with student stress (Wijianti & Purwaningtyas, 2021), the relationship of academic resilience and parental support (Pratiwi & Kumalasari, 2021), the relationship of optimism and psychological well-being of students (Sari & Eva, 2021), the relationship of resilience, optimism, and social support (Syahruninnisa et al., 2022), and the relationship of emotional intelligence, academic achievement, and psychological well-being (Shengyao et al., 2024). However, research that examines the relationship between optimism, resilience, and psychological well-being is still limited, so the research that will be conducted focuses on the relationship between the three variables, namely examining the relationship between optimism, resilience, and *psychological well-being* in guidance and counseling students.

This research is important because it can be a key factor for guidance and counseling students to be able to face various life challenges by having a sense of optimism/confidence in the future, having the ability to deal with negative situations, in order to maintain psychological well-being. This research is expected to be able to provide an overview of the level of optimism, resilience, and psychological well-being possessed by guidance and counseling students, reviewed based on regional origin, age, generation, and gender of each student and describe the relationship between optimism, resilience, and psychological well-being.

Method

The method used in this study is descriptive quantitative with a type of correlational design. Where correlational design is a procedure in quantitative research to measure the degree of relationship between two or more variables expressed in numerical form (Creswell, 2012). The population in this study is guidance and counseling students of the State University of Makassar, both men and women who come from various regions, and have different ages and generations. The subjects of this study amounted to 246 respondents of guidance and counseling students who were selected using a simple *random sampling technique.* The collection of research data was obtained through the distribution of questionnaires to guidance and counseling students. The data analysis techniques used in this study are descriptive analysis and multiple linear regression analysis.

This study uses 3 instruments which include the optimism scale (Scheier et al., 1994), the resilience scale (Connor & Davidson, 2003), and the psychological well-being scale (Ryff, 1989). The three instruments are instruments adapted from experts to obtain an overview of the level of optimism, resilience, and psychological well-being of guidance and counseling students. The optimism scale used is *Revised Life Orientation Test (LOT-R)* developed by psychologist Michael Scheier and his colleagues in 1994. *The Revised Life Orientation Test (LOT-R)* is a scale with 10 items that measures how optimistic or pessimistic a person is about the future. The Connor-Davidson resilience scale was developed by Kathryn M. Connor & Jonathan R.T. Davidson in 2003, as a tool for assessing resilience. The CD-RISC is based on Connor and Davidson's operational definition of resilience, which is the ability to "thrive in the face of adversity." Since it was developed in 2003.

The resilience scale was developed based on the concepts of resilience, adaptation, and resistance to stress and validated on a diverse sample. Initial factor analysis identified five factors: 1) ideas of personal competence, high standards and tenacity, 2) trust in one's instincts, tolerance to negative influences, and the reinforcing effects of stress, 3) positive acceptance of change, and secure relationships, 4) control, and 5) spiritual influences. The *psychological well-being* scale was developed by psychologist Carol D. Ryff in 1989, the 42-item *Psychological Well-being* Scale (PWB) measures six aspects of well-being and happiness: autonomy, mastery of the environment, personal growth, positive relationships with others, life goals, and self-acceptance. The validity and reliability tests of the instruments in this study were analyzed using the *Jeffreys's Amazing Statistics Program* (JASP) statistical test application, which can be seen in the following table:

Table 1 Reliability Test

Estimate	McDonald's ω	Cronbach's α
Psychological Well-Being	0,877	0,876
Resilience	0,902	0,899
Optimism	0,667	0,647

Reliability test (Researcher Document, 2025)

Based on the reliability test in JASP table 1, it shows that the realibility test variable psychological well-being by looking at the McDonald's value of 0,877 and Cronbach's alpha with a value of 0,876, the McDonald's resilience variable is 0.902 and Cronbach's alpha with a value of 0,899, the McDonald's optimism variable is 0,667 and Cronbach's alpha is with a value of 0,647. This shows that all of these variables are reliable because McDonald's and Cronbach's alpha values >0,60, so the three instruments are worthy of use in this study.

Result

The results of the descriptive analysis provide an overview of optimism, resilience, and psychological well-being in guidance and counseling students. Regarding these variables, respondents (n=246 students) responded as follows:

Table 2 Descriptive Analysis

Variable	Mean	SD	Category
Psychological Well-being Scale	117,150	9,205	Tall
Resilance Scale	74,785	7,914	Tall
Life Orientation Test –Revised (LOT-R)	25,512	2,437	Tall
N=246 (Number of Respondents)			

Descriptive analysis (Research Paper, 2025)

Based on the results of the descriptive analysis in table 2, it shows that out of 246 respondents of guidance and counseling students, the psychological well-being variable is in the high category with a mean value of 117,150 and a standard deviation (SD) of 9,205. The resilience variable gets a high category with a mean value of 74,785 and standard deviation (SD)=7,914. The optimism variable is in the high category with a mean value of 25,512 and a standard deviation (SD)=2,437. Thus, it can be concluded that the average guidance and counseling student has a high attitude of optimism, resilience, and psychological well-being. The results of the detailed analysis of the three variables, which are reviewed based on regional origin, age, generation, and gender of guidance and counseling students, can be seen in the following table:

Table 3 Descriptive Analysis of Optimism

Variable	Demographics		Mean	SD	Category
Optimism	Regional Origin	South Sulawesi	25,389	2,407	High
		West Sulawesi	25,860	2,573	High
		Outside Sulawesi	26,250	1,500	High
	Age	17 years	25,455	2,659	High
		18 years	25,536	2,500	High
		19 years	25,367	2,714	High
		20 years	25,697	2,267	High
		21 years	25,400	1,595	High
		22 years	25,600	1,673	High
		24 years	25,000		High
	Force	2019	25,667	2,309	High
		2020	25,333	2,517	High
		2021	25,494	2,175	High
		2022	25,569	2,839	High
		2023	25,489	2,414	High
	Gender	Woman	25,275	2,356	High
		Man	26,769	2,507	High

Descriptive analysis of optimism (Research Paper, 2025)

Based on the results of the descriptive analysis in table 3, it shows that of the 246 respondents of Guidance and Counseling students, the optimism variable seen from the origin of the region, namely South Sulawesi, is in the high category with a value (mean: 25,389; SD: 2,407), West Sulawesi in the high category with a value (mean: 25,860; SD: 2,573), Outer

Sulawesi Sulawesi high category with a value (mean: 26,250; SD: 1,500). Judging from the age of 17 years, it has a high category (mean: 25,455; SD: 2,659), 18 years old with a high category (mean: 25,536; SD: 2,500), 19 years old with a high category (mean: 25,367; SD: 2,714), 20 years old with a high category (mean: 25,697; SD: 2,267), age 21 years with a high category (mean: 25,400; SD: 1,595), age 22 years with a high category (mean: 25,600; SD: 1,673), and 24 years old with a high category (mean: 25,000). Judging from the optimism of students based on their batch, it consists of the class of 2019 with a high category (mean: 25,667; SD: 2,309), class of 2020 with a high category (mean: 25,333; SD: 2,517), class of 2021 with a high category (mean: 25,494; SD: 2,175), class of 2022 with a high category (mean: 25,569; SD: 2,839), class of 2023 with a high category (mean: 25,489; SD: 2.414). And the level of student optimism based on gender, women have a high category with a score (mean: 25,275; SD: 2,356), and males have a high category with a score (mean: 26,769; SD: 2,507). Thus, it can be concluded that the average level of optimism of guidance and counseling students reviewed based on regional origin, age, generation, and gender is included in the high category.

Table 4 Descriptive Analysis of Resilience

Variable	Demographics		Mean	SD	Category
Resilience	Regional Origin	South Sulawesi	75,022	7,933	Very High
		West Sulawesi	74,035	8,056	High
		Outside Sulawesi	74,500	5,447	High
	Age	17 years	69,000	5,779	High
		18 years	74,783	7,994	High
		19 years	74,304	8,248	High
		20 years	75,727	7,675	Very High
		21 years	76,733	7,796	Very High
		22 years	75,200	5,215	Very High
		24 years	83,000		Very High
	Force	2019	75,333	7,095	Very High
		2020	79,000	5,292	Very High
		2021	75,271	8,260	Very High
		2022	74,569	7,864	High
		2023	74,322	7,792	High
	Gender	Woman	74,749	8,032	High
		Man	74,974	7,354	High

Descriptive analysis of resilience (Researcher Paper, 2025)

Based on the results of the descriptive analysis in table 4, it shows that of the 246 respondents of Guidance and Counseling students, the resilience variable seen from the origin of the region, namely South Sulawesi, is in a very high category with a value (*mean*: 75,022; *SD*: 7,933), West Sulawesi in the high category with a value (*mean*: 74,035; *SD*: 8,056), Outer Sulawesi Sulawesi high category with a value (*mean*: 74,500; *SD*: 5,447). Judging from the age of 17 years, it has a high category (*mean*: 69,000; *SD*: 5,779), 18 years old with a high category (*mean*: 74,783; *SD*: 7,994), 19 years old with a high category (*mean*: 74,304; *SD*: 8,248), age 20 years with a very high category (*mean*: 75,727; *SD*: 7,675), age 21 years with a very high category (*mean*: 76,733; *SD*: 7,796), age 22 years with a very high category (*mean*: 75,200; *SD*: 5,215), and the age of 24 years with a very high category (*mean*: 83,000). Then, judging from the resilience of students based on their batches, consisting of the class of 2019 with a very high category (*mean*: 75,333; *SD*: 7,095), class of 2020 with a very high category (*mean*: 79,000; *SD*: 5,292), class of 2021 with a very high category (*mean*: 75,271; *SD*: 8,260), class of 2022

with a high category (*mean*: 74,569; *SD*: 7,864), class of 2023 with a high category (*mean*: 74,322; *SD*: 7,792). Finally, student resilience based on gender, women have a high category with a score (*mean*: 74,749; *SD*: 8,032), and men have a high category with a value (*mean*: 74,974; *SD*: 7,354). Thus, it can be concluded that the average level of resilience of guidance and counseling students reviewed based on regional origin, age, generation, and gender is included in the high and very high categories.

Based on the results of the descriptive analysis in table 4, it shows that of the 246 respondents of Guidance and Counseling students, the psychological well-being variable seen from the origin of the region, namely South Sulawesi, is in the high category with a value (mean: 116,616; SD: 8,610), West Sulawesi in the high category with a value (mean: 119,053; SD: 10,916), Sulawesi Outer Sulawesi high category with a value (mean: 114,750; SD: 10,916). Judging from the age of 17 years, it has a high category (mean: 119,545; SD: 12,980), age 18 years with a high category (mean: 116,232; SD: 8,052), 19 years old with a high category (mean: 118,481; SD: 10,546), 20 years old with a high category (mean: 116,939; SD: 8,593), age 21 years with a high category (mean: 114,000; SD: 6,130), 22 years old with a high category (mean: 115,000; SD: 7,280), and 24 years old with a high category (mean: 121,000). Then, judging from the psychological well-being of students based on their batch, it consists of the class of 2019 with a high category (mean: 115,000; SD: 7,550), class of 2020 with a high category (mean: 113,667; SD: 8,021), class of 2021 with a high category (mean: 116,624; SD: 7,946), class of 2022 with a high category (mean: 118,323; SD: 10,418), class of 2023 with a high category (mean: 116,989; SD: 9,539). Finally, the psychological well-being of students based on gender, women have a high category with a score (mean: 117,217; SD: 8,954), and men have a high category with a value (mean: 116,795; SD: 10,559). Thus, it can be concluded that the average level of psychological well-being of guidance and counseling students reviewed based on regional origin, age, generation, and gender is included in the high category.

Table 5 Descriptive Analysis *of Psychological Well-being*

Variable	Demographics		Mean	SD	Category
Psychological Well-being	Regional Origin	South Sulawesi	116,616	8,610	High
		West Sulawesi	119,053	10,916	High
		Outside Sulawesi	114,750	7,320	High
	Age	17 years	119,545	12,980	High
		18 years	116,232	8,052	High
		19 years	118,481	10,546	High
		20 years	116,939	8,593	High
		21 years	114,000	6,130	High
		22 years	115,000	7,280	High
		24 years	121,000		High
	Force	2019	115,000	7,550	High
		2020	113,667	8,021	High
		2021	116,624	7,946	High
		2022	118,323	10,418	High
		2023	116,989	9,539	High
	Gender	Woman	117,217	8,954	High
		Man	116,795	10,559	High

Descriptive analysis of *psychological well-being* (Researcher Paper, 2025)

The hypothesis test was carried out through multiple regression analysis to determine the significant relationship between the variables of optimism, resilience, and psychological

well-being of guidance and counseling students. The results of multiple regression analysis can be seen in the following table:

Table 6 Model Summary

Model	R	R^2	Adjusted R^2	RMSE
1	0,523	0,273	0,267	6,788

Model summary (Researcher Document, 2025)

Based on the results of the multiple linear regression analysis in Table 1, it can be seen that the Model Summary shows that the effective contribution of the Optimism and Resilience variables to the psychological well-being variable is 27,3% (*R2= 0.273) which means* the effective contribution of optimism and resilience in explaining the variation in psychological well-being is 27,2%. Meanwhile, there are 52,3% of the variance in psychological well-being that cannot be explained by optimism and resilience.

Table 7. Regression Analysis Results

Type		Sum of Squares	df	Mean Square	F	p
1	Regression	4211	2	2105,59	45,70	< 0,001
	Residual	11197	243	46,08		
	Total	15408	245			

Regression Analysis Results (Researcher Document, 2025)

Based on the results of the analysis in Table 6, the variables of optimism and resilience together have a significant influence on the psychological well-being of Guidance and Counseling students with a p-value of <0,001. With a value of F 45,79, it indicates that variability in students' psychological well-being can be significantly explained by a combination of optimism and resilience variables. Higher F values indicate the tendency of these variables to have a strong influence on psychological well-being outcomes.

Table 8. *Coefficients* Optimism, Resilience, Towards Psychological Well-Being

							Collinearity Statistics	
Type		Unstandardized	Standard Error	Standardized	t	p	Tolerance	VIF
1	(Intercept)	55,327	4,790		11,550	< 0,001		
	Total_Optimisme	1,765	0,253	0,395	6,984	< 0,001	0,936	1,068
	Total_Resiliensi	-0,265	0,058	-0,257	-4,554	< 0,001	0,936	1,068

Coefficients Optimism, Resilience, towards Psychological Well-Being (Researcher Document, 2025)

Based on the results of data analysis in Table 7, the optimism variable significantly affects psychological well-being with a p value of <0,001 and a coeffisient regression of 0,395, which indicates that every increase in one unit in the optimism variable will be followed by an increase of 0,395 in psychological well-being. The resilience variable significantly affected psychological well-being with a p value of <0,001 and a coeffisient regression of -0,257 which indicated that every increase in one unit in the resilience variable would be followed by a decrease of 0,257 in psychological well-being. This shows that resilience has a significant impact, albeit the opposite, on the psychological well-being of guidance and counseling students. Thus, the optimism variable has a positive relationship with psychological well-

being, while the resilience variable has a negative relationship with the psychological well-being of students.

Discussion

The main purpose of this study is to explore the relationship between optimism, resilience, and psychological well-being in guidance and counseling students which is reviewed based on regional origin, age, generation, and gender of students. This research has been able to provide an overview of the level of optimism, resilience, and psychological well-being possessed by guidance and counseling students. The results of the descriptive analysis showed that the average guidance and counseling student had a relatively high attitude of optimism, resilience, and psychological well-being, both from the perspective of regional origin, age, generation, and gender of guidance and counseling students.

The results of the study prove that the level of optimism of guidance and counseling students is relatively high. Based on the origin of students, students from South Sulawesi, West Sulawesi, and outside Sulawesi have relatively high levels, as well as when viewed based on the age, generation, and gender of students, both female and male. Thus, it can be concluded that the sense of optimism possessed by guidance and counseling students is not influenced by the origin of the region, age, generation, or gender of each student. This is also proven by research that students' optimism is relatively high, which is 55,7% (Thanoesya et al., 2016). Several factors that affect the level of optimism, namely individual experience, *self-efficacy*, dan *self-esteem.*

The results of the study also prove that the level of resilience of guidance and counseling students is in a high and very high category. Reviewed based on regional origin, students from South Sulawesi have a higher level of resilience, compared to students from West Sulawesi and outside Sulawesi. In terms of age and generation, final students aged 20-24 years (class 2019-2021) have higher resilience than early semester students. The findings of this study show that one of the factors that can affect individual resilience is the age factor. This means that final students will be better able to face various challenges/difficult situations than first-semester students. However, the results of this study are different from previous research by Azzahra (2017), who found that early semester students have a higher level of resilience than senior/final semester students because they experience more pressure with final exams and thoughts related to the future. And reviewed by gender, both women and men have equally high levels of resilience. Previous research by found that men have a higher level of resilience than women.

The results of the study also prove the psychological well-being felt by guidance and counseling students, which are reviewed based on regional origin, age, generation, and gender of students are included in the high category. This indicates that the psychological well-being of students is not influenced by some of these aspects but is influenced by the individual's ability to fulfill the dimension of psychological well-being. As mentioned by Ryff, the six dimensions are self-acceptance, personal growth, life purpose, positive relationships with others, environmental mastery, and autonomy. Zaheer & Khan (2022) mention three dimensions of *psychological well-being* that are influenced by resilience and optimism, namely personal growth, positive relationships with others, and life goals.

Based on the results of the multiple linear regression test, the optimism and resilience variables contributed 27,3% to the psychological well-being variable, and 52,3% could not be explained by these two variables. This means that 27,3% of psychological well-being is influenced by optimism and resilience and 52,3% of psychological well-being is influenced by other factors that are not analyzed in this study. Previous research was conducted by (Khoirunnisa & Ratnaningsih, 2016), who tested the relationship between optimism and

psychological well-being, the results of the study found that around 35% of optimism had an effect on psychological well-being. Other factors that affect a person's psychological well-being include relationships with peers (Fuligni et al., 2024; Putri & Novitasari, 2017), family relationships (Hartati et al., 2021; Tillman & Miller, 2017), and gratitude (Wahyuni & Meidyta, 2024).

This study found that the variables of optimism and resilience had a significant influence on the psychological well-being of guidance and counseling students with a value of F = 45,79. Previous research has also found a relationship between resilience and optimism towards psychological well-being. Resilience has a positive relationship with well-being (Amelasasih et al., 2019) and optimism has a significant effect on psychological well-being (Nasution et al., 2024). Zaheer & Khan (2022) also found a positive relationship between resilience and optimism and psychological well-being. Thus, resilience and optimism have a strong influence on the psychological well-being of students.

The result of the coefficient between optimism and psychological well-being had a positive effect of 0,395 which showed that students who had a sense of optimism would also improve their psychological well-being. And the result of the coefficient between resilience and psychological well-being had a negative effect of -0,257 which showed that students who had high resilience would decrease their psychological well-being. This means that although guidance and counseling students have a high level of resilience, students may also experience greater stress, pressure, or demands so that resilience has a negative effect on their psychological well-being. The same study was conducted by Miranda & Cruz (2022), but optimism will increase resilience, and resilience will improve students' psychological well-being. As Carver et al. (2010) that optimism always accompanies resilience when a person is in a situation full of pressure.

Based on the findings in this study, it can be concluded that optimism has a positive effect on *psychological well-being* and resilience has a negative effect on *psychological well-being.* This means that guidance and counseling students who have a high sense of optimism will have better psychological well-being. On the other hand, the resilience attitude of guidance and counseling students also has a significant influence on psychological well-being but has a negative effect on several aspects related to resilience, which can be reviewed further. This is a limitation in this study, so the relationship between the three variables, namely optimism, resilience, and *psychological well-being,* still needs to be studied more deeply.

Conclusion

Research related to optimism, resilience, and psychological well-being can be a key factor for guidance and counseling students to be able to face various life challenges by having a sense of optimism/confidence in the future, having the ability to deal with negative situations, and being able to improve the psychological well-being of students. The results of the study show that the level of optimism, resilience, and psychological well-being possessed by guidance and counseling students is in the high category, both in terms of student origin, age, generation, and gender of students. Based on the results of multiple regression analysis related to the relationship between the three variables, it shows that the optimism variable has a positive influence on psychological well-being, while the resilience variable has the opposite (negative) influence on psychological well-being. Thus, it can be concluded that although guidance and counseling students have a high level of resilience, students may also experience greater stress, pressure, or demands so that resilience has a negative effect on the psychological well-being felt by guidance and counseling students. In addition, students who have a high sense of optimism will tend to improve their psychological well-being. Recommendations for future researchers to study more deeply related to these three variables, especially on resilience variables, as obtained in the results of this study that

resilience has a significant influence, but is negative on several aspects related to resilience, so that it can be further reviewed by future researchers.

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