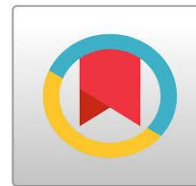


The Relationship between Academic Life Satisfaction and Suicidal Ideation in College Students



Hubungan Academic Life Satisfaction dengan Suicidal Ideation pada Mahasiswa

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ARTICLE INFORMATION	
<p>Keywords Relationships; Academic Life Satisfaction; Suicidal Thoughts; Students;</p>	<p>ABSTRACT Information regarding students ending their lives often occurs. The decision to end one's life is often associated with an unstable and likely poor mental health condition. There are several factors that influence health or mental condition, one of them is current life experiences. For individuals who have the status of university students, of course college life is a meaningful thing during college. The experience of campus academic life is an important aspect that involves students' feelings and actions. In college life, students are involved in social relationships with the academic community and involved in various learning activities. Recurrent incidents of student suicide require identifying various predictors of the reasons behind the decision, in order to find inclusive solutions in preventing similar incidents. The aim of this research is to look at the relationship between Academic Life Satisfaction and Suicide Ideation in students. The research method used is a quantitative method with the Spearman's rho correlation test. The research data came from respondents totaling 289 active undergraduate students who filled out the ALSS (Academic Life Satisfaction Scale) and SIS (Suicide Ideation Scale) questionnaires. The results showed a significant negative relationship with an r value of -0.209 and p 0.000 (<0.10), which means that the higher the level of student satisfaction with their academic life, the lower the frequency of thoughts of ending their life.</p>
<p>Kata Kunci Hubungan; Kepuasan Hidup Akademis; Pemikiran Bunuh Diri; Mahasiswa;</p>	<p>ABSTRAK Keputusan mengakhiri hidup sering dikaitkan dengan kondisi kesehatan mental yang buruk. Beberapa faktor yang mempengaruhi kesehatan mental, salah satunya adalah pengalaman hidup yang sedang dijalani. Bagi individu yang berstatus sebagai mahasiswa, tentunya kehidupan kampus merupakan hal yang berarti pada masa berkuliah. Pengalaman kehidupan akademis kampus merupakan aspek penting yang melibatkan perasaan dan tindakan mahasiswa. Dalam kehidupan berkuliah, mahasiswa terlibat dalam hubungan sosial dengan civitas akademik serta terlibat dengan berbagai kegiatan pembelajaran. Fenomena mahasiswa bunuh diri yang berulang memerlukan identifikasi berbagai prediktor alasan di balik keputusan tersebut, supaya menemukan solusi yang inklusif dalam mencegah kejadian kejadian serupa. Tujuan penelitian ini adalah melihat hubungan antara Academic Life Satisfaction dan Suicidal Ideation pada mahasiswa. Metode penelitian yang digunakan adalah metode kuantitatif dengan uji korelasional Spearman, s rho. Data penelitian berasal dari responden sebanyak 289 mahasiswa aktif tingkat sarjana yang mengisi kuisioner ALSS (Academic Life Satisfaction Scale) dan SIS (Suicidal Ideation Scale). Hasilnya terdapat hubungan negatif signifikan dengan nilai r -0.209 dan p</p>

		0.000 (<0.10), yang artinya semakin tinggi tingkat kepuasan mahasiswa akan kehidupan akademisnya, maka semakin rendah frekuensi pemikiran yang muncul untuk mengakhiri hidupnya.
Article History Send 22 th May 2024 Review 3 th August 2024 Accepted 2 th December 2024		Copyright ©2025 Jurnal Aristo (Social, Politic, Humaniora) This is an open access article under the CC-BY-NC-SA license. Akses artikel terbuka dengan model CC-BY-NC-SA sebagai lisensinya.



Introduction

Suicides in Indonesia have sparked concern, especially in the academic world. In the last half of 2023, there were reports of two suicides by students in close proximity to each other (Katadata, 2023). Previously, there were two other cases with a fairly close time span. The students were from Jakarta, Depok, Yogyakarta and Semarang (Tempo, 2023). Based on data from the World Health Organization in 2019, suicide is the fourth leading cause of death in 15-29 year olds. Research Idham et al., (2019) showed that there were high suicidal thoughts and attempts among students with an average age of 22 years. The student group is considered to have a higher suicidal desire than other community groups of the same age (Reynolds, 1991 dalam Atqiya & Coralia, 2023;).

The term suicide in the psychological approach is defined as the act of someone deliberately ending their own life. This definition also includes specific things related to suicide, such as suicidal thoughts, suicide plans, and suicide attempts. These refer to the thought of deliberately ending one's life, the specific plan one formulates to end one's own life, and the engagement in potentially self-harming behaviours that can be life-threatening as a result (O'Connor & Nock, 2014). Suicidal ideation involves the process of thoughts of ending one's life, describing a series of ruminations and desires related to death and ending one's life (Harmer et al., 2020).

The Integrated Motivational-Volitional (IMV) Model of Suicidal Behavior states that suicide is a behaviour, which is preceded by the formation of ideas and intentions. This concept attempts to explain the transition from suicidal ideation to the behavioural act of deliberately taking one's life. It begins with the pre-motivational phase, which is the triggering event or events, then the motivational phase, which is thinking and forming intentions, then the volitional phase, which is the behavioural action in the form of a suicide attempt. In the thinking and intention formation phase, there may be other moderators that come from internal and external individuals such as problem-solving abilities or social support that can strengthen or weaken thoughts and the formation of intentions to end life (O'Connor & Kirtley, 2018).

Increased risk of suicidal ideation may occur in individuals with unstable mental health (Harvey et al., 2021). The risk of suicidal thinking in college students indicates a poor quality of mental health, Yu et al., (2022) in their research on university students in China, explained that the level of low quality of life experienced by students during the Covid-19 pandemic has a significant relationship with suicidal ideation. His research also found that students with low life satisfaction and gratitude tend to experience depression, and depression can mediate suicidal thinking.

One important thing that can influence the improvement of students' mental health quality is their academic life satisfaction (Nogueira et al., 2019). As research Tran et al., (2022) showed that compared to stress due to the Covid-19 pandemic, academic satisfaction has a stronger influence on the quality of students' mental health. Academic life satisfaction describes satisfaction with relationships, environment and personal conditions of students in the academic sphere. However, this academic life satisfaction can be disrupted, one of which is due to the stress experienced by individuals as students (Odaç1 et al., 2023). And academic stress has a significant relationship with suicidal ideation in university students (Pratiwi et al., 2022; Putra et al., 2023).

Based on the findings of previous research, it is known that low quality of life due to the pandemic can encourage suicidal ideation in students, but there are still suicides even though the pandemic has ended and students can connect directly with their academic environment. Therefore, it seems that suicidal ideation in college students is not only triggered by a low quality of life due to the pandemic, but can also be triggered by how the level of life satisfaction is academically even though students are able to connect directly with their environment.

In the IMV model, the phase of suicidal ideation and the formation of suicidal intentions can directly arise due to triggering events or be coloured by the dynamics of other factors, both personal factors, life experiences and external factors. When viewed in the concept of the IMV model for Suicidal Behaviour, this phase is included in the motivational phase, where dynamics occur in the emergence of suicidal ideation and the formation of suicidal intentions. However, there has been no research that directly looks at the correlation between academic life satisfaction and suicidal ideation. Thus, the purpose of this study is to examine how the relationship between academic life satisfaction and suicide ideation in university students.

Literatur Review

Suicide Theory

The Integrated Motivational-Volitional (IMV) Model of Suicidal Behaviour states that suicide is a deliberate act intended to end life. There are three phases that describe the transition from suicidal ideation to suicide attempt. The first phase is called pre-motivational, which is the phase of a triggering event. The second phase is called the motivational phase, a process that begins with feelings of defeat and humiliation, then the result is suicidal thoughts and the formation of suicidal intentions as a result of being triggered by previous events, in this phase there are many other dynamics that may moderate the intensity of suicidal thoughts or the strength of suicidal intentions. The dynamics in question are in the form of threats of self-

moderators, such as memory bias, problem solving ability, coping ability, and the rumination process. As well as motivational moderators, such as social support, attitude, norms etc. The last phase is the volitional phase, which is the act of suicidal behaviour, in this phase there may be other moderators that affect the intensity of the suicide attempt, such as the experience of past events, impulsive actions, feelings of not being afraid of death, etc (O'Connor & Kirtley, 2018).

In this study, the pre-motivational phase is the triggering event, which is university. Given the increasing incidence of suicide in students who are studying, the specific aspect explored in this study is how students' satisfaction with academic life in college. It then seeks to see if there is a relationship between academic life satisfaction and suicidal thinking in college students. The academic life satisfaction variable includes a measurement of the sense of satisfaction experienced by students in the lecture process, which may be a triggering event to further allow it to develop into suicidal ideation.

Suicidal Thoughts

Suicidal ideation or suicidal thinking is a thought that refers to the thought process of ending life (Czeisler et al., 2020). Suicidal thinking is a complex phenomenon that involves various levels ranging from fleeting thoughts to a specific desire to commit suicide Beck et al., (1979) explained that suicidal ideation can appear as a stage on the way to suicidal behaviour.

From the perspective of The Three Step Theory of Suicide Klonsky et al., (2016) explained that suicidal thinking arises because of the misery and emotional pain experienced by a person accompanied by a lack of hope for an improved future that the person has. The difficulties experienced by a person do not necessarily trigger suicidal thinking if the person still has hope to continue living, the loss of hope is a strong factor that encourages suicidal thinking to emerge.

People who have suicidal thoughts mostly do not go on to attempt life-sustaining actions, but if the person with suicidal thoughts feels lonely and disconnected from others and cannot tolerate the difficulties they are experiencing, they may go on to attempt life-sustaining actions Klonsky et al., (2016). Triggering factors for suicidal ideation followed by action and those involving thoughts alone tend to be the same Klonsky et al., (2016). Some of the risk factors that have been identified involve personality and individual differences, cognitive factors, and social aspects, and negative life events are major contributors to suicidal behaviour (O'Connor & Nock, 2014).

Psychological factors are a strong enough cause of the emergence of suicidal ideation, suicidal ideation turns into an attempt to end life triggered by events and experiences experienced by individuals (Karisma & Fridari, 2021). Another study that identified risk factors for suicidal thinking in college students is stress (Lalenoh et al., 2021), feelings of abandonment (Loo & Abidin, 2021) research also found that female students, fifth-year students (who have exceeded the semester limit to graduate), low socioeconomic status, exposure to traumatic events, family history of suicide, and depression are thought to have an association with suicidal ideation in university students (Rahman et al., 2022).

Suicidal thinking can also be triggered by the inaction of people around the individual in dealing with problems (Kurniasari & Rahmasari, 2020) Therefore, social support from family and friends and people around individuals can be a strength in dealing with suicide risk (Mariyati et al., 2023), In order to achieve inclusive comfort in the educational environment, cooperation is needed from many parties including education providers, government and supporting stakeholders (Eryandra et al., 2023). In addition, a positive self-image as well as a caring awareness of one's own difficulties and a desire to solve the problems being faced can reduce the risk of suicidal ideation (Riesta et al., 2024). his means that someone who has mental stability or is mentally healthy tends to have a low risk of thinking about ending their life (Sofiah et al., 2020).

In the concept of the IMV model for suicidal behaviour, the emergence of suicidal thoughts can be intense or reduced by many factors. The factors referred to are as mentioned in the exposure of the previous study. In this study, the author tries to see the direct relationship between triggering events and suicidal thinking. Because no one has studied these two relationships.

Academic Life Satisfaction

Life satisfaction describes how individuals feel about their lives, but it is not only a concept that describes the positive state of individual psychology. More than that, life satisfaction has an important role that can be a predictor of the condition of other psychological variables (Proctor et al., 2017). In this case, academic life satisfaction can be a predictor for suicidal behaviour in college students. By looking at the correlation between the two in related subjects.

There are several factors that can affect the level of life satisfaction, especially for students. Both internal factors and external factors. Some external factors that have an impact on individual life satisfaction as a student include social support from family and friends (Mahanta, D., Aggarwal, 2019).

Other factors that are internal or arise and can be raised within the individual, for example, the personal feelings of students who feel the world is a fair and safe place have a positive effect on their level of life satisfaction (Sari et al., 2021). In addition, training in self-monitoring alone is not enough to increase life satisfaction (Qudsyi et al., 2020). However, deciding to engage in physical activities can increase the level of life satisfaction felt by individuals as students (Slavinski et al., 2021). The academic life satisfaction variable can represent how students experience interactions with their college world, and describes satisfaction with complex aspects not only one aspect, but includes their lecture activities and relationships with people.

Students with high life satisfaction tend to show strengths in academic performance compared to other students (Antaramian, 2017). This is indeed related to each other, where academic performance is also related to stable personal characteristics and students' satisfaction with their lives (Tamannaefifar & Mansourinik, 2023). Students' life satisfaction also plays an important role in encouraging active participation during higher education (Savitri et al., 2023).

Academic life satisfaction is the expected satisfaction in one's life, especially in the context of academic achievement and success in their educational environment (Kumar & P., 2006). Academic life satisfaction has a significant impact on students' academic performance and overall well-being (Zalazar-Jaime et al., 2022).

Academic life satisfaction involves a person's positive attitudes and feelings about learning activities, it represents students' relationships with peers and teachers, learning experiences and learning support facilities (Nogueira et al., 2019). Formal educational environments such as schools and universities are the primary settings for people during childhood, adolescence and early adulthood, so experiences in these environments play an important role in achieving life satisfaction (Proctor et al., 2017).

Increased satisfaction with life during university life can reduce the risk of physical illness and mental disorders (Valois et al., 2004). A study found that academic life satisfaction can be a positive predictor of academic achievement (Kumar & P., 2006). Academic satisfaction has also been shown to contribute to a person's level of subjective well-being and health (in this case students), greater academic satisfaction can increase feelings of satisfaction with life as a whole (Zalazar-Jaime et al., 2022). Other research suggests that academic life satisfaction is one of the positive predictors of students' psychological well-being. (Nogueira, 2023).

On average, 67% of students who are satisfied in their academic life report satisfaction with their life, and life satisfaction is closely related to happiness, enabling healthy habits and attitudes that lead to a successful and fulfilling life (PISA, 2018). Research found there is an

influence of the atmosphere, culture and quality of academic services on the positive behavioural intentions of students individually and in groups (Triwardhani & Handayani, 2013).

Based on the findings, it can be concluded that academic life satisfaction plays an important role in students' academic performance and overall well-being. Therefore, in looking at the phenomenon of suicide among college-age students, in an effort to see the factors that might encourage this undesirable phenomenon, the variable of academic life satisfaction can be studied to see its correlation with suicidal ideation among them. Which in the future can be developed with further studies or prevention programmes for mental stability and life expectancy among students.

Method

The research method used is quantitative method, according to Sugiyono, (2014) quantitative research is a research method that involves numbers and statistical measurement processes. The type of quantitative research used is a correlational test, which aims to describe and measure the relationship between two or more variables (Creswell, 2014). The research data came from the results of a survey distributing instruments to active undergraduate students at Prof. Dr. HAMKA Muhammadiyah University totalling 289 people as the research sample. The determination of the sample size is based on a significance level of 10% and according to the Isaac and Michael table of a total of 12,345 active students, the sample size is at least 266 people (Amin et al., 2023).

The data collection procedure involves the activity of distributing questionnaires online as well as directly to the research sample. The sampling technique used is purposive sampling, namely sampling by selecting respondents according to the characteristics and objectives of the study (Susanti, 2019). The sample is part of the number and source of data from the population that the researcher finally uses (Leavy, 2022). in this case it is an active student. Measurement of both variables using the Academic Life Satisfaction Scale (ALSS) and Suicidal Ideation Scale (SIS) instruments. ALSS is a measuring tool consisting of 8 items related to satisfaction with the academic environment and personal satisfaction related to academic life (Nogueira et al., 2019).

Based on the results of the validity and reliability tests, it can be seen that the calculated r value is greater than the r -table value, the ALSS is declared valid, and from the Cronbach alpha value of 0.823, the ALSS questionnaire is declared reliable. (Nunnally & Berstein, 1994). The assessment of ALSS items uses a Likert scale with a range of 1 to 5, namely very dissatisfied, dissatisfied, moderately satisfied, satisfied and very satisfied. Meanwhile, SIS is a measuring

tool consisting of 10 items related to suicidal thoughts and is already available in Indonesian, SIS shows a consistent Cronbach alpha value which is a valid and reliable instrument in identifying suicidal thoughts in high school and university students in Indonesia (Fitriana et al., 2022). Scoring of SIS items uses a Likert scale with a scale range of 1 to 5 from never, never, sometimes, often, very often.

Result and Discussion

Table 1. Distribution of Respondents' Characteristics

Characteristics	Frequency	Percentage
Gender		
Male	70	24.22%
Women	219	75.78%
Semester Level		
2nd Semester	51	17.65%
4th Semester	46	15.92%
6th Semester	68	23.53%
8th Semester	122	42.21%
>Semester 8	2	0.69%

Based on the data in Table 1, it can be seen that research respondents with female gender have a percentage of 75.78%, which means more than male respondents with a percentage of 24.22%. The majority of the semester level group of respondents are semester 8 students with a percentage of 42.21%, and students above semester 8 are the least respondent group with a percentage of 0.68%.

Table 2. Normality Test

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
ALSS	,073	289	,001	,980	289	,000
SIS	,248	289	,000	,717	289	,000

a. Lilliefors Significance Correction

Based on data processing with SPSS, the Kolmogorov-Smirnov normality test results for ALSS score data are $D(289) = 0.073$, $p < 0.05$, then the results for SSI score data are $D(289) = 0.248$, $p < 0.05$. It can be seen that the significance value of both scores is < 0.05 , indicating that the distribution of the ALSS and SSI research data is not normal. Therefore, the correlation test can be conducted using the Spearman Correlation Test.

Table 3 Correlation Test

Correlations			ALSS	SSI
Spearman's rho	ALSS	Correlation Coefficient	1,000	-,209**
		Sig. (2-tailed)	.	,000
		N	289	289
	SIS	Correlation Coefficient	-,209**	1,000
		Sig. (2-tailed)	,000	.
		N	289	289
**. Correlation is significant at the 0.01 level (2-tailed).				

Based on the table of Spearman's rho correlation analysis output results with SPSS, the correlation value is -0.209 with a significance of 0.000. The significance value obtained is smaller than 0.10. Therefore, it can be concluded that there is a negative relationship between Academic Life Satisfaction and Suicidal Ideation in college students, with $r = 0.209$, $p = 0.000$. This can be interpreted that the more satisfied students are with their academic life, the lower the frequency of thinking about ideas to end life.

Based on the results of research using the Spearman's rho correlation test that has been carried out to see the relationship between Academic Life Satisfaction and Suicidal Ideation in students which obtained $r = 0.209$ and a value of $p = 0.000$ ($p < 0.10$) indicates that there is a significant relationship between variables, namely the higher the level of academic life satisfaction felt by students, the lower the frequency in thinking about ending life. This finding complements the findings of Yu et al. regarding the relationship between life satisfaction and suicidal thinking in student groups during the pandemic which is classified as significant. That not only during a pandemic the quality of life of students needs to be maintained to be stable, because based on the findings in this study the quality of academic life or the quality of campus life can significantly be a predictor for the intensity of students thinking about ending their lives as indicated by the existence of a sufficient relationship value between the two variables. Academic life involves a student's relationship to the learning experience and his/her relationship with stakeholders on campus such as colleagues and faculty.

Aspects of life that are being lived tend to be the dominating experiences in determining one's mental state. Life satisfaction involves various aspects of life, research has found that life satisfaction is influenced by success or failure in important aspects of life. (Pavot & Diener, 2008). Triggering factors for suicidal thinking also involve several aspects of life, such as personality, social life, or negative experiences (O'Connor & Nock, 2014). For the group of

students who are pursuing higher education, specifically the experience of learning and connecting with various parties in the world of lectures is an aspect of life that is classified as a priority.

Academic Life Satisfaction is a student's perception of positive feelings and attitudes towards their learning activities (Santos et al., 2013). Perception itself is the main representation of human cognitive contact with the world around us (Efron, 1969). People's perceptions influence how they think and their behavioural decisions. As is the case in the context of suicidal ideation, perceptions of experiences and events can have an impact on how other thoughts develop.

As stated Santos et al., (2013) Academic Life Satisfaction is defined as students' perceptions about their feelings and attitudes towards learning activities. When the status of a student is mentioned, it cannot be separated from campus life which is full of learning activities and is connected to lecturers, campus staff and fellow students. Campus life becomes valuable and influences the process of thinking and living life in other aspects. This shows that it is important for everyone to strive for a campus life that provides positive experiences and satisfies students personally.

Conclusion

From the results of the research that has been tested and presented that there is a significant relationship with a negative direction between academic life satisfaction and suicidal ideation in college students, which can be understood by the more satisfied students are with college life which involves satisfaction with learning experiences and connecting with people in college, the lower the frequency of thinking about ending their own lives.

This finding can be a concentration for higher education institutions in providing services and facilities that can support students' academic life satisfaction, and practically students can evaluate their academic life to feel more positive. In the process and results of this study, of course, it has shortcomings, which cannot specifically show what kind of student criteria are at risk of having low feelings of satisfaction with their academic life and indicated to have the intensity of thinking about ending life. Therefore, future research can examine comparisons or look at the relationship between academic life satisfaction and suicidal ideation in certain groups of students.

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