

Inner Strength And Psychological Well-Being Of Students In Malaysia And Indonesia During The Covid-19 Pandemic

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Abstract

Internal strength is to determine if one can trust themselves to make their own decisions and be responsible for their own actions. While psychological well-being is related to how one feels satisfied with themselves, know they are in control of their life, and their goals to survive. The aim of this study were to examine the differences and relationships between inner strength and psychological well-being of students in Malaysia and Indonesia. A total of 407 students from each country were involved. For Malaysia, there were 162 boys and 245 girls and for Indonesia a total of 186 boys and 221 girls were involved in this study. Questionnaires were distributed to school students ranging age from 13 to 18 year olds. Paired sample t-test and Pearson correlation used to analyze the difference and relationship of inner strength and psychological well-being. Findings showed no significant difference between inner strength and psychological well-being of students from Malaysia and Indonesia. Hence, it has a positive relationship between inner strength and psychological well-being among students in both countries during the Covid-19 pandemic. Being similarly in some aspects gives implications to educational institutions in both countries to foster inner strength in order to develop psychological well-being.

Keywords Inner strength, psychological well-being, Students, Covid-19 pandemic, Malaysia, Indonesia.

I. Introduction

First case of Covid-19 was discovered in Wuhan city in December 2019 which was dubbed as severe acute respiratory syndrome coronavirus 2 or SARS-CoV-2. It then spread to other countries including Taiwan, Thailand, Singapore, Japan, Italy and finally WHO decided to declare the Covid-19 outbreak as a pandemic on 12th of March 2020 (World Health Organization, 2020). Thailand became the first country which was reported with Covid-19 outbreak outside of China (World Health Organization, 2020). Malaysia was reported with first case of Covid-19 that came from three China

citizens who had a close contact from Singapore (New Straits Time, 2020). Prime Minister of Indonesia confirmed first case of Covid-19 had spread to Indonesia on 2nd of March 2020, after a dance instructor and her mother tested positive for the virus. Both were infected from a Japanese national (Rochmyaningsih, 2020). The number of positive cases increased beyond 553 cases on 16th of March 2020, and the Prime Minister of Malaysia announced a Movement Control Order (MCO) (New Straits time, 2020). As of 16th of May 2022, Indonesia has reported 6,050,958 cases, and it was the second highest within Southeast

Asia, after Vietnam (Reuters, 2020). Similar to MCO in Malaysia, Indonesia implemented a 'large-scale social restrictions', which was later changed into the 'Community Activities Restrictions Enforcement'. As of now, there have been 4,520,852 confirmed cases of Covid-19, with 35,708 deaths in Malaysia and there have been 6,059,363 confirmed cases of Covid-19 with 156,638 deaths in Indonesia (World Health Organization, 2022).

Health Minister of Malaysia Khairy Jamaluddin revealed that almost 580,000 children under the age of 18 have been infected with Covid-19 and as many as 269,773 are from the age 5 to 11 years old (Hana Naz Harun & Nor Ain Mohamed Radhi, 2022). Covid-19 has caused 144 deaths of children, in which 31 deaths are from the age 5 to 11 years old. In Indonesia, about 13.6 percent of confirmed cases involving children under 18 years old and has caused 1.2 percent of deaths (UNICEF, 2022).

II. Effect of Covid-19 to Malaysia and Indonesia

Malaysia shows the rise in suicides and helplines because of the pandemic (Hassan, 2021). A lot of businesses in Malaysia faces crisis and has caused a lot of unemployment issues due to the extensive period of Movement Control Order (MCO) and the rise of Covid-19 (Anand, 2021) cases. Covid-19 pandemic has given a major economic impact on Malaysia, particularly on vulnerable households. In July 2020, 5.6% of Malaysian households are currently living in absolute poverty because of Covid-19 and the increased cost of living due to the effect of COVID-19 made it worse for vulnerable households (The World Bank, 2022).

Covid-19 has caused chaos between citizens in Indonesia because of fake news in social media (Muhammad Taufiq Syam, Zulkifli Makmur & Aksar Nur, 2020). To make things worse, Covid-19 has caused an

increase in poverty rates because many of them do not have permanent jobs, and lost their jobs, especially the breadwinners in the family (Michelle Andrina, Fauzan Kemal Musthofa, Sylvia Andriyani, et al., 2021; Prihartini Budi Astuti & Arya Samudra Mahardhika, 2020). 3.45 percent of households show that students quit schools and 30 percent are losing interest in studying (Michelle Andrina, Fauzan Kemal Musthofa, Sylvia Andriyani, et al., 2021).

From March 2020 to July 2021, it has been reported that 21,316 students in Malaysia have dropped out of school, especially from poor households where the students have become demotivated, and some face financial issues (Ida Lim, 2021). In Indonesia, students from 3.45 percent quit their school where 31 percent have a financial problem and 30 percent were no longer interested with studying, and some of the students quit their school to help their parents (Michelle Andrina, Fauzan Kemal Musthofa, Sylvia Andriyani, et al., 2021). This study also shows that female students quit school more than male students.

Students also stated to have more stress, anxiety, and depressive thoughts during the Covid-19 pandemic where 91 percent fear about themselves and others, 89 percent have a hard time to concentrate, 86 percent have trouble sleeping and decline in social interactions and 82 percent worried about their academic performance (Son et al., 2020; Zambri Harun et al., 2021). According to the study in China, Covid-19 pandemic has caused a psychological impact to the students from moderate to severe because of the uncertainty about the future and declining in academic progress that influence their psychological well-being (Wang, Zhang, Zhao, Zhang, & Jiang, 2020). The UNICEF report also highlighted those 80 million children in Indonesia face the widespread impact of the pandemic (Kinanti Pinta Karana, 2021)

III. Inner strength and Psychological Well-being

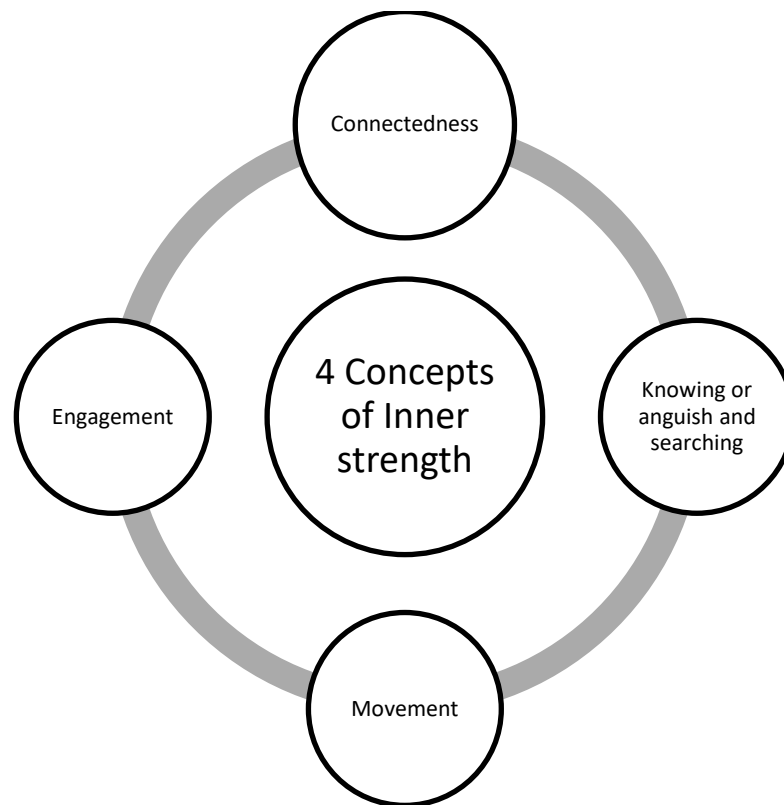
Inner strength can be defined as humans who have the capability to develop the process of oneself, allowing the individual to face every challenge in their life positively (Roux, Lewis, Younger, & Dingley, 2003). Human personal strength can be defined by the capacity of human thought, feelings and their behaviours (Linley, 2008). People who have inner strength are associated with better health especially among adults and inner strength act as a mediator of relationship between one having disease and good health (Viglund et al., 2013). Humans can control themselves by using their own inner strength (Lewis & Roux, 2011). People who have high inner strength also believe that they have a good health despite any real illnesses, as they are positively related to physical and mental health and negatively related with signs of depression and sadness (Viglund et al., 2013; Boman et al., 2017). Inner strength is not only related to individuals but also relationships between family and friends, where people need to be responsible for their own actions, as well as be responsible for others. Other than that, inner strength is used to determine if one can trust themselves to make their own decisions and be responsible towards their own actions (Lundman et al, 2009).

There are four important dimensions to understand inner strength which is anguish and searching, connectedness, engagement, movement, and life in a new norm (Dingley & Roux, 2013). Anguish and searching are related to fear and finding meaning in life, connectedness is to give support spiritually to oneself, family, friends, engagement is related to determine one's life and the connection with their surroundings (Dingley & Roux, 2013). Inner strength is a source for humans to survive the challenges in life and humans always relate with others inner strength when they face the same thing (Chester, 1992). According to

Jorgensen et al (2020), people with high-self efficacy tend to be motivated and protect themselves more during Covid-19. According to Rodriguez-Hildago (2020), people in some affected countries, did not have a high ability to cope with the pandemic and it is related to their inner strength that they became afraid to face others.

Connectedness is one of the important dimensions for inner strength. However, when disaster happens, the connectedness with society is not as high as expected as people will feel dissatisfaction with other people's behaviour during the pandemic, that it affected the connectedness especially people who are vulnerable and a high-risk category to get infected (Kang & Skidmore, 2018; Kye & Hwang, 2020). Pandemic can also affect engagement with their surroundings when inequality in the society is crystal clear, for example when there is a breadwinner in the household who became unemployed during lockdown and struggles to survive while there are others who feel grateful with lockdown without having to worry about anything else (Bruck et al., 2020).

People also can feel afraid to find the meaning of their life and the future because of the pandemic. As example, undergraduate students will be worried about their career after they complete their studies, when they only have online experiences and lack of job opportunities (Rodriguez et al., 2020). Inner strength for the students also can be affected when they keep hearing about the people around them getting sick and dying because of Covid-19. It is important to prepare a support plan that can help students to understand that they can survive the pandemic and it may help them to improve and believe in their capability to cope with these hardships (Rodriguez et al., 2020).

Figure I. Four concepts of inner strength (Dingley & Roux, 2013)

Enables to encounter danger, being resilience shows some aspects of the inner strength people have. While psychological well-being is related to how people are satisfied with themselves and know they have control of their life and their goals to survive (New Economics Foundation, 2012). Psychological well-being is associated with positive affective states and optimal effectiveness (Deci & Ryan, 2008). For example, happiness in the individual and their social life. Huppert (2009) states that psychological well-being is about feeling good and functioning effectively which can lead to a better health, genetic factor and neurochemical effects. According to Huppert (2009), feeling good is not limited to emotions of happiness but also emotion

with engagement, confidence, interest and affection while the functioning effectively means one's ability to control their own life, having a purpose and experience positive relationship with others.

Psychological well-being has six important dimensions which are autonomy, power with environment, personal growth, positive relationship with others, life's goals and self-acceptance (Ryff, 1989). Autonomy feels the need to determine one's life while powering the environment related to the capacity how one can survive with their surroundings. Personal growth focus on expands one's capability, and people also should always have positive relationship with others (Ryff & Keyes, 1995).

Figure II. Six dimensions of psychological well-being from Ryff (1989)



During Covid-19 pandemic, Malaysian residents experienced a high level of psychological distress because of finance and fear of being a patient. It makes them feel that they will fail to survive, and it is related with the dimension of psychological well-being when they cannot determine their own life because of the Covid-19 pandemic (Bahar Moni et al., 2021; Ryff, 1989). It is also related to connectedness where humans should be able to support their own self, not losing confidence with their own life (Kang & Skidmore, 2018; Kye & Hwang, 2020). According to Kassim et al., (2021), Malaysian female citizens who are under 25 years old suffer from fear of being infected with Covid-19. Other than that, Covid-19 has affected students' psychological well-being as it causes a major stress where it affects students emotionally as they fear being infected and are afraid for their future because they are already left behind with their studies (Akdeniz et al., 2020; Kim, Ahn & Fouad, 2015). Covid-19 pandemic also affects psychological well-being of people when they feel pressure receiving a lot of information from the internet although without a reliable source (Pramukti et al., 2020). Misinformation of Covid-19 news is one of the greater contribution causes of psychological distress. Moreover, because

of less support for the psychological well-being, Indonesia students have associated with a lot of suicidal thoughts (Pramukti et al., 2020).

Because of the new norm, children and adults feel a mix of emotions that can damage their health including their mental health. When individual need to stay away or social distancing from people, they might be confused with the new norm as it is not easy for them to have a real picture of the situation and some of them may develop a long-term effect for their mental health (Mental health Foundation, 2020). The stigma when getting infected with Covid-19 also can give a long and short-term effect with people's mental health (Moukaddam & Shah, 2020). The impact of pandemic has cause psychological distress to students when students do not interest with activities related with academic, academic achievement keep decreasing and increase the drop-out rates (Keyes, Eisenberg, Perry, Dube, Kroenke, & Dhirga, 2012).

It shows that inner strength is related with psychological well-being. Inner strength is related to psychological well-being as each is the source for the other. For example, if people try to heal, they need to have a good psychological well-being to gain inner strength (Roux, Dingle & Bush,

2022). Inner strength is also important for psychological well-being as it related with healing and health (Koob et al, 2002). The study from Villani, Pastorino, Molinari, Anelli, Ricciardi, Graffigna and Boccia (2021) reveal there is a high risk for the university students to have a psychological distress because of the traumatic situation such as pandemic Covid-19. Geographical proximity also can give a psychological distress especially when the lack of the control for the pandemic to students (Villani, Pastorino, Molinari, Anelli, Ricciardi, Graffigna & Boccia, 2021). According to Arslan and Yildirm (2021), students need to find the meaning of life to maintain their psychological well-being as stay home for too long without any activities make them slowly loss the meaning of their life. Hence, inner strength is really important to make sure that they have a goal to achieved in their life without lose hope (Koob et al, 2002). Since inner strength had a reciprocal positive relationship with well-being (Viglund, Olofsson, Lundman, Norberg & Lövheim, 2021), therefore this study is important to study for additional knowledge and theory.

IV. Aim of the study

The aim of the study was to explore the psychological aspects of inner strength and psychological well-being between students in Malaysia and Indonesia. To be more specific, this study examined:

- 1) the difference of inner strength between school students of Malaysia and Indonesia during the Covid-19 pandemic,
- 2) the difference of psychological well-being between school students of Malaysia and Indonesia during the Covid-19 pandemic, and
- 3) the relationship between inner strength and psychological well-being between school students of Malaysia and Indonesia during Covid-19 pandemic.

V. Materials and Method

This study used a questionnaire as a method to collect all the data. The platform used for the questionnaire was Google Forms, where all the data is collected online. The sample involved in this research are school students from Medan, Indonesia and Malaysia. Researchers from Universitas Sumatera Utara, Medan, Indonesia helped to collect data in Indonesia. Whereas, the data in Malaysia was collected by researchers from Universiti Sains Malaysia and Persatuan Pendidik MARA. This study was funded by the School of Educational Studies, Universiti Sains Malaysia and was a matching grant between Malaysia and Indonesia.

Potential respondents were chosen randomly by distributing google forms. For Malaysia, there were 162 boys and 245 girls and for Indonesia a total of 186 boys and 221 girls were involved in this study. Questionnaire used included the data of demography, inner strength, and psychological well-being. Demography data included gender, age and question on if the students or their family has been infected with Covid-19 or not. This questionnaire has 9-items used for inner strength and 8-items for psychological well-being. The inferential data was analyzed by using paired sample t-test and Pearson correlation to analyze the different and relationship between inner strength and psychological well-being among students in Malaysia and Indonesia.

VI. Results and Discussion

Demography of Sample

Sample of the study consists of 407 school students from Malaysia and Indonesia each that range age from 13 year olds to 18 year olds. 186 male (45.7%) and 221 female (54.3%) from Indonesia and 162 male (38.0%) and 245 (57.5%) from Malaysia. 1 student who is 13 years old (0.2%) from Indonesia and 8 students (1.9%) from Malaysia. 21 students (5.2%) from Indonesia and 76 students (17.8%) from

Malaysia aged 14 years old, 87 students (21.4%) from Indonesia and 53 students (12.4%) from Malaysia aged 15 years old, 135 students (33.2%) from Indonesia and 97 students (22.8%) from Malaysia aged 16 years old, 140 students (34.4%) from Indonesia and 138 (32.4%) from Malaysia aged 17 years old and 23 students (5.7%) from Indonesia and 35 students (8.2%) from Malaysia aged 18 years old.

There are 146 Malaysian students (34.3%) in this research that had been infected with Covid-19 while the remaining 261 students (61.3%) were never infected with Covid-19. As many as 193 students in this research (45.3%) had a family member that have experienced being infected with Covid-19 and 214 students (50.2%) never had a family member being infected with Covid-19.

For Indonesia, there are 44 students (10.8%) in this research that had been

infected with Covid-19 while the remaining 363 students (89.2%) never infected with Covid-19. Other than that, 130 students (31.9%) have a family member that had experienced being infected with Covid-19 and 277 students (68.1%) never had a family member being infected with Covid-19.

Mean of Inner strength and Psychological Well-being of Students in Malaysia & Indonesia

Table 1 below shows the descriptive statistic of inner strength and psychological well-being between school students of Malaysia and Indonesia. It shows that inner strength and psychological well-being between school students of Malaysia and Indonesia isn't much different in mean where inner strength for Indonesia is 3.83, inner strength for Malaysia is 3.78, psychological well-being Indonesia is 3.94 and psychological well-being in Malaysia is 3.98.

Table 1. Descriptive statistics in inner strength and psychological well-being between school students of Malaysia and Indonesia

	N	Minimum	Maximum	Mean	Std. Deviation
Psychological well-being (Indonesia)	407	1.63	5.00	3.9416	.61904
Psychological well-being (Malaysia)	407	1.75	5.00	3.9739	.64456
Inner strength (Indonesia)	407	1.33	5.00	3.8335	.69712
Inner strength (Malaysia)	407	1.44	5.00	3.7805	.71269
Valid N (listwise)	407				

Table 1 shows that there is not much difference of psychological and inner strength well-being between two countries. Religion can play role regarding this as Malaysia and Indonesia have same majority of religion which Islam. According to Roger and Hatala (2017), religion positively associated with mental health when they influence the quality of one's life, can find meaning in their life, give hope and comfort

their life. As mentioned previously that psychological well-being can be affected by loss meaning of life, Malaysia and Indonesia students share almost the same feeling because of the culture and religion. According to, religious also contribute the less stress and stop people to have just negative perception on Covid-19 that can led to various illness (Ting Rachel Sing-Kiat, Aw Yong Yue-Yun, Tan Min-Min & Yap

Chee-Khong, 2021). Belief in religion can help individuals to remain their mental health in a good condition throughout the pandemic although it cannot be applied to everyone especially when there are already issues with the mental health.

The difference of inner strength between school students of Malaysia and Indonesia during Covid-19 pandemic

Table 2 below shows the analysis of the differences in inner strength between school students of Malaysia and Indonesia by using a paired sample test. It shows that there is no significant difference between inner strength of students from Malaysia and Indonesia ($p > .05$). Hence, the inner strength between these two countries is the same.

Table 2. Analysis of the difference in inner strength between school students of Malaysia and Indonesia using paired sample test.

	Min	SD	T	df	Sig.(p)
Inner strength	-.032	.908	-.716	406	.474

From the previous, connectedness is one of the important dimensions of inner strength. During the Covid-19 pandemic, it is important to let patients to always get in touch with their loved ones so they can support each other and improve their inner strength (Herrera et al., 2021). Students who get a well enough support will have strong inner strength. Pramukti et al. (2020) stated that students in Indonesia did not get a good support during pandemic, and that has caused them to have suicidal thoughts. Similarly in Malaysia, Sundarasan (2020) also stated that students in Malaysia did not get enough of emotional support because of the social distancing affect not only physically but emotionally. It shows that students from both countries received the same treatment where they did not get enough emotional support.

This occurred because of the stigmatization towards mental health. In Indonesia and Malaysia, stigmatization towards mental health occur not only in rural areas where there is less public awareness about mental health but also occurs among health professionals such as psychiatrists, psychologists and nurses who work with the mental health patients (Hartini, Fardana,

Ariana, & Wardana, 2018; Ainul Nadhirah Hanafiah & Tine Van Bortel, 2015). There are also family and friends who also have stigma with their own family member or friends once they know about the mental health condition. As a student, it is not easy for some of them to show their expression especially when involving mental health as they are not aware since elementary school about mental health. Religion also play a role regarding this situation as some will have negative belief when someone with religion have a mental health as they looks like they do not do the religious stuff. It will make people with mental health seems like they have no religion.

It can be related with the research on adolescents, showing that strengths are inversely related to psychological distress and behavioural problems. For example, in a study of middle school students, adolescents who reported higher persistence and love scored lower on behavioural problems than adolescents who scored lower. In addition, adolescents who reported higher levels of hope, zest, and leadership reported lower levels of anxiety and depression than adolescents who scored lower on these strengths (Dahlsgaard, 2005; Park &

Peterson, 2006). It showed that inner strength concept which is connectedness can be shown here. When someone be able to connect with themselves and have a strong of inner strength, they will have a less chance of disrupted mental health.

The difference of psychological well-being between school students of Malaysia and Indonesia during Covid-19 pandemic

Table 3. Analysis of the different in psychological well-being between school students of Malaysia and Indonesia using paired sample test.

	Min	SD	T	df	Sig.(p)
Psychological well-being	.05	1.00	1.065	406	.288

There will always be a positive relationship between health and psychological well-being (Carmel et al., 2017). As study shows there is no difference for psychological well-being between these two countries, it shows that students from Malaysia and Indonesia will have disturbance in their psychological well-being when they are infected with sickness such as Covid-19. Students from these two countries show that their inner strength amidst the Covid-19 pandemic is not affected by the country. This also may be influenced by the similar ways that both Malaysia and Indonesia are handling the Covid-19 infection. Both countries announce lockdown in March 2020, citizens also need to have social-distancing and wearing face masks whenever they are undertaking outdoor activities (Delanova & Harikesa, 2020).

Malaysia's measure to reduce the outbreak of Covid-19 such as lockdown, strict isolation, social distancing, emergency remote teaching and unsure of delays to return to schools already had an impact on students' psychological well-being (Sundarasan, 2020). Indonesia students' psychological well-being was affected by

Table 3 below shows the analysis of the differences of psychological well-being between school students of Malaysia and Indonesia by using a paired sample t-test. It shows that there is no significant difference between psychological well-being of students from Malaysia and Indonesia ($p>.05$). Hence, the psychological well-being between these two countries is the same.

the Covid-19 outbreak where they also need to make a change in learning methods, unsure with the date of exam, and at home distractions similar with Malaysia (Halperin et al., 2021). The uncertainty and disturbance to academic progress can be an influence on the student. Students have a trouble to identify the meaning of life as they did not know if they are still bright future with the lockdown and study styles that do not contribute much to their academy.

According to Ryff (1989), autonomy feels the need to determine one's life while powering the environment related to the capacity how one can survive with their surroundings. From this situation we can see students feel that they have no power. They cannot do anything about their classes due to the pandemic, and they are uncertain what to expect about their school, since everything has changed to a new norm. It makes them feel less useful as they do not know how to make a decision as everything is out of their control. It is same between both of the countries has the way of preventing Covid-19 are very similar. Students also have trouble to share their

concern with adults as adults also are struggling to survive in the pandemic.

The relationship between inner strength and psychological well-being between school students of Malaysia and Indonesia during Covid-19 pandemic.

Analysis shows from a Pearson Correlation test, there is a strong positive relationship between inner strength and psychological well-being from students in Malaysia and Indonesia ($p < 0$). It shows that when students from Malaysia and Indonesia have a high inner strength, the psychological well-being is also high.

Table 4. Analysis between the relationship of inner strength and psychological well-being between school students of Malaysia and Indonesia using Pearson correlation test.

		Psychological well-being	
		Psychological well-being	Inner strength
Psychological well-being	Pearson Correlation	1	.761**
	Sig. (2-tailed)		.000
	N	407	407
Inner strength	Pearson Correlation	.761**	1
	Sig. (2-tailed)	.000	
	N	407	407

** . Correlation is significant at the 0.01 level (2-tailed).

A study from Viglund et al (2021) shows that those who are in great health have a good sign for the inner strength and those who are having a crisis or sickness is a bad sign for the psychological well-being. It shows that students need to have a good inner strength to have a good psychological well-being in times of the Covid-19 pandemic. Viglund et al also state that inner strength and psychological well-being have a reciprocal positive relationship between both. Inner strength also can be described as a human resource that promotes health and well-being (Viglund et al. 2013). It shows that inner strength and psychological well-being cannot be separated.

Higher scores of inner strengths showed an association with better subjective and objective health and more social contacts, in a group of very old people (Lundman et al. 2012). Inner strength, time since diagnosis, and comorbidity proved to

be the strongest predictors of quality of life in a group of women with cancer (Dingley & Roux 2014), as well as overall health promoting behaviours among women with heart failure (Hosseini et al. 2016). Thus, higher degrees of inner strength have been significantly related to better health-related quality of life (Boman et al. 2017; Dingley and Roux 2014).

The research from Gillham et al. (2011) shows that inner strength has a relationship with the psychological well-being although the study cannot determine either strength is the predictor, or if both only correlate to each other. It also states that people with high inner strength will have greater well-being but that can also be influenced by the individual's mood. The strength of optimism predicts a good life satisfaction, achievement, and health, and fewer symptoms of depression and anxiety

in adults and adolescents (Bromley, Johnson, & Cohen, 2006).

Cross-sectional research on the strength's states that strengths of the heart, which connect people to each other, are more closely connected to well-being than are strengths of the mind, which are more individual in focus (Park & Peterson, 2006, 2008). For example, gratitude, hope, love, and zest are more strongly associated with well-being, compared to appreciation of beauty, creativity, and judgment. These findings are consistent with the observation that close relationships with others are more strongly connected to satisfaction and happiness in life than are scholastic achievement, occupational success, and wealth (Myers, 2000).

In this study, there is not much difference of inner strength and psychological well-being between students in Malaysia and Indonesia. Both countries share almost the same experience including the pandemic, how the government chooses to control from its' spread, the stigmatization and the support for mental health during the pandemic. Students from both countries also experience the same style of online teaching and suffer from poverty in their household.

The study from Kannampallil et al. (2020) shows the psychological well-being of university students in Malaysia and Indonesia are affected with the Covid-19 pandemic. The pandemic and lockdowns have drastically changed the education system, with the countries shifting to online teaching and learning, both at secondary and tertiary levels. When not all students have access to technology, the new education system became a burden for some students. They also face financial stress and uncertainties about their future. It is also possible that students who must be on-campus lack social support as observed by Kannampallil et al. (2020) among their Malaysian health science students. According to Dhawan (2020), it is uncertain

when teaching and learning can be normal again and online learning definitely give a negative effect for some of the students. Hence, it is important to keep monitoring students' mental health status and provide psychological counselling or services. This requires health and education authorities to work together to deliver a sufficient support to the students. As stated previously, the stigma about mental health will make it difficult for the students to seek for help voluntarily.

VII. Conclusion

Based on the analysis from this study, there is positive relationship between inner strength and psychological well-being of students from Malaysia and Indonesia throughout the Covid-19 pandemic. However, there is no significant difference in inner strength and psychological well-being between students from Malaysia and Indonesia. In this study, an intervention to define the inner strength and psychological well-being of different countries can be conducted as both of this had a positive relationship. Other studies about the symptom that can affect inner strength and psychological well-being can also be conducted in depth between other countries.

As in all surveys using questionnaires, there are always uncertainty of whether the respondents answered the questions honestly. The student answers all the question online without the supervision of researchers and some of the students may have answered half-heartedly. In the future, the study can be conducted face to face as it is more accurate to avoid any dishonesty. Face-to-face also helps researcher to understand more how respondents will respond when they answer the questions.

In this study, as the data taken is online, researchers cannot choose the age range of participants to answer all the items to study them in more detail. Hence, Minister of Education and school can use

this study to find out more about the inner strength and psychological study of the students with more details such as based on their standard and age. Higher education institute also can use this study to determine the students' psychological well-being as higher education students suffer more from anxiety than students below 13 years old. The age for every student can bring a big difference to the study as the students are at the range of age where they are vulnerable at it can show significant difference in every age.

Other than that, this study cannot standardize the gender of the respondent because of the limited number of respondents and the way to choose the respondents. Hence, in the future, another research can be made to identify the significant difference of inner strength and psychological well-being between male and female of Malaysia and Indonesia. A lot of study also shows that females tend to be different in inner strength and psychological well-being especially when they are facing some issue or challenge. Their reaction to the emotion and psychology is more obvious than male.

As stated, there are four important concept of inner strength which is connectedness, engagement, movement and knowing or anguish and searching. For psychological well-being, there are six important element which are personal growth, self-acceptance, autonomy, life goal, relationship with others and positive relationship with others.

From this study it is shows that inner strength plays a part with how someone deal with the crisis events such as pandemic Covid-19. A technique in counselling such as cognitive behaviour therapy can be used to let individual to find all the four concept and apply every each to themselves. When they can connect and engage to themselves and others, it will help a lot for them to deal again with any traumatic events as they can trust themselves and others. When they have

a good inner strength, it will influence their psychological well-being.

Other than that, future research can focus more on find the relationship of every element inside the inner strength and psychological well-being in students. This will help to identify more about the relationship between inner strength and psychological well-being. As example, the relationship between connectedness and engagement inside concept of inner strength and relationship with others inside the element of psychological well-being. After finding out the relationship between two of this elements, future research can focus more on how students can deal with traumatic events based on the relationship. This study has mentioned that there are positive relationship between inner strength and psychological well-being, however, there is not a lot of details to explain the relationship.

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