



THE THREE GOOD THINGS INTERVENTION TO IMPROVE SUBJECTIVE WELL-BEING IN STUDENTS

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ABSTRACT/ABSTRAK:

The pressure from lectures experienced by students can have detrimental effects on their well-being and overall life satisfaction. Therefore, this study aimed to assess the effectiveness of three good things interventions in enhancing the subjective well-being of students. A total of 36 students from Makassar State University participated in this randomized experiment, using an alternative treatment design with a pretest. The Positive and Negative Affect Schedule (PANAS) and Satisfaction With Life Scale (SWLS) were used as measurement tools, and the data were analyzed through an independent sample *t*-test and analysis of covariance (ANCOVA). The result showed a significant difference in subjective well-being changes between participants who received the three good things intervention and those with a placebo memory, at a *t*-test significance value of 0.007 and ANCOVA significance of 0.008. Hence, it can be concluded that the three good things interventions positively impact the subjective well-being of students at Makassar State University. This study provided valuable insights on the positive impact of three good things interventions in improving subjective well-being.

Tekanan perkuliahan yang dialami mahasiswa dapat menimbulkan afek negatif dan memengaruhi kepuasan hidup. Penelitian ini bertujuan untuk mengetahui efektivitas intervensi *three good things* untuk meningkatkan *subjective well-being* pada mahasiswa. Partisipan merupakan Mahasiswi Universitas Negeri Makassar sebanyak 36 orang. Penelitian ini merupakan penelitian *randomized experiment* dengan desain *alternative treatment design with pretest*. Alat ukur yang digunakan adalah *Positive and Negative Affect Schedule* (PANAS) dan *Satisfaction With Life Scale* (SWLS) yang dianalisis menggunakan *independent sample t test* dan *analysis of covariance* (ANCOVA). Hasil analisis menunjukkan nilai signifikansi *t test* sebesar 0,007 dan signifikansi ANCOVA sebesar 0,008. Hasil tersebut menunjukkan bahwa terdapat perbedaan perubahan *subjective well-being* pada partisipan yang mendapatkan intervensi *three good things* dibandingkan dengan partisipan yang mendapatkan *memory placebo*. Dengan demikian, terdapat pengaruh intervensi *three good things* terhadap *subjective well-being* pada mahasiswi Universitas Negeri Makassar. Penelitian ini memberikan informasi mengenai dampak positif intervensi *three good things* dalam meningkatkan *subjective well-being*.

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Students encounter a range of demands, responsibilities, and circumstances that necessitate their ability to adapt. They face numerous academic challenges, including comprehending intricate course materials, accomplishing demanding assignments, adjusting to the social dynamics of the university, and striving for success. The inability to meet these demands can lead to negative feelings such as anger, disappointment, anxiety, and stress.

According to the Center for Public Mental Health at Gadjah Mada University (Center for Public Mental Health, 2012), students may encounter psychological challenges from academic and non-academic factors. Academic problems may arise from difficulties adapting to academic demands due to unfamiliarity with learning methods, choosing the wrong major, dealing with assignments, the teaching methods of professors, thesis completion issues, and anxiety about the future and career. On the other hand, non-academic problems include family issues, social and cultural problems, general adaptation challenges, or problems within student organizations.

Fitriana (2018) stated that the pressure experienced by students due to academic and non-academic challenges can lead to negative emotions and impact life satisfaction. Eid and Diener (2004) further stated that subjective well-being is a significant factor in alleviating mental pressure and indicates a good quality of life. Therefore, students are expected to possess a strong sense of subjective well-being, enabling them to experience positive emotions and effectively navigate various educational and life-related issues (Sucita et al., 2021).

Diener et al. (2003) provided a definition of subjective well-being as the assessment of the life of an individual over an extended duration. This evaluation

encompasses emotional responses to life events, mood, and overall satisfaction with life. Lopez et al. (2018) stated that subjective well-being can be equated with happiness, representing an overall judgment that individuals make regarding their current position in the world. Another perspective, presented by Maddux (2018) characterized subjective well-being as a psychological construct that examines how individuals think and feel about what they have and life events.

Triandis (2000) stated that subjective well-being is closely linked to the broader notion of happiness, encompassing both affective and cognitive aspects. The affective aspect refers to the positive feelings individuals have about their lives, while the cognitive aspect represents the satisfaction with various aspects of their lives, such as family, work, or education. Diener (2009) further elaborated on the components of subjective well-being, which comprise overall life satisfaction, elevated levels of positive affect, and reduced levels of negative affect.

Based on the preliminary survey using Google Forms with 43 students from Makassar State University regarding life satisfaction, 46.5% reported not meeting their expectations, 51.16% felt that the current living conditions were unsatisfactory, 41.9% expressed dissatisfaction with their lives, and 60.5% reported their inability to achieve important things. The perceived causes among students included dissatisfaction with academic achievements, social problems, and family life.

The survey using Google Forms with the same group of students regarding positive and negative affect balance showed that 6.98%, 79.07%, and 13.95% had low, moderate and high levels of affect balance, respectively. This indicated that students

have not yet achieved a high level of subjective well-being.

Subsequently, interviews were conducted with two students from Makassar State University to understand the issues related to subjective well-being. The respondents reported not experiencing high subjective well-being because they felt unhappy and unsatisfied with their achievements while experiencing anxiety related to their studies and desiring positive change. Additionally, they highlighted a lack of social support, a sense of stagnation, and unfulfilled goals as contributing factors to their lower levels of subjective well-being.

Subjective well-being among students is an important issue that needs to be addressed. Students encounter various challenges that can impact their overall life satisfaction and give rise to negative affect. However, they must strive to overcome these challenges. Based on the interviews, the respondents expressed unhappiness and dissatisfaction with their lives, primarily stemming from unfulfilled goals. This, in turn, led to experiences of anxiety, fear, a lack of self-confidence, and pessimism.

Ardiansyah and Aulia (2021) stated that students with high subjective well-being are able to develop their potential for continuous growth, become more creative, feel motivated to progress, and have clear life goals. They also tend to experience academic satisfaction, including completing assignments, greater GPA and are more successful in academic and non-academic activities both on and off-campus. When students have close and supportive social relationships, they tend to have higher subjective well-being compared to those with low subjective well-being who struggle to maintain good social connections.

Diener et al. (1997) stated that individuals might have low subjective well-being when they exhibit dissatisfaction with their lives and experience minimal joy and affection, with the frequent occurrence of

negative emotions like anxiety or anger. Additionally, study by Diener and Chan (2011) revealed that individuals who experience greater happiness tend to enjoy better overall health, whereas unhappiness is associated with feelings of anger, depression, and anxiety.

Lyubomirsky et al. (2005) stated that individuals who exhibit high levels of subjective well-being often display characteristics such as being social, altruistic, and actively engaged. They possess strong interpersonal and intrapersonal skills, enjoy good health, and demonstrate effective conflict-resolution abilities. Maddux (2018) stated that individuals with high subjective well-being experience a greater frequency of positive affect compared to negative affect and are generally satisfied with their lives. Armenta et al. (2015) suggested that happy individuals are more open to social relationships, display greater prosocial behaviours, demonstrate higher productivity, and exhibit greater adaptability when faced with life changes.

Diener (2009) stated that subjective satisfaction, income, demographics, individual behaviour, personality traits, and biological factors influence subjective well-being. The literature review conducted by Dewi and Nasywa (2019) found that internal and external factors influence subjective well-being. Internal factors comprise gratitude, forgiveness, personality, self-esteem, and spirituality, while external factors include social support.

Study by Datu (2014) identified gratitude and forgiveness as predictors of subjective well-being in individuals. Safaria (2018) stated that individuals capable of expressing gratitude tend to have high levels of self-acceptance, which in turn influences their overall life satisfaction. This sense of satisfaction can contribute to increased feelings of happiness in individuals. Additionally, the quantitative study by Gaol

and Darmawanti (2022) discovered a significant and positive relationship between gratitude and subjective well-being.

One effective way to enhance gratitude in individuals is the three good things intervention (Lai & O'Carroll, 2017). This intervention was first developed by Seligman et al. (2005). In this intervention, participants are instructed to write down three positive things that occurred each day and provide a causal explanation for each event. The findings indicated increased happiness and decreased depressive symptoms over one month, with sustained benefits observed during a six-month follow-up period (Seligman et al., 2005).

Watkins et al. (2015) conducted a study on gratitude intervention involving psychology students. The participants were divided into three groups, namely memory placebo, pride 3-blessing, and gratitude 3-blessing. The result showed that the group that recorded three good things (gratitude, 3-blessing) for one week experienced a greater increase in subjective well-being compared to the placebo group. Rippstein-Leuenberger et al. (2017) stated that the three good things exercise can support positive social relationships, promote positive emotions, and enhance well-being and resilience.

Lai and O'Carroll (2017) examined the impact of the three good things intervention on the physical health and well-being of 18-22-year-old students. The participants were divided into experimental (three good things) and control group (no treatment) groups. Participants in the experimental group were asked to write

down three things they were grateful for daily for 21 days. The results showed an increase in gratitude in the experimental group compared to the control with higher levels of positive affect and improved well-being.

Based on preliminary findings, it is worthwhile to re-examine the effectiveness of the three good things intervention. This study examined the effectiveness of this intervention in improving subjective well-being among students.

METHOD

Design

This is randomized experimental study. According to Yusainy (2019) a randomized experiment is characterized by random assignment, where different participants are randomly assigned to varying treatment conditions. The type of experiment is a between-subjects design, which involves administering treatments to different participants (Yusainy, 2019). The experimental design used an alternative treatment with a pretest. Shadish et al. (2002) stated that an alternative treatment design with a pretest is one of the randomized experiment designs that compare two treatments in each group.

Experimental groups 1 and 2 were given the three good things intervention, and the memory placebo treatment, respectively. Before randomizing the participants into experimental groups 1 and 2, a pretest was conducted, followed by the administration of the treatment, and finally, a posttest. The measured outcome in both groups was the subjective well-being score before and after the treatment was administered.

Table 1. Study Design

O1	R	X1	O2
O1	R	X2	O2

Description:

O1: Pretest

O2 : Posttest

R: Randomization

X1: Experimental Group 1 (*Three good things*)

X2: Experimental Group 2 (*Memory placebo*)

Participants

Participants were recruited by providing information about the study online. They were initially screened by completing the Positive and Negative Affect Scale (PANAS) and the Satisfaction with Life Scale (SWLS) online. The criteria were active female students of Universitas Negeri Makassar with low and moderate subjective well-being levels. Those who fulfilled the criteria and were willing to participate in the study were randomly assigned to experimental groups 1 or 2.

Data Collection Method

The affective aspect of subjective well-being was determined using the Positive and Negative Affect Schedule (PANAS) developed by Watson et al. (1988) and translated into Indonesian by (Akhtar, 2019b). Akhtar (2019) stated that this scale consisted of 20 items, with 10 items each measuring positive and negative effects. Each item represented a single adjective describing the participants' feelings and was rated on a five-point scale (Akhtar, 2019).

The cognitive aspect of subjective well-being was assessed using the Satisfaction with Life Scale (SWLS) developed by Diener et al. (1985) and translated into Indonesian by Akhtar (2019). Akhtar (2019) stated that this scale consisted of 5 items presenting statements reflecting the evaluations of individuals and

their lives. Each item was rated on a seven-point scale.

Other materials included informed consent forms and evaluation sheets. The tools used by the participants were writing instruments and diaries, which they used to record their daily experiences. The diary was deemed suitable for use after undergoing a pilot test.

Intervention Procedure

During the preparation phase, various materials and apparatus were prepared. This involved preparing the necessary scales, informed consent forms, and diary books to be filled out by the participants.

In the pretest phase, participants underwent an initial screening to establish their baseline scores before the intervention. This screening involved administering the subjective well-being scale online. Subsequently, participants were randomly assigned to experimental groups 1 and 2.

In experimental group 1, the intervention administered was the three good things intervention. The intervention procedure was developed based on the procedure by Lai and O'Carroll (2017). Instructions were provided to the participants, and daily reminder messages were sent to them for 21 days via WhatsApp. Participants were asked to write a positive diary every evening for 21 days, documenting three good things they

experienced individually. The instructions for the intervention were as follows:

"Our lives are filled with countless blessings, both significant and seemingly insignificant. It is important to recognize that even the individuals who assist us in achieving our goals or offer small acts of kindness contribute to the goodness in our lives. By empathizing with their perspectives, appreciating their efforts, and acknowledging the kindness they extend, we find ample reasons to experience gratitude. . Think about and write down three things you are grateful for today."

In experimental group 2, treatment with a similar structure to experimental group 1 was implemented but with a neutral nature. The treatment given was the memory placebo. Instructions and daily reminder messages for 21 days via WhatsApp were provided to the participants. Participants wrote daily notes every evening for 21 days, describing three significant experiences they had that day. The instructions given are as follows:

"You have had many experiences today, think about them and write down three important ones."

After completing the 21-day intervention, the posttest was conducted for both groups to determine the scores of the dependent variable. The pretest and posttest scores were analyzed to test the hypotheses.

Data Analysis Technique

The independent and paired t-test samples used the SPSS 25 program to conduct the hypothesis test. Kadir (2015) stated that the independent samples t-test is conducted to test the difference in means between two independent samples that do not influence each other. Conversely, the paired samples t-test was employed to assess the difference between two measurements, which in this study refer to the pretest and posttest scores within each group.

The second hypothesis test used Analysis of Covariance (ANCOVA). Kadir (2015) stated that ANCOVA was employed to control the variables that had a statistically significant impact on the experiment.

FINDINGS

Participant Description

The participants were female students from Makassar State University with low to moderate levels of subjective well-being. The study was conducted from October 8 to 30, 2022. During the screening process, a total of 109 students met the criteria for participation. However, only 36 students remained engaged and completed the entire study, demonstrating their willingness to participate actively. The description of the participants based on their pretest and posttest scores is shown in Table 2.

Table 2. Participant Description in Experimental Group 1

No.	Initial	Pretest Score	Category	Posttest Score	Category
1	AW	14.31	Low	19.25	Low
2	FN	20.3	Low	46.54	Low
3	IP	34.08	Low	61.22	Low
4	TP	43.8	Low	37.65	Low
5	LI	49.38	Low	23.59	Low
6	DI	51.67	Low	48.53	Low
7	AN	55.73	Low	63.24	Moderate
8	AM	55.64	Low	89.29	Moderate
9	DN	59.66	Low	59.56	Low
10	DA	67.52	Moderate	37.7	Low
12	TZ	79.35	Moderate	81.85	Moderate
13	A	47.32	Low	69.29	Moderate
14	N	24.07	Low	42.91	Low
15	NA	26	Low	58.13	Low
16	YB	45.82	Low	52.31	Low
17	AQ	59.51	Low	65.44	Moderate
18	GM	51.5	Low	87.06	Moderate

Table 3. Participant Description in Experimental Group 2

No.	Initial	Score Pretest	Category	Score Posttest	Category
1	TR	31.92	Low	17.42	Low
2	NI	37.98	Low	53.96	Low
3	AP	47.65	Low	4.91	Low
4	UK	57.66	Low	44.69	Low
5	AS	59.6	Low	52.39	Low
6	AF	65.4	Moderate	74.35	Moderate
7	KA	73.23	Moderate	63.54	Moderate
8	AA	75.35	Moderate	83.71	Moderate
9	IM	75.44	Moderate	50.48	Low
10	AFZ	79.49	Moderate	50.3	Low
11	NAME	71.68	Moderate	37.57	Low
12	NR	55.68	Low	39.63	Low
13	AFS	47.68	Low	46.88	Low
14	HK	27.98	Low	39.29	Low
15	NIN	44.11	Low	50.33	Low
16	IN	39.81	Low	26.76	Low
17	AAI	32.27	Low	37.48	Low
18	M	28.08	Low	13.82	Low

Table 2, in experimental group 1, showed that 13 participants experienced a significant increase in subjective well-being scores, while 5 exhibited a decrease in subjective well-being scores.

In experimental group 2, 12 participants experienced a significant decrease in subjective well-being scores, and 6 had an increase in subjective well-being scores, as shown in Table 3.

Table 3 shows that in experimental group 2, as many as 12 experienced a significant decrease in subjective well-being

scores, and 6 participants experienced an increase in subjective well-being scores.

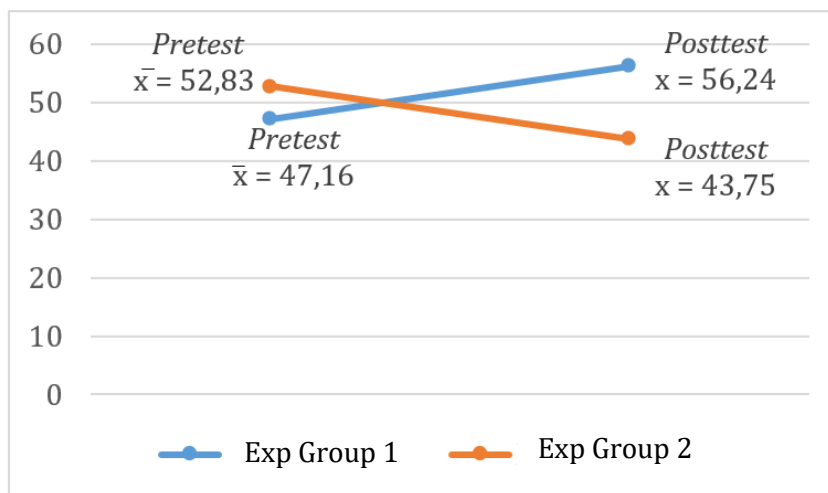


Figure 1. Mean Score

Based on the empirical descriptive analysis, the mean subjective well-being scores in experimental group 1 showed a significant increase, while the mean subjective well-being scores in experimental group 2 indicated a decrease after the posttest.

Hypothesis Test

The hypothesis test was conducted using an independent sample t-test with the criteria that when the significance value is <0.05 , H_a is accepted, indicating a significant difference in changes between the two groups.

Table 4. Independent sample t-test

Data	t	Sig.	Conclusion
Pretest Experimental Groups 1 and 2	-0.96	0.34	H_a is rejected
Posttest Experimental Groups 1 and 2	1.88	0.68	H_a is rejected
Gain Score	-2.89	0.007	H_a is accepted

Referring to the independent sample t-test, the significance value of the pretest in both groups was $0.34 > 0.05$. This showed that there was no significant difference in the change in subjective well-being between the two groups at the pretest stage. The significance value of the posttest in both groups was $0.68 > 0.05$. This indicated no significant difference in the change in subjective well-being between participants who received the three good things intervention and those who received the

memory placebo intervention at the posttest stage.

The significance value of the gain score was $0.007 < 0.05$, showing a significant difference in the change in subjective well-being between participants who received the three good things intervention and those with the memory placebo. Further analysis was conducted to examine the differences in subjective well-being scores within each group based on the pretest and posttest scores.

Table 5. Paired sample t-test

Data	t	Sig.	Conclusion
Pretest-Posttest Experimental Groups 1	-2.05	0.056	Ha is rejected
Pretest-Posttest Experimental Groups 2	2.3	0.034	Ha is accepted

Based on the paired sample t-test, the significance value of the pretest-posttest for experimental group 1 was $0.056 > 0.05$. This indicated no significant difference in subjective well-being within experimental group 1 based on the pretest and posttest results. However, the significance value of the pretest-posttest for experimental group 2 was $0.034 < 0.05$, thereby illustrating a

significant difference in subjective well-being within experimental group 2 based on the pretest and posttest results. The second hypothesis test was conducted using ANCOVA with the criterion that when the significance value is < 0.05 , H_a is accepted. Hence, there is a difference between the two groups

Table 6. ANCOVA

Sig. Corrected Model	Sig. Treatment	Conclusion
0.000	0.008	Ha is accepted

According to the ANCOVA test, the significance value of the fixed factor (treatment) was $0.008 < 0.05$. This indicated a difference in the change in subjective well-being between participants who received the three good things intervention compared to those in the memory placebo group. The significance value of the corrected model was $0.000 < 0.05$, thereby indicating an influence of the treatment (three good things and memory placebo) on the post-test scores.

DISCUSSION

This study aimed to determine the effectiveness of the three good things intervention in improving subjective well-being among students at Makassar State University. The subjective well-being was evaluated using two scales, the Positive and Negative Affect Schedule (PANAS) to measure the affective aspect and the Satisfaction with Life Scale (SWLS) to

evaluate the cognitive aspect. The initial descriptive analysis revealed that 26 individuals exhibited low levels of subjective well-being, while 10 participants reported moderate levels.

Diener et al. (2003) stated that subjective well-being encompasses the overall life assessment, which includes evaluations of emotional responses to events, mood, and satisfaction with life. Armenta et al. (2015) further reported that the affective component of subjective well-being pertains to the experience of positive and negative emotions. On the other hand, the cognitive aspect of subjective well-being pertains to the satisfaction of an individual with various life domains, including work, family, health, finances, and social relationships.

The Positive and Negative Affect Schedule (PANAS) was utilized to measure the affective aspect of subjective well-being, encompassing positive and negative affect.

Upon analyzing the post-test data, it was observed that participants generally exhibited moderate levels of positive and negative affect. The results showed that the group receiving the three good things intervention had a high mean score of positive affect and a lower mean negative affect score than the control group. These findings are consistent with Lai and O'Carroll (2017) who stated that practising gratitude leads to a decrease in negative affect and an increase in positive affect. Armenta et al. (2015) stated that increased levels of positive emotions characterize high subjective well-being, while low levels of positive emotions characterize low subjective well-being.

The cognitive aspect of subjective well-being was assessed using The Satisfaction With Life Scale (SWLS). Based on the pretest and posttest, participants generally had a moderate level of life satisfaction. The results showed that experimental group 1 experienced an increase in the mean life satisfaction score after the intervention. In contrast, experimental group 2 demonstrated a decrease in the mean score of life satisfaction. Diener (2009) stated that individuals can be categorized as having moderate subjective well-being when they feel sufficiently satisfied with their lives, have higher levels of positive emotions, and rarely experience negative emotions.

The hypothesis test revealed a significant difference in subjective well-being between participants who received the three good things intervention and those who received the memory placebo. Participants in experimental group 1 tended to experience more gratitude in their daily lives, increasing subjective well-being scores. Lai and O'Carroll (2017) stated that the three good things intervention could increase gratitude and positively affect individuals.

The findings demonstrated that the implementation of the three good things intervention for 21 consecutive days resulted in an improvement in subjective well-being. Seligman et al. (2005) stated that a one-week three good things intervention can increase happiness and reduce depressive symptoms. Additionally, Watkins et al. (2015) reported that a one-week intervention of recording three things to be grateful for positively impacted subjective well-being. The intervention of recording things to be grateful for can enhance subjective well-being when conducted intensively.

Watkins and McCurrach (2016) stated that the cognitive aspect of the three good things intervention involves cultivating an ability to focus on and recall positive events, interpreting them as reasons for gratitude, and improving memory. Watkins and Scheibe (2018) state that recounting and writing about one's blessings can induce feelings of gratitude, leading to improved well-being.

Watkins (2004) stated that perceiving good things as gifts or offerings, regardless of their size, can be a way to express gratitude and contribute to individual happiness. Diener (2009) proposed the bottom-up theory, stating that happiness results from accumulating small pleasures and positive experiences in an individual's life.

Emmons and McCullough (2003) stated that practising gratitude is an effective coping mechanism. They stated that individuals who cultivate gratitude are more likely to perceive life as a gift and can identify positive aspects even in challenging or unpleasant circumstances. By cultivating gratitude, individuals can better appreciate difficult situations and shift their perspective towards what truly matters. As a result, grateful individuals have an enhanced ability to cope with stressful conditions

more effectively, allowing them to navigate challenges with a positive mindset.

The paired sample t-test conducted in experimental group 1 to compare the pretest and post-test scores yielded a significance value of 0.056. This showed no significant difference in the level of subjective well-being before and after the intervention. Out of the participants in experimental group 1, 13 experienced a significant increase in their subjective well-being scores, while 5 experienced a decrease. This variation in results is potentially attributed to repetitive writing and a lack of interest or willingness to maintain a daily journal. However, it is worth noting that the act of writing things to be grateful for directly impacted the participants. They exhibited a greater expression of gratitude and an improved ability to identify positive aspects in their daily lives.

The paired sample t-test conducted in experimental group 2 to compare the pretest and post-test scores yielded a significance value of 0.034. This indicated a significant difference in the level of subjective well-being before and after the intervention. Among the participants in experimental group 2, 12 experienced a significant decrease in their subjective well-being scores, while 6 participants experienced an increase. This outcome can be attributed to the random nature of participants' writing, which allowed them to express both positive and negative experiences. Participants wrote more negative aspects, such as stressful situations, sadness, or disappointment.

The decrease in subjective well-being scores among participants in experimental group 2 is attributed to the influence of positive and negative life experiences they encountered. Maddux (2018) stated that a combination of positive and negative life experiences influences subjective well-being. Individuals with a

greater number of positive experiences than negative ones tend to have higher levels of subjective well-being. Diener (2009) reported that life events influence subjective well-being. Positive events can increase positive affect, while negative events raise negative affect.

Based on the findings, it was observed that in experimental group 2, 12 participants experienced a decrease in their subjective well-being scores. Participants in this group wrote about various negative experiences, particularly related to academic stress. These experiences included feeling overwhelmed by assignments, experiencing exhaustion and anxiety during the learning process. These negative experiences can evoke negative affect, thereby lowering subjective well-being.

In experimental group 1, 13 participants experienced increased subjective well-being scores. These participants wrote about various positive experiences they were grateful for during the intervention. These positive experiences included reuniting with old friends, having a supportive and loving family, completing academic tasks, enjoying good health, and experiencing pleasant moments with friends. These experiences generated positive affect, leading to an increase in their subjective well-being.

Based on the findings, the subjective well-being scores in both experimental groups 1 and 2 showed fluctuating patterns of increases and decreases. This indicated the presence of other factors influencing subjective well-being beyond the specific interventions of participants. It was observed that participants in both groups tended to experience boredom or fatigue from engaging in the writing exercises for a prolonged period of 21 days. This contributed to a temporary decrease in their subjective well-being scores.

CONCLUSION AND RECOMMENDATIONS

Conclusion

In conclusion, there is a significant difference in subjective well-being between participants who received the three good things intervention and those who received the memory placebo. Among the participants who received the three good things intervention, 13 students significantly increased their subjective well-being scores. The intervention provides a structured approach for individuals to focus on and appreciate the positive aspects of their lives.

Recommendations

Participants who have experienced the positive effects of the three good things intervention are highly recommended to continue applying this intervention in their daily lives.

Further studies should consider the following, (1) using digital methods to facilitate participant control and reduce participant boredom, (2) combining the three good things intervention with other gratitude interventions, (3) employing similar methods and considering individual factors such as personality, motivation, and hobby factors in writing, and (4) anticipating participants' life experiences to minimize extraneous variables.

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