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Well-Being of Senior High School Student :
Mediation Fear of COVID-19

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Intolerance Of Uncertainty and Mental Well-Being Of Senior High School Student : Mediation Fear Of COVID-19

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Abstract

The mental well-being of students is important to achieve optimal learning. But, COVID-19 pandemic causes uncertainty that triggers the fear of COVID-19 and has an impact on mental well-being of students in Indonesia. The aim of study is to examine the relationship Intolerance of Uncertainty and Mental Well-Being: Mediation Fear of COVID-19. This study uses a quantitative method with a correlational research design. This study involved 407 high school students aged 14-19 by incidental sampling technique used SWEMWBS scale, IUS-12 scale, and FCV-19S with Process Hayes's analysis technique in SPSS. The results showed a negative relationship between Intolerance of Uncertainty and Mental Well-being in H1 ($\beta = -0.1162$), H2 showed a positive relationship between Intolerance of Uncertainty and Fear of COVID-19 ($\beta = 0.1654$). Meanwhile, H3 stated that Fear of COVID-19 and the Mental Well-being was not significantly related and H4 also showed that Fear of COVID-19 was not significant in mediating the relationship between Intolerance of Uncertainty and Mental Well-being of high school students.

Keywords:

Intolerance of Uncertainty, Mental Well-being, Fear Of COVID-19, Senior High School Students

Introduction

At the beginning of 2022, the COVID-19 pandemic is still a global crisis whose the end time is unknown. Various efforts have been done by the government to adjust community activities in the COVID-19 pandemic situation. Since mid-2021, the government has reopened various public facilities including schools. The learning process that was previously carried out in class, following the COVID-19 pandemic, has turned into online learning. Then the government tried to reactivate learning in the unfinished COVID-19 pandemic and forced students to readapt situation were adapted the regulations during the pandemic. Changes in the order of life during COVID-19 in Indonesia apparently affected the mental condition of individuals and this was also felt by the student group (Ahammed et al., 2021; Peng & Surat, 2021; Singh et al., 2021). This condition is a special concern that is interesting to study about how the impact of COVID-19 on the mental-well being of senior high school students who carry out learning in class during the COVID-19 pandemic is not over yet.

Based on research in China, COVID-19 pandemic had a negative impact on the mental condition of students, from 4,391 students aged 6-17 years, it was known that 24.9% were anxious, 19.7% depressed, and 15.2% stressed due to changes in learning situations during the COVID-19 pandemic (Tang et al., 2021). The psychological impacts felt by students include limited social interaction changes, difficulty finding help in the distance learning process (Ahammed et al., 2021; S. Singh et al., 2020), even more severe impacts such as anxiety, feelings of isolation, fear of losing someone. loved ones are also felt by students who have direct experience of being exposed to COVID-19 (Aziz et al., 2020; Meutia, 2020).

Even though the new normal has been implemented since mid-2021 and various public facilities including schools have been reopened, the pandemic situation is still not completely over. emerging new variations can cause fear of COVID-19 among students which can affect their mental well-being. In addition, doing school in the midst of the COVID-19 pandemic situation can foster fear and anxiety in dealing with students. Meanwhile, according to the Minister of Education and Culture of Indonesia as reported in the news media Cnn Indonesia (2021), the mental well-being of students is important, because a good mentality is for the readiness of students to study optimally.

According to Papalia, Olds, & Feldman (2009) well-being in school students is shown in feeling good about the body, feeling happy, being able to learn effectively, and being able to make a good contribution to school. Factors that affect students' mental well-being are their physical, environmental, and social health conditions (Figueiredo et al., 2021). However, in this COVID-19 pandemic situation, their social, environmental, and body health situation has changed due to problems in their family and social environment such as limited social interaction with peers, the emergence of economic constraints in the family, aggressive family interactions, and also The social environment close to individuals exposed to COVID-19 can be a threat to mental conditions (Sonartra, 2021). Tolerating significant emotional stress such as anxiety, depression, fatigue, and sadness experienced by the COVID-19 pandemic is a situation that describes a person's mental well-being (Ekizler, 2020). Meanwhile, the experience of COVID-19 which is very close to the daily environment of students, as well as social and environmental conditions during the currently uncertain pandemic, make it difficult for them to tolerate the emotional changes they experience and allow them to be unable to tolerate the uncertainty of the current pandemic situation.

Intolerance of uncertainty is a person's cognitive, emotional, and behavioral reactions to the uncertainty moderate situation (Carleton, 2012). Intolerance of uncertainty has an influence on

individual mental well-being (Conque et al., 2020; Deniz, 2021). This is in line with the results of Wu et al. (2021) which revealed that the uncertainty of the current COVID-19 pandemic is positively correlated with uncertainty intolerance in individuals. Valle et al. (2020) also stated that someone who shows an intolerant attitude because he feels the threat of uncertainty will find it difficult to tolerate the emotional changes he experiences and have an impact on his mental well-being. Based on other previous research in Brazil among university students, it was shown that there was a negative impact of intolerance of uncertainty on individual mental well-being (Ekizler, 2020).

Fear of COVID-19 is conditions that affects levels of anxiety, stress, and depression. That is consequence of uncertainty among COVID-19 pandemic (Satici et al., 2020). Uncertainty arises when individuals face situations of ambiguity, the possibility of an uncertain future, and the existence of negative life events (Carleton, 2012). This COVID-19 pandemic is an uncertain situation that has never happened before, because there is no uncertainty of information about the process of viral infection in the body, and the uncertainty of when the pandemic situation will end Chen et al. (2021), thus the fear of COVID-19 19 also affects the mental well-being of individuals.

Based on study previous researsch in Turkey on population age 18-73 showing existence negative correlation between intolerance of uncertainty and individual mental well-being, high uncertainty intolerance also exacerbates fear of COVID-19 which will also worsen individual mental well-being (Satici et al., 2020). However, there is no similar study in Indonesia that seeks to find out how intolerance and uncertainty relate to mental well-being mediated by fear of COVID-19 in high school students.

The above problems are the main concern in this study is the uncertainty that continues to cause fear of COVID-19 whether to mediate the effect of uncertainty intolerance on the mental well-being of high school students. This study aims specifically to find out how the relationship between uncertainty intolerance and mental well-being of high school students and to see how the fear of COVID-19 mediates the relationship between the due. There are 4 hypotheses proposed in study, such us H1: there is a correlation Among intolerance of uncertainty and mental well-being, H2: there is correlation Among intolerance of uncertainty and Fear Of COVID-19, H3: there is correlation among mental well-being and Fear Of COVID-19, H4: Fear Of COVID-19 mediate of intolerance of uncertainty and mental well-being of high school students. This study hoped will be usefull to complete the study about mental well-being in Indonesia in COVID-19 pandemic situation, as well as could contribute to be taken into consideration in preparing the standards that school must prepare in school situation to provide a sense of security and well-being to students.

Mental Well-being

Mental well-being is known by other terms as positive mental health (Huppert et al., 2012; Tennant et al., 2007) namely positive affect in the form of feelings optimism, cheerfulness, and relaxation, as well as showing positive self-function, having a clear mind, and have satisfying interpersonal relationships about life. In addition, mental well-being also shows good self-acceptance and self-development (Tennant et al., 2007). According to Newbigging (2008) there are several factors that affect mental well-being, such us: self, family, culture, social, and economic.

Intolerance of Uncertainty



Intolerance of Uncertainty defined first time by Freeston et al. (1994) as as “a relatively broad construct that represents cognitive, emotional, and behavioral reactions to uncertainty in the situations of the day of life.”. Intolerance Of Uncertainty as a cognitive disability and represents a dispositional characteristic in individuals who find ambiguity that makes the individual tend to think about the worst possible threatening and unacceptable which affects perception, interpretation, and behavior (Valle et al., 2020, Carleton, 2012).

Fear of COVID-19

Afraid is emotion activated base from response perceived threat. Fear of COVID-19 defined as effect psychological from the pandemic how condition emotional somebody During face the current pandemic (Ahorsu et al., 2020). Based on research conducted Schimmenti et al. (2020) mention there is 4 things the main being Fright during the COVID-19 pandemic, such us : (1) fear of the body/fear for the body; Existence body worried about self becomes threat for others or another body that will becomes threat endanger for self . (2) Fear of significant others/Fear for significant other; somebody feel someone else should give protection could becomes source danger or dangerous threat, thing that also applies on the contrary (3) Fear of not knowing/Fear of knowing; existence confusion on someone about is information the must is known or only just want to known and (4) Fear of taking action/fear of taking inaction ; this is define existence doubts consequence confusion in the other three domains. Afraid in one mutual domain opposite so that cause doubts and causes disabling actio.

Senior High School Student

Senior High school students are a further stage of the individualized educational process. High school students mostly start with individuals aged 15 years who are classified as adolescents Santrock (2012). This period is the stage of the individual being in adolescence or being transitioned from children to adults, where the individual will show cognitive changes starting to show reasoning abilities, the ability to think critically, be idealistic, be able to make decisions, and increase self-awareness. as well as changes in interpersonal relationships marked by closer relationships (Santrock, 2012).

Methods

Research Design

The study is a quantitative research that emphasizes data in the form of numbers then collected through a measurement procedure in the form of a scale and processed by statistical analysis methods (Azwar, 2018). The research design is a correlational research. It is to determine the extent of the strength and direction the relationship between the variables studied, as well as finding out the extent to which the variation of variables is related to one another in the research (Azwar , 2018).

Participants

The study was conducted by 407 participant, the age ranged from 14 to 19 years. They were across in Java , Bali, Kalimantan, Sumatra and Sulawesi. The education levels of the sample were as follow: 64.1% had a X grade (n=261), 25.6 % had a XI grade (n=104), (25.6%), and 10.3 % had a XII grade (n=42) with dominated by woman students consist of 64.6% (n=263) and man students amounted to 35.4% (n=144).

Instrument

Mental Well Being : Measurement mental well-being in senior high school students was used by Short Warwick-Edinburgh Mental Wellbeing Scale (SWEMWBS) developed by Anthony

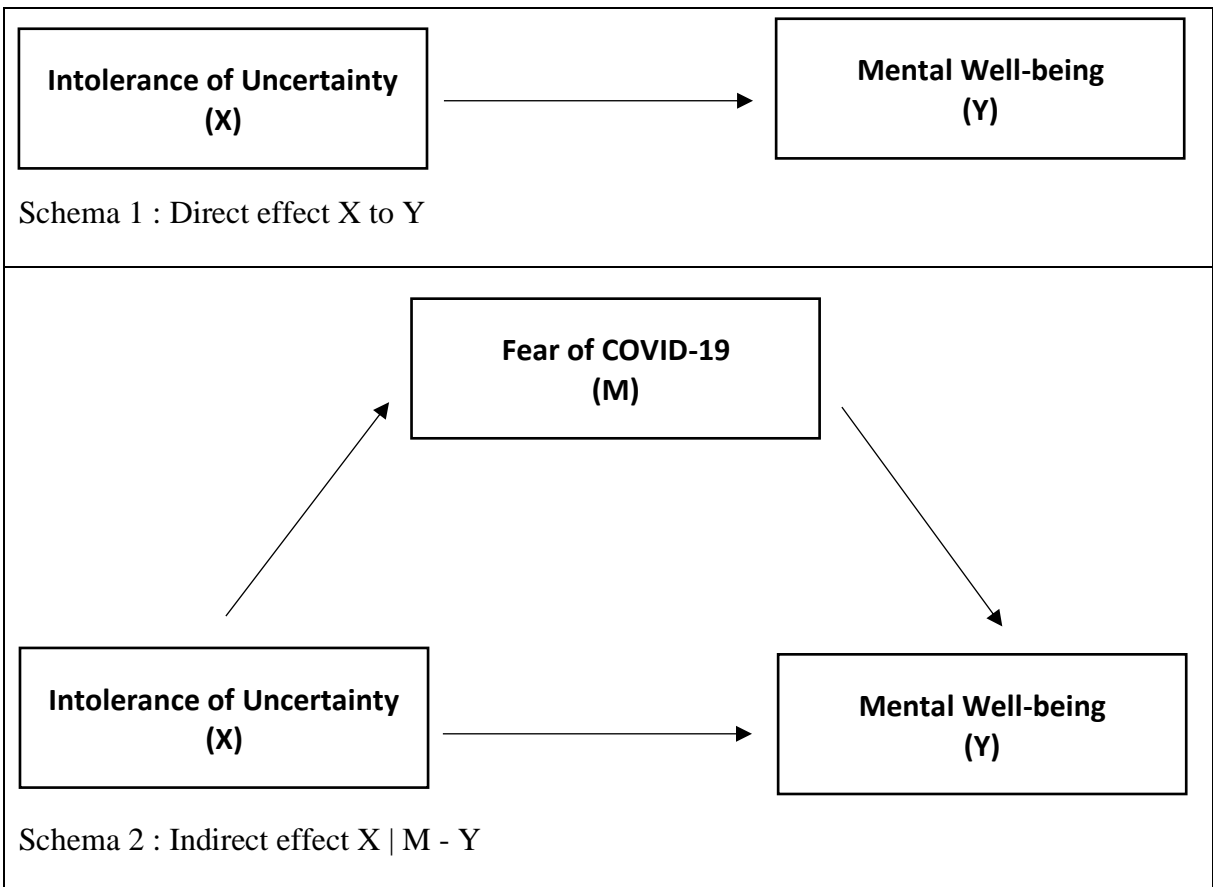
et al. (2021) . Then scale was adapted by researchers on the subject 13-22 years old totaled 86 people. Obtained good reliability based on Cronbach alpha values of 0.773. This scale totaling 7 items type likert scale with processing use range value 1 until 4.

Intolerance of Uncertainty: Measurement Intolerance of uncertainty at senior high school student used Short Version of the Intolerance of uncertainty scale (IUS-12) by Carleton et al., (2007) and was adapted by Bagaskara (2009),. based on the experiments carried out researcher on individual 13-24 years old totaled 31 people obtained reliability good scale with Cronbach alpha values of 0.804. This scale consist of 12 items type scale likert with processing use range value 1 until 4.

Fear Of COVID- 19: Measurement fear of COVID-19 using scale Fear of COVID-19 scale (FCV-19S) owned by Ahorsu et al., (2020). Then scale this adapted and modified by Amiruddin et al., (2020) to Fear of COVID-19 Indonesian Version with excellent reliability based on Cronbach alpha values of 0.819 . This scale totaling 7 items type likert scale with processing use range value 1 until 4.

Data Analysis

Mediation analysis was conducted using the PROCESS macro for SPSS by Hayes (2013).



Result

The normality test is known through the Skewness and Kurtosis values, it can be said to be normally distributed if the value of each data is between -2 to +2 based on the Skewness and Kurtosis values. The test results show that the Skewness values of the three variables are 0.241

(Intolerance of Uncertainty), 0.250 (Mental Well-being), and -0.069 (Fear of COVID-19). While the Kurtosis value for each variable is 0.686 (Intolerance of Uncertainty), 0.226 (Mental Well-being), 0.050 (Fear of COVID-19). The data mentioned shows a range of values between -2 to +2, which means that the overall data for each variable is normally distributed.

In the H1 test, based on the total effect value, it is known that the coefficient of Intolerance of uncertainty and mental well-being is -0.1162 and is declared significant ($p < 0.05$). So that the first hypothesis is accepted, which means that the results show a negative relationship between Intolerance of Uncertainty and fear of COVID-19.

Table 1: Normality

| Variable | Skweness | | Kurtosis | | Information |
|----------------------------|------------|------------|------------|------------|---------------------|
| | Statistics | Std. Error | Statistics | Std. Error | |
| Intolerance of Uncertainty | 0.241 | 0.121 | 0.686 | 0.241 | Normal Distribution |
| Mental Well-being | 0.250 | 0.121 | 0.226 | 0.241 | Normal Distribution |
| fear of COVID-19 | -0.069 | 0.121 | 0.050 | 0.241 | Normal Distribution |

Table 2: Total Effect Analysis Results Mediation with Hays's PROCESS

| Variable | Coefficient | SE | t | p | 95% CI | |
|--|-------------|--------|---------|--------|---------|---------|
| | | | | | Lower | Upper |
| Intolerance of Uncertainty → Mental Well-being | -0.1162 | 0.0369 | -3.1475 | 0.0018 | -0.1888 | -0.0436 |

* $p < 0.05$ (significant)

Then based on the Indirect Effect value, the H2 test showed a coefficient of 0.1654 and was declared significant ($p < 0.05$). These results indicate that the second hypothesis is proven in this study. Then, based on the indirect effect test of fear of COVID-19 on mental well-being, the coefficient value is -0.0064 which states it is not significant because the p value is not < 0.05 , so H3 is declared unproven and does not prove there is a relationship between fear of COVID-19 and mental well-being in high school students.

Table 3: Indirect Effect Analysis Results Mediation with Hays's PROCESS

| | Coefficient | SE | t | p | 95% CI | |
|--|-------------|--------|---------|--------|---------|--------|
| | | | | | Lower | Upper |
| intolerance of uncertainty → fear of COVID-19 | 0.1654 | 0.0421 | 3.9289 | 0.0001 | 0.0826 | 0.2481 |
| fear of COVID-19 → Mental Wellbeing | -0.0064 | 0.0436 | -0.1459 | 0.8841 | -0.0921 | 0.0794 |
| intolerance of uncertainty → fear of COVID-19 → Mental Wellbeing | | | | | -0.0189 | 0.0184 |

* $p < 0.05$ (significant)

In the range $BootLLCI$ and $BootULCI$ must show value that is not covers score zero (0) for knowing happening effect mediation. Is known score $BootLLCI$ and $BootULCI$ are -0.0189 and 0.0184 respectively with level 95% confidence which shows no existence effect mediation

. So that hypothesis four declared no proven. It means, Fear of COVID-19 was not significant mediate the correlation between intolerance of uncertainty and mental well-being in senior high school students.

Discussion

The results of study is intolerance of uncertainty in the senior high school students during COVID-19 pandemic can make it worse condition senior high school student mental well-being as well otherwise. These results are supported the study before that uncertainty the pandemic had impact felt could trigger emergence effect negative by psychological (Sanchez-Ruiz et al., 2021), especially in children who attend school because the disturbance routine daily those who are finally trigger growing stress and frustration in their learning process (Panagodage Perera et al., 2021). Before it, COVID-19 pandemic demands students for adapt with learning distance far away, but now normal school was return activated make senior high school student should also adapt return with routine learning stare advance limited that they live. Besides that, (Lee, 2020) also stated effect negative from uncertainty pandemic impact on well-being student in period long because effect negative experience child during quarantine could leaving trauma and trouble they for adapt in the future if learning stare advance already activated back.

Furthermore, the H2 showed Intolerance of Uncertainty and Mental Well-being had negative correlated. Similar results were also found in research (Paredes et al., 2021), that attitude intolerance of uncertainty in individual will increase fear of COVID-19 in himself. Based on growing COVID-19 fears from worries will exposed to COVID-19 on himself and the people who loved as well as growing doubt consequence the uncertainty faced During the COVID-19 pandemic (Schimmenti et al., 2020) showed inability individual in tolerate the uncertainty faced During this COVID-19 pandemic could grow Afraid against COVID-19 in herself

However, the analysis conducted shows that the inability of Fear of COVID-19 to predict the effect of uncertainty intolerance can also be known through the H3 test. So this study shows that uncertainty intolerance can directly affect the mental well-being of high school students and can increase fear of COVID-19 as well. However, the fear of COVID-19 was not able to mediate the relationship between mental well-being and intolerance of uncertainty, which shows that H3 is not proven. Thus, these results caused the unproven H4, which stated that Fear of COVID-19 was unable to mediate the relationship between Mental Well-Being and Intolerance of Uncertainty at Senior High School Student. The results of this study emphasize that the uncertainty of the effects of the COVID-19 pandemic can lead to uncertainty intolerance which ultimately has a direct impact on worsening mental well-being and increasing feelings of fear of COVID-19.

Meanwhile, Lathabhavan & Vispute (2021) in India in student group, stated that fear of COVID-19 was negatively correlated with mental well-being. Based on research conducted Lathabhavan & Vispute (2021), the perceived fear of COVID-19 will worsen the mental well-being by causing stress. So, the result of this study is show that the good and bad condition of mental well-being of high school students during pandemic is influenced other factors besides fear of COVID-19. It is predicted the condition of student when luring learning is activated now has an adequate understanding of COVID-19 from shared information by government as effort resolve the COVID-19 pandemic, so senior high school students on have good understanding about COVID-19 and have overview of COVID-19 risk. In addition, now they have improved communication and feel less boredom through direct interaction with peers during luring learning (Brooks et al., 2020). Besides Also, the role of teachers in schools is very influential

on student well-being because teachers are the main figure who provide social support and good examples socially and emotionally for students in schools (Rahma et al., 2020). Direct interaction with friends can help overcome fear and stress during the COVID-19 pandemic, so that it no longer creates feelings of pleasure during learning or before luring learning (Brooks et al., 2020).

So that show existence other factors that influence mental well-being of senior high school student during COVID-19 pandemic. Besides that, predictable different situation and time when did this study with study before, even though the students doing school stare advance with feeling fear of COVID-19 in the middle spike case infection wave Third, students could resolve fear of COVID-19 with get social support, security, well-being from interactions with friends and a safe school environment through the implementation of strict health protocols and the role of teachers who provide mutual social support for students at school.

Conclusion & Implication

Inability fear of COVID-19 predict influence intolerance of uncertainty to predictable mental well-being because existence other factors that influence senior high school student mental well-being during this pandemic, as well as predictable senior high school students on has have good understanding about COVID -19, as well as existence role colleague peers , and teachers in give Support social dive student doing school stare advance limited cause they could resolve feelings of anxiety and fear of COVID-19 .

Implication the study is importance to keep mental well-being of senior high school students in the middle uncertainty the COVID-19 pandemic that has not yet over by optimizing learning for guard mental well-being senior high school students in Century. School role is the key to involve teachers for build steady activity give activities that connect students with friends, build activity other for express students creative ideas senior high school on for prevent growing feeling isolated. Besides that, school as organizer education must consider aspects mental well-being of senior high school student on for guard future prosperity with create initiative response a pandemic that can followed with good by all students. Besides that, there is limitations in study this hope research that will coming could to do study by deep for uncover is really corect there is other mediating factors connection Among variables x and y that do in study this.

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