



## Psychological Well-Being of Teacher Professional Education Program (TPEP) Students: A Demographic Analysis

Desi Nurwidawati<sup>1\*</sup>, Miftakhul Jannah<sup>1</sup>, Rizky Putra Santosa<sup>1</sup>, Arfin Nurma Halida<sup>1</sup>, Ainul Fahmiya<sup>1</sup>, Nabila Rachman<sup>2</sup>, Kusanto Ditto Prihadi<sup>3</sup>, Faiqoh Maulidyah<sup>1</sup>, Fatkur Rohman Kafrawi<sup>1</sup>, Faridha Nurhayati<sup>1</sup>, Muhammad Reza<sup>1</sup>

<sup>1</sup>Universitas Negeri Surabaya, Surabaya, Indonesia

<sup>2</sup>Universitas Islam Negeri Maulana Malik Ibrahim, Malang, Indonesia

<sup>3</sup>University of Cyberjaya, Cyberjaya, Malaysia



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### ABSTRACT

**Objective:** This research aims to analyze the distribution of several demographic aspects of teacher professional education program (TPEP) students and explore the differences in psychological well-being in demographic aspects. **Method:** This research is quantitative. Participants were 816 teacher professional education program students who were obtained using purposive sampling techniques. The inclusion criteria for research participants are 1) teacher professional education program students and 2) willingness to become research participants and follow the process until completion. Data analysis uses the statistic descriptive. Data was analyzed using JASP software. **Results:** The results of this study present the demographic profile of TPEP students, which is categorized into several aspects. It was found that most TPEP students are women, while the dominant age of TPEP students is 21-24 years. In addition, most students are unmarried, and honorary teachers have a varied distribution of work experience. In this research, the analysis of differences in psychological well-being in demographic aspects is supported by previous research findings. **Novelty:** This study presents the demographic distribution of TPEP students, which can be used to develop psychosocial support through demographic characteristics to improve psychological well-being effectively.

## INTRODUCTION

Teacher professional education program (TPEP) is an educational program conducted for those who have completed either a Bachelor's or Applied Bachelor's degree, as well as for those who have completed a Diploma IV, regardless of whether their background is in education. The program's objective is to provide prospective teachers with the opportunity to obtain an educator certificate in early childhood education, primary education, and secondary education. Psychological well-being (PWB) for TPEP students is paramount; TPEP students should have stable and increasing psychological well-being. Good psychological well-being is essential for TPEP students because it can affect their motivation, concentration, and learning achievement (Astuti et al., 2023). To simplify understanding, psychological well-being in TPEP students is identified as referring to the favorable and healthy emotional, mental, and social conditions possessed by students (Boomhower, 2020; Sining et al., 2022; Bhargava et al., 2022; Jiang, 2024). When students feel happy and motivated and have strong self-esteem, they tend to show greater interest in learning. They also tend to face challenges positively and strive for higher academic achievement.

We must understand that psychological well-being is an essential factor in the lives of TPEP students in improving their academic outcomes (Yu et al., 2023). Previous

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