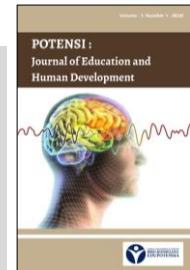


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## Flourishing as a Predictor of Quality of Life among University Students

Ghania Nurbayani Fadlillah<sup>1</sup>, Gian Sugiana Sugara<sup>2</sup>, Anandha Putri Rahimsyah<sup>3</sup><sup>123</sup>Department of Guidance and Counseling Universitas Muhammadiyah Tasikmalaya

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### ABSTRACT

Flourishing and quality of life are two important indicators of positive mental health that determine students' ability to adapt to academic demands and psychosocial development. This study aims to analyze the relationship between flourishing and quality of life among university students. Using a quantitative cross-sectional design with a correlational approach, the study involved 660 students from three universities and measured flourishing and quality of life using standardized instruments. The analysis results show that flourishing has a significant positive relationship with quality of life ( $r = 0.616$ ), with dimensions such as meaning, relationships, and accomplishment contributing the most to various QoL domains. These findings emphasize that the higher the level of flourishing among students, the better their perceived quality of life. Overall, the study highlights the urgency of developing positive psychology-based programs to enhance student well-being in higher education settings.



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### Corresponding Author:

Ghania Nurbayani Fadlillah  
 Universitas Muhammadiyah Tasikmalaya  
 Email: [2002ghanianf@gmail.com](mailto:2002ghanianf@gmail.com)

## Introduction

Students are in a developmental stage moving toward early adulthood, which is filled with various challenges, ranging from academic demands to the process of identity formation and making important decisions about their future (Sallata & Huwae, 2023). The transition from high school to a university setting often becomes a source of stress because students must adapt to more complex academic workloads, changes in social relationships, and a more intensive process of self-identity exploration (Rahimsyah & Muhajirin, 2025). At this stage, students' mental health during their studies becomes an increasingly important concern, as the transition period is often accompanied by experiences of loneliness as well as tendencies toward burnout that may hinder their optimal functioning (Barbayannis et al., 2022). Although research on academic stress, anxiety, and depression has been widely conducted, the current focus of mental health studies has begun to shift from merely reducing distress toward strengthening aspects of positive mental health (Fadlia et al., 2024). This shift aligns with contemporary mental health paradigms that highlight the development of personal potential, meaningfulness, and optimal functioning, as emphasized in positive psychology (Seligman, 2019). Positive psychology underscores that individuals not only need to be free from psychological disorders but also need to be facilitated in order to grow optimally (Aloysius & Salvia, 2021). This approach focuses on strengthening students' potential, resilience, and psychological capacities so they can navigate academic life in a more balanced and productive manner (Rinjani et al., 2024).

One of the central concepts in this paradigm is flourishing, which represents optimal emotional, psychological, and social functioning, rather than merely the absence of mental disorders (Keyes, 2002; 2007).

This concept encompasses positive emotions, healthy relationships, meaning in life, engagement, and accomplishment as described in the PERMA model (Seligman, 2011), and aligns with subjective well-being (Diener et al., 1999) and psychological well-being (Ryff, 1989). In the Mental Health Continuum, Keyes (2005) emphasizes that flourishing consists of emotional, psychological, and social well-being. Overall, flourishing reflects an optimal condition in which individuals live meaningful and high-quality lives (Herdiansyah, Puteri dan Naini, 2024). In addition, quality of life (QoL) is an important outcome that reflects individuals' perceptions of their position in life, including physical, psychological, social, and environmental aspects (WHOQOL Group, 1998; Cummins, 1997). A good QoL has been shown to improve academic performance, mental health, and students' adaptability to academic pressures (Diener & Chan, 2011; Bayram & Bilgel, 2008). Therefore, flourishing and quality of life are two key indicators that mutually reinforce each other in supporting academic success and students' psychological well-being.

Flourishing plays an important role for university students because it enhances emotional, psychological, and social well-being, enabling them to better cope with academic pressures and build healthy relationships (Keyes, 2002). Students with high levels of flourishing are also more capable of regulating their emotions, maintaining a positive outlook, and demonstrating better motivation and academic performance (Herdiansyah, Puteri dan Naini, 2024; Diener & Seligman, 2004). In general, flourishing supports mental health, reduces stress, and increases resilience against depression and anxiety (Destalia, Yulianti dan Setiawan, 2024; Thompson et al., 2022). In addition, a good quality of life helps individuals build positive relationships, adapt to pressure, and face changes with optimism (Diener & Chan, 2011; Keyes, 2002). As a multidimensional concept, quality of life reflects subjective well-being across various life domains (Sirgy, 2002), including physical, psychological, social, and environmental dimensions (WHOQOL Group, 1995).

Various factors such as depression, anxiety, academic stress, social support, and a healthy lifestyle influence the quality of life among university students (Bayram & Bilgel, 2008; Sugara, 2018). Flourishing is an important concept in positive psychology that describes a condition in which individuals achieve optimal functioning. Diener (2009) defines it as overall well-being that includes positive relationships, competence, life meaning, and social contribution. Seligman (2011), through the PERMA model, emphasizes five core elements: positive emotion, engagement, relationships, meaning, and accomplishment. Keyes (2002) views flourishing as the highest level of mental health within the Mental Health Continuum model, while Ryff (1989) highlights six aspects of psychological well-being, such as autonomy and personal growth. Taken together, these theories indicate that flourishing is multidimensional and contributes to enhancing quality of life.

Quality of Life (QoL) is an individual's evaluation of their position in life, influenced by culture, values, expectations, and goals (Sirgy et al., 2007). The WHOQOL Group (1998) describes QoL through four main domains physical health, psychological health, social relationships, and environment that together illustrate an individual's assessment of their well-being. QOLI is understood as an assessment and intervention approach within positive psychology that emphasizes individual strengths and well-being through evaluating satisfaction with meaningful life domains (Frisch, 2013). In the study of quality of life, this approach aligns with the WHOQOL definition, which views QoL as an individual's subjective evaluation of their physical, psychological, social, and environmental conditions (WHOQOL Group, 1998). Quality of life becomes important because it is closely related to mental health, adaptive abilities, and academic achievement; students with good quality of life tend to demonstrate more stable emotion regulation and higher problem-solving capacity (Diener et al., 2018).

On the other hand, the concept of flourishing highlights optimal emotional, psychological, and social functioning (Keyes, 2002). Complementarily, flourishing explains how optimally individuals function, while quality of life describes the extent to which individuals evaluate their lives as satisfying (Seligman, 2011). Although both are important indicators in understanding student well-being, empirical studies directly examining the relationship between flourishing and quality of life remain limited, even though several early studies have shown a positive association between the two (Howell & Buro, 2015). Overall, quality of life and flourishing are two complementary constructs, and when both are at high levels, individuals are in an optimal state of well-being, which serves as an essential foundation for students' academic, social, and emotional development (Huppert & So, 2013; Sirgy et al., 2010).

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state of well-being, which serves as an essential foundation for students' academic, social, and emotional development (Huppert & So, 2013; Sirgy et al., 2010).

## Method

### Participants

This study involved participants consisting of students from Universitas Muhammadiyah Tasikmalaya, Universitas Negeri Malang, and Universitas Negeri Makassar with a total sample of 660 students. The participants comprised both male and female students aged 19–20 years and came from various study programs. The sampling technique used was purposive sampling, which is a sampling method based on the availability and willingness of participants to take part in the study. The inclusion criteria in this research included: (1) active students in the 2024/2025 academic year, (2) aged 18 years and above, and (3) willing to provide participation consent through an informed consent form. Meanwhile, the exclusion criteria consisted of: (1) students who did not complete the questionnaire, and (2) students undergoing intensive psychological treatment or counseling that could affect the measurement results. Demographic data such as age, gender, and study program were collected through an additional questionnaire as supporting information for the analysis.

### Measure

#### Integrative Multidimensional Flourishing of University Students

The Integrative Multidimensional Flourishing Mahasiswa (IMFM) instrument was developed based on the integration of three major theoretical frameworks on flourishing, namely the psychological well-being theory by Diener et al. (2010), the PERMA model by Seligman (2011), and the multidimensional flourishing concept by Keyes (2002). The integration of these three theories resulted in an instrument that assesses student flourishing comprehensively through nine main dimensions: meaning, emotion, engagement, relationships, accomplishment, resilience, contribution, optimism, and social recognition. Each dimension is measured through 3 items, producing a total of 27 items using a 0–10 Likert scale to accurately capture students' subjective perceptions. The meaning dimension assesses the extent to which students have life purpose; emotion reflects experiences and regulation of positive emotions; engagement measures the level of deep involvement in important activities; relationships assess the quality of interpersonal connections; accomplishment measures feelings of achievement and competence; resilience evaluates the ability to bounce back from difficulties; contribution assesses the extent to which individuals feel useful to their social environment; optimism measures hope and positive views about the future; and social recognition assesses perceptions of acceptance and social appreciation. Examples of statements in the instrument include: "How often do you feel that your life has a clear direction?" (meaning), "How often do you feel satisfied with your current condition?" (emotion), "How often do you give your full attention to the activities you do?" (engagement), "How harmonious are your relationships with the people around you?" (relationships), "How confident are you that you can solve difficulties independently?" (accomplishment), "How easy is it for you to accept reality when things do not go as expected?" (resilience), "How often do you feel that your presence is beneficial to others?" (contribution), "How often do you plan concrete steps to achieve your goals?" (optimism), and "How often do you feel that your presence is noticed by people in your environment?" (social recognition). A Cronbach's alpha value of 0.98 falls into the very high category, indicating that the IMFM is consistent and stable in measuring student flourishing.

#### Quality of Life Inventory

Frisch (1994) developed the Quality of Life Inventory (QOLI) as a comprehensive instrument to assess subjective quality of life based on 16 important domains, including interpersonal relationships, work, health, recreation, and personal growth. This instrument emphasizes that quality of life is not measured solely through objective conditions but primarily through individuals' subjective evaluations of the life areas they consider meaningful. QOLI has been widely used in various research contexts and has proven to be a reliable and multidimensional measure of psychological well-being (Frisch, 2013). The instrument was later adapted into the Indonesian context by Sugara et al. (2020) through a psychometric validation study on a sample of Indonesian university students. This adaptation resulted in a structure of quality of life that is more aligned with local cultural contexts and categorizes quality of life into three main domains: (1) Personal growth, which includes play activities, helping others, spirituality, learning processes, and creativity; (2) Social functioning, which includes relationships with friends, family, community, the surrounding environment, and relatives; and (3) Self-functioning, which relates to physical health, self-esteem, financial conditions, housing, employment, and

romantic relationships. This three-domain classification strengthens the understanding that quality of life reflects individuals' comprehensive evaluations across interconnected life areas. In the measurement process, respondents are asked to rate the importance level of the 16 quality-of-life domains using a scale of 0–2 (0 = not important, 1 = important, 2 = very important), and then rate their satisfaction in each domain on a scale of –3 (very dissatisfied) to +3 (very satisfied). These two scores are multiplied to generate a final score ranging from –6 to +6, and the total score is obtained by summing all domain scores. This process allows QOLI to capture the interaction between what individuals consider important and how satisfied they feel with those domains. Psychometric evaluations by Sugara et al. (2020) showed that QOLI has excellent internal consistency, with Cronbach's Alpha values ranging from 0.84 to 0.91 for the three main domains. These findings indicate that the instrument is reliable and valid for measuring quality of life among university students in Indonesia and is suitable for use in psychological research and higher education settings.

## Procedure

This study employed a quantitative research design with a cross-sectional and correlational approach. This design was chosen because it allows the researcher to measure the relationship between flourishing and quality of life at a single point in time without conducting any intervention. The correlational approach was used to determine the strength and direction of the relationship between the two variables within the student population. The research procedure began by collecting data using an online questionnaire distributed through the Google Form platform. The use of an online medium was chosen because it is more efficient for reaching a large number of respondents and allows participants to complete the research instrument independently according to their availability. Before filling out the questionnaire, all respondents were provided with an informed consent form containing an explanation of the research objectives, procedures, potential risks and benefits, as well as assurance that participation was voluntary and could be withdrawn at any time without any consequences. The study also ensured respondent anonymity, in which no personal data such as name, student ID number, or other identifying information were collected, ensuring that all responses remained confidential and were used solely for scientific purposes. In addition, this research was conducted in accordance with research ethics principles, including obtaining ethical approval from the authorized institution. Therefore, the entire data collection process adhered to academic ethical standards to ensure full protection of participants' rights and confidentiality.

## Data Analysis

Data analysis was carried out through three main procedures. First, descriptive statistics were used to identify general tendencies and distribution characteristics of the scores on the flourishing and quality of life variables. Second, the relationship between Total Flourishing and Total Quality of Life was analyzed using Pearson's correlation to evaluate the strength and direction of the association between the main variables. Third, further correlation analyses were conducted to assess the relationships between each dimension of Flourishing (meaning, emotion, engagement, relationship, accomplishment, resilience, contribution, optimism, and social recognition) and all subscales of Quality of Life, thereby providing a more comprehensive understanding of the relationship patterns between the components of both constructs. Pearson's correlation was chosen because the assumption of linearity was met and the characteristics of the data supported the use of a parametric approach.

## Results

Based on Table 1, the demographic data of the participants show that the majority of respondents in this study were female, totaling 469 individuals (71.06%), while male participants numbered 191 individuals (28.94%). The age distribution of the participants was relatively concentrated in the range of 18 to 20 years, which represents the typical age group of early- to mid-level university students. Participants aged 19 constituted the largest group with 238 individuals (36.06%), followed by those aged 20 with 234 individuals (35.45%), and those aged 18 with 104 individuals (15.76%). Other age groups had considerably smaller proportions, such as participants aged 21 (7.88%), as well as those aged 22 to 30, each representing less than 3%, indicating that the majority of participants were traditional-age university students. Based on residential status, the majority of participants lived in boarding houses, namely 305 people (46.21%), followed by those who lived with their parents as many as 270 people (40.91%). A small number of others lived in dormitories or Islamic boarding schools (5.45%), with siblings (6.21%), or lived alone (1.21%). In terms of parental occupation, the most dominant category was self-employed with a percentage of 51.36% (339 people). Meanwhile, work as a civil servant covered 23.64% of participants (156 people), followed by private employees at 12.73% (84 people), and parents who were unemployed at 12.27% (81 people). The source of education funding also showed a clear



pattern, where the majority of students received education costs from their parents, namely 506 people (76.67%). A total of 130 participants (19.70%) received support through scholarships, while the percentage who used their own funds (1.97%) or support from relatives (1.67%) was very small. In terms of organizational activities, the majority of students were recorded as active in campus organizations, as many as 482 people (73.03%), while 178 people (26.97%) stated that they did not participate in organizational activities. This finding illustrates that the research participants were predominantly female students, aged 18–20 years, the majority living in boarding houses, coming from families with a background of self-employment, dependent on parental financing, and tended to be active in campus organizational activities.

Table 1. Participant Demographic Characteristics

Demographic Data	n	%
<b>Gender</b>		
Male	191	28.94
Female	469	71.06
<b>Age</b>		
17	5	0,76
18	104	15,76
19	238	36,06
20	234	35,45
21	52	7,88
22	14	2,12
23	2	0,30
24	2	0,30
25	2	0,30
26	1	0,15
27	0	0,00
28	2	0,30
29	3	0,45
30	1	0,15
<b>Living Status</b>		
With Parents	270	40,91
Boarding	305	46,21
Dormitory (Islamic Boarding School)	36	5,45
Living Alone	8	1,21
Living with Siblings/Relatives	41	6,21
<b>Parents' Occupation</b>		
Civil Servant ASN	156	23,64
Self-employed	339	51,36
Private-sector Employee	84	12,73
Unemployed	81	12,27
<b>Source of Education Funding</b>		
Parents' Financial Support	506	76,67
Scholarship	130	19,70
Self-funded	13	1,97
Financial Support from Siblings/Relatives	11	1,67
<b>Organizational Activities (Active in campus organizations?)</b>		
Yes	482	73,03
No	178	26,97

Table 2 describes the achievement scores for flourishing and quality of life among university students. The total flourishing score shows a mean of  $M = 197.64$  with a standard deviation of  $SD = 35.90$ , indicating that students' flourishing levels fall within the moderate–high category. This finding suggests that, in general, students possess a reasonably strong perception of psychological well-being, although there is moderate variability in scores across individuals. Across its nine dimensions, the highest scores were found in the domains of Accomplishment ( $M = 23.56$ ;  $SD = 4.84$ ) and Optimism ( $M = 23.45$ ;  $SD = 4.88$ ). These values indicate that students tend to feel capable of achieving both academic and personal goals and maintain a positive outlook toward the future. Additionally, the dimensions of Relationship ( $M = 22.71$ ;  $SD = 5.28$ ) and Contribution ( $M = 22.04$ ;  $SD = 4.71$ ) were also relatively high, illustrating that students perceive a strong sense of social support and consider themselves to have a meaningful role within their social environment. Meanwhile, other dimensions scored moderately. The dimensions of Emotion ( $M = 21.98$ ;  $SD = 4.78$ ), Engagement ( $M = 21.28$ ;  $SD = 4.69$ ), and Resilience ( $M = 21.36$ ;  $SD = 5.13$ ) indicate that students are sufficiently able to experience positive emotions, remain engaged in important activities, and maintain adequate psychological resilience,

although these aspects are not as strong as accomplishment and optimism. The scores on these three dimensions reflect stable perceptions of well-being but with varying levels of intensity.

Table 2. Distribution of Flourishing & Quality of Life in Student University

Scale	Mean	Standard Deviation
<b>Total Flourishing</b>	<b>197,64</b>	<b>35,90</b>
Meaning	20,71	5,17
Emotion	21,98	4,78
Engagement	21,28	4,69
Relationship	22,71	5,28
Accomplishment	23,56	4,84
Resilience	21,36	5,13
Contribution	22,04	4,71
Optimism	23,45	4,88
Social Recognition	20,54	5,66
<b>Total QOLI</b>	<b>2,55</b>	<b>0,79</b>
Health	2,63	2,71
Self Esteem	2,89	2,32
Financial	0,86	3,12
Work	2,25	2,22
Home	3,08	2,37
Play	2,58	2,30
Helping	3,02	2,22
Love	0,94	2,32
Friends	2,70	2,09
Relative	3,12	2,48
Spiritual	3,60	2,57
Learning	3,03	2,36
Creativity	2,75	2,33
Family	3,60	2,52
Neighborhood	1,78	2,24
Community	1,92	2,40

Conversely, the relatively lowest scores were found in the domains of Social Recognition ( $M = 20.54$ ;  $SD = 5.66$ ) and Meaning ( $M = 20.71$ ;  $SD = 5.17$ ). These findings suggest that some students may not fully feel recognized or appreciated within their social environment and may not possess a sense of meaning or life direction as strong as in other dimensions. The higher standard deviations in these two dimensions also reflect greater heterogeneity in students' perceptions. Meanwhile, quality of life scores show that the total QoLI score was  $M = 2.55$ ;  $SD = 0.79$ , indicating a moderate level of quality of life. The domains with the highest scores were Spiritual ( $M = 3.60$ ;  $SD = 2.57$ ) and Family ( $M = 3.60$ ;  $SD = 2.52$ ), suggesting that spirituality and family relationships serve as the primary sources of well-being for students. On the other hand, the domains with the lowest scores were Financial ( $M = 0.86$ ;  $SD = 3.12$ ) and Love ( $M = 0.94$ ;  $SD = 2.32$ ), reflecting that financial and romantic relationships are the most challenging areas for students.

Table 3 presents the correlation analysis between flourishing scores and quality of life among the student sample, conducted as a whole. The results indicate that the total flourishing score has a significant positive correlation with the total quality of life score ( $r = 0.616$ ,  $p < 0.001$ ), which falls within the large effect size category based on Cohen's guidelines. This finding suggests that the higher the students' level of flourishing, the higher the quality of life they experience. All domains of quality of life also show positive correlations with total flourishing, although the strength of these relationships varies. The strongest correlations were found in psychological domains such as self-esteem ( $r = 0.552$ ,  $p < 0.001$ ), categorized as a large effect, followed by the helping domain ( $r = 0.485$ ,  $p < 0.001$ ) and work ( $r = 0.457$ ,  $p < 0.001$ ), which fall into the medium-to-large and medium effect categories respectively. In contrast, the lowest correlation was observed in the love domain ( $r = 0.153$ ,  $p < 0.001$ ), categorized as a small effect. Overall, these findings show that psychological domains such as self-esteem, helping, and work have stronger relationships with flourishing levels than financial or romantic relationship domains. The results further indicate that flourishing has a strong positive relationship with students' quality of life, as reflected in the significant correlation between total flourishing and total QOLI scores ( $r = 0.616$ ). This finding can be explained through the contribution of each flourishing dimension. The meaning dimension plays an important role by providing clear direction and purpose in life, thereby enhancing students' psychological well-being. Likewise, the relationship dimension is linked to many social domains within the QOLI, such as friends, relatives, family, and community. This aligns with theories asserting that social support

is a major predictor of mental health and quality of life (Keyes, 2002; Seligman, 2011). In addition, accomplishment shows high correlations with self-esteem ( $r = 0.552$ ) and work ( $r = 0.457$ ), indicating that a sense of competence and achievement enhances individuals' perceptions of success and self-satisfaction.

**Table 3.** Correlation between of Quality of Life and Flourishing

Subscale	Flourishing	Meaning	Emotion	Engagement	Relationships	Accomplishment	Resilience	Contribution	Optimism	Social Recognition
Quality of Life	0.616	0.472	0.561	0.470	0.520	0.397	0.396	0.518	0.498	0.571
Health	0.348	0.320	0.321	0.271	0.261	0.218	0.219	0.255	0.282	0.333
Self-Esteem	0.552	0.432	0.518	0.443	0.388	0.414	0.409	0.430	0.461	0.463
Financial	0.336	0.284	0.354	0.278	0.277	0.220	0.199	0.254	0.252	0.289
Work	0.457	0.352	0.417	0.370	0.373	0.301	0.316	0.367	0.366	0.408
Home	0.355	0.254	0.370	0.282	0.328	0.197	0.224	0.268	0.306	0.312
Play	0.256	0.177	0.212	0.205	0.237	0.170	0.128	0.195	0.214	0.286
Helping	0.485	0.394	0.367	0.356	0.333	0.317	0.295	0.515	0.379	0.509
Love	0.153	0.101	0.103	0.087	0.136	0.082	0.123	0.148	0.139	0.171
Friends	0.330	0.200	0.272	0.267	0.407	0.164	0.209	0.267	0.210	0.348
Relatives	0.366	0.275	0.374	0.208	0.383	0.212	0.217	0.298	0.298	0.346
Spiritual	0.381	0.339	0.387	0.278	0.222	0.322	0.192	0.348	0.412	0.251
Learning	0.380	0.308	0.330	0.316	0.213	0.297	0.253	0.338	0.379	0.296
Creativity	0.376	0.281	0.318	0.328	0.246	0.284	0.273	0.368	0.290	0.311
Family	0.393	0.276	0.381	0.262	0.441	0.238	0.228	0.291	0.312	0.368
Neighborhood	0.400	0.281	0.337	0.312	0.404	0.209	0.264	0.341	0.277	0.422
Community	0.393	0.269	0.334	0.288	0.401	0.185	0.302	0.353	0.229	0.434

## Discussions

These findings are consistent with previous research, both in international and Indonesian contexts. Keyes (2007) found that flourishing is strongly correlated with social and psychological domains of quality of life. Meanwhile, Diener and Chan (2011) emphasized that emotional well-being and psychological flourishing are closely associated with more positive life evaluations and better health outcomes. These results also support Seligman's (2011) PERMA model, which positions meaning, relationships, and accomplishment as three core pillars of well-being. In the local context, studies by Herdiansyah et al. (2024) and Fadlia et al. (2024) demonstrated that social relationships, emotional support, and life meaning are strong predictors of student well-being, thus reinforcing the alignment of the present findings with the Indonesian context.

Theoretically, these results strengthen the position of flourishing as a leading indicator of mental health within the positive psychology framework. As asserted by Keyes (2002), flourishing represents the highest level on the Mental Health Continuum. These findings also support Seligman's (2019) view that well-being is not merely understood as the absence of distress, but as the development of individual potential encompassing meaningful experiences, positive relationships, and personal accomplishment. This is consistent with the positive relationship found between flourishing and QOLI in this study, indicating that students' quality of life is shaped by meaning, healthy interpersonal relationships, optimism, and achievement—not merely by the absence of psychological problems.

The consistency of these findings is further reinforced by the study conducted by Rahimsyah & Muhajirin (2025), which shows that students' psychological well-being is strongly influenced by their ability to regulate emotions, build positive relationships, and maintain a clear sense of life direction—elements that represent the core of the flourishing concept itself. Thus, flourishing can be viewed as an integrative indicator of students' mental health, encompassing emotional, psychological, and social aspects (Hirshberg, 2022). Overall, this evidence confirms that quality of life cannot be adequately explained merely by the absence of psychological disorders, but rather through optimal functioning that reflects adaptive capacity, psychological resilience, and meaningful life orientation (Keyes & Haidt, 2003).

Practically, the findings of this study carry significant implications for higher education institutions, particularly in developing intervention programs that directly target the enhancement of student flourishing (Howell, 2009). Considering that the dimensions of meaning and social recognition are relatively low, and engagement and resilience fall within the moderate range, universities need to provide counseling services that not only focus on reducing distress but also strengthen students' adaptive capacities, including emotional regulation skills, healthy relationship-building, increased optimism, and reinforced life meaning. Based on the

strong relationship between flourishing and quality of life, higher education institutions can implement programs such as Mental Wellness Classes, PERMA-based interventions, and counseling services that integrate acceptance, mindfulness, and cognitive-behavioral approaches (CBT), all of which have been proven effective in enhancing students' psychological well-being (Davis et al., 2015).

In addition, campus guidance and counseling services can strengthen preventive efforts through training in coping skills, emotional regulation, and the restoration of students' self-esteem, given that flourishing is closely related to mental health, academic motivation, and resilience in dealing with stress (Herdiansyah et al., 2024; Sa'ad et al., 2014). This integrated approach is essential so that interventions in higher education are not only curative, but also capable of fostering students' optimal psychological development in a holistic manner. One relevant and empirically supported intervention is Acceptance and Commitment Therapy (ACT), which emphasizes psychological flexibility through six core processes: acceptance, cognitive defusion, present-moment awareness, self-as-context, values, and committed action (Katajavuori, 2023). ACT aligns closely with the flourishing dimensions identified in this study, particularly meaning, emotion, resilience, and engagement (North et al., 2014). Several studies, including Davis et al. (2015), have demonstrated ACT's effectiveness in enhancing well-being, resilience, stress management, and intrinsic motivation among university students. These findings are also consistent with the recommendations of Herdiansyah et al. (2024), who emphasize the importance of value-based and mindfulness-oriented interventions to support students' psychological well-being.

Thus, campuses may develop programs such as mental wellness classes, PERMA-based programs, meaning-in-life workshops, and ACT interventions as strategies to enhance students' flourishing and quality of life. The implementation of these programs serves not only as an intervention, but also as a preventive strategy for addressing academic and social challenges. Overall, this study contributes significantly to the development of more holistic campus policies aimed at supporting student mental health by emphasizing the strengthening of potentials, life values, and long-term psychological well-being. Furthermore, future research is recommended to employ longitudinal or experimental designs to monitor the development of flourishing and evaluate the effectiveness of PERMA- or ACT-based interventions, as well as to examine the roles of coping, resilience, and social support as mediators or moderators in the relationship between flourishing and quality of life, as suggested by the theory of positive mental health (Keyes, 2007; Skevington et al., 2004).

## Implication

The research findings showing a strong positive relationship between flourishing and students' quality of life indicate the need for developing counseling services that focus on strengthening aspects of positive mental health. The finding that several flourishing dimensions such as meaning, relationships, accomplishment, and optimism significantly contribute to various domains of quality of life reinforces the idea that students not only require interventions to reduce distress, but also facilitation to develop psychological potentials that support optimal well-being (Keyes, 2002; Seligman, 2011). Furthermore, the relatively low scores on the dimensions of social recognition and meaning in this study highlight a specific need to strengthen students' sense of self-worth, clarity of life direction, and meaningful life experiences, all of which are directly related to their quality of life (Diener et al., 2010). In the context of guidance and counseling services, these findings imply that the most appropriate approach should not only focus on short-term problem solving, but also on long-term psychological capacity building. One relevant intervention is Acceptance and Commitment Therapy (ACT), which emphasizes acceptance of internal experiences, emotional regulation, and commitment to personal values (Hayes, Strosahl, & Wilson, 1999). ACT has been shown to be effective in enhancing psychological well-being, reducing distress, and strengthening flourishing aspects such as meaning, psychological flexibility, engagement, and resilience (Davis et al., 2015). Through its six core processes acceptance, cognitive defusion, being present, self-as-context, values, and committed action ACT helps individuals identify meaningful life values, live more authentically, and take actions aligned with long-term goals (Hayes et al., 2006). These processes directly align with the elements of flourishing as described in the theories of Diener, Seligman, and Keyes. Furthermore, ACT is highly relevant to the condition of university students who, in this study, demonstrated moderate-high levels of flourishing but still showed variations in resilience and engagement. Students who are able to enhance their psychological flexibility through ACT will be better prepared to cope with academic pressure, manage negative emotions, and maintain engagement in meaningful activities, thereby improving their overall quality of life (Hayes, Strosahl, & Wilson, 2011). In addition, ACT contributes to improved quality of life through personal values, mindfulness, and strengthened self-regulation, all of which have been proven to be associated with subjective well-being and health-related QoL (Diener & Chan, 2011). Thus, higher education institutions need to integrate ACT-based flourishing development programs into campus counseling services, such as psychological flexibility workshops, value-based mindfulness classes, committed action training, and individual counseling sessions focusing on self-meaning and enhanced social functioning. Such interventions have the



potential not only to increase students' flourishing but also to directly improve their quality of life. Given the strong relationship between flourishing and QoL, the implementation of ACT programs can serve as an effective strategy to comprehensively support students' mental health, prevent declines in well-being, and facilitate more adaptive academic and psychosocial development.

## Conclusions

Based on the findings of this study, a significant positive relationship was identified between flourishing and students' quality of life. This indicates that the higher the students' level of flourishing, the better the quality of life they perceive. Flourishing which encompasses dimensions such as meaning in life, active engagement, high-quality social relationships, and personal accomplishment contributes substantially to shaping students' psychological well-being. In addition, the descriptive results show that the dimensions of accomplishment and optimism fall into the highest categories, whereas social recognition and meaning are relatively lower, making them important focal points for enhancing student well-being. Overall, this study emphasizes that programs designed to facilitate the development of psychological strengths, strengthen life meaning, build supportive social relationships, and enhance personal competence play a strategic role in improving students' quality of life. These findings suggest the need for intervention approaches that not only focus on reducing distress but also prioritize the development of flourishing capacities as part of positive mental health.

Practically, the findings of this study have important implications for counseling services in higher education settings. Considering that several dimensions such as meaning in life, psychological resilience, and social recognition show substantial variation, students require counseling services that can support them in building a clear life direction, strengthening psychological flexibility, and enhancing the quality of their interpersonal relationships. In this context, Acceptance and Commitment Therapy (ACT) becomes a relevant approach because it has been empirically shown to improve psychological flexibility, clarify personal values, reduce distress, and promote committed actions aligned with personal goals, which directly contributes to higher levels of flourishing and quality of life. ACT is also aligned with the framework of positive psychology because it places personal values, life meaning, and engagement at the center of its change process, making it particularly suitable for university students who are in the process of developing their identity and life direction. Thus, the implementation of flourishing-based interventions and ACT counseling within higher education institutions is highly relevant for fostering students' optimal well-being, improving their quality of life, and strengthening their adaptive capacities in response to academic demands and psychosocial development. This study highlights that enhancing flourishing is not only an indicator of individual success but also an essential foundation for the long-term sustainability of students' mental health overall.

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