

The relationship between positive thinking, social support, and students' psychological well-being during online learning

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Abstract. This research aimed to investigate the relation of positive thinking and social support to students' psychological well-being during online learning in PGSD UMPR. The research was conducted in Muhammadiyah University of Palangkaraya. The subjects were the PGSD students of UMPR who have completed their study for at least 4 semesters. The sampling technique was purposive sampling with criteria and the method used in this research was quantitative method with correlational study approach. Correlational analysis technique or regression analysis was implemented to analyze the data. It was found that there was a significant relation of positive thinking, social support, and students' psychological well-being during online learning with correlation coefficient (R) of 0.707 which was converted to F Regression of 28.407 and 0.000 ($p < 0.05$) significance level. The conclusion was that the higher positive thinking and social support, the higher students' psychological well-being students was. On the other hand, the lower the positive thinking and social support, the lower the students' psychological well-being was.

Keywords: positive thinking, social support, psychological well-being, students

Abstrak. Penelitian ini bertujuan untuk melihat hubungan antara berpikir positif dan dukungan sosial dengan *psychological well-being* pada mahasiswa PGSD UMPR selama pembelajaran daring. Penelitian dilakukan di wilayah kampus Universitas Muhammadiyah Palangkaraya. Subjek pada penelitian ini adalah mahasiswa PGSD UMPR yang minimal sudah menempuh masa kuliah semester 4 atau keatasnya. Teknik sampling menggunakan purposive sampling dengan kriteria. Penelitian ini menggunakan metode kuantitatif dengan pendekatan studi korelasional. Metode analisis data pada penelitian ini dengan menggunakan teknik analisis korelasional atau analisis regresi. Hasil penelitian ini ditemukan bahwa ada hubungan yang signifikan antara berpikir positif dan dukungan sosial dengan *psychological well-being* pada mahasiswa PGSD UMPR selama pembelajaran daring dengan koefisien korelasi (R) sebesar 0,707 yang dikonfersi menjadi F Regresi sebesar 28,407 dengan taraf signifikansi sebesar 0,000 ($p < 0,05$). Kesimpulan penelitian adalah semakin tinggi berpikir positif dan dukungan sosial yang diperoleh mahasiswa maka akan di ikuti meningkatnya *psychological well-being* pada mahasiswa, sebaliknya semakin rendah tinggi berpikir positif dan dukungan sosial yang diperoleh mahasiswa maka akan di ikuti rendahnya *psychological well-being* pada mahasiswa.

Kata kunci: berpikir positif, dukungan sosial, *psychological well-being*, mahasiswa

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INTRODUCTION

The ongoing COVID-19 pandemic has impacted the learning process in universities, making them apply distance learning. This distance learning is a new experience for students. Moreover, it also has serious impact on various aspects, one of which is mental health. Based on WHO report in live broadcast on October 9, 2020, the pandemic causes major impact on millions of people's mental health condition. From that broadcast, it is known that the quality of students' mental health due to inability to have face-to-face learning is an important issue. Covid-19 causes depression and has a negative spiral effect on the mental health of students (Alam, et al, 2022).

A research on the impact of pandemic on students' mental health in the United States states that the quality of mental health of American students was mostly in poor condition with many students experience depression, anxiety, and other mental disorders at a high level. The conclusion of the study is that 85% of the subjects experience medium to high level emotional distress and experience high level of stress. (Browning, et al., 2021). Meanwhile, in Indonesia based on the results of research by Hasanah, Ludiana, Immawati, and Livana (2020) about the students psychological state in learning process during the Covid-19 pandemic, the students experience mild anxiety and depression in facing the online learning.

Student itself is a category of individual whose development period is in early adult age range. According to Hurlock (2009) early adulthood begins at the age of 18 years to 40 years and the change of physical as well as psychological state reduced the reproductive ability. On the other hand, Santrock (2002) stated that early adulthood, which is marked by the age of 18 to 25 years, is time for experimentation and exploration. The characteristics of individuals who are in this early adulthood ideally are being task-oriented, having clear goals and habits, accepting criticism and suggestion, being responsible, and being able to adapt to new situations (Anderson, 2010). Early adulthood is a time when individuals manage their self-actualization to deal with so many possibilities in the future, one of which is the achievement of psychological well-being which is a combination of fulfilling several dimensions which are self-acceptance, positive relationships with others, independence, environmental mastery, life purpose, and personal growth (Ryff, 1989).

Psychological well-being in adulthood is an important thing to concerned about because it is an important factor developed in individuals so that they can face and carry out their developmental tasks fully and responsibly to reach their potentiality (Garcia-alandete, 2018). Ryff (1989) mentioned that psychological well-being is a concept related to what individual feels about activities in their daily life and their direct effect on one's feeling as result of their life experience. Moreover, Ramos (2007) stated that psychological well-being is kindness, harmony, and good relationships with others.

Based on the interview with several students at the Muhammadiyah University of Palangkaraya (Universitas Muhammadiyah Palangkaraya/UMPR), it is obtained that there were 9 students who had a difficulty adapting to learning situation regarding Covid-19 pandemic, starting from a difficulty in capturing information to understanding learning material given in online classes. In addition, students also feel burdened by online lecturing, complaint about the number of assignments given, and in the end feel hopeless about material that cannot be understood from the lecturing.

One of several factors that affect psychological well-being is how individual can create positive thinking. Positive thinking has a direct effect on problem solving. Positive thinking is a way of thinking that focuses more on positive perspective and emotion towards oneself, the others, and situations (Ryff and Keyes, 2002). Individual who think positively tends to interpret their problem as a thing that can be controlled, while on the contrary, individual who think negatively sees that a problem will remains forever and cannot be controlled (Seligman, 2006).

In addition to positive thinking, other factor that affect psychological well-being is support from the others both in the form of material and non-material one. During their study, ideally students have a plan to achieving their target, but in this case, students are also easy influenced by their friends and closest people. Students who do not have social support, whether it is transformational or informational support from their peers, will have an adverse effect on their psychological well-being. This is in line with the study conducted by Saputra and Palupi (2020) which found that social support plays an importan

role in improving individual psychological well-being, for example it is found on students who are working on a final project that requires support, adequate information, and transformational support from the peers. That kind role from the peers forms social support which is defined as helpful action that involves emotion, information provision, instrumental assistance, and positive assessment on individual facing a problem (Bryson & Bogart, 2020).

Based on the above description, the need to conduct a study about the relationship between positive thinking, social support, and psychological well-being among students of primary school teacher education (Pendidikan Guru Sekolah Dasar/PGSD) study program in UMPR during online learning is really apparent.

RESEARCH METHODOLOGY

This study employ quantitative method with associated descriptive approaches and conducted in UMPR. The research was conducted through 4 steps, which are (1) taking samples, (2) characterizing samples (3) samples testing (4) analyzing the data.

Dependent variable (Y) of this study was students' psychological well-being, while the independent variable 1 (X1) was the ability of positive thinking and independent variable 2 (X2) was social support.

This research used primary data by measuring the instruments of each variables which are the psychological well-being scale, positive thinking scale, and social support scale.

Population of this research was all students in the PGSD study program of UMPR. Samples of this study are students who have completed their study for at least 4 semesters with a total of 60 students consisting men and women. The sampling technique used was purposive sampling with criteria.

This research used purely quantitative method by testing the causal relationship between the independent and dependent variables, which

is the relationship between positive thinking, social support, and psychological well-being in PGSD students of UMPR during online learning. This research used primary data which was gathered based on concept theory of each variable and then selected based on the theory of validity and reliability. Furthermore, data collection is carried out again by measuring the instrument that fulfill the standard. Testing scale and research scale on each blueprint of each variable were used as data collection technique. Primary data was collected by using questionnaire through google provided with likert scale and by observing he samples via video conference. After the data is collected, research testing was conducted by testing the validity and reliability using SPSS program version 24 for Windows.

RESEARCH RESULT

The positive thinking scale consisted of 14 items so that the lowest possible score (Xr) on the positive thinking scale was hypothetically $1 \times 14 = 14$ and the highest score (Xt) was $4 \times 14 = 56$. The range of scores on the positive thinking scale was $56 - 14 = 42$ and the hypothetical standard deviation was $42 : 6 = 7$. The hypothetical mean was $(56+14) : 2 = 35$.

The social support scale consisted of 12 items so that the lowest possible score (Xr) on the social support scale was hypothetically $1 \times 12 = 12$ and the highest score (Xt) was $4 \times 12 = 48$. The range of scores on the social support scale was $48 - 12 = 36$ and the hypothetical standard deviation was $36 : 6 = 6$. The hypothetical mean was $(48+12) : = 30$.

The psychological well-being scale consisted of 18 items so that the lowest possible score (Xr) on the psychological well-being scale was hypothetically $1 \times 18 = 18$ and the highest score (Xt) was $4 \times 18 = 72$. The range of scores on the psychological well-being scale was $72 - 18 = 54$ and the hypothetical standard deviation was $54 : 6 = 9$. The hypothetical mean was $(72+18) : = 45$.

Table 4. Description of Research Data

Variable	N	Empirical Score				Hypothetical Score			
		Min	Max	Mean	SD	Min	Max	Mean	SD
X1	60	27	53	40.72	6.198	14	56	35	7
X2	60	30	48	40.05	5.500	12	48	30	6
Y	60	38	70	53.95	8.658	18	73	45	9

Hypothetical score calculation

- The minimum score (X Min) was the result of multiplying the number of items on the scale with the lowest score from the answer choices.

- b. The maximum score (X Max) was the result of multiplying the number of items on the scale with the highest score from the answer choices. Hypothetical range (Mean) used the formula of mean = number of items x middle score.
- c. The hypothetical standard deviation (SD) was $SD = (\text{max-min score}) : 6$.

By considering the results, the categorization of scores on the two variables can be done. Categorization on each variable by setting categorical criteria based on an assumption that the subject and population scores are in normal

distribution. To figure out the scores obtained by the subject, categorization can be done by setting a criterion. The scores obtained by the subjects were classified using three categories, which are high, medium, and low.

Categorization criteria are based on standard deviation and hypothetical mean (Azwar, 2005). The categorization used is the level categorization based on the normal distribution. The categorization norms are presented as follows:

Table 5. Categorization Norms

Interval	Categorization
$X < (M - 1,0 \text{ SD})$	Low
$(M - 1.0 \text{ SD}) \leq X < (M + 1.0 \text{ SD})$	Medium
$X \geq (M + 1.0 \text{ SD})$	High

Table 6. Categorization of Positive Thinking Scale

Interval	Frequency	Weight (%)	Category
$X < 28$	1	2%	Low
$28 \leq X < 42$	32	53%	Medium
$X \geq 42$	27	45%	High
Total	60	100%	

Based on the table above, it can be concluded that 53% of Primary School Education Study Program students in UMPR have a medium level of positive thinking during online learning,

45% of them have a high level of positive thinking, and only 2% of them have a low level of positive thinking.

Table 7. Categorization of Social Support Scale

Interval	Frequency	Weight (%)	Category
$X < 24$	0	0%	Low
$24 \leq X < 36$	9	15%	Medium
$X \geq 36$	51	85%	High
Jumlah	60	100%	

Based on the table above, it can be seen that 85% of Primary School Education Study Program students in UMPR have high level of

social support during online learning, while the rest of them, 15%, have moderate level of social support.

Table 8. Categorization of Psychological Well-Being Scale

Interval	Frequency	Weight (%)	Category
$X < 36$	0	0%	Low
$36 \leq X < 54$	28	47%	Medium
$X \geq 54$	32	53%	High
Total	60	100%	

Based on the table above, it can be concluded that 53% of Primary School Education Study Program students in UMPR have high

psychological well-being, while 47% of them have moderate psychological well-being.

The normality test used statistical technique of one sample Kolmogorov-Smirnov Test (KS-Z) from the SPSS 16.00 program. The significant test rule used was if $p > 0.05$ then the distribution is categorized as normal, meaning that there is not any difference between the distribution of the

scores of the sample subjects and the distribution of scores in the population. On the other hand, if $p < 0.05$, the distribution is categorized as abnormal. Normality test results are presented in table 9.

Table 9. Normality Test Results

One-Sample Kolmogorov-Smirnov Test				
		Positive Thinking	Social Support	Psychological Well-Being
N		60	60	60
Normal Parameters ^{a,b}	Mean	40.72	40.05	53.95
	Std. Deviation	6.198	5.500	8.658
Most Extreme Differences	Absolute	.092	.129	.094
	Positive	.092	.129	.071
	Negative	-.069	-.110	-.094
Kolmogorov-Smirnov Z		.716	.997	.725
Asymp. Sig. (2-tailed)		.684	.274	.670
a. Test distribution is Normal.				
b. Calculated from data.				

Based on the results of the Kolmogorov-Smirnov Z normality test or the normality index, the positive thinking variable was 0.716 with a significance level of 0.684, $p > 0.05$, meaning that the data is normally distributed. The results of the Kolmogorov-Smirnov Z normality test of the social support variable normality index was 0.997 with a significance level of 0.274, $p > 0.05$, meaning that the data is normally distributed.

Based on the results of the Kolmogorov-Smirnov Z normality test, the psychological well-being variable normality index was 0.725 with a significance level of 0.670, $p > 0.05$, meaning that the data is normally distributed. Based on the results of the normality test of all research variables, it can be concluded that all variables are normally distributed.

Table 10. Linearity Test Result

Variabel	F (Linearity)	Sip (p)
Positive Thinking* <i>Psychological Well-Being</i>	38.314	0.000 ($p < 0.05$)
Social Support* <i>Psychological Well-Being</i>	24.808	0.000 ($p < 0.05$)

The results of the linearity test between positive thinking variables and psychological well-being showed that the linearity F value was 38.314 with a significance level (p) of 0.000 ($p < 0.05$), meaning that there is a linear relationship or a straight line formed between the two variables. The linearity test between social support and psychological well-being shows a

linearity F value of 24,808 with a significance level (p) of 0.000 ($p < 0.05$), meaning that there is a linear relationship or a straight line formed between the two variables. Based on the results of the linearity test between the variables, it can be concluded that there is a straight line that connects the scores between the variables or it is called as linear.

Table 11. Multicollinearity Test Result

Variable	Tolerance	VIF	Annotation
Positive Thinking* <i>Psychological Well-Being</i>	0.826 (>0.1)	1.211 (<10)	There is no multicollinearity
Social Support* <i>Psychological Well-Being</i>	0.826 (>0.1)	1.211 (<10)	There is no multicollinearity

Based on the results of the multicollinearity test table, the tolerance and VIF values of the two independent variables are acceptable on the dependent variable, so it can be concluded that there is no multicollinearity or overlap between independent variables and the dependent variable.

A good regression model is a regression model that does not cause heteroscedasticity or in other words the result is homoscedasticity in which the residual variance from one observation to another is fixed. The rule of heteroscedasticity test is that there is residual significance value or (p) residual > 0.05, so it can be interpreted that there is not any heteroscedasticity.

Table 12. Heteroscedasticity Test Result

Variabel	Unstandardized Coefficients	Standardized Coefficients	Sig	Annotation
Positive Thinking* <i>Psychological Well-Being</i>	-0.206	-0.341	0,177 (p>0.05)	There is no heteroscedasticity
Social Support* <i>Psychological Well-Being</i>	0.129	0.189	0,138 (p>0.05)	There is no heteroscedasticity.

Hypothetical Test Result

1. Major hypothesis: There is a relationship between positive thinking, social support, and

psychological well-being among students of Primary School Education Study Program in UMPR.

Table 13. The results of the test analysis of the relationship between positive thinking, social support, and psychological well-being among students of Primary School Education Study Program in UMPR .

Variabel	R	R ²	F Regression	Sig(p)
positive thinking, social support and psychological well-being	0.707	0.499	28.407	0.000

2. Minor Hypothesis 1: There is a relationship between positive thinking

and psychological well-being by controlling social support variables

Table 14. The results of the analysis of the relationship between positive thinking and psychological well-being by controlling social support variables.

Variabel	Partial	Sig(p)	Selection	Annotation
Positive thinking with psychological well-being by controlling social support variable	0.555	0.000	(p<0.05)	Hypothesis accepted

Discussion

Based on the results of the study, there is a relationship between positive thinking and psychological well-being among students of Primary School Teacher Education Study Program in UMPR during online learning. The results showed that positive thinking such as the ability to adapt, not to despair, and students' creative processes increased psychological well-being during the online learning. Likewise, regarding with social support, the students who obtained social support during online learning is sufficient to improve their psychological well-being. The support obtained through peers, lecturers, parents and supporting facilities for lectures increases the psychological well-being of students.

The relationship between positive thinking and psychological well-being is the result of the creation of creativity, perseverance initiative, and self-confidence that students have when learning online so that by thinking positively, students are able to relieve stress and adapt to new conditions during their study. Positive thinking can also increase life satisfaction, thereby increasing individual psychological well-being. Based on the study of Chui and Chan's (2020) on students' positive thinking, the low concept of positive thinking applied by students would result in students' low psychological well-being.

The results of the study show that there is a relationship between positive thinking and psychological well-being in the students of Primary School Teacher Education Study Program during online learning. Positive thinking, such as staying confident, active in online lectures, as well as initiative and creativity built by students in themselves increases the students' psychological well-being. The students' ability to adapt to a new learning environment keeps them to think positively in order to achieve their learning goals. These results are supported by a study of Alkhatib (2020) regarding the investigation of the relationship between students' psychological well-being and positive thinking. In that study, it was revealed that there is a reciprocal relationship between psychological

well-being variables and positive thinking. The students' positive thinking has an impact on their psychological well-being.

In this study, it was also found that by controlling positive thinking variable, there was a significant relationship between social support and psychological well-being in Primary School Teacher Education Study Program students during online learning. Social support in the form of emotional support, material support, information, and awards are obtained by students to increase psychological well-being. This is in line with previous research conducted by Muji and Listyati (2020) on final-year students who are taking their thesis, which found that social support can predict individual psychological well-being. The direct and indirect effects of social support on the psychological well-being of students are in the form of direct assistance in the form of information, instrumental, and moral support.

Students who get high social support will have an impact on their psychological well-being. It is indicated by several follow-up interviews after the researchers conducted research on several students who were studying the research subjects. Some of these students stated that it was enough to get assistance in the form of data packages from the government as a means of online lectures, the lecturers' tolerance when submitting assignments late, lecturers' tolerance regarding network constraints, and so on. This becomes emotional and informational support for students so that students have a high level of psychological well-being.

Based on the discussion above, it can be concluded that the higher the positive thinking, the higher the psychological well-being of students is, on the contrary, the lower the positive thinking, the lower the psychological well-being of students is. The higher the social support obtained by students, the higher the psychological well-being of students is. Conversely, the lower the social support obtained by students, the lower the students' psychological well-being is.

This research also has limitation related to extranet variables that cannot be controlled during research. In addition, when distributing the

research scale online, controlling how respondents fill out the scale became a difficulty.

CONCLUSION AND SUGGESTIONS

The results above can be said that there is a relationship between positive thinking, social support, and psychological well-being of Primary School Teacher Education Study Program students in Muhammadiyah University of Palangkaraya during online learning. Provided with positive thinking and social support, the students' psychological well-being will increase. Conversely, the lower the positive thinking and social support obtained by students, the lower the psychological well-being of these students is.

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