

RELIGIUSITY AND PSYCHOLOGICAL WELL-BEING OF SCHOOL COUNSELOR

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RELIGIUSITY AND PSYCHOLOGICAL WELL-BEING OF SCHOOL COUNSELOR

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ABSTRACT

This study aims to determine the effect of religiosity on the psychological well-being of school counselors. The large number of counselors in carrying out their duties experience psychological disorders such as work stress, fatigue, anxiety and emotional disturbances in the form of irritability and irritability is the basis for this research. The psychological disorder is an indicator of the low psychological well-being of the counselor. In this study used a type of quantitative research with a correlation research design. The data obtained were analyzed by statistical regression analysis. The research sample was school counselors in South Sulawesi, totaling 103 counselors for SMP/MTs, SMA/SMK/MA. The research instrument used the Centrality of Religiosity Scale (CRS) and the Psychological Well-being Scale. The results showed that there was an influence of religiosity on the psychological well-being of school counselors. The limitation of this study is that the respondents are public school counselors and not private school counselors. Therefore, further research can use a sample of private school counselors and examine other variables in improving the psychological well-being of counselors.

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1. INTRODUCTION

Guidance and counseling is one component of education in schools in addition to administration and supervision carried out by the school and teaching carried out by teachers in the field of study (Sodik, 2016). Guidance and counseling in schools aims to help counselees in personal-social, learning and social aspects so that optimal development and complete independence are achieved (Permendikbud No 111 Tahun, 2014).

Seeing the purpose of guidance and counseling, it can be seen that the counselor as the main implementer of guidance and counseling has a very heavy task at school (Hayati, 2016). The development of science and technology has a positive impact on humans such as facilitating the fulfillment of human needs. While the negative impact is easy access to pornographic videos, drugs, hoax news, excessive use of smart phones and social media will affect a person's mental health (Syahril & Janna, 2021). Not all counselees can successfully overcome the problems that arise from these science and technology developments (Siti, 2018). Therefore, the role of school counselors is needed to prevent and overcome these problems (Sukadari, 2021).

The weight of the counselor's job or task can cause the counselor to experience psychological disorders. Like a counselor experiencing stress. This is evidenced by a study conducted by Sandra & Ifdil, (2015) which revealed that school counselors experience work stress in carrying out their duties. This is due to the demands and workload faced by the counselor. The impact of work stress will affect the psychological, physiological and behavior of counselors in providing services in solving problems and developing potential counselees.

Another study Omar, Jaya, & Zawawi, (2009) revealed that counselors also experience severe stress and fatigue. Counselors experience severe stress and fatigue caused by heavy work, low self-development opportunities, lack of experience in carrying out assigned tasks, lack of support from school principals, lack of appreciation even though they perform well. In addition, counselors are forced to perform tasks that are not in accordance with their job descriptions, heavy workloads, lack of staff to help them, conflicts with clients, competition in the self-development process, must meet deadlines to complete assignments, do not have personal time, and sometimes have to do other people's work.

Psychological disorders of counselors are an indication of their low psychological well-being (Huppert, 2009). Psychological well-being, conceptualized as emotional, physical, cognitive, spiritual, personal and social well-being (Roothman et al., 2003). Psychological well-being can be characterized by obtaining happiness, life satisfaction and the absence of depressive symptoms (Ryff, 1995). According to Bradburn et al (Ryff, 1989) happiness is the result of psychological well-being and is the highest goal to be achieved by every human being. Psychological well-being can be described as a state of mind with the absence of mental disorders so that

individuals can enjoy life, and create balance. between life activities and efforts to achieve psychological resilience (Kitchener & Jorm, 2002).

People with high psychological well-being evaluate themselves and their past lives positively, build quality relationships with people in their environment, act independently, they can manage their environment, believe that their lives have meaning and purpose and they develop themselves independently. Optimal (Ryff & Singer, 2006).

Research by Beaumont et al., (2016) shows that counselors who have low psychological well-being will have an impact on guidance and counseling services. This is due to the counselor's stress, fatigue, exhaustion and the counselor's personal instability. Research by Jannah et al., (2019) revealed that psychological well-being of counselors is caused by counselors working with full of pressure and conflict, such as the heavy task of the counselor, high expectations of the counselee towards the counselor, physiological, emotional and health disorders and the counselor's lack of confidence in doing the work counseling practice due to lack of education and training during their education in college.

Therefore, counselors need to have high psychological well-being because they can provide good services to counselees, including improving the welfare of counselees being served, so a counselor must first have a high level of psychological well-being. Without having high psychological well-being, the counselor is unable to position himself as the best instrument in providing various kinds of services to counselees with all existing conditions (Ribut Purwaningrum, 2016).

In addition, the psychological well-being of counselors is an important indicator because it can make a positive contribution to improving the performance of BK teachers. Counselors with good psychological well-being will also be able to realize the welfare of their counselees (Purwaningrum, 2020). Furthermore Purwaningrum, (2016) explains that by having psychological well-being the counselor can give meaning to his personal and professional life. Counselors feel that they are meaningful and needed by others, so that they lead them to continuously improve their quality no matter how many challenges they face.

One of the factors that can improve psychological well-being is religiosity. Religiosity is a form of one's belief in God which is manifested by adhering to a religion, the intensity of worship, and the appreciation and practice of religious teachings (Holdcroft, 2006). The findings of Ismail & Soha, (2012) show that there is a correlation between religiosity and psychological well-being. People who actively conduct religious meetings and carry out worship properly will experience decreased psychological stress, anxiety and loneliness), The same study by Leondari & Gialamas, (2009) showed that people who always worship in places of worship, have a high frequency of praying to carry out rituals religion will have a good quality of life.

Religiosity is related to an increase in positive human traits such as an increase in mental health and self-efficacy as well as their happiness (Abdel-Khalek & Lester,

2017). Religious people will have a healthy lifestyle, can cope with stress well, and have a meaningful life. Religious people sometimes have healthier lifestyles, cope better with stress, and live longer and more fulfilling lives (Koenig et al., 2012).

Various studies on the psychological well-being of counselors were conducted by researchers. Research by R Purwaningrum et al., (2019) shows the psychological well-being of counselors based on gender, age, employment status, educational background and work experience. Research Baniasadi & Rahmati, (2015) on the effect of family support and personality on the psychological well-being of school counselors. Various studies that have been carried out until now there is no research that discusses the influence of religiosity on the psychological well-being of counselors. The research hypothesis is "there is an influence of religiosity on the psychological well-being of school counselors"

⁴ 2. METHODS

⁸ This type of research is a quantitative research with a correlational research design, namely to determine the effect of religiosity (variable Y/independent) on the psychological well-being of BK teachers or counselors (variable Y/bound). Respondents in this study were counselors or guidance and counseling teachers in the provinces of South Sulawesi and West Sulawesi as many as 103 counselors. With details of 38 counselors for SMP/MTs and 65 counselors for SMA/SMK.MA, 35 male counselors and 68 female counselors.

The instrument used to measure counselor religiosity is the Centrality of Religiosity Scale (CRS) which was developed by (Huber & Huber, 2012) and has been translated by Purnomo & Suryadi (2017). CRS is an instrument used to measure a person's level of religiosity with the dimensions of intellectual, ideological, public practice, private practice and religious experience (Glock, 1962). CRS has been used by 25 countries with a total of more than 100,000 respondents (Huber & Huber, 2012). Meanwhile, to measure psychological well-being using a psychological well-being scale developed by Ryff & Singer, (1996) which consists of 42 items. The dimensions of psychological well-being are the dimensions of independence, environmental management, personal growth, positive relationships with others, life goals and self-acceptance. Data collection was carried out from February to May 2022 with the help of google forms.

3. FINDINGS AND DISCUSSION

Regression analysis was carried out through the following stages, (1) linear regression equation analysis, (2) regression equation significance test, (3) X and Y correlation coefficient significance test.

The first step: linear regression equation analysis can be seen in table 1.

Table 1. Linear Regression Equation Analysis

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	115.595	17.612			
	Religiusitas	.292	.130	.219	2.255	.026

Based on table 1, it can be seen that the constant value (a) is 115.595, while the value of religiosity (b regression coefficient) is 0.292 so that the regression equation can be written $Y = a + bX$, namely $Y = 115.595 + 0.292X$.

From this equation, it can be seen that a constant of 115.595 is obtained, meaning that the consistent value of the psychological welfare variable is 115.595. While the regression coefficient of the religiosity variable is 0.292, it states that for every 1% addition to the value of religiosity, the participation value increases by 0.292. The regression coefficient is positive, so it can be said that there is a positive influence between the religiosity variable (X) on psychological well-being (Y).

Based on the significance value of the coefficient table, a significance value of $0.026 < 0.05$ was obtained, so it can be concluded that the religiosity variable (X) has an effect on the psychological well-being variable (Y). Based on the t value, it is known that the calculated t value is $2.255 > t$ table 1.983, so it can be concluded that the religiosity variable (X) has an effect on the psychological well-being variable (Y).

The second step is to test the significance of the regression equation, the results of which are table 2 below.

Table 2. Significance Test of Regression Equation
ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	631.296	1	631.296	5.085	.026 ^a
	Residual	12539.112	101	124.150		
	Total	13170.408	102			

From table 2, it is known that F count = 5.085 with a significance level of $0.026 < 0.05$, so the regression model can be used to predict psychological well-being variables or in other words, there is an influence of religiosity variable (X) on psychological well-being variable (Y).

The third step is to test the significance of the correlation coefficients X and Y. The results are in table 3 below:

Table 3. Significance Test of X and Y . Correlation Coefficients

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.219 ^a	.048	.039	11.142

Table 3 explains that the value of the correlation/relationship (R) is 0.219, which implies that the influence of the independent variable (religiosity) on the dependent variable (psychological well-being) is 0.048%.

The results showed that religiosity had an effect on the psychological well-being of school counselors. Religiosity is defined as a belief in God or other forces beyond human control in the form of institutionalized or private faiths, values and practices (Worden, 2005). Meanwhile, Rakhmat, (2001) defines religiosity as a condition that encourages a person to behave in accordance with the teachings of his religion.

This finding is in accordance with research Aflakseir, (2012) that there is an influence of religiosity on psychological well-being. This is because religion has been considered as a potential source that has an impact on improving human psychological well-being. Implementing religious teachings properly and correctly can contribute directly to a person's psychological well-being either directly or indirectly by giving a sense of meaning and direction to his life's purpose (Krause & Ellison, 2003). Furthermore, research by Desrosiers & Miller, (2007) that those who have strong religious beliefs will have strength in dealing with mental stress and higher mental health.

Research by Keyes & Reitzes, (2007) revealed that the frequency of a person's attendance at religious activities can improve psychological well-being and carry out religious activities properly will have good resilience in overcoming stress and increase life satisfaction (Scandrett & Mitchell, 2009).

In general, the counselors in this study were Muslim. One of the factors that can improve psychological well-being is religion, including Islam. The findings of Aflakseir, (2012) reveal that Islamic religious teachings have an important role in fostering self-growth, self-acceptance and life goals. Such as the purpose of life, namely that Islam can provide a philosophical framework for its followers to achieve their life goals perfectly in this world and in the hereafter. The dimension of positive relations with other people is contained in the Qur'an, among others, in Surah Al-Hujurat verse 3, meaning that God created different people to know each other.

The aspect of personal growth is contained in the Koran. Personal growth is a person's ability to develop his potential as well as possible. The form of human potential development is done by learning. The command to learn in the Koran is found in Surah Al-Alaq 1-5 (Sarkowi, 2020). According to (Hamzah, (2002) the word iqra 'or the command to read in Surah Al-Alaq is repeated twice, namely verses 1 and 3. The first reading command means an order to learn about something that is not yet

known to humans. While the second reading command so that humans teach the knowledge they have acquired to others.

The findings above show that religiosity is an important aspect that must be considered by counselors in schools, including in improving their psychological well-being (Colbert et al., 2009). Ramadhan & Bahiroh's research, (2021) shows how counselors can improve the values of Islamic religiosity, namely reading magazines, books, newspapers, discussions, recitations, and Islamic education activities through seminars, training, workshops, or training).

The counselor views his religion as the main goal of his life which is a characteristic of people who have high religiosity. The counselor will try to apply his religious teachings in daily activities, so that the more religious he is, the higher his prosocial behavior in helping the counselee so that his life is beneficial for himself and others (Muryadi & Matulesy, 2012).

In addition, counselors work sincerely, honestly and will have a high commitment to the profession they live in as a form of self-actualization. Counselors who understand well the work ethic in Islam which is universal and contains religious values (Arwani, 2013). Furthermore Arwani, (2013) said that they have one clear goal in carrying out their duties or work, namely to work honestly, loyal to the professional code of ethics and be independent from pressure from any party that invites them to commit fraud and crimez

4. CONCLUSION

There is an influence between religiosity on improving the psychological well-being of school counselors as shown in this study. Counselors who often perform rituals (worship) of prayer, fasting, reciting the Koran and so on feel serenity and happiness in their lives. Religious counselors understand the purpose of their lives and consider their activities, including their assistance to the counselee, a form of self-actualization and worship as a form of worship among human beings.

The implication of this research is that counselors can improve their psychological well-being through active participation in religious activities, such as recitation, alms, praying, reading scriptures as a form of appreciation and practicing their religion. The limitation of this research is that the respondents are public school counselors and not private school counselors. Variables that affect psychological well-being are not only religiosity but there are other variables such as personality, demographics, emotional intelligence and so on. Therefore, for further research, research is needed that can use a sample of private school counselors and examine other variables such as emotional intelligence and personality.

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