

Religiosity and Psychological Well-Being of School Counselors

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ABSTRACT

This study aims to determine the effect of religiosity on the psychological well-being of school counselors. The majority of counsellors report experiencing mental health issues such work-related stress, exhaustion, anxiety, and emotional disturbances like impatience and irritation while doing their jobs. The counselor's mental condition is an indication of their poor mental health. Methodologically, this investigation was a quantitative study employing a correlational approach. Statistical regression analysis was used to examine the collected data. The research sample was school counsellors in South Sulawesi, totalling 103 counsellors for SMP/MTs, and 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 counsellors. The limitation of this study is that the respondents are public school counsellors and not private school counsellors. Therefore, further research can use a sample of private school counsellors and examine other variables in improving the psychological well-being of counsellors.

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1. INTRODUCTION

Guidance and counselling are 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 to achieve optimal development and complete independence (Permendikbud No 111 Tahun, 2014). It is clear that the counsellor, as the primary guidance and counselling implementer, has a significant role to play in the educational process (Hayati, 2016). The development of science and technology positively impacts humans, such as facilitating the fulfilment of human needs. While the negative impact is easy access to pornographic videos, drugs, hoax news, and excessive use of smartphones 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, school counsellors are needed to prevent and overcome these problems (Sukadari, 2021).

Stress and other mental health problems, such as burnout, are possible outcomes of working as a counsellor. This is supported by research done by Sandra and Ildil in 2015, which found that school counsellors face stress on the job. This is because of the pressures and responsibilities placed on the counsellor. Counsellors' ability to help clients and solve problems physiologically, mentally, and behaviorally will all suffer as a result of stress in the workplace. Omar, Jaya, and Zawawi (2009) found similar results; they found that counsellors are under a great deal of stress and tiredness. In spite of their best efforts, school counsellors often don't feel valued or appreciated, despite the fact that they put in long hours and do a commendable job under difficult circumstances. Counsellors also face heavy workloads, a lack of support staff, conflicts with clients, competition in the self-development process, limited personal time, and the occasional need to complete tasks that are not within the scope of their own jobs.

Psychological disorders of counsellors are an indication of their low psychological well-being (Huppert, 2009). Psychological well-being is 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 and 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 counsellors with low psychological well-being will impact 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 the psychological well-being of counsellors is caused by counsellors working full of pressure and conflict, such as the heavy task of the counsellor, high expectations of the counselee towards the counsellor, physiological, emotional and health disorders and the counselor's lack of confidence in doing the work counselling practice due to lack of education and training during their education in college.

Therefore, counsellors need to have high psychological well-being because they can provide good services to counselees, including improving the welfare of the counselees being served, so a counsellor must first have a high level of psychological well-being. Without having high psychological well-being, the counsellor is unable to position himself as the best instrument in providing various kinds of services to counselees with all existing conditions (Purwaningrum, 2016). In addition, the psychological well-being of counsellors is an important indicator because it can make a positive contribution to improving the performance of BK teachers. Counsellors with good psychological well-being will also be able to realize the welfare of their counselees (Purwaningrum, 2020). Furthermore, Purwaningrum (2016) explains that the counsellor can give meaning to his personal and professional life by having psychological well-being. Counsellors feel they are meaningful and needed by others, so 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 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, self-efficacy, and happiness (Abdel-Khalek & Lester, 2017). Religious people will have a healthy lifestyle, 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).

Researchers conducted various studies on the psychological well-being of counsellors. Research by R Purwaningrum et al. (2019) shows the psychological well-being of counsellors 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 counsellors. Various studies 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 counsellors."

2. METHODS

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

The instrument used to measure counsellor 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). Twenty-five countries have used CRS 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 significant 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 in 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 counsellors. 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) showed that those who have strong religious beliefs would 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 carrying out religious activities properly will have good resilience in overcoming stress and increase life satisfaction (Scandrett & Mitchell, 2009).

In general, the counsellors 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.

Based on these results, school counsellors should prioritise students' religious beliefs when working to enhance their mental health (Colbert et al., 2009). By engaging in reading materials like periodicals, books, newspapers, debates, recitations, and Islamic education activities like seminars, training, workshops, or training, as demonstrated by Ramadhan & Bahiroh's (2021) research, counsellors can help their clients develop more deeply held ideals of Islamic religiosity. The counsellor has a high level of religiosity, which explains why his faith is so important to him. The counselor's prosocial behaviour in assisting the counselee towards a life that is advantageous for himself and others will increase as a function of the counselor's level of religiosity (Muryadi & Matulesy, 2012).

In addition, counsellors work sincerely, and honestly and will have a high commitment to their profession as a form of self-actualization. Counsellors 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 of pressure from any party that invites them to commit fraud and crimes

4. CONCLUSION

There is an influence between religiosity on improving school counsellors' psychological well-being, as shown in this study. Counsellors 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 among human beings. The implication of this research is that counsellors 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 practising their religion. The limitation of this research is that the respondents are public school counsellors and not private school counsellors. 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, further research, research is needed that can use a sample of private school counsellors and examine other variables such as emotional intelligence and personality.

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