

2024

Psychological Well-Being of Pre-Service Training Teachers

Indriyana Rachmawati

Universitas Negeri Yogyakarta, indriyanarachmawati@uny.ac.id

Aprilia Tina Lidyasari

Universitas Negeri Yogyakarta, indriyanarachmawati@uny.ac.id

Follow this and additional works at: <https://citeus.um.ac.id/jkbk>

Recommended Citation

Rachmawati, Indriyana and Lidyasari, Aprilia Tina (2024) "Psychological Well-Being of Pre-Service Training Teachers," *Jurnal Kajian Bimbingan dan Konseling*: Vol. 8: No. 3, Article 12.

Available at: <https://citeus.um.ac.id/jkbk/vol8/iss3/12>

This Article is brought to you for free and open access by citeus. It has been accepted for inclusion in Jurnal Kajian Bimbingan dan Konseling by an authorized editor of citeus.

Psychological Well-Being of Pre-Service Training Teachers

Indriyana Rachmawati*, Aprilia Tina Lidyasari

Universitas Negeri Yogyakarta, Colombo St., No 1, Sleman, Special Region of Yogyakarta, 55281, Indonesia

*Corresponding author, e-mail: indriyanarachmawati@uny.ac.id

Article history

Received: 18 December 2022

Revised: 18 January 2023

Accepted: 26 January 2023

Keywords

Psychological well-being

Pre-service training teacher

Guidance and counseling service center

Yogyakarta

Quantitative

Abstract

The recent statistic suggests the average psychological well-being of Indonesian citizens, including the pre-service training teacher, represents their capacity to overcome future challenges. Excellent psychological well-being is crucial for pre-service training teachers, especially for providing a comfortable learning situation for students and engaging in effective communication with students. This study investigates the psychological well-being of pre-service training teachers. Thus, this study adopted survey techniques with descriptive data analysis. The data were collected from 44 teachers selected by purposive sampling. The criteria for selecting research participants were currently taking pre-service teacher education, elementary school teachers, and willingness to participate in this study. Data were collected using a psychological well-being scale. The results of the analysis showed high and exceedingly high psychological well-being of pre-service training teachers. However, the majority of participants had low scores in the aspect of improving self-quality over time, and some of them presented remarkably low scores.

How to cite: Rachmawati, I., & Lidyasari, A. T. (2023). Psychological Well-Being of Pre-Service Training Teachers. *Jurnal Kajian Bimbingan dan Konseling*, 8(2), 147–157. doi: 10.17977/um001v8i22023p147-157

1. Introduction

A teacher is a key stakeholders in the educational process as they are required to provide an adequate-comfortable academic atmosphere and facilitate student development. Aside from the content material, the teacher carries a crucial duty in promoting student development by regulating the educational process and presenting the learning content in numerous means (Gunathilaka, Wickramasinghe, & Jais, 2022; Honskusová, Vojíš, & Rusek, 2022; Kossybayeva, Shaldykova, Akhmanova, & Kulanina, 2022). Therefore, as the central stakeholder, their psychological well-being requires specific attention. The teachers' great psychological well-being facilitates adequate teaching preparation, work-life balance, and work demands (Haider & Dasti, 2022; Suhaila, Jannah, Izwan, Amat, & Saadon, 2022). Consequently, psychological well-being is a substantial influencing factor for the teacher's performance in schools.

Psychological well-being is defined as an individual's capacity to effectively control emotions while conquering a variety of life problems (Avsar & Sevim, 2022; Gündüz, 2022; Luo, 2022). With satisfactory psychological well-being, individuals are able to avoid unwanted emotions, accept their own condition, and have a good outlook on life. Psychological well-being can also be defined as having a positive self-perception of oneself and one's history, continuing to grow and develop as individuals, believing in the purpose and meaning of life, as well as establishing positive and fulfilling relationships, autonomy, and self-regulation (Aslan & Tolan, 2022; Fang et al., 2022; İlhan & Gümüşdag, 2022). Accordingly, psychological well-being is correlated with positive self-assessment and self-acceptance because of an individual's confidence in their life purpose and meaning, autonomy, positive social relationships, as well as excellent life management. Thus, psychological well-being can also be interpreted as an individual's ability to manage emotions, provide positive self-assessment, focus on life goals, capacity to establish good social relationships, be autonomous, and effectively life-regulation in facing every challenge.

According to the World Happiness Report, (2022), Indonesian's welfare is ranked 87th among 146 countries. This evaluation is made based on the person's emotional stability and general quality of life. Meanwhile, the global youth well-being index suggested Indonesian youth have a medium level of well-being, indicated by the low youth suicide rate, limited job opportunities in the formal labor market, and barriers to business (Sharma, Henneman, Qadri, & Vignoles, 2017). Those data depict the issues encountered by Indonesian youth that possibly interfere with their psychological well-being. Individuals with high psychological well-being are reported to be capable of having enhanced performance, good social relations, adjustment, and good health (Sezer, 2022; Yüceant, 2022; Zhang, Li, & Unger, 2022). In other words, excellent psychological well-being directs an individual into a fulfilling personal and social life. In contrast, low psychological well-being induces low self-concept, social isolation, economic hardship, maladaptive perfectionism, loneliness, and an uncertain future (Cash & Lin, 2022; Lo & Ip, 2022; Sapanci & Akkaya, 2022). Consequently, low psychological well-being provokes low self-concept, inability to establish satisfying social relationships, unfortunate situations, and uncertainty about the future. In the long term, low psychological well-being results in avoidant behavior (Charry, Goig, & Martínez, 2020), anxiety (Scarpina et al., 2021), secretive behavior (Guerrini Usubini et al., 2021), and unsatisfactory performance (Obrenovic et al., 2020).

In addition, pre-service teacher education is a pre-service training program formulated to improve teachers' professionalism. Essentially, teachers are required to present comfortable and communicative learning to facilitate the fulfillment of students' learning needs. This pre-service teacher training is expected to serve as a means for the pre-service and in-service teachers to establish and internalize ethical values and affection during learning, as well as constructing classroom activities (Pewkam & Chamrat, 2021; Sibgatullin et al., 2022; Temel, Kangalgil, Mamak, Emre, & Aydin, 2022). During this program, unfortunately, many teachers participating in the training complain about the load of assignments in every meeting and the preparation of teaching materials, ranging from the teaching syllabus to the lesson plans for the classroom learning process. Substantially, with the participating teacher's excellent psychological well-being, the pre-service teacher training has been reported as capable of improving the teacher's self-concept, which facilitates an enjoyable learning atmosphere. Regardless of the difficulties they are experiencing in life, a person's well-being is mostly influenced by their abilities (Adiwena & Djuwita, 2019; Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020; Voon, Lau, Leong, & Jaafar, 2022). Consequently, an individual's excellent psychological well-being is essential for resolving their life problems. Thus, this study analyzes and describes the psychological well-being of pre-service training teachers.

2. Method

In this study, we employed survey method as it is the most popular quantitative approach in the social sciences that prohibits data manipulation, enabling the portrayal of the actual conditions (Asogwa, Nkanu, & Sabo, 2022; Damian, Meuleman, & van Oorschot, 2022; Özdal, Özden, Atasoy, & Güneyli, 2022). This study involved a student teacher who was taking pre-service teacher professional education at Universitas Negeri Yogyakarta in 2022. The data were collected through Google Forms as it enables online data collection, facilitating a flexible and easy data collection process (Galang, Snow, Benvenuto, & Kim, 2022; Olcek, Celik, & Basoglu, 2022; Paramitha, Komarudin, Fitri, Anggraeni, & Ramadhan, 2021). In detail, the data were garnered using a self-compiled psychological well-being scale by reviewing relevant research theories and results. Using Cronbach's Alpha, we identified that 34 items were declared valid, with a reliability score of 0.935. This score signified that the psychological well-being scale could be adopted for assessing the related issues. This psychological well-being scale consists of 6 aspects, namely (a) accepting an individual's strengths and weaknesses; (b) occasionally improving self-quality; (c) directed life goals; (d) harmonious relationships with other people; (e) selecting proper environment following the personal needs; and (f) life independence.

In this study, 44 pre-service teachers participated. They were selected through a purposive sampling technique using a set of criteria (Amiruddin, Qorib, Naimi, & Deliati, 2022; Gür, Dumancı, Gümüştas, Toprak, & Ateş, 2022; Padli, Mardela, & Yendrizal, 2022). Those criteria included being a student teacher in pre-service teacher education, teaching in elementary school, and being willing to participate in the study. The obtained data were analyzed using descriptive statistics to identify the

data pattern and describe the authentic situation (Alexander, Jacovidis, & Sturm, 2022; Gurler, 2022; Karaman & Karakuş, 2022). In the end, this study assesses the psychological well-being level of the preservice teachers undergoing professional teacher education.

3. Results

This study aims to identify the psychological well-being of the student teacher in the pre-service teachers' professional education program. The results suggested that the majority of student teachers have high psychological well-being (55%), while the remaining have remarkably high (23%), low (18%), and deficient (5%) psychological well-being. In detail, the participants' psychological well-being is summarized in Table 1. The findings suggested that many of the participants had the lowest score in the aspect of improving self-quality constantly (73%). Thus this aspect is incapable of illustrating the student teachers' psychological well-being.

Table 1. Psychological Well-Being of Pre-Service Training Teachers

Information	Percentage (%)			
	Excessively high	High	Low	Excessively low
Psychological Well-being	23	55	18	5
1. Accept individual's strengths and weaknesses (self-acceptance)	43	52	2	2
2. Constant improvement on self-quality	11	16	57	16
3. Have a purposeful life purpose	23	39	32	7
4. Establish harmonious relationships with others	52	43	2	2
5. Choose the proper environment following your personal needs	18	36	43	2
6. Independence life	25	45	25	5

In addition, the participants had high and very high scores in the other aspects of psychological well-being, with the aspect of self-acceptance best describing the participants' psychological condition, by 97%. Meanwhile, the elements of establishing harmonious relationships with other people, independent life, directed life goals, and selecting the best environment based on personal needs represented the participants' psychological well-being by 95%, 70%, 62%, and 54%. Thus, the participants' psychological well-being is mainly described by the aspects of self-acceptance, having directed life goals, harmonious relationships with others, choosing an environment based on personal needs, and independent life.

4. Discussion

As the central stakeholder in the educational process, teachers need excellent psychological well-being (Gunathilaka, Wickramasinghe, & Jais, 2022; Honskusová, Vojříř, & Rusek, 2022; Kossybayeva, Shaldykova, Akhmanova, & Kulanina, 2022) as they facilitate the realization of a safe, comfortable, and uncomplicated academic atmosphere. Our analysis results showed that 78% of the pre-service teacher have high and extremely high levels of psychological well-being. Therefore, the pre-service teachers are capable of providing adequate services for students as they have sufficient psychological well-being. Satisfactory psychological well-being facilitates the student teacher to have a work-life balance and administer excellent education service for students (Haider & Dasti, 2022; Suhaila, Jannah, Izwan, Amat, & Saadon, 2022; Temel, Kangalgil, Mamak, Emre, & Aydin, 2022). In other words, with great psychological well-being, teachers can enhance their professionalism which generates exceptional mental health and psychological well-being. Psychological well-being predicts individuals' optimum functioning, self-management, and psychosocial well-being (Adiwena & Djuwita, 2019; Husain, 2022). Meanwhile, the psychological well-being of the student teachers can be observed through their self-acceptance, improvement of self-quality (personal growth), life purposes, harmonious relationship with others (positive relations with others), ability to determine suitable environment based on personal needs (environmental mastery), and independence in life (autonomy).

Self-acceptance can be assessed through an individual's experience, specifically on their capacity to admit their strengths and weaknesses, as well as resolve challenges. The individual is aware of suffering, receiving the suffering, and keeps behaving with kindness, facilitating the individual to keep struggling in their life (Crosswell et al., 2022; Faustino, Vasco, Silva, & Marques, 2020; Suhaila et al., 2022). Besides, it is also facilitated by an individual's perception of positive self-confidence. With excellent perceptions of positive self-confidence, individuals develop their psychological well-being, which further influences their motivation, progress their self-management to attain the expected academic achievements and create a democratic classroom environment with effective communication (Casino-García, Llopis-Bueno, & Llinares-Insa, 2021; Gündüz, 2022; Şahin & Şahin, 2022). Additionally, the positive self-confidence perception is affected by the teacher's contentment with their work, enhancing their self-confidence to overcome challenges and psychological well-being. Further, Allobaney et al., (2022), Dapp and Roebers (2021, Mikus and Teoh (2022) reported that self-confidence improves proactive attitudes and future optimism, influencing job satisfaction and great job involvement.

Our data analysis result suggested that the aspect of recognizing their strength and weakness depicts the student teachers' psychological well-being in the pre-service training program by 97%. Besides, this finding also indicates the student teachers' good self-acceptance. Chit, (2021), Ng et al., (2020), and Su et al. (2019), positions self-acceptance as a key feature of individual mental health because it demonstrates an individual's ability to self-actualize, function optimally, and mature. Self-acceptance is affected by individuals' self-esteem, which increases the need to self-actualize, function optimally, and present adulthood. Bingöl and Batık (2018), Camp et al. (2020), and Li et al. (2021) asserted that individuals with good self-acceptance regard themselves and others as someone who may make mistakes, assisting them to accept their situation. That way, individuals are able to accept and acknowledge the complexity of their life and the uncertainty of life events, so they can survive their life. Therefore, the student teachers' excellent self-acceptance is facilitated by their convenience with the complexity of the workload, proactive attitude, and perseverance attitude because of self-confidence, high self-esteem, future optimism, and the ability to self-actualization, aiding them to function optimally and present mature behavior.

Furthermore, the pre-service training teacher's self-confidence helps them achieve life goals so that directed life goals also describe their psychological well-being. Abdul Kadir and Mohd (2021), Datu et al. (2022), Krok (2022) uncovered that individual confidence in their abilities, as well as the support from others, have a significant and positive relationship to psychological well-being. Through connections with other people, individuals improve their lives by constructing future-oriented long-term and short-term goals, struggling to secure jobs, and achieving professional success. Furthermore, support from family and friends through good interpersonal interaction and communication, along with academic involvement, increase an individual's well-being as they help people to be happier, function more effectively, and have better and more productive life goals (Lo & Ip, 2022; Onuray Eğilmez, 2022; Sezer, 2022). As a result, both aspects of social support and self-confidence contribute to the psychological health of pre-service teachers in the teacher training program. Self-confidence, as well as family's and friends' support, encourage individuals to make long-term and short-term goals, enabling them to establish a more productive, happy, and functioning life. Therefore, self-confidence assists individuals in achieving their intended life objectives, specifically in terms of professional accomplishments and emotional contentment.

The student teachers' high level of psychological well-being can be further attributed to their capability to choose environments that cater to their individual requirements (environmental mastery). Individuals' incredible capacity to select the best environment for their personal needs is facilitated by their ideal self-concept and internal anxiety management skills (Morales-Rodríguez, Espigares-López, Brown, & Pérez-Mármol, 2020; Vesely, Brown, Mehta, & Horner, 2022). Due to the importance of these two skills for the preservice teachers' psychological health, they should improve their skills. Páez-Gallego et al. (2020) highlighted the pivotal role of environmental mastery, which involves the capacity to select environments according to personal needs, as it influences individuals' decision-making processes throughout their lifetime. Accordingly, this ability is closely related to the development of individual life, as well as to their maximum psychological well-being. Our analysis result also indicates that the aspect of determining a suitable environment based on personal needs

aspect is the aspect least associated with describing an individual's psychological well-being in comparison to the other three aspects. Therefore, although the student teachers have presented high and super high psychological well-being, they need to increase their environmental mastery, since it directs the pre-service training teachers to have good environmental control through good self-concept and managing anxiety.

The final aspect that characterizes the psychological well-being of pre-service training teachers is their autonomy in leading their lives (autonomy). De-Juanas et al., (2020), Moilanen et al. (2021) and Suleman et al., (2018) stated that the concept of independence in living life, which is regarded as a fundamental value of adulthood, is influenced by the process of age transition. Typically, in this phase, individuals start experiencing a sense of freedom in managing their own affairs, including their professional endeavors. The pre-service training teachers who participated in this study were adults (23-50 years old) who had worked in certain schools. Therefore, due to their age, our participants' independence in life describes their psychological well-being, particularly their professional independence and income. Navarro-Carrillo et al. (2020) affirmed that an individual's level of independence in life can be predicted by their income, which serves as an indicator of their socio-economic status. Thus, the capacity of independence in life aspect to describe the psychological well-being of pre-service training teachers is induced by their age factor (adulthood) and their socio-economic conditions.

Although the psychological well-being of pre-service training teachers has been observed to be at a high and exceedingly high level, the aspect of improving self-quality over time has a relatively low ability to depict their psychological well-being. This finding is caused by the teacher's lack of locus of control, especially internal control, to help maintain high psychological well-being (Aslan & Tolan, 2022; Avsar & Sevim, 2022; Baluku, Bantu, Namale, & Otto, 2022; Fang et al., 2022; Gündüz, 2022; Luo, 2022). The absence of an internal locus of control among student teachers can impede their personal development and make them susceptible to feelings of uncertainty in various life situations. Ahmed et al. (2022), also Šveb Dragija and Jelinčić, (2022) further elaborated that work-related stress and a dearth of engaging and interactive experiences act as catalysts for low enthusiasm toward personal growth.

Essentially, excellent teaching experience and participation can be facilitated in the pre-service teacher professional education program as this program aims to create a connection between theory and practice through numerous activities, so teachers can practice establishing comfortable learning spaces (Pewkam & Chamrat, 2021). Consequently, a pre-service teacher professional education program requires student teachers to have academic ability and sufficient learning material. Unfortunately, pre-service training teachers have unequal abilities and socioeconomic conditions. Educational inequality and socioeconomic conditions affect the pre-service training teachers' ability to attend learning activities (Cash & Lin, 2022; Ruggeri, Garcia-Garzon, Maguire, Matz, & Huppert, 2020), resulting in work stress and affecting well-being. Thus, the minimum ability to improve self-quality over time aspects in describing individual psychological well-being is caused by the student teachers' lack of locus of control, lack of interesting experience, participatory experiences, educational inequality, and different socioeconomic conditions, causing workplace stress and influencing the personal growth to achieve prosperity.

In summary, our analysis results showed the student teachers' high and remarkably high psychological well-being that is mostly explained by factors of excellent self-acceptance, life goals, harmonious relationships with others, being able to determine an environment suitable to personal needs, and independence in life. On the other hand, the aspect of gradual self-improvement over time has the least explanatory power for the student teachers' high psychological well-being. The obtained psychological well-being of student teachers is illustrated in Figure 1. Consequently, future researchers are suggested to examine the influence of locus of control, lack of experience and teacher participation, socioeconomic conditions, and work stress on lower self-quality improvement over time which further influences its inability to describe the student teachers' psychological well-being. Additionally, self-quality improvement over time is associated with a low ability to determine a suitable environment for personal needs (although this aspect still describes psychological well-being). Besides, the teacher's ability to construct excellent self-concept and anxiety management re-

quires further investigation in order to describe their psychological well-being better. Further, this finding can also serve as a reference for the universities conducting the pre-service teachers' professional education program to involve the guidance and counseling service unit in assisting the management of the program so they have better self-concept and anxiety management. Finally, future researchers can also adopt a more comprehensive number of research participants to obtain a complete illustration regarding the welfare of pre-service training teachers because, in this study, we employed purposive sampling due to the limitations of the research field.

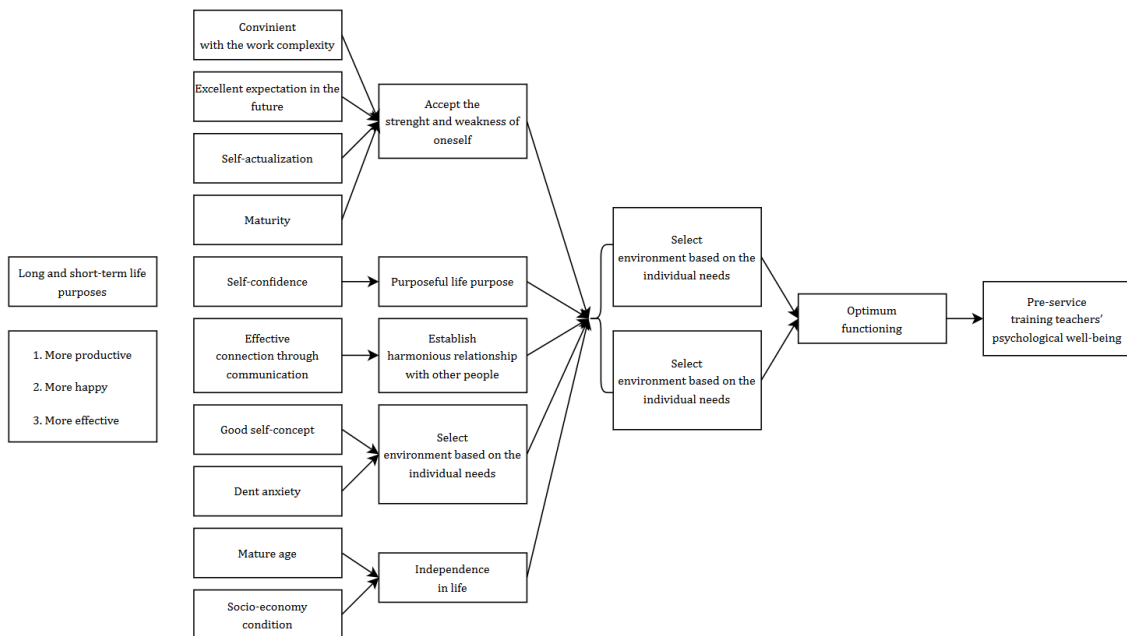


Figure 1. Psychological Well-Being of Pre-Service Training Teachers

5. Conclusion

Pre-service training teachers are observed as having a high level of psychological well-being which is mainly explained by aspects of self-acceptance, having directed life goals, establishing harmonious relationships with others, choosing an environment according to personal needs, and independence in life. This finding is induced by the pre-service training teachers' convenience with the complexity of work, optimism for the future, self-actualization, maturity, self-confidence, great connections, self-concept, anxiety management, and excellent socioeconomic conditions which enable them to balance their work and serving students, as well as the workload. Through this balance, the pre-service training teachers are able to function optimally, so they are able to achieve high psychological well-being. Unfortunately, the self-quality improvement over time is unable to describe the preservice teachers' psychological well-being. However, this finding needs to be further investigated.

Author Contributions

All authors have equal contributions to the paper. All the authors have read and approved the final manuscript.

Funding

No funding support was received.

Declaration of Conflicting Interests

The author declared no potential conflicts of interest with respect to the research, authorship, and/or publication of this article.

References

- Abdul Kadir, N. B., & Mohd, R. H. (2021). The 5Cs of positive youth development, purpose in life, hope, and well-being among emerging adults in Malaysia. *Frontiers in Psychology, 12*. doi: 10.3389/fpsyg.2021.641876
- Adiwena, B. Y., & Djuwita, R. (2019). Nature relatedness as a predictor of psychological well-being: A study of Indonesian urban society. *ANIMA Indonesian Psychological Journal, 34*(4), 175–187. doi: 10.24123/aipj.v34i4.2578
- Ahmed, R. R., Soomro, F. A., Channar, Z. A., Hashem E, A. R., Soomro, H. A., Pahi, M. H., & Md Salleh, N. Z. (2022). Relationship between different dimensions of workplace spirituality and psychological well-being: measuring mediation analysis through conditional process modeling. *International Journal of Environmental Research and Public Health, 19*(18), 11244. doi: 10.3390/ijerph191811244
- Alexander, R., Jacovidis, J., & Sturm, D. (2022). Exploring personal definitions of sustainability and their impact on perceptions of sustainability culture. *International Journal of Sustainability in Higher Education, 23*(3), 686–702. doi: 10.1108/IJSHE-11-2020-0426
- Allobaney, N. F., Eshah, N. F., Abujaber, A. A., & Nashwan, A. J. J. (2022). Professional self-concept and self-confidence for nurses dealing with COVID-19 patients. *Journal of Personalized Medicine, 12*(2), 134. doi: 10.3390/jpm12020134
- Amiruddin, A., Qorib, M., Naimi, N., & Deliat, D. (2022). The role of inductive learning models on the students self-regulated learning in math journaling. *Cypriot Journal of Educational Sciences, 17*(7), 2428–2446. doi: 10.18844/cjes.v17i7.7680
- Aslan, H. R., & Tolan, Ö. Ç. (2022). Social appearance anxiety, automatic thoughts, psychological well-being and social media addiction in university students. *International Education Studies, 15*(1), 47. doi: 10.5539/ies.v15n1p47
- Asogwa, U. D., Nkanu, C. U., & Sabo, A. (2022). Assessment of e-learning readiness of lecturers and students in federal colleges of education in Northeast, Nigeria. *International Journal of Curriculum and Instruction, 14*(1), 455–472.
- Avsar, V., & Sevim, S. A. (2022). The effectiveness of cognitive behavioral therapy including updating the early life experiences and images with the empty chair technique on social anxiety. *International Journal of Assessment Tools in Education, 9*(1), 181–202.
- Baluku, M. M., Bantu, E., Namale, B., & Otto, K. (2022). Maintaining high eudaimonic wellbeing despite ambiguity intolerance among three employment status groups: Examining the buffering effects of positive psychological attributes. *International Journal of Applied Positive Psychology, 7*(1), 1–30. doi: 10.1007/s41042-021-00051-1
- Bingöl, T. Y., & Batik, M. V. (2018). Unconditional self-acceptance and perfectionistic cognitions as predictors of psychological well-being. *Journal of Education and Training Studies, 7*(1), 67. doi: 10.11114/jets.v7i1.3712
- Camp, J., Vitoratou, S., & Rimes, K. A. (2020). LGBTQ+ self-acceptance and its relationship with minority stressors and mental health: A systematic literature review. *Archives of Sexual Behavior, 49*(7), 2353–2373. doi: 10.1007/s10508-020-01755-2
- Cash, T. N., & Lin, T.-J. (2022). Psychological well-being of intellectually and academically gifted students in self-contained and pull-out gifted programs. *Gifted Child Quarterly, 66*(3), 188–207. doi: 10.1177/00169862211032987
- Casino-García, A. M., Llopis-Bueno, M. J., & Llinares-Insa, L. I. (2021). Emotional intelligence profiles and self-esteem/self-concept: An analysis of relationships in gifted students. *International Journal of Environmental Research and Public Health, 18*(3), 1006. doi: 10.3390/ijerph18031006
- Charry, C., Goig, R., & Martínez, I. (2020). Psychological well-being and youth autonomy: Comparative analysis of Spain and Colombia. *Frontiers in Psychology, 11*. doi: 10.3389/fpsyg.2020.564232
- Chit, Y. Z. (2021). *An exploration of psychological well-being among pre-service teachers in Sagaing University of Education*.
- Crosswell, A. D., Sagui-Henson, S., Prather, A. A., Coccia, M., Irwin, M. R., & Epel, E. S. (2022). Psychological resources and biomarkers of health in the context of chronic parenting stress. *International Journal of Behavioral Medicine, 29*(2), 175–187. doi: 10.1007/s12529-021-10007-z
- Damian, E., Meuleman, B., & van Oorschot, W. (2022). Transparency and replication in cross-national survey research: Identification of problems and possible solutions. *Sociological Methods & Research, 51*(2), 499–526. doi: 10.1177/0049124119882452

- Dapp, L. C., & Roebbers, C. M. (2021). Metacognition and self-concept: Elaborating on a construct relation in first-grade children. *PLOS ONE*, 16(4), e0250845. doi: 10.1371/journal.pone.0250845
- Datu, J. A. D., Lee, A. S. Y., Fung, W. K., Cheung, R. Y. M., & Chung, K. K. H. (2022). Prospering in the midst of the COVID-19 pandemic: The effects of PROSPER-based intervention on psychological outcomes among preschool teachers. *Journal of School Psychology*, 94, 66–82. doi: 10.1016/j.jsp.2022.08.003
- De-Juanas, Á., Bernal Romero, T., & Goig, R. (2020). The relationship between psychological well-being and autonomy in young people according to age. *Frontiers in Psychology*, 11. doi: 10.3389/fpsyg.2020.559976
- Fang, Q., Liu, C., Tang, Y., Shi, Z., Wang, Q., & Helwig, C. C. (2022). Types of parental psychological control and rural and urban Chinese adolescents' psychological well-being and academic functioning. *Child Development*, 93(2), 484–501. doi: 10.1111/cdev.13699
- Faustino, B., Vasco, A. B., Silva, A. N., & Marques, T. (2020). Relationships between emotional schemas, mindfulness, self-compassion and unconditional self-acceptance on the regulation of psychological needs. *Research in Psychotherapy: Psychopathology, Process and Outcome*, 23(2). doi: 10.4081/ripppo.2020.442
- Galang, A., Snow, M. A., Benvenuto, P., & Kim, K. S. (2022). Designing virtual laboratory exercises using Microsoft Forms. *Journal of Chemical Education*, 99(4), 1620–1627. doi: 10.1021/acs.jchemed.1c01006
- Guerrini Usubini, A., Varallo, G., Granese, V., Cattivelli, R., Consoli, S., Bastoni, I., ... Molinari, E. (2021). The impact of psychological flexibility on psychological well-being in adults with obesity. *Frontiers in Psychology*, 12. doi: 10.3389/fpsyg.2021.636933
- Gunathilaka, C., Wickramasinghe, R. S., & Jais, M. (2022). COVID-19 and the adaptive role of educators: The impact of digital literacy and psychological well-being on education—A PLS-SEM approach. *International Journal of Educational Reform*, 31(4), 397–421. doi: 10.1177/10567879221113546
- Gündüz, Y. (2022). The correlation between teachers' self-efficacy perceptions and tolerance and psychological well-being. *International Online Journal of Education and Teaching*, 9(3), 1307–1327.
- Gür, C., Dumancı, V., Gümüştas, H., Toprak, S., & Ateş, A. (2022). Problems that classroom teachers encounter in the education process of Syrian migrant students in Turkey. *Education Quarterly Reviews*, 5(1).
- Gurler, D. A. (2022). Analysing the musical elements of the Book of Inci for Piano Teaching. *Cypriot Journal of Educational Sciences*, 17(2), 422–439. doi: 10.18844/cjes.v17i2.6829
- Haider, Z., & Dasti, R. (2022). Mentoring, research self-efficacy, work-life balance and psychological well-being of doctoral program students. *International Journal of Mentoring and Coaching in Education*, 11(2), 170–182. doi: 10.1108/IJMCE-07-2020-0036
- Honskusová, L., Vojří, K., & Rusek, M. (2022). Pre-service chemistry teachers' professional vision development: The effect of lesson-observation practice. *Journal of Baltic Science Education*, 21(1), 52–68. doi: 10.33225/jbse/22.21.52
- Husain, W. (2022). Components of psychosocial health. *Health Education*, 122(4), 387–401. doi: 10.1108/HE-05-2021-0084
- İlhan, A., & Gümüşdag, H. (2022). An investigation of psychological well-being of primary school athlete students. *International Online Journal of Education and Teaching*, 9(4), 1672–1678.
- Karaman, B., & Karakuş, U. (2022). Investigation of secondary school students' perceptions on the concept of health through the word association test. *Participatory Educational Research*, 9(4), 231–249. doi: 10.17275/per.22.88.9.4
- Kossybayeva, U., Shaldykova, B., Akhmanova, D., & Kulanina, S. (2022). Improving teaching in different disciplines of natural science and mathematics with innovative technologies. *Education and Information Technologies*, 27(6), 7869–7891. doi: 10.1007/s10639-022-10955-3
- Krok, D. (2022). Sense of coherence and psychological well-being among coronary heart disease patients: A moderated mediation model of affect and meaning in life. *Current Psychology*, 41(7), 4828–4836. doi: 10.1007/s12144-020-00982-z
- Li, S., Zhang, X., Luo, C., Chen, M., Xie, X., Gong, F., ... Sun, Y. (2021). The mediating role of self-acceptance in the relationship between loneliness and subjective well-being among the elderly in nursing home. *Medicine*, 100(40), e27364. doi: 10.1097/MD.00000000000027364
- Lo, O.-T., & Ip, T. (2022). How does the psychological well-being (PWB) in the first year of college studies predict community college students' academic performance in Hong Kong? *Community College Journal of Research and Practice*, 46(3), 161–178. doi: 10.1080/10668926.2021.1882357

- Luo, L. (2022). The practice of psychological well-being education model for poor university students from the perspective of positive psychology. *Frontiers in Psychology*, 13. doi: 10.3389/fpsyg.2022.951668
- Mikus, K., & Teoh, K. R. H. (2022). Psychological Capital, future-oriented coping, and the well-being of secondary school teachers in Germany. *Educational Psychology*, 42(3), 334–353. doi: 10.1080/01443410.2021.1954601
- Moilanen, T., Kangasniemi, M., Papinaho, O., Mynttinen, M., Siipi, H., Suominen, S., & Suhonen, R. (2021). Older people's perceived autonomy in residential care: An integrative review. *Nursing Ethics*, 28(3), 414–434. doi: 10.1177/0969733020948115
- Morales-Rodríguez, F. M., Espigares-López, I., Brown, T., & Pérez-Mármol, J. M. (2020). The relationship between psychological well-being and psychosocial factors in university students. *International Journal of Environmental Research and Public Health*, 17(13), 4778. doi: 10.3390/ijerph17134778
- Navarro-Carrillo, G., Alonso-Ferres, M., Moya, M., & Valor-Segura, I. (2020). Socioeconomic status and psychological well-being: Revisiting the role of subjective socioeconomic status. *Frontiers in Psychology*, 11. doi: 10.3389/fpsyg.2020.01303
- Ng, R., Allore, H. G., & Levy, B. R. (2020). Self-acceptance and interdependence promote longevity: Evidence from a 20-year prospective cohort study. *International Journal of Environmental Research and Public Health*, 17(16), 5980. doi: 10.3390/ijerph17165980
- Obrenovic, B., Jianguo, D., Khudaykulov, A., & Khan, M. A. S. (2020). Work-family conflict impact on psychological safety and psychological well-being: A job performance model. *Frontiers in Psychology*, 11. doi: 10.3389/fpsyg.2020.00475
- Olcek, G., Celik, I., & Basoglu, Y. (2022). The impact of the Covid-19 pandemic on audiology students in Turkey: E-learning, knowledge of teleaudiology, psychological and social status and personal development. *Turkish Online Journal of Distance Education*, 23(1), 19–42. doi: 10.17718/tojde.1050339
- Onuray Eğilmez, H. (2022). Covid-19 fears and psychological well-being of pre-service music teachers. *Educational Policy Analysis and Strategic Research*, 17(1), 88–107. doi: 10.29329/epasr.2022.248.5
- Özdal, H., Özden, C., Atasoy, R., & Güneyli, A. (2022). Effectiveness of self-regulated Learning skills on web-based instruction attitudes in online environments. *Pegem Journal of Education and Instruction*, 12(1). doi: 10.47750/pegegog.12.01.18
- Padli, P., Mardela, R., & Yendrizal, Y. (2022). Improving students' cricket hitting skills using digital test. *Cypriot Journal of Educational Sciences*, 17(5), 1495–1507. doi: 10.18844/cjes.v17i5.7121
- Páez-Gallego, J., Gallardo-López, J. A., López-Noguero, F., & Rodrigo-Moriche, M. P. (2020). Analysis of the relationship between psychological well-being and decision making in adolescent students. *Frontiers in Psychology*, 11. doi: 10.3389/fpsyg.2020.01195
- Paramitha, S. T., Komarudin, K., Fitri, M., Anggraeni, L., & Ramadhan, M. G. (2021). Rethinking the relationship between technology and health through online physical education during the pandemic. *International Journal of Education in Mathematics, Science and Technology*, 10(1), 132–144. doi: 10.46328/ijemst.2165
- Pewkam, W., & Chamrat, S. (2021). Pre-service teacher training program of STEM-based activities in computing science to develop computational thinking. *Informatics in Education*. doi: 10.15388/infedu.2022.09
- Ruggeri, K., Garcia-Garzon, E., Maguire, Á., Matz, S., & Huppert, F. A. (2020). Well-being is more than happiness and life satisfaction: A multidimensional analysis of 21 countries. *Health and Quality of Life Outcomes*, 18(1), 192. doi: 10.1186/s12955-020-01423-y
- Şahin, F., & Şahin, Y. L. (2022). Drivers of technology adoption during the COVID-19 pandemic: The motivational role of psychological needs and emotions for pre-service teachers. *Social Psychology of Education*, 25(2–3), 567–592. doi: 10.1007/s11218-022-09702-w
- SAPANCI, A., & AKKAYA, G. (2022). The mediating role of resilience and personality traits in the relationship between social isolation and psychological well-being in the COVID-19 pandemic. *International Journal of Psychology and Educational Studies*, 9(2), 462–478. doi: 10.52380/ijpes.2022.9.2.724
- Scarpina, F., Bastoni, I., Cappelli, S., Priano, L., Giacomotti, E., Castelnovo, G., ... Mauro, A. (2021). Psychological well-being in obstructive sleep apnea syndrome associated with obesity: The relationship with personality, cognitive functioning, and subjective and objective sleep quality. *Frontiers in Psychology*, 12. doi: 10.3389/fpsyg.2021.588767
- Sezer, F. (2022). The role of social support and lifestyle in pre-service teachers' psychological well-being. *Educational Policy Analysis and Strategic Research*, 17(2), 225–245. doi: 10.29329/epasr.2022.442.10

-
- Sharma, R., Henneman, L., Qadri, A., & Vignoles, L. (2017). Global youth wellbeing index. Retrieved from <https://www.youthindex.org/country/indonesia>
- Sibgatullin, I. R., Korzhuev, A. V., Khairullina, E. R., Sadykova, A. R., Baturina, R. V., & Chauzova, V. (2022). A systematic review on algebraic thinking in education. *Eurasia Journal of Mathematics, Science and Technology Education*, 18(1), em2065. doi: 10.29333/ejmste/11486
- Su, H., Wang, L., Li, Y., Yu, H., & Zhang, J. (2019). The mediating and moderating roles of self-acceptance and self-reported health in the relationship between self-worth and subjective well-being among elderly Chinese rural empty-nester. *Medicine*, 98(28), e16149. doi: 10.1097/MD.00000000000016149
- Suhaila, K., Jannah, N., Izwan, M., Amat, S., & Saadon, S. (2022). Psychological well-being of school counsellors model. *European Journal of Educational Research*, 11(2), 621–638. doi: 10.12973/eu-jer.11.2.621
- Suleman, Q., Hussain, I., Shehzad, S., Syed, M. A., & Raja, S. A. (2018). Relationship between perceived occupational stress and psychological well-being among secondary school heads in Khyber Pakhtunkhwa, Pakistan. *PLOS ONE*, 13(12), e0208143. doi: 10.1371/journal.pone.0208143
- Šveb Dragija, M., & Jelinčić, D. A. (2022). Can museums help visitors thrive? Review of studies on psychological wellbeing in museums. *Behavioral Sciences*, 12(11), 458. doi: 10.3390/bs12110458
- Temel, A., Kangalgil, M., Mamak, H., Emre, T., & Aydin, E. (2022). Ethical values of teachers: Differentiation according to regular physical activity. *Journal for the Education of Gifted Young Scientists*, 10(3), 363–383. doi: 10.17478/jegys.1133255
- Vesely, C. K., Brown, E. L., Mehta, S., & Horner, C. G. (2022). ‘Staying Afloat’: A mixed methods study of the financial and psychological well-being of early childhood educators. *Early Childhood Education Journal*. doi: 10.1007/s10643-022-01429-9
- Voon, S. P., Lau, P. L., Leong, K. E., & Jaafar, J. L. S. (2022). Self-compassion and psychological well-being among malaysian counselors: The mediating role of resilience. *The Asia-Pacific Education Researcher*, 31(4), 475–488. doi: 10.1007/s40299-021-00590-w
- World Happiness Report. (2022). Happiness, benevolence, and trust during COVID-19 and beyond. Retrieved from <https://worldhappiness.report/ed/2022/happiness-benevolence-and-trust-during-covid-19-and-beyond/#ranking-of-happiness-2019-2021>
- Yüceant, M. (2022). Investigation of stress, anxiety, depression and psychological well-being levels of individuals who regularly play tennis. *Education Quarterly Reviews*, 5(2). doi: 10.31014/aior.1993.05.02.488
- Zhang, S., Li, C., & Unger, D. (2022). International doctoral students’ sense of belonging, mental toughness, and psychological well-being. *Journal of Comparative & International Higher Education*, 14(2). doi: 10.32674/jcihe.v14i1.3432

Kesejahteraan Psikologis Guru Pre-Service Training

Kata kunci

Kesejahteraan psikologis
Guru *pre-service training*
Unit layanan bimbingan dan
konseling
Yogyakarta
Kuantitatif

Abstrak

Kesejahteraan psikologis orang Indonesia pada saat ini masih berada pada tingkat rata-rata, sehingga dianggap masih mampu berjuang untuk mengatasi tantangan yang dialami di masa depan, tidak terkecuali guru *pre-service training*. Guru *pre-service training* perlu memiliki kesejahteraan psikologis untuk menghadirkan situasi pembelajaran yang nyaman bagi peserta didik dan komunikasi yang efektif dengan peserta didik. Penelitian ini bertujuan untuk mengetahui gambaran kesejahteraan psikologis guru *pre-service training*. Jenis penelitian ini menggunakan teknik survei dengan analisis deskriptif untuk data yang diperoleh. Sampel penelitian sebanyak 44 guru, dipilih secara *purposive sampling*. Adapun kriteria pemilihan sampel penelitian yaitu sedang menempuh PPG, guru sekolah dasar, dan bersedia untuk diteliti. Data dikumpulkan menggunakan skala kesejahteraan psikologis. Hasil analisis menunjukkan bahwa kesejahteraan psikologis guru *pre-service training* berada pada tingkat tinggi dan sangat tinggi. Meskipun demikian, aspek meningkatkan kualitas diri dari waktu ke waktu tidak begitu banyak dimiliki oleh guru *pre-service training* sebab berada pada tingkat rendah, bahkan sangat rendah.