



Psychological Well-Being of Al-Qur'an Education School Teachers in Banyuwangi

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ABSTRACT

The profession of Al-Qur'an education school teachers tend to be perceived positively in the community, their role in shaping the positive character of students is a benchmark for success in educating. However, this is a separate demand for them to always be a person who looks perfect so that they do not have the freedom to express themselves which has an impact on their psychological well-being. This study aimed to find out the description of psychological well-being of Al - Qur'an education school teachers in Banyuwangi. The research design was quantitative descriptive analytic. The sampling technique used was purposive sampling with a total of 102 participants. The instrument used a psychological well-being scale (PsychologicalWell-beingScale) which consists of 42 items developed from six dimensions, with a reliability value of 0.883. Statistical analysis used descriptive analysis techniques. The results of the psychological well-being of Al-Qur'an education school teachers based on the late adult age group, female gender, length of teaching and education level up to university level showed the high category with the score ranged from 190 to 205 with a percentage reaching 69%. It could be indicated that there were other factors related to the dimensions of achieving psychological well-being including emotional maturity, experience and knowledge possessed by individuals

Keywords: *Psychological, Teachers, Well-Being*

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INTRODUCTION

Religion-based educational environments such as Al-Qur'an education school which are generally located in mosques or surau are places to learn reading holy Qur'an

and deepen religious knowledge. In addition, generally this educational school is also considered by the community as a place for forging religious characters so that it is not uncommon to have a name with the term "adab repair shop". The role of Ustadz and Ustadzah as teachers in shaping the positive character of students is something that is highlighted by the community. The competencies obtained by students in the form of the ability to read Qur'an correctly (hard skills) and positive behavior (soft skills) become a benchmark for the quality of teachers who educates (Setiawan et al., 2021). The achievement of these competencies is also a government prioritized program in realizing a religious generation. The positive assumption towards teachers has an impact on the positive stereotypes attached to the Qur'an education school (TPQ) teachers or commonly referred to ustadz and ustadzah, especially in areas that are still thick with local culture, such as in Banyuwangi Regency, East Java province.

Banyuwangi Regency has many people with the profession of teachers at Al-Qur'an education schools (TPQ), which are commonly referred to as ustadz or ustadzah. Based on Emis data from Banyuwangi Ministry of Religion 2022, there were around 13,489 TPQ teachers spread across all sub-districts and villages. As a form of appreciation and efforts to improve TPQ teachers well-being in order to remain enthusiastic on their profession, the Banyuwangi government provides incentive which can be withdrawn every three months (www.detik.com). However, the provision of incentives in the form of material does not automatically become a benchmark for the well-being of TPQ teachers, especially on psychological well-being. This is because the indicators of prosperity are not only measured by material adequacy, but also psychological satisfaction such as acceptance and recognition of the profession prestige they are engaged in, satisfaction and self-actualization ability and social support from the surrounding community.

The TPQ teachers profession tends to be perceived positively in the community for Ustadz and Ustadzah becomes a proud form of appreciation. On the other hand, this is a separate demand for them to always be a person who always looks perfect. The demand to be a perfect person in society can indirectly be a difficult thing to do, because they are as ordinary people still have motives, self-desire to exercise flexibility in expressing what they want to do. The limitation in regulating self-autonomy can have an impact on life satisfaction (Aisyah & Chisol, 2020), if it lasts for a long time it will have an impact on decreasing the quality of mental health and even psychological well-being (Rizqi et al., 2020). Another thing, where well-being is a subjective condition that is closely related to individual happiness, so it cannot be concluded that the determinants of individual well-being are the same and measurement is needed to know them accurately. Therefore, in order to know the description of ustadz and ustadzah psychological well-being, it is necessary to conduct in-depth measurements on the dimensions of its formation.

Literature Review

Psychological Well-being

Psychological well-being is a higher level than mental health. Individuals who are able to achieve psychological well-being level will be followed by the characteristics that become dimensions including the ability to accept their own conditions as they are, able to self-regulate independently, have hopes, goals in life as well as interpret the meaning of life, understand and be able to control the environment and to create harmonious relationships with other people and the environment (Santoso, 2020; Sudarnoto, 2020). Another study conducted by Ryff (in Izzati et al., 2021) etexplained that there are six dimensions that make the condition of individuals achieving psychological well-being. They include self-acceptance of their weaknesses and strengths, the ability to build good social relations, have independence, the ability to understand and control the environment, have a purpose in life and personal growth or development (Hernandez et al., 2018; Kardas et al., 2019).

Other research results explained that in addition to dimensions related to psychological well-being, there are also other internal and external factors affect the achievement of individual psychological well-being. These factors include locus of control (Sari & Listiara, 2017), personality type, self-concept, self-esteem, life orientation, level of spirituality and religiosity (Harjanti, 2021), emotional maturity and age, prosocial behavior (Nasihah & Alfian, 2021), gender (Lianawati, 2008), coping mechanisms or strategies (Adi, 2018; Faulkner et al., 2020), as well as financial factors and social support from people in the surrounding environment (Rosita, 2021; Shabrina & Hartini, 2021). The description of several factors that affect psychological well-being showed that psychological well-being is not only achieved by external factors but is greater from internal factors of the individual who undergoes it.

Ustadz and ustadzah (Teachers of Al-Qur'an Education School)

In the context of Islamic-based education, the term educator is synonymous with the title Ustadz for male teachers and Ustadzah for female teachers (Sa'adah, 2020). Educators are assumed from an educational perspective as individuals who have higher and broader knowledge to be transferred to their students (Chotimah, 2020; Fallah, 2016), have degrees achieved by taking standardized formal and non-formal education (Muslimin, 2017), have competence in teaching, guiding, training, evaluating well and the ability to control the educational environment faced. In addition, from a social perspective, Ustadz and Ustadzah are considered individuals who are identical with ethical moral values, positive characters who are always used as role models for students and the community as well as the responsibility to lead students to become intellectuals and good personalities (Rahmadani, 2019).

The description based on the educational and social perspectives above can be concluded that ustadz and ustadzah have a role as a substitute parents for students in the scope or educational setting so that they can become role models in behavior and talk (Fitriani & Yanuarti, 2018). The personal quality standards of Ustadz and Ustadzah generally must be able to provide positive role models because students will judge and tend to imitate good and bad behavior from educators so that they always have to have integrity where whatever is said must be in accordance with daily actions. The positive

role model is reflected in the authority shown by educators such as the ability to take responsibility, independence, discipline, creativity and other good things.

RESEARCH METHODOLOGY

This study used a descriptive analytical quantitative research design and purposive sampling technique. The research participants were ustadz and ustadzah of Al-Qur'an education schools who become members of BKPRMI (Indonesian Mosque Youth Communication Agency) forum of Banyuwangi as many as 102 people. The characteristics of the participant as samples were as follows: 1). Adult age ranged from 21 to 62 years (average was 34.6 years). 2). Have profession as a teacher at Al-Quran Education School (TPA/TPQ). 3). More than 3 years teaching experience. 4). Minimum education level is high school or equivalent.

The measuring instrument used Psychological Well-beingScale from Ryff (Crouch et al., 2017) which has been previously adapted with six dimensions, which are spread over 42 items with five answer choices adjusted to the Likert scale, and obtained reliability score of 0.883. The data was obtained using a questionnaire which was then scored and statistical analysis was carried out. Analysis of data obtained through descriptive statistical analysis techniques in order to obtain the description of participants' psychological well-being. Furthermore, To determine the groups of high and low psychological well-being according to Saifuddin (2017) research standards, the score was divided using the following formula: a). High category psychological well-being ranges 190 -205. b). The category of moderate psychological well-being ranges from 175-189 c). The category of low psychological well-being has a score range of 161 -174.

RESULT AND DISCUSSION

Based on the results of data collection and scores obtained through measuring the dimensions of psychological well-being in research subjects can be seen in the following table:

Table.1 Characteristics of research subjects and calculation of psychological well-being scores

Characteristics of Research Subject	Physiological Well-being				
	N	Score Range	Category	F	%
Gender					
Male	68	179 - 186	Moderate	76	74
Female	34	194 - 205	High	26	26
Age					
21 – 35 years	35	176 - 184	Moderate	13	12
36 – 50 years	56	182 - 189	Moderate	18	21
51 – 62 years	11	193 - 202	High	71	69
Teaching Experience					
3 – 5 years	21	180 - 196	High	16	15

6 – 12 years	46	186 - 205	High	31	30
> 15 years	35	190 - 205	High	55	55
Educational Level					
Junior High School or Equivalent	16	179 - 186	Moderate	6	5
Senior High School or Equivalent	28	182 - 190	Moderate	43	52
University	58	204 - 205	High	53	42
Total	102			102	100

The results obtained from statistical analysis on the scale data filled by the research subjects showed that there were differences in various psychological well-being scores in each characteristic such as gender, age group, teaching experience and education level. The first difference in scores was seen in gender where male have more psychological well-being scores in the low and medium categories. In the age group of subjects with middle and late adulthood, most of them had scores in the medium category. Furthermore, participants who had teaching experience and college education level showed high psychological well-being scores.

Male psychological well-being, as portrayed in this study showed low and moderate category, compared to the female, which tends to be higher despite the fact that there are less female participants. This is because in the dimension of the ability to build social relations, women are better than men, women tend to be more flexible, easy to adapt and sensitive to the feelings of others around them. Likewise, ustadzah tend to be easy to build interactions with their students because of the maternal instincts that easily understand the character, feelings and protect their students. This is in line with Kristanto's (2016) which explained that women are better able to maintain harmonious relationships with those around them.

Psychological well-being of research subjects in the middle and late adult age group showed high category. High scores were obtained based on the dimensions of purpose and meaning in life, independence, self-acceptance and personal growth. High scores on some of these dimensions indicated that adult age of the ustadz and ustadzah is balanced with the development of emotional maturity so that it affects self-concept, self-esteem, an assessment of their self-image, how to accept physical changes and what they are, both weaknesses and strengths, not depending on other people materially, struggling with their abilities or self-efficacy, a period where they show their potential optimally or it can be said to be the peak of self-actualization. In addition to these indications, the dimensions of self-acceptance and life goals for middle and late adult ustadz and ustadzah are reflected in their religious character so that they tend to measure everything happens in their lives cannot be separated from gifts and destiny from God, so that they more deeply interpret the meaning of life goals with a lot of gratitude to God. These indications are in line with the research results from Suranto & Sugiarti (2021) which explained that the stages of developmental tasks in the human life span occur in middle adulthood and finally reach optimal levels when in line with the research results by Mayasari (2014) and Atikasari (2019) which stated that gratitude as religiosity has relevance to individual psychological happiness and well-being.

Psychological well-being of research subjects with teaching experience as a whole showed high category, which means that the period of time in teaching years is not a benchmark or has no influence on the psychological well-being of TPQ teachers.

The high score obtained from the aspect of teaching time is the dimensions of environmental mastery and self-autonomy, it showed understanding and ability to take self-control as well as control over the environment in which they live and work very well. Environmental control as well as social support from the community and the environment such as students' parents and the place where ustadz and ustadzah carry out their profession as TPQ teachers is other supporting factors. Through long experience of teaching with the intensity of interaction over a long period of time with different students, each period will increasingly form an understanding of the students character with all backgrounds and mastery in controlling situations when a problem arises during the teaching process, it indicates the achievement of optimal self-autonomy. This indication is supported by Ryff in Rozubi & Li (2015) which stated that individuals who tend to be controlled by external factors are individuals who are unable to regulate themselves (self-autonomy) and do not have good environmental control.

The level of education aspects on the research subject showed ustadz and ustadzh with college education level had high score of psychological well-being. This showed that the knowledge level of individuals can affect thinking skills, innovation power, adaptation to environmental conditions, creativity, problem solving and coping mechanism strategies in managing a demand and the obstacles faces, so that knowledge will lead the individuals to ease in achieving their psychological well-being. Some aspects supported the research results by Eva & Bisri (2018) which explained that individuals who have abilities and competencies derived from educational experience will tend to be accustomed to using methods of application based on logical thinking and minimizing instinctual feelings that will lead to optimistic thinking and form a calm feeling so that they can achieve physical health and psychological well-being.

Indications of psychological well-being that can be described in this study showed that age group, gender, level of education can lead to diverse psychological well-being in research subjects, in this case, ustadz and ustadzah. However, basically high and low psychological well-being is determined by the character that develops in each individual and will be known through measurement. The positive characters that can be developed in individuals to achieve psychological well-being based on the description of research results include religious characters, emotionally mature, flexible, adaptable, independent and maintain harmonious relationships with others, controlling self-control and developing maximum potential.

CONCLUSION

Based on the results of statistical analysis and in-depth interpretation, it can be concluded that the description of psychological well-being in research subjects based on female gender, teaching experience, late adult age group and education level up to university has a psychological well-being score in the high category which ranges from 190-205. The high score comes from factors that have relevance to the dimensions of psychological well-being including emotional maturity and knowledge related to self-acceptance, self-autonomy, goals and meaning of life. The experience factor is related to good social relations, environmental mastery, and self-growth.

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