

## Mindfulness training to improve the psychological well-being of school counselors

**Elwas Berdha Krismona**

Guidance and Counseling, Universitas Sebelas Maret, Indonesia

Email: [elwas@staff.uns.ac.id](mailto:elwas@staff.uns.ac.id)

(received: 18-09-2024; revised: 20-11-2024; accepted: 19-09-2024; published: 27-12-2024)

**Abstract:** *The study aims to examine the feasibility of mindfulness training in improving the psychological well-being of school counselors in vocational high schools in Bandung City. The research employed a quantitative approach with a quasi-experimental method using a non-equivalent pre-test – post-test control group design. The study involved 10 school counselors from vocational high schools in Bandung City, with various levels of psychological well-being: low, medium, and high. The teachers in the experimental group received mindfulness training, while those in the control group only received materials related to psychological well-being and mindfulness through a WhatsApp group. The analysis results using the Mann-Whitney test yielded a significance value of 0.009, indicating that mindfulness training is deemed feasible as an effort to improve the psychological well-being of school counselors.*

**Keywords:** *psychological well-being; mindfulness; school counselors.*

**Abstrak:** Penelitian bertujuan untuk menguji kelayakan pelatihan mindfulness dalam meningkatkan kesejahteraan psikologis guru BK di SMK yang terdapat di Kota Bandung. Penelitian menggunakan pendekatan kuantitatif dengan metode eksperimen kuasi desain non-equivalent pretest – posttest control group design. Penelitian melibatkan 10 orang guru BK SMK di Kota Bandung dengan kondisi kesejahteraan psikologis yang dalam tingkatan rendah, sedang, dan tinggi. Guru BK yang berada dalam kelompok eksperimen mendapatkan layanan pelatihan mindfulness, sedangkan guru BK yang berada dalam kelompok kontrol hanya mendapatkan materi terkait kesejahteraan psikologis dan mindfulness melalui grup WhatsApp. Hasil analisis menggunakan uji Mann-Whitney memperoleh nilai sig. 0,009, maka pelatihan mindfulness dinilai layak digunakan sebagai upaya peningkatan kesejahteraan psikologis guru BK.

**Kata kunci:** kesejahteraan psikologis; perhatian; guru bimbingan dan konseling.

## INTRODUCTION

Psychological well-being comes from eudaimonia or happiness formulated by Aristotle in which this happiness is related to the condition of individuals who are satisfied with their lives (Afif, 2023; Ishaq, 2020). Psychological well-being has a prominent role for an individual to overcome problems in their life and to be able to live a happy life (Pedhu, 2022). For a teacher, psychological well-being acts as a form of mental health protection so the teacher can optimally develop programs to improve the quality of education (Diwanti & Abidin, 2021). The high condition of psychological well-being of school counselors enables them to be aware of their roles and presence so they are able to optimally dedicate themselves to the students and schools (Purwaningrum et al., 2019).

The study conducted in Campina Grande, Paraiba, Brazil to 517 teachers showed that 12,8% of them have low psychological well-being conditions (Krismona & Qarimah, 2024). Counseling guidance teachers are often overworked leading to fatigue as they frequently bring work home. (Purwaningrum, 2020). The interview conducted with one vocational school teacher in Bandung in 2023 stated that psychological well-being is essential for school counselors to effectively carry out their duties, as they are highly susceptible to burnout from heavy workloads.

Support systems are one of the components of comprehensive school counselors which indirectly contributes to the provision of services to the students (Putranti et al., 2020). One of the activities in support systems is professional development for guidance and counseling which can be carried out through the activities of upgrading, seminars, and workshops (Amon & Harliansyah, 2022). School counselors are responsible with their well-being through (1) preventive measures to give protections to their physical body; (2) maintaining both physical and psychological

health; (3) seeking support and professional services based on their needs; and (4) maintaining a balance between works and other aspects of life (Mahendra, 2023). The well-being responsibility aims to enable the school counselors to overcome their personal problems, to improve skills, to review the counseling process, and to understand the professional border (Nugraheni et al., 2020). Mindfulness can be conducted through counseling and training activities. *Mindfulness* in the form of training can be conducted to improve the quality of education (Putri et al., 2024).

Mindfulness is an awareness that comes from paying attention to the present moments without any judgment (Pitaloka, 2024). Mindfulness gives benefits to the students and counseling teachers to be aware of themselves (Ohr, Clarke & Conley, 2019). School counselors help develop the capacity to concentrate, to pay attention, to be aware of themselves and to accept the current condition (Waskito, 2019). Mindfulness training is an effort to improve the psychological well-being conditions of the school counselors as through mindfulness, a school counselors can practice realizing the condition without judgment. Based on the identified gap, this study aims to evaluate the feasibility of mindfulness training in enhancing the psychological well-being of school counselors.

## METHODS

The research employed a quantitative approach with a quasi-experimental design of a non-equivalent pretest-posttest control group design. The non-equivalent pretest-posttest control group research design involves an experimental group and a control group to observe the difference in average scores before and after treatment. The research design is presented on Table 1.

Table 1. Non-equivalent pretest-posttest control group research design

Control Group	<i>Pre-test</i>	Treatment	<i>Post-test</i>
Experimental Group	<i>Pre-test</i>	Treatment	<i>Post-test</i>

The participants in the study were 10 school counselors who were divided into the experimental group and the control group. The data collection techniques were carried out by distributing questionnaires on Psychological Well-being before and after the mindfulness training. The data were analyzed based on the value of N-Gain in the average score of the pretest and posttest.

**RESULTS AND DISCUSSION**

The study aimed to assess the feasibility of mindfulness training in improving the psychological well-being of school counselors. This study involved 5 school counselors from Vocational Schools in the experimental group and 5 school counselors from Vocational

Schools in the control group. The researcher used the U-Mann-Whitney test to determine the feasibility of mindfulness training in improving the psychological well-being conditions of school counselors.

The hypothesis of the study was  $H_1 =$  Mindfulness training can improve the psychological well-being of the school counselors.  $H_1$  is accepted if the significance value is smaller than 0,05, yet if the significance value is greater than 0,05, the  $H_1$  is rejected.

The results of the feasibility test of mindfulness training on improving the psychological well-being of the school counselors using U-Mann-Whitney are displayed in Table 2 below:

Table 2. The Result Analysis of U-Mann-Whitney on Mindfulness Training in Improving the Psychological Well-being of the School Counselors

Group	Mean Rank	Mean Rank	Mean Rank	Sig.	Details
		Difference			
Experimental	163	221	58	0,009	Sig.
Control	142	156	14		

Based on Table 2, it can be concluded that after receiving mindfulness treatment, there is an increase in the average psychological well-being condition of counseling teachers in the experimental group. The average increase of the pretest and posttest in the experimental group was 58. The results of the U-Mann-Whitney test showed a significance value of 0,009, which is

smaller than 0,05, indicating that  $H_1$  is accepted. Therefore, mindfulness training is considered a feasible approach to improving the psychological well-being of school counselors.

The results of improving the psychological well-being conditions of the guidance teachers are displayed in Table 3.

Table 3. The result Analysis of U-Mann-Whitney on Mindfulness Training in Improving the Psychological Well-being of the School Counselors

Dimension	Mean Rank of Experimental Group		Mean Rank of Control Group		Sig.	Details
	Pretest	Post-test	Pretest	Post-test		
<i>Autonomy</i>	17	23	15	16	0,002	Sig.
<i>Environmental Mastery</i>	17	22	13	16	0,001	Sig.
<i>Positive Relations with Others</i>	15	16	14	16	0,000	Sig.
<i>Personal Growth</i>	19	18	15	18	0,022	Sig.
<i>Purpose in Life</i>	16	16	16	16	0,023	Sig.
<i>Self-Acceptance</i>	16	15	14	15	0,001	Sig.

Based on Table 3, it can be concluded that after being given mindfulness training, the average of psychological well-being conditions of the experimental group is increasing in every dimension of psychological well-being. The

achievement of the psychological well-being condition of counseling teachers in both experimental and control groups is displayed in Table 4 and Table 5.

Table 4. The Achievement Results of Psychological Well-being Condition School Counselors of Pretest and Post-test of Experimental Group

No	Name	Pretest		Post-test		Gain	N-Gain	Details
		Score	Category	Score	Category			
1	SS	171	High	232	Very High	61	82	Effective
2	AS	205	High	242	Very High	37	92	Effective
3	RM	166	Medium	212	Very High	46	58	Quite Effective
4	NS	117	Low	191	High	74	57	Quite Effective
5	LR	158	Medium	228	Very High	70	80	Effective

Table 5. The Achievement Results of Psychological Well-being Condition of School Counselors of Pretest and Post-test of Control Group

No	Name	Pretest		Post-test		Gain	N-Gain	Details
		Score	Category	Score	Category			
1	AZ	116	Low	134	Medium	18	13	Not Effective
2	LN	150	Medium	165	Medium	15	15	Not Effective
3	LL	180	High	187	High	7	10	Not Effective
4	R	153	Medium	159	Medium	6	6	Not Effective
5	L	112	Low	136	Medium	24	18	Not Effective

Based on Table 4 and Table 5, the overall psychological well-being conditions of school counselors in the experimental group experienced a significant improvement between before and after mindfulness training. The control group experienced a less significant increase. The average scores of N-Gain indicate that mindfulness training is effective in improving the psychological well-being of school counselors.

Psychological well-being relates to an individual's satisfaction with their life and is rooted in eudaimonia or happiness (Indati et al., 2019; Panjaitan, 2021). The individual's psychological well-being is realized by happily living their life caused by self-acceptance, becoming an autonomous person, having goals for life, having good relationships with others, mastering their environment, and being able to improve themselves (Rohmayani, 2022).

A good psychological well-being is prominent for counseling teachers. Psychological well-being is the professional and personal development and as a form of mental health protection for the teachers (Afifah & Nugraha, 2024). Good psychological well-being

conditions of the school counselors make them able to optimally complete their tasks (Firdausi & Purwaningrum, 2022).

Mindfulness is often equated with meditation which means a nonconceptual vision that penetrates deeply into the mind and the world (Lubis & Dinamika, 2023). Mindfulness can also be defined as a process that brings individuals to focus on the present moment, not the future or the past (Setiawati, 2024). For a counseling teacher, mindfulness provides benefits so that he is aware of himself, especially when counseling, the school counselor is required to be fully present and not judge the counselee (Ohrt et al., 2019). Mindfulness can be implemented through training activities or in counseling sessions. Mindfulness practice in the form of training can be implemented to improve the quality of education (Rahmawati et al., 2020)

Mindfulness trainings in this study were conducted in four sessions customized based on the aspects of mindfulness. The first session of the training was conducted by delivering materials about the concept of psychological well-being, mindfulness, and the

benefits of school counselors.

The purpose of the first session was to bring new insight to counseling teachers about psychological well-being and mindfulness. The purpose was achieved since in the first session, the counseling teacher, LR, stated that “if counseling teachers have a good psychological well-being, they can manage their emotions or accept the environment conditions and help the students.”

The second session of mindfulness training was “Find Your Feelings and Experience”. The second session was the aspect of mindfulness; observing and describing. The training facilitator distributed pieces of pictures of emotions that would be selected by counseling teachers. The counseling teachers chose two pieces of pictures of emotions and wrote their experiences they had related to the pictures they chose. Next, the counseling teachers explained to each other about their writing and the others gave their responses. The success of the second session can be seen through the daily journals that have been filled in by the counseling teachers, the NS school counselor stated that the way she can deal with emotions and experiences during her time as a school counselor is by being grateful and forgiving, establishing good relationships with colleagues, and developing her abilities. The success of the second session relates to the psychological well-being dimension of self-acceptance, personal growth, and positive relations with others.

The third session, “Focus!” which is a part of mindfulness aspects, was acting with awareness. In the third session, the activities carried out by counseling teachers were to arrange puzzles with pictures representing each dimension of psychological well-being. The activity of putting together a series of puzzles aims to enable participants to do one activity with full awareness.

In the third session, the purpose was achieved based on the statements of the RM school counselor who stated that when he put the puzzle together, he felt hesitant, challenged, and calm at the same time. In addition, the AS school counselor who got help from other participants when he put the puzzle together also stated that as how he got help from others, then this life needs good cooperation between individuals.

The last session was a follow-up

activity from the third session which was “Describe your Psychological Well-being” It referred to mindfulness aspects of non-judging of inner experience and non-reactivity to inner experience in which the participants were asked to write their experiences as per pictures they got from the puzzle. The participants were also asked to explain their writing and to give a chance to the other participants to share the same experiences. In addition to giving treatment to the experimental group, the researcher also gave treatment to the control group in the form of material delivery via WhatsApp group.

The LR school counselor wrote about the things he got from the last training session was an awareness to make a choice and thinking and acting independently as the answers he wrote on the worksheet which was “as a human being, we would not escape from negative comments from people around us, even those who were closest to us. *The thing that we can do is not to bother too much but if it is disruptive too much we may remain firm.*” The last session also gave chances to the participants to listen to the stories experienced by the other counseling teachers which made the RM school counselor realize that as a human being, an individual was able to accept himself meaning that he would accept and acknowledge his condition and his past.

Psychological well-being and mindfulness are linked in the way that mindfulness has positive roles on the psychological dimensions which means that if an individual has awareness and attention to himself, he will be able to control their activities (Istiqomah & Salma, 2020). In the research, mindfulness training was considered feasible in improving the psychological well-being of counseling teachers.

The results of the u-Mann Whitney test of mindfulness training in improving the psychological well-being of counseling teachers showed a significance value smaller than 0,05, which was 0,009 and it meant that mindfulness training was considered feasible to improve the psychological well-being of counseling teachers. The feasibility of mindfulness training in improving the psychological well-being of counseling teachers was also proven based on the results of worksheets and daily journals filled out by counseling teachers at the end of the training session.

Mindfulness has a relationship with psychological well-being. Psychological well-being can be improved through mindfulness practices which help individuals reduce their negative emotions (Ahmad et al., 2023). Mindfulness also contributes to all dimensions of psychological well-being through full awareness and attention to the activities done by the individuals (Istiqomah & Salma, 2020).

## CONCLUSIONS AND SUGGESTIONS

Psychological well-being has a prominent role in counseling teachers to protect their mental health to optimize their ability to develop and provide services to students at school, so the psychological well-being of counseling teachers needs to be considered. An effort that can be made to improve the psychological well-being of counseling teachers is mindfulness training. Mindfulness is an individual's awareness of his or her condition without judgment, for counseling teachers mindfulness not only provides benefits when conducting counseling activities but also develops the capacity to concentrate, pay attention, be self-aware, and accept the conditions that are currently being lived.

Mindfulness training is a training designed for counseling teachers as a form of system support so that they can develop their capacity and professionalism. Based on the research that has been conducted, mindfulness training is feasible to use in improving the psychological well-being of counseling teachers as evidenced by the results of the analysis of the experimental group and control group which has a significance value of 0,009, as well as an increase in the average pretest and post-test in the experimental group of 58.

Based on the results of this study, it is expected to be a foundation for counseling teachers, principals, and policymakers in the self-development of counseling teachers as part of the support system.

## REFERENCES

- Afifah, H., & Nugraha, M. S. (2024). Strategi Efektif dalam Mengatasi Stres dan Burnout pada Pendidik dan Staf di Lingkungan Sekolah. *AL-MUNADZOMAH*, 4(1), 137–149.
- Afif, A. (2023). *Eudaimonisme: Kebajikan, Aktualisasi Potensi, dan Kebahagiaan*. IRCiSoD.
- Ahmad, M., Hardiyati, H., & Salaka, S. A. (2023). Optimalisasi Kesejahteraan Psikologis Relawan Bencana Melalui Pelatihan Mindfulness. *Jurnal Pengabdian Ilmu Kesehatan*, 3(3), 194–202.
- Amon, L., & Harliansyah, H. (2022). Analisis kompetensi manajerial kepala sekolah dalam perencanaan peningkatan mutu pendidikan menengah kejuruan. *Jurnal Ilmiah Manajemen Dan Kewirausahaan*, 1(1), 147–162.
- Diwanti, Y. S., & Abidin, Z. (2021). Psychological Well-Being Guru Pendidikan Luar Biasa Di Slb X Bandung Barat Psychological Well-Being Of Special Education Teachers In Slb X Bandung Barat. *Psyche: Jurnal Psikologi Universitas Muhammadiyah Lampung*.
- Firdausi, K., & Purwaningrum, R. (2022). Psychological Well-Being Guru BK sebagai Professional Helper di Sekolah. *Jurnal Konseling Gusjigang*, 8(2), 129–140.
- Indati, A., Adiyanti, M. G., & Ramdhani, N. (2019). Peran Wisdom terhadap Life Satisfaction pada Lansia. *Gadjah Mada Journal of Psychology (GamaJoP)*, 5(1), 60–69.
- Ishaq, U. M. (2020). Konsep Kebahagiaan Menurut Ibn Al-Haytham. *Islamica: Jurnal Studi Keislaman*, 14(2), 269–290.
- Istiqomah, S., & Salma, S. (2020). Hubungan Antara Mindfulness Dan Psychological Well-Being Pada Mahasiswa Baru Yang Tinggal Di Pondok Pesantren X, Y, Dan Z. *Jurnal Empati*, 8(4), 781–786.
- Krismona, E. B., & Qarimah, I. R. (2024). Kesejahteraan Psikologis Guru Bimbingan dan Konseling. *Guidance and Counseling*, 21, 203–209.
- Lubis, D. S. W., & Dinamika, S. G. (2023). Implementasi Metode Manajemen Stress Sebagai Sarana Edukasi Kesehatan Mental Wanita di Dharma Wanita Badan Pemeriksaan Keuangan Perwakilan Provinsi Maluku. *PaKMas: Jurnal Pengabdian Kepada Masyarakat*, 3(1), 45–51.
- Mahendra, Y. Y. (2023). Hubungan Resiliensi dan Psychological Well-Being Pada Guru Bimbingan dan Konseling Jenjang SMA/SMK di Kabupaten Sragen.

- Nugraheni, E. P., Putri, A., & Febrianti, T. (2020). *Psikologi Konseling: Sebuah Pengantar Bagi Konselor Pendidikan*. Prenada Media.
- Ohrt J. H, Clarke P. B, C. A. H. (2019). *Wellness counseling: A holistic approach to prevention and intervention*.
- Panjaitan, M. E. J. (2021). Hubungan Religiusitas dan Bersyukur dengan Kesejahteraan Psikologis pada Siswa SMA Methodist 7 Medan.
- Pedhu, Y. (2022). Kesejahteraan psikologis dalam hidup membiara. *Jurnal Konseling Dan Pendidikan*, 10(1), 65–78.
- Pitaloka, F. Y. (2024). Efek Mindfulness dalam Mengurangi Tingkat Kecemasan pada Mahasiswa Selama Masa Ujian. *Literacy Notes*, 2(1).
- Purwaningrum, R. (2020). Kesejahteraan Psikologis Guru Bimbingan dan Konseling: Implikasi Self Care dalam Peningkatan Profesionalisme. *Prosiding Seminar Nasional Bimbingan Dan Konseling Universitas Negeri Malang*.
- Purwaningrum, R., Hanurawan, F., & Nyoman Sudana Degeng, I. (2019). School Counselor'S Psychological Well-Being: a Phenomenological Study. *European Journal of Education Studies*.
- Putranti, D., Fithroni, F., & Kusumaningtias, D. (2020). Peran Kepala Sekolah Dalam Implementasi Program Bimbingan Dan Konseling di Sekolah. *Jurnal Prakarsa Paedagogia*, 3(2).
- Putri, H. A., Hardi, Y., Alghiffari, E. K., & Siswanto, D. H. (2024). Penerapan Teknik Mindfulness dalam Proses Pembelajaran di Sekolah Menengah Atas. *Jurnal Praktik Baik Pembelajaran Sekolah Dan Pesantren*, 3(03), 152–162.
- Rahmawati, U. N., Nashori, F., & Rachmahana, R. S. (2020). Pelatihan mindfulness teaching untuk meningkatkan kesejahteraan subjektif guru sekolah inklusi. *Psymphatic: Jurnal Ilmiah Psikologi*, 7(1), 49–60.
- Rohmayani, R. P. W. (2022). *Hubungan antara tingkat religiusitas dengan psychological well-being pada santri Madrasah Muallimat Roudlotut Thullab Paciran Lamongan*. Universitas Islam Negeri Maulana Malik Ibrahim.
- Setiawati, N. L. P. A. (2024). Implementasi Program Kasning Dalam Meningkatkan Mindfulness (KSE) Dan Pikiran Harmonis Siswa Smp Negeri Satu Atap 1 Tampaksiring. *WIDYALAYA: Jurnal Ilmu Pendidikan*, 4(3), 7–12.
- Waskito, P. (2019). Mindfulness dalam Layanan Bimbingan dan Konseling bagi Peserta Didik Remaja di Sekolah Menengah Pertama. *Konvensi Nasional Bimbingan Dan Konseling XXI*, 115–121.