



Strategies to Improve Psychological Well-Being: Guidance and Counseling Teachers as Professional Helpers

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ABSTRACT

Guidance and counseling teachers as professional helpers in schools should try to improve psychological well-being in themselves first before providing services to students, so that the services provided can run optimally. Thus, this study aims to identify and describe strategies that can be used to improve the psychological well-being of guidance and counseling teachers. Then in its implementation, this study used a systematic literature review method, with a population of published literature with a focus on discussions related to strategies to improve psychological well-being of guidance and counseling teachers as professional helpers at school. After conducting the research, the results show that the strategies that can be adopted by the guidance and counseling teachers to improve psychological well-being in themselves are by: (1) understanding all the concepts of psychological well-being; (2) Doing self-care; (3) Doing wisdom therapy, well-being therapy, art therapy; and (4) Shaping one's own happiness through career choices, seeking social support, and building self-regulation.

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1. INTRODUCTION

Nowadays, there is a significant increase in the importance of maintaining mental health. Speaking of mental health, (in Grigg & Saxena, 2004) conveyed that a person's mental health is not only limited to the absence of psychopathological symptoms, but also involves the achievement of psychological well-being. Psychology well-being can basically be considered as a condition in which a person has a strong self-awareness, is able to explore and develop their potential, has the ability to overcome difficult situations, increase productivity, and have a positive impact on their environment. In other words, having good mental health means more than just the absence of psychological problems, but also includes the ability to develop, contribute, and function well emotionally and psychologically (Kurniawan & Susilarini, 2021).

Starting from this explanation, attention to mental health conditions began to develop and expand its scope to various fields of life, one of which is the field of education (Sanyata et al., 2019). In this case, the education sector is considered to be a potential field to realize mentally healthy conditions for all its citizens. The realization of a mentally healthy school is certainly in line with one of the main objectives of the school, which is to improve the quality of human resources in schools (Karyani, 2016). Furthermore, in an effort to realize the program, guidance and counseling teachers as professional helpers in schools will have a great responsibility.

As a professional who is integrated in the implementation of education, and also has an important role in efforts to create a healthy mentality for students, in this case, the optimization of aspects in students, be it personal, social, academic, or career aspects, guidance and counseling teachers can be considered as professional helpers who provide assistance services in supporting the creation of students' psychological well-being (Curry & Milsom, 2018). However, before assisting students in achieving psychological well-being, guidance and counseling teachers as professional helpers also need to work on improving psychological well-being in themselves first, which is illustrated by the competence of the guidance and counseling teachers themselves in understanding themselves as individuals and professionals (Yuliani, 2018). This view is also reinforced by Corey (2009) who states that guidance and counseling teachers are 'primary instruments' that must be fully understood, interpreted, and developed. So that with the achievement of psychological well-being, guidance and counseling teachers can finally help students to achieve psychological well-being or successful personal, social, academic, and career development (Mahomed et al., 2019).

Psychological well-being is very important to be realized in guidance and counseling teachers, because by not realizing the condition of psychological well-being in guidance and counseling teachers, the possibility of negative experiences that are at risk of being experienced by guidance and counseling teachers when helping students as counsees will certainly be greater. Therefore, it is appropriate that efforts to improve psychological well-being in guidance and counseling teachers are very important (Purwaningrum, 2016).

Based on the above conditions, this research was conducted to obtain and collect strategies that can be used to improve the psychological well-being of guidance and counseling teachers as professional helpers in schools. The purpose of this research is also reinforced by Purwaningrum et al. (2019) who said that research related to efforts to improve the realization of psychological well-being of guidance and counseling teachers needs to be organized so that guidance and counseling teachers are able to improve psychological well-

being conditions and also be able to carry out their roles optimally, so that the development of students as service objectives also runs optimally.

2. METHODS

The research conducted adopted the systematic literature review method, which is a research method used to systematically collect and review literature relevant to the topic under study (Afifuddin, 2012). In general, the systematic literature review research method can be a process of examining a topic as a whole both in terms of its history and development. Therefore, the systematic literature review research method is seen as a method that describes the implementation of systematic literature selection in order to obtain complex information about the research topic (Ridley, 2012). In addition, the systematic literature review research method is also considered a very relevant method to reveal the latest thinking related to a particular issue. This is because in the context of scientific research, a systematic literature review allows researchers to conduct a thorough review of the existing literature in a specific field. This allows them to identify trends, recent findings, and innovative approaches that are developing in the field (Galvan & Galvan, 2017).

The media used in searching the literature in this study, is Google Scholar by adjusting to the rules for selecting and rejecting articles set. The selection of literature includes several criteria. The first selection was using the keyword "psychological well-being" in the range of 2013-2023, so that the study carried out was still relevant for use. Furthermore, the literature obtained was re-selected by adjusting to the research topic, namely strategies to improve psychological well-being. Then the intended scope is narrowed down again, namely the counseling teacher. While the rules for rejecting literature are literature that is not related to strategies to improve psychological well-being and with a range of years outside 2013-2023.

3. FINDINGS AND DISCUSSION

3.1. Findings

In conducting this study, the researchers identified 417,000 pieces of literature relevant to the theme of psychological well-being within the publication year range between 2013 and 2023. This huge number reflects the significance and high interest of psychological well-being issues in the academic literature during this period. Next, the researchers carefully screened this literature to focus on strategies to improve psychological well-being, especially in the context of guidance and counseling teachers as professional helpers in the school environment.

This screening resulted in a total of 5,280 pieces of literature that potentially contained related strategies. However, the researcher conducted a systematic selection with reference to a very specific research topic, namely strategies to improve the psychological well-being of guidance and counseling teachers. After a rigorous selection, only 5 literatures were selected due to the relevance of language and substance that strongly support the topic of this research. This shows that research on the psychological well-being of guidance and counseling teachers as professional helpers in schools is an issue that may not have been widely revealed in the academic literature. Although there are many literatures that discuss psychological well-being in general, few specifically devote attention to concrete strategies that guidance and counseling teachers can implement to improve their psychological well-being. Therefore, the results of this study have important value in filling this knowledge gap and providing deeper insights into how guidance and counseling teachers can nurture their

psychological well-being in the school environment. The results of this study will then be presented in detail in **Table 1 below**.

Tabel 1. Literature Research Results

	Title	Author's	Publication Year
1.	Implikasi <i>Self-Care</i> untuk <i>Psychological Well-Being</i> pada <i>Profesional Helper</i>	Fauza et al.	2022
2.	Studi Deskriptif <i>Psychological Well-Being</i> pada Mahasiswa Tahun Pertama Prodi X dan Implikasi dalam Bimbingan dan Konseling	Rahma F.	2020
3.	Urgensi <i>Psychological Well-Being</i> bagi Konselor Sekolah	Purwaningrum, R.	2016
4.	The Arts In Psychotherapy Art Therapy In Art Museums: Promoting Social Connectedness And Psychological Well-Being Of Older Adults	Bennington et al.	2016
5.	Increasing Psychological Well-Being In Clinical And Educational Settings	Fava, G. A.	2014

3.2. Discussion

Based on the results of the overall analysis of the five literatures above, there are several strategies that can be used to improve the condition of psychological well-being in guidance and counseling teachers, including: (1) Understanding the entire concept of psychological well-being; (2) Performing self-care which includes personal self-care and professional self-care; (3) Performing wisdom therapy, well-being therapy, art therapy; and (4) Shaping one's own happiness through career choices, seeking social support, and building self-regulation (Bennington et al., 2016; Fauza et al., 2022; Fava, 2014; Purwaningrum, 2016; Rahman, 2020).

The first strategy that can be used in improving psychological well-being in guidance and counseling teachers is to understand the entire concept of psychological well-being itself. This is based on the assumption that by understanding the concept as a whole, a person will be able to realize it easily. The condition of psychological well-being of guidance and counseling teachers is described as a condition of full functioning of guidance and counseling teachers positively both as personal and professional, which is characterized by the presence of 6 psychological states, namely being able to accept the state of self, being able to manage the environment well, having a strong stance, having a direction or target in life, having good social ties, and there is positive personal development in him (Purwaningrum et al., 2006; Ryff, 1989).

In relation to the basic concept of psychological well-being, a counseling teacher who is able to improve the condition of psychological well-being, can show (1) Positive self-acceptance, in this case accepting the strengths and weaknesses of the self, as well as good or bad past experiences; (2) Ability to manage and regulate personal and professional environments; (3) Strong stance, in the sense of having the principle of independence, the ability to evaluate oneself based on personal standards, and the courage to uphold the values within oneself even though it is different from the majority; (4) Warmth and friendliness in interactions with students, as well as other school parties, the ability to collaborate, and build social relationships that are full of empathy and support; (5) Ownership of life goals both long and short term, even in mapping personal and professional targets; (6) The ability to find, utilize, and grow existing self-potential in order to achieve personal optimization and

professional competence as a counseling teacher (Purwaningrum et al., 2019; Ryff & Singer, 1996).

The next strategy is self-care. Self-care can be defined as an effective effort in minimizing work risks accompanied by efforts to balance personal life with professional life (Merriman, 2015). So that self-care in improving the psychological well-being of guidance and counseling teachers is defined as a step of caring for oneself in seeking personal psychological well-being in addition to seeking the psychological well-being of the counselee. In addition, self-care can also be interpreted as a step in developing the potential of guidance and counseling teachers both as individuals and professionals (Bradley et al., 2013).

Ryce (2018) said that the strategy of doing self-care in an effort to improve psychological well-being for guidance and counseling teachers is considered an effective step. Because with effective self-care actions, the possibility of increasing productivity, improving psychological health, and reducing fatigue will become greater. Then this view is reinforced by the opinion of Aibing & Xinying (2020) who said that self-care in counselors has a positive relationship with increasing all dimensions of psychological well-being, then counselors with good self-care can finally achieve and improve psychological well-being conditions.

The forms of self-care that can be used are divided into two categories, namely personal self-care or various activities carried out by professional helpers as an act of caring for the helper 's personal life such as: (1) Physical care, which is useful in optimizing physical function by doing physical activities; (2) Psychological and emotional care which focuses on building a positive view of oneself and processing demands that arise in a positive way; (3) Social care which is pursued by building and maintaining close and supportive relationships; and (4) Spiritual care, which is related to fostering relationships, faith, and peace. As well as professional self-care or various activities carried out by professional helpers as an act of developing personal competence professionally, such as by participating in various professional activities, be it training, seminars, research, or other professional activities (Fauza et al., 2022).

The third strategy that can be done to improve psychological well-being in guidance and counseling teachers as professional helpers in schools is by conducting several therapies, including: (1) Wisdom therapy, which is a cognitive therapy with the latest approach based on the latest developments in the field of wisdom psychology. Where in the process it aims to assist an individual in achieving a more positive perspective (Linden, 2014); (2) Well-being therapy (WBT), which is a psychological treatment that seeks to help a person optimize various aspects without involving the negative aspects that exist in him (Hartato et al., 2018); (3) Art therapy, which is a psychological treatment carried out to help an individual of any age manage emotions, stress, problems, and conflicts that exist in him (Putri et al., 2021).

Wisdom therapy or wisdom therapy, is a new approach in the world of cognitive therapy that utilizes the latest developments in wisdom psychology. This therapy targets to help individuals achieve a more positive perspective in their lives. In the context of guidance and counseling teachers, wisdom therapy has great potential to improve their psychological well-being. It allows guidance and counseling teachers to understand and implement wisdom concepts in their daily lives. Guidance and counseling teachers can use it to guide students in making wise decisions, managing emotions more effectively, and building healthier relationships. By understanding aspects of wisdom psychology such as self-reflection, emotion management, and positive contribution in the environment, guidance and counseling teachers can better model for their students in developing better psychological well-being. As educational leaders and counselors, guidance and counseling teachers who

apply wisdom therapy can play an important role in helping students achieve higher psychological well-being, which in turn can have a positive impact on their learning environment (Linden, 2014).

Well-being therapy (WBT) is an approach in psychological treatment that aims to help people maximize the positive aspects of their lives, without focusing on the negative aspects. In the context of guidance and counseling teachers, well-being therapy can be a very useful tool in an effort to improve their psychological well-being. Guidance and counseling teachers often deal with various psychological and emotional challenges in their work, such as dealing with student problems, job stress, or interpersonal conflicts. By applying the principles of well-being therapy, guidance and counseling teachers can learn to better highlight sources of happiness, satisfaction, and well-being in their work. They can develop a deeper understanding of their personal strengths and sources of happiness, which will help them better cope with stress and pressure. Through well-being therapy, guidance and counseling teachers can view their work as a means to make a positive contribution in the lives of their students and communities, which will have a positive impact on their own psychological well-being. Well-being therapy can thus be an effective tool in helping guidance and counseling teachers improve their psychological well-being and achieve happiness in their work (Hartato et al., 2018).

Art therapy, known as art therapy, is a form of psychological treatment that integrates the creative arts as a tool to help individuals manage emotions, cope with stress, deal with problems, and internalize conflicts. In the environment of guidance and counseling teachers, art therapy can be a very efficient method in improving their psychological well-being. As educational leaders and counselors, guidance and counseling teachers are often involved in dealing with various psychological problems faced by students and often feel emotionally distressed. Through art therapy, they are given the opportunity to express their feelings and thoughts in a creative way, which is often difficult to express in words. Art activities such as painting, drawing or handicrafts can help Guidance and counseling teachers feel more relaxed, reduce stress levels and improve their well-being. In addition, art therapy also allows Guidance and counseling teachers to better understand themselves, help them resolve internal conflicts, and improve their ability to manage emotional aspects. Thus, art therapy becomes a valuable tool for guidance and counseling teachers in their efforts to improve their psychological well-being, which in turn will enable them to provide more effective support to students in facing their psychological challenges (Putri et al., 2021).

Then the last strategy found in this study and seen to improve the psychological well-being of guidance and counseling teachers as professional helpers in schools, namely by shaping the happiness of guidance and counseling teachers themselves through career choices, seeking social support, and building self-regulation. Career choice in this case, is described as a process where an individual mapping his own career choices which are then considered to have an effect on his work performance. The career choice made by the counselor in this case will initially determine the form of behavior and the level of happiness shown. As for social support, some of the social support that can build guidance and counseling teachers' happiness includes supportive leadership and relationships with coworkers. Then regarding self-regulation, the intention is the competence of guidance and counseling teachers in carrying out self-regulation until finally they can achieve the expected goals (Junaidi, 2020; Sari et al., 2021; Setyowati, 2017).

The right career choice has a very significant influence on the psychological well-being of guidance and counseling teachers. When a person chooses a profession that is in line with their interests, passions, and calling, it creates a strong foundation for their psychological

well-being. Guidance and counseling teachers who feel called and passionate about helping students in their personal development, growth, and well-being will experience deep satisfaction in their work. They feel that they are living their true calling, and their work has deep meaning. Guidance and counseling teachers who dedicate themselves to helping students overcome challenges, develop social and emotional skills, and reach their full potential, often feel full of happiness and fulfillment. They see their work as more than just a job, but as a means to make a positive impact in the lives of others. When this work aligns with their personal values and allows them to self-actualize, Guidance and counseling teachers can feel a strong sense of accomplishment. Therefore, it is important for guidance and counseling teachers to reflect seriously on whether this work is their true calling and aligns with their personal values. This is an important first step in achieving optimal psychological well-being. When a person lives a career that is in accordance with their calling, work is not only a source of income, but also a source of happiness, meaning, and fulfillment in their lives ([Khususiyah et al., 2019](#); [Sari et al., 2021](#); [Setyaputri et al., 2016](#)).

In relation to social support, basically seeking social support plays an important role in improving the psychological well-being of guidance and counseling teachers. As a professional involved in the field of school counseling, guidance and counseling teachers are often faced with various types of complex interactions with students, parents, and colleagues. These dynamics can bring significant pressure and stress to their work. In the face of these challenges, seeking support from various sources becomes a key factor. Social support received from peers can be the most relevant and beneficial form of support. Sharing experiences with fellow guidance and counseling teachers who have a deep understanding of the demands of this job can provide a strong sense of understanding and connectedness. Guidance and counseling teachers can share effective strategies, evaluate solutions to common problems, and feel that they are not alone in dealing with complex issues. In addition, mentors or seniors in the profession can provide valuable insights and guidance. Those with greater experience can provide valuable insights and help guidance and counseling teachers develop better skills and understanding in the field. In addition, support from family also has a very important role in improving the psychological well-being of guidance and counseling teachers. Families provide a strong emotional foundation and a place to share their experiences, joys and challenges. This support from those closest to them helps to reduce stress levels and provides space for Guidance and counseling teachers to care for themselves. Overall, seeking social support not only provides a sense of connection but also a source of inspiration, guidance and practical support in dealing with the challenges of the job. With strong social support, guidance and counseling teachers can more effectively manage job stress and pressure, which in turn contributes to their psychological well-being as professional helpers in schools ([Rachmawati et al., 2016](#); [Setyowati, 2017](#)).

Next, regarding self-regulation. It is undeniable that building self-regulation is an important skill in the journey towards optimal psychological well-being, especially for guidance and counseling teachers. In a profession that involves many emotional interactions and a great deal of responsibility for students' well-being, the ability of guidance and counseling teachers to self-regulate is essential. This includes stress management, time management, and emotion management. Guidance and counseling teachers are often faced with situations that require emotional discretion and effective stress management. Being able to manage stress well is key to maintaining psychological well-being. This includes strategies such as meditation, exercise, or talking to someone who can provide support. Guidance and counseling teachers should also understand their limits and recognize the signs of burnout.

They need to give themselves permission to take breaks and self-care when needed. Time management is another very important aspect. Guidance and counseling teachers have busy schedules and often have to deal with multiple tasks and responsibilities. Being able to plan tasks wisely, prioritize the most important work, and set realistic deadlines are vital skills to avoid burnout and work overload. In addition, guidance and counseling teachers also need to maintain a balance between their personal and professional lives. Taking care of themselves by investing in family time, pursuing hobbies or engaging in activities that provide personal happiness can help maintain their psychological well-being. This balance also allows them to stay physically and mentally fit. In a profession that focuses on helping others, guidance and counseling teachers must also remember to take care of themselves. When they take care of their physical and mental well-being, they will be better able to provide effective support to students. Thus, building self-regulation is not only an important skill for guidance and counseling teachers, but also a key foundation for achieving stable and sustainable psychological well-being in their work (Junaidi., 2020; Yasdar & Muliyadi, 2018).

4. CONCLUSION AND RECOMMENDATION

Guidance and Counseling teachers as professional helpers who provide assistance services in supporting the creation of psychological well-being of students in schools, should try to improve their own psychological well-being first before providing services. This is very important to do so that the services provided run optimally. The strategies that can be taken by guidance and counseling teachers to improve the condition of psychological well-being in themselves, namely by: (1) Understanding all the concepts of psychological well-being; (2) Doing self-care; (3) Doing wisdom therapy, well-being therapy, art therapy; and (4) Shaping one's own happiness through career choices, seeking social support, and building self-regulation. With these strategies, guidance and counseling teachers are advised to be able to take a number of these strategies, so that their psychological well-being always increases.

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