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## Wellness Counseling to Improve the Psychological Well-Being

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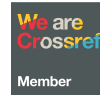
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Original Article

## Wellness Counseling to Improve the Psychological Well-Being of Madrasah Tsanawiyah Students

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**Abstract.** The changes in the learning system during the COVID-19 pandemic in Indonesia affected the psychological well-being of students. The purpose of this study was to examine the effectiveness of the wellness group counseling to improve students' psychological well-being at the Madrasah Tsanawiyah in Cianjur, West Java, Indonesia. Psychological well-being in this research is defined as the functioning of individual psychological aspects as indicated by self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth. This research uses quantitative approach. It adopted quasi-experimental pre-test post-test control group design and the instrument was adapted from Ryff and Singer (1996). The population of the research is the 8<sup>th</sup> grade students of Madrasah Tsanawiyah Assa'idiyyah Cianjur Class of 2021/2022 academic year and 14 students as samples with purposive sampling. The research result showed that the wellness group counseling has a significant influence to improve the psychological well-being of the students.

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**Keywords:** wellness; counseling; psychological well-being

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### Introduction

Schools are the main place for health promotion among children and youth (Konu et al., 2002). Health is not only about physical health, but also psychological health which is better known as well-being. The importance of student well-being for positive adolescent development is widely accepted, although there is little debate about what it means for adolescents to do well in school (Soutter et al., 2014). United Nations articulated the Convention on the Rights of the Child, there are many calls not only to include well-being in national and international statistical accounts, but also to develop positively framed indicators of adolescent well-being that involve more than just current health status or future earning potential (Assembly, 1989).

Schools have important roles in student development. A healthy school environment can improve students' health and support effective learning, as well as contribute to students in their development towards mature, healthy, skilled, and useful individuals for society. Ensuring students to feel happy and satisfied while they are in the school environment should ideally be the focus of attention of many parties involved in the schools. Students who are satisfied with school will develop a positive attitude in the teaching and learning process and can improve their achievement in school (Ramli et al., 2016).

There are various phenomena showing that there are still many teenagers who have not yet attained happiness or well-being, this is in line with the results of research which shows that

the level of happiness and life satisfaction of adolescents is getting lower and lower ( John & Twenge in Helliwell et al., 2017)) . The decline in the value of adolescent happiness is influenced by various factors, including the socio-cultural environment, physical and psychological factors. Adolescent emotions tend to be more extreme and volatile compared to adults, adolescents are more easily very happy but three times easier to be sad (Larson & Richards in Santrock, 2007).

Adolescence is often identified with happy and prosperous times, but what happiness means in adolescence is nothing more than a mere pleasure zone. A happy teenage life is usually a life that is lived with positive activities, not the other way around. In fact, today's teenagers are often found doing actions that cause negative effects just for the sake of obtaining pleasure which is equated with happiness. Adolescents do not understand the true purpose of life, the pleasures obtained by adolescents do not secure happiness at the expense of future happiness (Rizal, 2021).

Conceptions of student happiness and satisfaction with school by scientists are stated as school related well-being or school well-being (Konu et al., 2002; Tian et al., 2013). A number of scientists have developed the concept of school well-being with a theoretical model based on the sociological concept of well-being (Konu et al., 2002). The conceptual model of school well-being proposed by Konu and Rimpelä (2002) sees welfare from the student's point of view which consists of four aspects, namely having (school conditions), loving (social relationships), being (self-fulfillment), and health (health status).

The happiness felt by students can be an important part in seeing the status of their psychological well-being. The increasing crucial issues regarding the importance of mental health and positive psychology today increasingly emphasize that life is not only to solve problems, but also to try to identify what makes life worthwhile and what makes people happy and prosperous (Rahman, 2018).

In the end of 2019, the world was shaken by an epidemic called Covid-19. The beginning of the emergence of this Covid-19 transmission was in December 2019 in Wuhan Province, China (Setyorini, 2020). Coronaviruses (Cov) are included in the family of viruses that cause flu with mild to severe symptoms (Kemenkes, 2020). This corona virus event is not the first time this has occurred, cases of SARS-CoV have existed since 2002 and cases of MERS-CoV have existed since 2012 (Yuliana, 2020). Covid-19 is designated as a pandemic which means the disease has spread globally throughout the world (O'Connor et al., 2021). The spread of this virus is very fast because it can be transmitted through humans and animals (Nasution et al., 2020).

Indonesia is one of the countries that contribute positive cases that always exist every day. Even so, the government did not set a lockdown policy like some countries in the world did, but to prevent the spread of the corona virus, the Indonesian government set *Pembatasan Sosial Berskala Besar* (PSBB) although not all regions did it (Hadi et al., 2020). The decline in the world economy, an increase in crime rates, an increase in cases of domestic violence, and the emergence of social stigma between individuals and society are some of the impacts caused by Covid-19 (Sukamul & Ruata, 2020). During the Covid-19 pandemic, the majority of schools in Indonesia used online learning methods ranging from elementary schools (SD/MI), junior high schools (SMP/MTs), senior high schools (SMA/SMK/MA) levels to the lecture level.

Each education sector is required to provide learning that can be followed by all students without using the face-to-face method (Setyorini, 2020). This change in learning methods can have an impact on psychological well-being for both students and teachers who teach. The psychological well-being of adolescents is one of the areas that is the focus of attention and academic research. Although this is widely studied by researchers, they always use different combinations of indicators (Gao & McLellan, 2018). Psychological well-being is a person's psychological situation that is functioning well and positively (Ramadhani et al., 2016). Psychological well-being is important for every individual and applies to all groups, including even teenagers or students (Linawati & Desiningrum, 2018).

The adolescent phase is a transitional phase where adolescents will be faced with many problems that can cause confusion. But it is also a period in which an individual can prepare for his life in the future (Perez, 2012). Adolescence can be described as a period of physical, cognitive, social, and emotional change for a child that involves experimentation and risk taking. During this period, several major problems emerged related to self-perception, negative emotions, and confusion about gender roles (Salami, 2011).

During the pandemic period, many problems were experienced by school-age students, such as difficulties in understanding lessons that were conducted online, being depressed due to the many assignments given by the teacher, difficulty meeting teachers and peers, lack of time to play, more spending a lot of time at home can make yourself bored. This problem can affect the psychological well-being of students. The high level of psychological well-being possessed by students can have an impact such as positive feelings, and vice versa, low levels of psychological well-being can cause negative feelings towards themselves. This is because psychological well-being greatly influences student behavior or habits, and generally teachers who teach in schools are people who take part in achieving psychological well-being for students (Sitinjak, 2015).

Psychological well-being is a healthy individual's psychological condition which is characterized by the functioning of positive psychological aspects in the process of achieving self-actualization. Psychological well-being is not only the condition of a person who is free from pressure or mental problems, but more than that, the condition of a person who has the ability to accept himself and his life in the past, self-development or growth, the belief that one's life is meaningful and has a purpose, has the quality of positive relationships with others, the capacity to manage one's life and environment effectively, and the ability to determine one's own actions (Ryff, 1989; Ryff & Keyes, 1995; Ryff & Singer, 2008).

Individuals who have good psychological well-being are characterized by self-acceptance, have a positive attitude towards themselves, have warm relationships with others, the ability to be independent, are able to adapt to all demands, have goals and enthusiasm in life, have a desire to be independent, and have a wish for continuing to grow (Ryff & Singer, 2008). On the other hand, low psychological well-being can be characterized by feeling dissatisfied with oneself, low interpersonal relationship skills, depending on the decisions of others, having difficulty in managing daily affairs, having several goals but not being able to direct oneself to achieve them, and have no desire to develop themselves (Ryff & Keyes, 1995).

Various research results have revealed that low psychological well-being can affect self-regulation learning and learning achievement (Tavakolizadeh et al., 2012), low academic performance (Fariba, 2013), not having a clear purpose in life (Krok, 2015), low optimism, problems of religiosity (Burris et al., 2011), being lonely (Kim et al., 2009), depression in terms of demographics, economic conditions, and health, causing stress and low resilience (Smith & Yang, 2017), unhappy and low life satisfaction (Goodmon et al., 2016; Khramtsova et al., 2007) and low religiosity coping (Scandrett & Mitchell, 2009).

Data obtained from random interviews and observations (Ashfiani, 2021) to the students of MTs Assa'idiyyah indicate that during the Covid-19 pandemic and online learning there were many students who experienced problems related to the difficulties during their study. Some students feel they do not have enthusiasm in learning because they do not understand the learning materials, some students complain about too many assignments in a short period of time, some students are stressed because they are afraid that their grades will go down because the learning process is not optimal, some students complain that they are bored at home and don't have friends who can be invited to share in terms of working on assignments, some students also complain about their future if the pandemic condition lasts as long as they sit in Madrasah Tsanawiyah (MTs) benches.

Based on this background, efforts are needed to improve the psychological well-being of MTs students. Group counseling in a comprehensive school counseling program acts as a developmental milestone, a remediation media, and a media for promoting a healthy school

climate. The role of group counseling as a developmental milestone means that school counselors have a reason that the group counseling program is expected to provide benefits for the majority of students who participate in the program. In general, group counseling carried out in schools carries aspects in the form of career, academic, social, and personal development of students (Rusmana, 2009). Psychological well-being of students seen from the aspects contained in it include aspects of personal development (self-acceptance, personal development, independence), social (good relations with others), academic (mastery of the environment), and career (life goals) students. Therefore, the psychological well-being of students is the responsibility of the Guidance and Counseling (BK) teacher or counselor at the school.

Previously, various interventions have been carried out in previous studies to develop and improve psychological well-being conditions such as; art therapy (Bennington et al., 2016), wisdom therapy & well-being therapy (Fava & Ruini, 2014), cognitive happiness-increasing practice, activity effects (Joseph & Linley, 2004), physical exercise (Edwards, 2006; Hassmen et al., 2000; Scully et al., 1998), and wellness counseling (Granello & Witmer, 2013). Of the many interventions that can be done to improve students' psychological well-being, the wellness counseling model is considered the most appropriate to improve students' psychological well-being. Wellness offers a healthy lifestyle and positive living concepts both psychologically and physically, and spiritually that can prevent and minimize the occurrence of disease, improve quality of life and make clients live long (Granello & Witmer, 2013).

Wellness counseling is an approach to help individuals believe in their potential and strengths. Wellness counselors emphasize that the client's lifestyle is a major determinant of well-being. In this case, the counselor is committed to the counselee to maintain and improve his ability to function better. In the process, the wellness approach by the counselor is used to help the counselee improve functioning in all dimensions of human life (Granello & Witmer, 2013). As an effort to enrich the study of guidance and counseling as well as measurement and intervention models in counseling, wellness can be an alternative counseling orientation that offers counseling services based on the strengths or potential of individuals or groups (Gunawan, 2014).

Based on the description that has been presented, the research is focused on organizing wellness group counseling to improve the psychological well-being of the 8<sup>th</sup> grade students of Madrasah Tsanawiyah Assa'idiyyah Class of 2021-2022 academic year. Article on Psychocentrum Review are subdivided into the following general sections: (1) Introduction, (2) Method, (3) Results, (4) Discussion, (5) Conclusion, (6) Acknowledgements, and (7) References.

## Method

This research aims to examine the effectiveness of wellness group counseling to improve the psychological well-being of Madrasah Tsanawiyah students. This study uses a quantitative approach because it has the characteristics to describe research problems through a description of trends or a need for an explanation of the relationship between variables. The study used an experimental design, namely research conducted by giving certain treatments or treatments to research subjects. The research design used a quasi-experimental pretest-posttest design. The design used in the study is as follows (Creswell, 2013).

The study was conducted by comparing two research target groups, one group was given a certain treatment (called experimental group) and one group was controlled under a condition as a comparison (called control group). The pretest-posttest design was chosen with the consideration that the research was intended to test the effectiveness of the wellness group counseling in the experimental group by not giving treatment to the control group. This study used two groups that had been given a pre-test to determine the initial state. After that, the

experimental group and the control group were given a post-test. The reason why the post-test are given for both groups was to determine the effectiveness of the treatment (the wellness group counseling) given to increase psychological well-being.

The location of this research was conducted is MTs Assa'idiyyah Cipanas, which is located at Cipanas Road Number 100/12, Cipanas District, Cianjur Regency. Based on the results of interviews and observations made for the preliminary study, it showed that there were students who had low levels of psychological well-being.

## Participants

The research population is the psychological well-being of the 8<sup>th</sup> students of MTs Assa'idiyyah Cipanas Class of 2021-2022 academic year. The reason for choosing the population is based on the results of interviews with several students at random and observations during class (online and offline classes), that the 8<sup>th</sup> grade students seem to have problems that related to the state of the classroom environment, social relations, learning and other problems. It was found that there were some students who were picky about their teachers in following the subjects and there were also students who did not want to interact with their friends in class. In addition, there are also students who often bully their classmates. The population of this study amounted to 233 people with the following details.

**Table 1. The Research Population**

Gender	Amount
Male	92 people
Female	141 people
Amount	233 people

## Sampling Procedures

The sample is representative of the population whose research results can generalize to the population (Creswell, 2013). The sample selection in this study used a purposive sampling technique. Samples were taken based on the results of the pre-test conducted by the researcher. Purposive sampling aims so that the samples taken can represent the population so that sufficient information is obtained to estimate the population. Samples that obtained low scores of psychological well-being were selected to be included in the control and experimental groups which can be seen in the Table 2.

**Table 2. The Research Samples**

Group	Amount
Experimental	7 people
Control	7 people
Amount	14 people

## Procedures

This study consists of two variables, namely the dependent variable and the independent variable. The dependent variable is psychological well-being, while the independent variable is the wellness group counseling. Psychological well-being is a condition of the functioning of individual psychological aspects as indicated by a positive attitude towards themselves and others, can make their own decisions and regulate their own behavior, can create and regulate an environment that is compatible with their needs,



have a purpose in life and make their life more meaningful, and try to explore and develop themselves. The dimensions of psychological well-being are self-acceptance, positive relationships with others, autonomy, environmental mastery, purpose in life, and personal growth.

In this study, the wellness group counseling is defined as a service provided to Madrasah Tsanawiyah students as an effort to maximize individual potential through positive lifestyle choices. The wellness counseling is used to assist students in efforts to improve mental health and improve their psychological functions in a positive way. The implementation of the wellness group counseling consists of the methods used, structure, and stages of implementation of guidance and counseling services, as well as evaluation and indicators of program success. Wellness group counseling will be carried out in the form of group activities consisting of several creative ways (Granello & Witmer, 2013) including storytelling, problem solving, writing, photography, and music.

Based on the type of data needed in the research, the data collection tool developed is inventory because the data collection is in the form of statements. The psychological well-being instrument used in this study is based on a theoretical study from Ryff & Singer (1995). The inventory in this study is in the form of written statements containing favorable statements and unfavorable statements which are answered directly by respondents via google form. Answers are selected by providing a checklist on the answer that best suits the respondent's condition when they answered. The instrument used in this study has gone through the rating scale test, the feasibility test, the readability test, the validity test, and the reliability test before being used for the research. After all the stages were passed, 52 items were obtained that were suitable for the research.

The validity testing is an important and fundamental thing in a research. Validity is the level of interpretation of the suitability of the results of the instrument with the intended purpose of the instrument (Creswell, 2013). Data processing for validity testing was carried out with the help of Rasch modeling using Winstep application software version 3.75. The validity of the instrument in this study was determined by analyzing the Outfit Mean Square (MNSQ) value, the Outfit Z-Standard (ZSTD) value and the Point Measure Correlation (Pt Mean Corr) value (Sumintono & Widhiarso, 2014).

**Table 3.** Validity Test Criteria

Outfit Mean Square (MNSQ)	$0,5 < \text{MNSQ} < 1,5$
Outfit Z-Standard (ZSTD)	$-2,0 < \text{ZSTD} < +2,0$
Point Measure Correlationm (Pt Mean Corr)	$0,4 < \text{Pt Mean Corr} < 0,85$

After the validity test is done, then the reliability test is carried out so that the instrument used can really be trusted as a data collection tool. The calculation of item reliability on the research instrument was carried out using the Rasch Model method with the help of the Winstep application software version 3.75. In using the Rasch Model, the reliability of the items on the research instrument can be determined by the criteria in the following table (Sumintono & Widhiarso, 2014)

**Table 4.** Criteria for Cronbach's Alpha Value on the Rasch Model

Scores	Classification
$< 0,5$	Degree of reliability poor
$0,5 - 0,6$	Degree of reliability bad
$0,6 - 0,7$	Degree of reliability fair
$0,7 - 0,8$	Degree of reliability good
$> 0,8$	Degree of reliability very good

To find out the value of respondent reliability and item reliability, it can be seen in the table of criteria for the value of person reliability and item reliability in the following table (Sumintono & Widhiarso, 2014).

**Table 5.** Person Reliability Value and Item Reliability Criteria on Rasch Model

Scores	Classification
< 0,67	Degree of reliability poor
0,67 – 0,80	Degree of reliability fair
0,81 – 0,90	Degree of reliability good
0,90 – 0,94	Degree of reliability very good
> 0,94	Degree of reliability excellent

**Table 6.** Instrument Reliability Test Results

	Mean Measure	Separation	Reliability	Alpha Cronbach
Person	0.65	3.18	0.91	0.92
Item	0.00	18.04	1.00	

Based on the results of the instrument reliability test in table 7 shows the results of Person Mean Measure 0.65 logit which means it is greater than the logit value of 0.0 so that it shows the respondent's ability is greater than the item difficulty level. The person reliability value of 0.93 is included in the very good category and the item reliability value of 1.00 is included in the excellent category. Alpha Cronbach value of 0.92 is included in the very good category, meaning that the interaction between respondents and items is very good so that the instrument can be trusted to be used as a data collection tool.

The rating scale test was conducted to determine the interval or statistical score for each answer choice score. The test is conducted to check whether the choice rating used is confusing for the respondents or not. The following are the results of the rating scale test for the psychological well-being instrument in this study:

**Tabel 7.** The Rating Scale Test

Label	Category Label	Observed Average	Infit MNSQ	Outfit MNSQ	Andrich Threshold
Sangat Tidak Sesuai	1	-0.58	1.26	1.41	None
Tidak Sesuai	2	-0.37	0.85	0.86	- 1.12
Cukup Sesuai	3	0.24	0.84	0.80	- 0.56
Sesuai	4	0.96	0.80	0.83	0.16
Sangat Sesuai	5	1.43	1.13	1.10	1.52

Based on the results of the rating scale test shown in the Table 7, it can be seen that the observed average and andrich threshold values have increased, which means that respondents understand the differences between each alternative answers.

## Data Analysis

Psychological well-being data of students who will be intervened through the wellness group counseling will be analyzed using descriptive statistics. The data analysis technique will be carried out using the SPSS application software version 26. Before analyzing the data, a normality test is first carried out to find out whether the data is normally distributed or not because it will determine what kind of data analysis is needed for research data. If the data is normally distributed then the test performed is a parametric statistic, whereas if



the data is not normally distributed then the test performed is a non-parametric statistical test. the next step for analyzing research data is using non-parametric statistics. The non-parametric test used was the Mann Whitney and Wilcoxon tests. The Mann Whitney test aims to determine whether there is an increase in psychological well-being in the experimental group. While the Wilcoxon test aims to determine whether there is a difference in the average value before and after the sample is given treatment. Following are the hypotheses for this research:

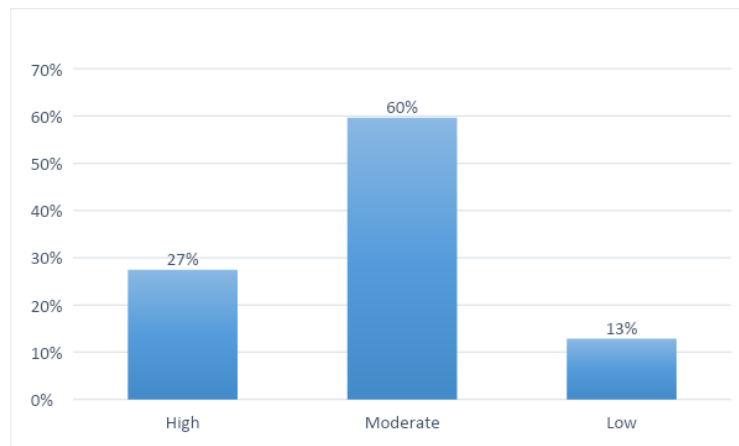
## Result and Discussion

Based on the result of the calculations in this study, the average psychological well-being score of students was 185.5 and the standard deviation was 18.16667, in the moderate category. Interpretation of the medium category as a result of the average psychological well-being profile picture of students shows that students' psychological well-being is not optimal enough in each dimension and indicator of psychological well-being. Furthermore, the average data and standard deviation are used to determine the categories of psychological well-being that are high, moderate, and low.

**Table 8.** Category Description of Student's Psychological Well-Being Profile

Category	Score Range	
High	$M + 1,0 \text{ SD} \leq X$	$204 \leq X$
Moderate	$M - 1,0 \text{ SD} \leq X < (M + 1,0 \text{ SD})$	$167 \leq X < 204$
Low	$X < (M - 1,0 \text{ SD})$	$X < 167$

Based on the results of the distribution of psychological well-being instruments, categorization data was obtained which can be seen in the graph below.



**Graph 1.** Psychological Well-Being Profile

Based on these categories, it can be explained that the data description of the students' psychological well-being profiles of the 8<sup>th</sup> grade students of MTs Assa'idiyyah Class of 2021-2022 academic year contained into three categories, namely: high, medium and low. Specifically, students have psychological well-being in the moderate category. The results of this study are also in line with Rahman's research (2018) which shows that in general the psychological well-being of students is in the moderate category. Based on the theory of psychological well-being from Ryff & Singer (1995), the interpretation of the high scorer and low scorer is as follows:

**Table 9.** Definitions of Theory-Guided Dimensions of Well-Being

<b>Theory-Guided Dimensions of Well-Being</b>	
<i>Self-Acceptance</i>	
<b>High Scorer:</b>	Possesses a positive attitude towards the self; acknowledge and accept multiple aspects of self including the good and bad qualities; feels positive about past life.
<b>Low Scorer:</b>	Feeling dissatisfied with self; is disappointed with what has occurred in the past life; is troubled about certain personal qualities; wishes to be different than what he or she is.
<i>Positive Relations With Others</i>	
<b>High Scorer:</b>	Has warm, satisfying, trusting relationships with others; is concerned about the welfare of others; capable of strong empathy, affection, and intimacy; understands give and take of human relationships.
<b>Low Scorer:</b>	Has few close, trusting relationships with others; finds it difficult to be warm, open, and concerned about others; is isolated and frustrated in interpersonal relationships; not willing to make compromises to sustain important ties with others.
<i>Autonomy</i>	
<b>High Scorer:</b>	Is self-determining and independent; able to resist social pressure to think and act in certain ways; regulates behavior from within; evaluates self by personal standards.
<b>Low Scorer:</b>	Is concerned about the expectations and evaluations of others; relies on judgements of others to make important decisions; conforms to social pressure to think and act in certain ways.
<i>Environmental Mastery</i>	
<b>High Scorer:</b>	Has a sense of mastery and competence in managing the environment; controls complex array of external activities; makes effective use of surrounding opportunities; able to choose or create contexts suitable to personal needs and values.
<b>Low Scorer:</b>	Has difficulty managing everyday affairs; feels unable to change or improve surrounding context; is unaware of surrounding opportunities; lack sense of control over external world.
<i>Purpose in Life</i>	
<b>High Scorer:</b>	Has goals in life and a sense of directedness; feels there is meaning to present and past life; holds beliefs that give life purpose; has aims and objectives for living.
<b>Low Scorer:</b>	Lacks a sense of meaning in life; has few goals or aims, lack sense of direction; does not see purpose in past life; has no outlooks or beliefs that give life meaning.
<i>Personal Growth</i>	
<b>High Scorer:</b>	Has a feeling of continued development, sees self as growing and expanding; is open to new experiences; has sense of realizing his or her potential; sees improvement in self and behavior over time; is changing in ways that reflect more self-knowledge and effectiveness.
<b>Low Scorer:</b>	Has a sense of personal stagnation; lack sense of improvement or expansion over time; feels bored and uninterested with life; feels unable to develop new attitudes or behaviors.

Based on table 9 above, it can be concluded that students who have high psychological well-being are characterized by students' ability to accept their strengths and weaknesses as they

are, have warm relationships and trust each other with others, are able to direct their own behavior, can participate and adapt to the environment, have life goals and can show efforts to improve psychological well-being in a sustainable manner (Muqodas, 2019).

Meanwhile, students who show low psychological well-being are characterized by feelings of dissatisfaction or disappointment with themselves and what has happened, manipulating themselves, difficulty trusting others, isolation and frustration in interpersonal relationships, focusing on the expectations and judgments of others, depending on others, difficult to adapt and participate in the environment, their lives without careful planning, and stagnant in developing the potential that exists in him (Muqodas, 2019; Rahman, 2018).

The next, The following are the results of calculations for the Mann Whitney and Wilcoxon tests to examine the effectiveness of the wellness group counseling to improve students' psychological well-being.

**Table 10.** The Result of Wilcoxon Signed Ranks Test

	Posttest- Pretest
Z	-2.336 <sup>b</sup>
Asym.Sig. (2 tailed)	0.018

Based on the table 10, it is known that Asymp.Sig. (2-tailed) is less than 0.001 and less than 0.05 which means that there is a difference between psychological well-being scores for pretest and posttest, so it can be concluded that the implementation of wellness group counseling has an effect on increasing students' psychological well-being. The effect of wellness group counseling on psychological well-being is further explained in the results of the empirical calculation of the Mann Whitney test which will compare the conditions of the experimental group both before and after being given treatment, and the control group as a comparison.

Next, The Mann Whitney Test was used to determine whether there was a significant difference in the average of the experimental group and the control group. Before implementing the wellness group counseling, it is necessary to know the characteristics of the experimental and control groups. The Mann Whitney Test was carried out on the pretest scores of the experimental and control groups. The following are the results of the calculation of the Mann Whitney Test.

**Table 11.** The Result of Mann Whitney Test

	Posttest
Z	-3.137
Asym.Sig. (2 tailed)	0.002

Based on the Table 11, the results of the calculation of the Mann Whitney Test post-test of the experimental and control groups that the value of asymmp.sig.  $0.001 < 0.05$ , which means that there is a significant difference between the posttest results of the experimental group after being given wellness group counseling, it can be concluded that there is an effect of implementing wellness group counseling on improving the psychological well-being of Madrasah Tsanawiyah students.

The reference for measuring the category of increasing self-regulation before and after the modeling technique group guidance process in the experimental group was measured by looking at the results of the N-gain score calculation as follows.

**Table 12.** N-gain Percent Calculation

Group	N Gain Max	N Gain Min	Mean
Experimental	100	88.04	92,96
Control	54.02	4.82	20.18

Based on the table above, it is known that there was an increase of 92 percent in the experimental group after being given the wellness group counseling, meanwhile in the control group, there was relatively no significance increase in psychological well-being. So it can be concluded that wellness group counseling is effective for improving the psychological well-being of Madrasah Tsanawiyah students.

The results of the study are in line with Rahman's research (2018) which shows that wellness group guidance is effective for improving the psychological well-being of students. This means that the psychological well-being of students in general as well as the overall aspects of psychological well-being that begin include self-acceptance, mastery of the environment, positive relationships with others, autonomy, life goals, and personal development. This success is also inseparable from counseling activities in group settings where the group members provide support to each other for the development of optimal psychological well-being. These results show that through welfare counseling activities, students learn from each other's personal experiences and the experiences of their friends, so that both personal and social skills develop significantly (Rahman, 2018; Muqodas, 2019).

## Conclusion

The findings show that students' psychological well-being is in the moderate category. Then, there is a difference between before and after psychological well-being counseling is performed on students. This suggests that wellbeing counseling is effective for improving students' psychological well-being.

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