



ANALYZING THE IMPACT OF RELIGIOSITY ON PSYCHOLOGICAL WELL-BEING IN STUDENTS COMPLETING THEIR THESES

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Abstract

This research examines the influence of religiosity on psychological well-being among students who are in the process of completing their thesis. Employing a quantitative methodology, data were obtained through the distribution of structured questionnaire surveys to a total of 306 students residing in Surabaya. Both the level of religiosity and the degree of psychological well-being were systematically measured to explore how these variables interact during the often stressful thesis writing period. The analysis utilized multiple linear regression techniques with the aid of SPSS software to ensure robust and reliable statistical results. Findings from this study indicate a clear, significant, and positive correlation between higher religiosity and improved psychological well-being. Students who demonstrate stronger religious adherence tend to show greater psychological resilience and emotional stability when facing academic pressures and deadlines. These insights emphasize the potential for religious beliefs and practices to serve as important sources of support for maintaining mental health, particularly during the heightened stress of academic pursuits involving thesis completion.

Keywords: religiosity, psychological well-being, students, thesis, quantitative, regression analysis, mental health.

Introduction

Students in the advanced stages of their academic journey, particularly those in their final and senior semesters, are particularly susceptible to psychological disturbances. The transition toward thesis completion is frequently accompanied by heightened anxiety and uncertainty, as students grapple with scholarly demands and the complexities inherent to developing an original academic work. Although supervisory guidance is provided, the intellectual rigor and emotional resilience required to accomplish a thesis impose considerable strain, demanding substantial cognitive energy and mental clarity. Persistent experiences of anxiety, heightened stress, or depressive symptoms not only undermine personal well-being but may also initiate a trajectory of self-detrimental behaviors (Warin, 2021).

Consequently, it is crucial for students to cultivate a nuanced awareness of their personal identity, recognizing both their competencies and limitations. The ability to sustain emotional equilibrium while engaging in constructive daily routines serves as an indicator of psychological wellness, a factor with significant implications for academic success (Fitriyah & Darmawan, 2024). From an academic standpoint, psychological well-being encompasses the realization of self-actualization and the embodiment of a fully functioning individual. This concept can be outlined as a mental state in which individuals—who are generally healthy—demonstrate robust adaptability and adequately navigate recurring psychological pressures encountered throughout everyday life (Wells, 2010).

Undertaking a thesis during the final stages of university study often exposes students to significant psychological stress, especially in the form of anxiety. In many cases, the ability to maintain composure amid these demands can be attributed to an individual's adherence to religious beliefs. Dew et al. (2010) identified a strong association between religiosity and various mental health outcomes, highlighting its relevance in addressing concerns such as anxiety, substance use, suicidal ideation, and behavioral issues. This interaction demonstrates that religiosity is not merely an abstract belief, but rather a dynamic system of values and practices embedded in daily life.

Empirical evidence suggests that incorporating religious principles into everyday routines can greatly assist individuals when navigating periods of adversity (Kaliampou & Roussi, 2015; Yulianto & Darmawan, 2024).

Religious understanding, therefore, does not simply offer a set of doctrines, but provides adaptive resources for managing life's challenges. Importantly, multiple studies have consistently found an affirmative link between religiosity and psychological well-being, indicating that individuals with strong religious commitment tend to demonstrate greater emotional resilience and life satisfaction (Hamidah & Gamal, 2019). These findings reinforce the notion that religiosity serves an instrumental role in shaping positive psychological outcomes.

Given this context, the persistent stressors experienced by thesis-writing students warrant closer examination, particularly in relation to how religiosity may buffer such adverse effects. Extensive literature confirms that religious engagement can significantly enhance psychological health, provided that religious tenets are interpreted constructively at the personal level. Consequently, the challenges encountered by students undertaking a thesis process form the primary impetus for this research, which aims to elucidate the influence of religiosity on their psychological well-being.

Method

The design of this study uses quantitative through questionnaire surveys as a data collection technique. The respondents in the sample were 306 students in the city of Surabaya. The sample criteria are students who are taking a thesis (final semester and senior semester students). This study concentrates on investigating the independent variable of religiosity and its relationship with the dependent variable, psychological well-being. The Likert scale used in this study is 5 points (1 = disagree; 5 = strongly agree). Data analysis used SPSS software with multiple linear regression analysis.

Psychological well-being has six dimensions. First, self-destructive, which means individuals who can accept weaknesses and strengths and are able to maintain a positive attitude towards themselves. Next, positive relationships with other people. There are dimensions of autonomy, environmental mastery, life purpose, and personal growth (Ryff, 1989). According to Ryff and Singer (1996), psychological changes are influenced by gender, socio-economic class and cultural factors.

There are five dimensions used in the religiosity variable, namely intellectual, spatial, public practice, religious practice, and religious experience. The intellectual dimension explains the religious knowledge

possessed by individuals. Religious individuals hold a belief in the presence and nature of God, which they conceive within a spatial framework. The public practice dimension means individual participation in community activities regarding religion. The scope of personal religious practices and activities is a dimension of personal practice. Religious experience entails direct encounters with God that evoke emotional responses in individuals.

Result and Discussion

The data collection procedure involved administering a questionnaire to 306 students, who provided their responses using a 5-point Likert scale to ensure a standardized assessment of perceptions and attitudes. Among those who participated, a greater proportion were female, accounting for 179 respondents or approximately 58.5% of the sample, while 127 respondents, or about 41.5%, were male. This slight predominance of female participants highlights a gender distribution in which women are more represented in the sample. The age distribution of respondents predominantly fell within the range of 20 to 25 years, reflecting a youthful demographic characteristic that is consistent with the academic stage of thesis completion. This demographic profile also allows for an examination of psychological patterns that may be unique to individuals at this pivotal point in their educational journeys.

With regard to academic background, the largest representation was from the Faculty of Engineering, totaling 97 respondents (31.7% of the sample). The Faculty of Medicine followed, contributing 74 respondents, which corresponds to 24.2%, while the Faculty of Mathematics and Natural Sciences accounted for 69 respondents (22.5%), and the Faculty of Humanities included 51 respondents (16.7%). These figures suggest a diverse yet predominantly science- and technology-focused participant pool, offering a comprehensive snapshot of students across different academic disciplines actively engaged in thesis work. The remainder of the sample comprised individuals drawn from a variety of other faculties, further enriching the representativeness of the study and providing a broader perspective on the psychological well-being and religiosity of students in higher education.

All statement items have been tested and declared valid because they show a Cronbach's Alpha value of more than 0.6. Regression analysis shows that the dependent variable of this study is positively influenced by the independent variables. This reveals that there is a real connection between religiosity and students' psychological well-being.

Table 1. t test and Regression Model

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	66.149	10.040		6.588	.000
	X	5.046	1.519	.400	3.322	.002

Source: SPSS Output Results

Table 1 displays the regression results which can be formulated using the formula model $Y = 66.149 + 5.046X$. This formula means the gain in psychological well-being is 66.149 if the religiosity variable has a value of zero. The level of significance achieved by the independent variable is 0.002, indicating less than 0.05, which means that psychological well-being can be significantly correlated with religiosity.

Table 2. ANOVA^a

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1192.849	1	1192.849	11.033	.002 ^b
	Residual	6270.751	305	108.116		
	Total	7463.600	306			

Source: SPSS Output Results

In further analysis, the F-count value as in Table 2 was obtained at 11.033 with a significance value of 0.002. A probability value of less than 0.05 indicates that in this regression equation the formation of psychological well-being is significantly influenced by religiosity.

Table 3. Coefficient of Determination

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.400 ^a	.160	.145	10.39790

Source: SPSS Output Results

As depicted in Table 3, the religiosity variable accounts for 16% of the variance in the psychological well-being variable. This substantial contribution is evidenced by the R value of 0.400. The R Square value stands at 0.160, with an Adjusted R Square of 0.145. External factors not examined in this research constitute the remaining 84% of the variance.

Statistical evaluation in this study identifies a consistent and substantial association between religiosity and psychological well-being among students. The confirmed hypothesis demonstrates that higher religiosity scores are linked with a greater sense of psychological health. These findings reinforce patterns observed in earlier studies conducted by Aflakseir (2012), and Hamidah and Gamal (2019), all of which point to the constructive influence religious convictions exert on mental wellness. The results underscore that as individuals' religious commitment increases, so does their overall psychological resilience and satisfaction with life.

The pivotal role of religiosity in supporting psychological well-being can be interpreted through several conceptual perspectives. In psychological discourse, spiritual life and religious involvement have been recognized as key determinants of positive mental states. Engagement in religious rituals and communities may generate meaningful sources of encouragement, foster a greater sense of purpose, and cultivate personal tranquility. Collectively, these experiences offer protective factors against psychological distress and promote adaptive coping mechanisms.

The study results presented by Darmawan and Gani (2024); Eddine et al. (2021); Hariani and Mardikaningsih (2023); and Pakpahan et al. (2022) confirm that psychological well-being is a key foundation for productivity and effectiveness in the environment. University students, commonly exposed to multifaceted academic, social, and personal pressures, may benefit profoundly from religious orientation. The capacity of religious beliefs and practices to instill calm, perseverance, and composure allows students to navigate challenges with enhanced fortitude. Therefore, the presence of religiosity emerges as not only a buffer against stressors but also as an essential element in promoting sustained psychological well-being within student populations (Ismail, 2021; Vitrianingsih & Issalillah, 2021).

These findings provide important practical implications in the development of student welfare programs. Educational institutions and counselors can consider integrating aspects of spirituality and religion in

student support programs. This can be done through providing space for religious practices, spiritual support groups, or counseling with an approach that is sensitive to the religious dimension. Acknowledging students' spiritual needs within academic environments may foster a sense of belonging and psychological security. Targeted initiatives that facilitate interfaith dialogue and promote mutual respect among diverse religious traditions can contribute positively to campus harmony and individual adjustment. Counselors trained in recognizing the significance of spirituality are likely to address student challenges with greater empathy and cultural awareness. Integrating these elements in welfare initiatives may also reduce stigma associated with seeking psychological help, especially for individuals who view religion as a central part of their identity. Programs that engage both psychological and spiritual dimensions could increase student engagement, well-being, and overall satisfaction with the educational experience

Conclusion

This study aims to validate the hypothesis asserting that religiosity positively and significantly impacts psychological well-being. It suggests that individuals with higher religiosity scores tend to exhibit higher levels of psychological well-being, whereas those with lower scores typically experience lower psychological well-being. Therefore, it concludes that religiosity plays a beneficial role in enhancing psychological well-being. Several recommendations emerge from these findings. Firstly, educational institutions could enhance students' awareness and comprehension of the significance of spirituality and religion in shaping their psychological well-being. This could be achieved through organizing seminars, workshops, or inviting guest speakers to discuss the interplay between spiritual dimensions and psychological well-being.

Educational programs can integrate aspects of religiosity in the curriculum or extracurricular activities. For example, forming clubs or discussion groups that focus on strengthening religious values and implementing religious practices in daily life. Providing counseling and support services that are sensitive to religious dimensions is also very important. Counselors can apply an inclusive and open approach to students' spiritual needs, as well as help them explore and actualize religious values in an effort to improve psychological well-being.

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