

PERAN RELIGIUSITAS TERHADAP *PSYCHOLOGICAL WELL-BEING* PADA MAHASISWA PENGHAFAAL QURAN

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Abstrak

Psychological well-being yaitu kebahagiaan yang diperoleh ketika bertindak sesuai moral dengan mengoptimalkan potensi yang dimiliki. Hal ini selaras dengan perspektif religiusitas dan wahyu. Tanggung jawab menjalankan tuntunan ini khususnya ada pada penghafal Al-Qur'an. Tujuan penelitian ini adalah untuk mengetahui peran religiusitas terhadap *psychological well-being* pada mahasiswa penghafal Al-Qur'an. Metode yang digunakan yaitu metode kuantitatif dengan menyebarkan kuesioner secara *online*. Skala yang digunakan yaitu Skala Religiusitas dan Skala *Psychological Well-Being*. Partisipan penelitian adalah 152 mahasiswa penghafal Al-Qur'an yang memiliki hafalan minimal 3 juz dan berkuliah di wilayah DIY dengan batasan usia 18-35 tahun. Hasilnya menunjukkan ada korelasi positif antara religiusitas dan *psychological well-being* ($r=0,500$; $p<0,05$). Religiusitas berkontribusi efektif 25% ($R^2=0,250$) terhadap *psychological well-being*. Dengan menggunakan analisis *One Way ANOVA* terdapat perbedaan tingkat *psychological well-being* berdasarkan jumlah hafalan Al-Qur'an. Semakin tinggi jumlah hafalan Al-Qur'an, semakin tinggi *psychological well-being*. Analisis uji Mann-Whitney menunjukkan tidak ada perbedaan *psychological well-being* berdasarkan lokasi menghafal yaitu pondok dan bukan pondok. Selain itu juga tidak terdapat perbedaan yang signifikan tingkat *psychological well-being* pada mahasiswa penghafal Al-Qur'an yang ditinjau dari jenis kelamin.

Kata kunci: religiusitas, kesejahteraan psikologis, mahasiswa penghafal Al-Qur'an



Abstract

Psychological well-being, namely happiness that is obtained when acting according to morals by optimizing one's potential. This is in harmony with the perspective of religiosity and revelation. The responsibility for carrying out this guidance lies especially with the memorizer of the Koran. The purpose of this study was to determine the role of religiosity on psychological well-being in students who memorize the Koran. The method used is a quantitative method by distributing questionnaires online. The scale used is the Religiosity Scale and the Psychological Well-Being Scale. The research participants were 152 students who memorized the Koran who had memorized at least 3 juz and studied in the Special Region of Yogyakarta with an age limit of 18-35 years. The results show that there is a positive correlation between religiosity and psychological well-being ($r=0.500$; $p<0.05$). Religiosity makes an effective contribution of 25% ($R^2=0.250$) to psychological well-being. By using the One Way ANOVA analysis, there are differences in the level of psychological well-being based on the number of memorized Koran. The higher the number of memorized the Koran, the higher the psychological well-being. The analysis of the Mann-Whitney test showed that there was no difference in psychological well-being based on the location of memorizing, namely the islamic boarding school and outside the islamic boarding school. In addition, there is also no significant difference in the level of psychological well-being in students who memorize the Koran in terms of gender.

Keywords: *religiosity, psychological well-being, koran-memorizing college student*