



# Analysis of the Effect of Self-Regulation and Adversity Quotient on Resilience and Its Implications on the Psychological Well-Being of Islamic Religious Education Teachers

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## Abstract

This study investigates the influence of self-regulation and adversity quotient on resilience and examines their implications for the psychological well-being of Islamic Religious Education (IRE) teachers. A quantitative, predictive correlational design was employed. Data were collected using a structured questionnaire that incorporated validated scales measuring self-regulation, resilience, and psychological well-being. Path analysis was conducted using JAMOV software with a robust model. The results indicate that self-regulation positively and significantly affects resilience, while resilience, in turn, positively influences psychological well-being. Moreover, both self-regulation and adversity quotient were found to have direct positive effects on psychological well-being. The analysis further revealed indirect effects of self-regulation on psychological well-being mediated by resilience. These findings highlight the importance of strengthening self-regulation and resilience among IRE teachers to enhance their overall psychological well-being.

**Keywords:** Self-Regulation, Adversity, Resiliency, Psychological Well-Being, Islamic Religious Education Teacher (PAI).

## Abstrak

Penelitian ini bertujuan untuk menganalisis pengaruh regulasi diri dan ketangguhan terhadap resiliensi serta implikasinya pada kesejahteraan psikologis guru Pendidikan Agama Islam (PAI). Menggunakan pendekatan kuantitatif dengan rancangan korelasional prediktif, data dikumpulkan melalui skala regulasi diri, skala ketangguhan, skala resiliensi, dan skala kesejahteraan psikologis yang diisi oleh guru-guru PAI. Analisis data dilakukan menggunakan analisis jalur (path analysis) dengan perangkat lunak JAMOV dengan model roobust. Hasil penelitian menunjukkan bahwa regulasi diri berpengaruh positif dan signifikan terhadap resiliensi, begitu pula dengan ketangguhan terhadap resiliensi. Selanjutnya, resiliensi terbukti memiliki pengaruh positif dan signifikan terhadap kesejahteraan psikologis guru. Selain itu, regulasi diri dan ketangguhan secara langsung juga berpengaruh positif dan signifikan terhadap kesejahteraan psikologis. Lebih lanjut, analisis jalur mengungkapkan adanya pengaruh tidak langsung regulasi diri terhadap kesejahteraan psikologis yang dimediasi oleh resiliensi, serta pengaruh tidak langsung ketangguhan terhadap kesejahteraan psikologis yang juga dimediasi oleh resiliensi. Temuan ini mengimplikasikan pentingnya pengembangan regulasi diri dan ketangguhan guru PAI dalam meningkatkan resiliensi mereka, yang pada akhirnya berkontribusi pada peningkatan kesejahteraan psikologis.

**Kata Kunci:** Regulasi Diri, Ketangguhan, Resiliensi, Kesejahteraan Psikologis, Guru Pendidikan Agama Islam (PAI).

## INTRODUCTION

Islamic Religious Education (IRE) teachers play an important role in instilling a sense of reverence for Allah (divine values) and developing a sense of humanity (caliphate values) in students (Madjid, 2010), shaping noble character (Aulia, Rokhimawan, et al., 2025; Madjid, 2010), becoming role models in practicing religious values, developing students' mental health (Mulyadi, 2017), motivating students to achieve learning outcomes and encouraging students to develop piety (Erhamwilda, 2018; Rokhimawan et al., 2023), fostering self-confidence in practicing religion and interacting with others (Aulia, Ichsan, et al., 2025; Rokhimawan et al., 2025), creating a conducive learning atmosphere and encouraging students to respect each other and work together (Jalaluddin, 2018), assessing students' understanding of the material taught, and providing conducive feedback to students to improve themselves. In addition to these roles, IRE teachers have a role in developing the curriculum. The above description illustrates that the profession of IRE teachers is a very noble one, playing the roles of educators, mentors, motivators, assessors, and curriculum developers. However, the complexity of this role often presents various challenges and pressures that can affect their psychological well-being. Ryff defines psychological well-being as a dynamic condition in which a person has a positive attitude towards themselves and others, can make their own decisions and regulate their own behavior, can create and manage an environment that suits their needs, has a purpose in life, and strives to develop themselves and make their lives more meaningful (Ryff, 2014). Psychological well-being is a condition characterized by feelings of happiness, life satisfaction, and the absence of symptoms of depression (Rahmawati & Putri, 2020). Ryff mentions six dimensions of psychological well-being, namely: autonomy, mastery of the environment, personal growth, life purpose, relationships with others, and self-acceptance (Potts et al., 2022; Ryff, 1989). Previous studies have shown that IRE teachers are prone to stress (Melguizo-Ibáñez et al., 2022), burnout (Bakker & De Vries, 2021), and other emotional problems. In this context, it is important to explore factors that can protect IRE teachers from these negative effects.

Several studies have shown that there is a strong relationship between social support and psychological well-being (PWB) (Poudel et al., 2020). Social support is an important factor that influences psychological well-being. Academic research has shown that factors such as heavy workloads, time constraints, long working hours, work-related conflicts at home, and unstable and uncertain environments all lead to a decline in PWB (Oh et al., 2022). Sugiharto states that there is a relationship between mental workload and work stress (Sugiharto, 2019), and that work stress even has an impact on PWB (Potts et al., 2022). These studies focus more on external factors that affect psychological well-being, such as social support, workload, and working conditions. Therefore, further research is needed to understand how internal factors such as self-regulation, resilience, and resilience can contribute to the psychological well-being of IRE teachers.

Self-regulation is an individual's ability to manage their own thoughts, emotions, and behavior. Self-control is beneficial for good psychological health and well-being (Becker & Bernecker, 2023). In the context of the teaching profession, self-regulation enables teachers to deal with challenges more effectively (Burgess, 2023), manage stress (Bakker & De Vries, 2021), influence teacher performance (Lestari & Mayasarokh, 2020), improve teacher performance discipline (Halimah et al., 2019), improve classroom management preparation to achieve the

objectives of the teaching and learning process in the classroom (Putra & Yanto, 2025) and maintain motivation.

Adversity Quotient (AQ) is a person's intelligence in overcoming difficulties and being able to survive (Safi'i et al., 2021; Saxena & Rathore, 2025). With AQ, a person's ability to overcome every problem in life so as not to despair is measured. Throughout history, many people have possessed AQ, such as Siti Hajar and Thomas Alpha Edition. According to Paul G Stoltz, people like this are Climbers; they are always optimistic, see opportunities, spot gaps, learn lessons, and are always eager to move forward. Stoltz places Climbers at the top of the pyramid of human needs, which Maslow refers to as self-actualization. Martin Seligman, a pioneer in positive psychology, emphasizes the importance of developing strength and resilience to enhance well-being (Goei, 2021). In the context of education, teachers who possess resilience have high self-confidence and optimism (Anggreani et al., 2024; Apriliyanti D et al., 2024), professional development skills (Widodo et al., 2022) and problem-solving abilities.

Resilience is the ability to persevere and adapt to something that seems wrong or inappropriate (Mahdiani & Ungar, 2021; Sisto et al., 2019). Resilience is very important in helping someone overcome the problems they face every day (Fey & Kock, 2022; Sun et al., 2022). By increasing resilience, a person will be able to overcome problems that arise in life (Dewi et al., 2016). Resilient teachers are able to adapt to dynamic environments and maintain psychological well-being (Baatz & Wirzberger, 2025; Hascher et al., 2021; Salvo-Garrido et al., 2025). Piyanee Klainin-Yobas et al. state that good self-resilience supports psychological well-being and protects against poor mental health (Klainin-Yobas et al., 2021). Resilience is related to psychological well-being and mental health. Yaghoobi & Moghadam's research results state that a positive psychological approach provides real benefits for the psychological well-being of adolescents (Yaghoobi & Nesai Moghadam, 2019).

The above studies have shown a positive relationship between self-regulation, resilience, and psychological well-being in various respondents, including teachers. Research on PWB is very important in the world of education today (Morosanova et al., 2021). However, there is still limited research that specifically examines this relationship in IRE teachers. This research is very important because it can contribute to the development of effective intervention programs to improve the psychological well-being of IRE teachers. In addition, the results of this study can also provide useful information for policymakers in formulating policies that support the well-being of IRE teachers. Based on the background and literature review above, we conducted this study by answering several research questions (RQs): 1) How do self-regulation, adversity quotient, and resilience influence psychological well-being? 2) What role does resilience play in mediating the effects of self-regulation and adversity quotient on psychological well-being? 3) What is the relationship between self-regulation and adversity quotient?

## METHOD

This study uses a predictive correlational design as described by (Creswell & Creswell, 2017). This design was chosen because it aims to test and explain the influence of self-regulation and adversity quotient variables on the psychological well-being of IRE teachers, as well as the role of resilience as a mediating variable. More specifically, this study uses a causal design with

a cross-sectional approach. The causal design was chosen to examine the influence of independent variables (self-regulation and resilience) on dependent variables (psychological well-being) and the mediating role of intervening variables (resilience). The cross-sectional approach means that data collection from all respondents was conducted at a specific time. In relation to this, the researchers proposed the following hypotheses:

To address RQ1 on how self-regulation, adversity quotient, and resilience influence psychological well-being, the following hypotheses are proposed:

- H1: Self-regulation positively predicts psychological well-being.
- H2: Adversity quotient positively predicts psychological well-being.
- H3: Resilience positively predicts psychological well-being.

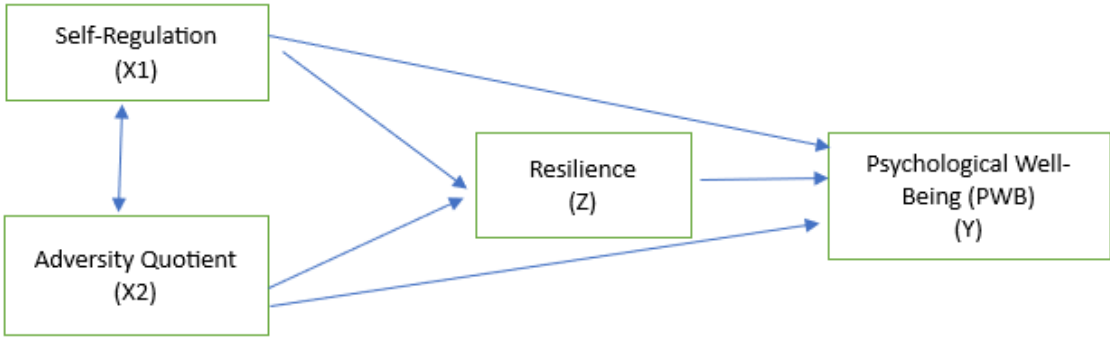
To address RQ2 on the mediating role of resilience, the following hypotheses are proposed:

- H4: Resilience mediates the effect of self-regulation on psychological well-being.
- H5: Resilience mediates the effect of adversity quotient on psychological well-being.

To address RQ3 on the relationship between self-regulation and adversity quotient, the following hypothesis is proposed:

- H6: Self-regulation and adversity quotient are significantly related.

Visually, the research design can be described as follows **Figure 1**.



**Figure 1.** Research Design

The population in this study consisted of Islamic Religious Education (IRE) teachers who participated in the In-Service Teacher Professional Education Program at the Faculty of Tarbiyah and Education, UIN Sunan Kalijaga Yogyakarta, Batch 2, totaling 665 teachers. From this population, a sample of 248 teachers was selected as research respondents. The sample size was determined using the guidelines presented by Solvin (Sugiyono, 2021), with random sampling technique. The demographic characteristics of the research participants, including gender, employment status, and teaching experience, are presented in Table 1.

**Table 1.** Demographic Characteristics of Research Participants

| Demographic Characteristics | Category         | f   | %     |
|-----------------------------|------------------|-----|-------|
| Gender                      | Female           | 163 | 65.73 |
|                             | Male             | 85  | 34.27 |
| Employment Status           | Private Teacher  | 160 | 64.52 |
|                             | Government       | 52  | 20.97 |
|                             | Contract Teacher |     |       |
|                             | Civil Servant    | 2   | 0.81  |
|                             | Teacher          |     |       |
|                             | Others           | 34  | 13.71 |
| Teaching Experience (years) | < 8              | 4   | 1.61  |
|                             | 8–13             | 73  | 29.44 |
|                             | 14–18            | 126 | 50.81 |
|                             | 19–25            | 43  | 17.34 |
|                             | 26–31            | 2   | 0.81  |
| Total Participants          |                  | 248 | 100   |

Data were collected using a structured questionnaire that combined four standard measurement scales: self-regulation, level of difficulty, resilience, and psychological well-being. The Self-Regulation Scale uses a self-regulation scale adapted and developed from Zimmerman (Zimmerman & Schunk, 2012), which consists of 7 items that measure aspects of metacognition, teacher motivation, and teacher behavior. The Adversity Scale was adapted and developed from Stoltz (Stoltz, 1997). This scale is used to measure teachers' ability to face and overcome difficulties or challenges, consisting of the aspects of control, ownership, reach, and endurance. This Adversity Scale consists of 4 items. The Resilience Scale was adapted from the scale developed by Wahyudi et al. (2020). This scale consists of 5 items that measure the aspects of Meaningfulness, Perseverance, Equanimity, Self-reliance, and Existential Aloneness. Meanwhile, the Psychological Well-being Scale uses the psychological well-being scale developed by Ryff (Ryff, 1989).

This scale will measure various dimensions of psychological well-being such as autonomy, mastery of the environment, personal growth, positive relationships with others, life purpose, and self-acceptance. Each scale uses a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree) for positive statements. Meanwhile, negative statements range from 1 (strongly agree) to 5 (strongly disagree). Ethical approval was obtained from the Head of the Teacher Professional Education Study Program, Faculty of Tarbiyah and Teacher Training, Sunan Kalijaga State Islamic University (UIN) Yogyakarta before the questionnaire was distributed, and informed consent was obtained from all participants, who were given detailed information about the objectives, procedures, benefits, and confidentiality. A pilot test of the four scales with 49 Islamic Religious Education teachers showed that all instruments were valid and reliable. A summary of the validity and reliability is presented in Table 2.

**Table 2.** Validity and Reliability Test Results of the Research Scales

| Scale                    | Item  | Item-Total Correlation | Cronbach's $\alpha$ |
|--------------------------|-------|------------------------|---------------------|
| Self-Regulation          | SR01  | 0.789                  | 0.928               |
|                          | SR02  | 0.794                  |                     |
|                          | SR03  | 0.821                  |                     |
|                          | SR04  | 0.556                  |                     |
|                          | SR05  | 0.813                  |                     |
|                          | SR06  | 0.860                  |                     |
|                          | SR07  | 0.803                  |                     |
| Adversity Quotient       | AQ01  | 0.796                  | 0.873               |
|                          | AQ02  | 0.665                  |                     |
|                          | AQ03  | 0.743                  |                     |
|                          | AQ04  | 0.727                  |                     |
| Resilience               | R01   | 0.729                  | 0.886               |
|                          | R02   | 0.757                  |                     |
|                          | R03   | 0.760                  |                     |
|                          | R04   | 0.708                  |                     |
|                          | R05   | 0.672                  |                     |
| Psychological Well-Being | PWB01 | 0.706                  | 0.897               |
|                          | PWB02 | 0.673                  |                     |
|                          | PWB03 | 0.778                  |                     |
|                          | PWB04 | 0.684                  |                     |
|                          | PWB05 | 0.842                  |                     |
|                          | PWB06 | 0.672                  |                     |

Data analysis employed descriptive statistics and mediation path analysis using JAMOV with a robust estimation model. Descriptive statistics were used to summarize self-regulation, adversity quotient, resilience, and psychological well-being. Path analysis was applied to examine both direct and indirect effects among variables within the mediation model (Hardisman, 2021; Harsono, 2024). The results reported include path coefficients (estimates), significance values (p-values), indirect effects through the mediating variable, total effects, and the coefficient of determination ( $R^2$ ) to assess the explanatory power of the model. In addition, the relationships are presented visually through a path diagram.

## RESULTS AND DISCUSSION

### Findings

#### Descriptive Test Results

The results of descriptive tests on the variables of self-regulation, resilience (adversity quotient), resilience and psychological well-being are as follows.

**Table 3.** Descriptive Test Results

| Descriptives       |                 |                    |            |                          |
|--------------------|-----------------|--------------------|------------|--------------------------|
|                    | Self-Regulation | Adversity Quotient | Resilience | Psychological Well-Being |
| N                  | 248             | 248                | 248        | 248                      |
| Missing            | 0               | 0                  | 0          | 0                        |
| Mean               | 20.6            | 12.6               | 15.6       | 18.8                     |
| Median             | 20.0            | 12.0               | 15.0       | 18.0                     |
| Standard deviation | 4.25            | 2.03               | 2.52       | 2.95                     |
| Minimum            | 14              | 9                  | 11         | 13                       |
| Maximum            | 35              | 18                 | 22         | 25                       |
| Shapiro-Wilk W     | 0.912           | 0.921              | 0.942      | 0.955                    |
| Shapiro-Wilk p     | <.001           | <.001              | <.001      | <.001                    |

#### Correlation Matrix

The correlation matrix displays a visual representation of the correlation coefficients for all research variables, including self-regulation, adversity quotient, resilience, and psychological well-being. The correlation matrix was calculated using Jamovi with Spearman's rho correlation because the data were not normally distributed. The correlation matrix results are as follows.

**Table 4.** Correlation Matrix

| Correlation Matrix |                |                 |                    |            |                          |
|--------------------|----------------|-----------------|--------------------|------------|--------------------------|
|                    |                | Self-Regulation | Adversity Quotient | Resilience | Psychological Well-Being |
| Self-Regulation    | Spearman's rho | —               |                    |            |                          |
|                    | df             | —               |                    |            |                          |
|                    | p-value        | —               |                    |            |                          |
| Adversity Quotient | Spearman's rho | 0.544           | —                  |            |                          |
|                    | df             | 246             | —                  |            |                          |
|                    | p-value        | <.001           | —                  |            |                          |

|                          |                |       |       |       |   |
|--------------------------|----------------|-------|-------|-------|---|
| Resilience               | Spearman's rho | 0.535 | 0.640 | —     |   |
|                          | df             | 246   | 246   | —     |   |
|                          | p-value        | <.001 | <.001 | —     |   |
| Psychological Well-Being | Spearman's rho | 0.629 | 0.748 | 0.795 | — |
|                          | df             | 246   | 246   | 246   | — |
|                          | p-value        | <.001 | <.001 | <.001 | — |

From Table 4 above, it is shown that all variables have a statistically significant positive correlation,  $p < 0.001$  ( $< 0.05$ ).

### Description of Self-Regulation

The frequency distribution and percentage of the level of self-regulation of Islamic Religious Education teachers in this category can be seen in Table 5 below.

**Table 5.** Self-Regulation of Islamic Religious Education Teachers

| No     | Kriteria                          | Kategori      | Rentang Skor | f   | %     |
|--------|-----------------------------------|---------------|--------------|-----|-------|
| 1      | $X \geq \bar{X} + 1.SD$           | Sangat Tinggi | >25          | 42  | 16,94 |
| 2      | $\bar{X} + 1.SD > X \geq \bar{X}$ | Tinggi        | 21-25        | 69  | 27,82 |
| 3      | $\bar{X} > X \geq \bar{X} - 1.D$  | Rendah        | 16-20        | 122 | 49,19 |
| 4      | $X < \bar{X} - 1.SD$              | Sangat Rendah | < 16         | 15  | 6,048 |
| Jumlah |                                   |               |              | 248 | 100   |

### Describe the Adversity Quotient

The frequency distribution and percentage of the Adversity Quotient level of Islamic Religious Education teachers in this category can be seen in Table 6 below.

**Table 6.** Adversity Quotient of Islamic Religious Education Teachers

| No     | Kriteria                          | Kategori      | Rentang Skor | f   | %     |
|--------|-----------------------------------|---------------|--------------|-----|-------|
| 1      | $X \geq \bar{X} + 1.SD$           | Sangat Tinggi | >15          | 20  | 8,065 |
| 2      | $\bar{X} + 1.SD > X \geq \bar{X}$ | Tinggi        | 13-15        | 81  | 32,66 |
| 3      | $\bar{X} > X \geq \bar{X} - 1.D$  | Rendah        | 11-12        | 125 | 50,4  |
| 4      | $X < \bar{X} - 1.SD$              | Sangat Rendah | < 11         | 22  | 8,871 |
| Jumlah |                                   |               |              | 248 | 100   |

### Description of Resilience

The frequency distribution and percentage of the resilience level of Islamic Religious Education teachers in this category can be seen in Table 7 below.

**Table 7.** Resilience of Islamic Religious Education Teachers

| No | Kriteria                | Kategori      | Rentang Skor | f  | %     |
|----|-------------------------|---------------|--------------|----|-------|
| 1  | $X \geq \bar{X} + 1.SD$ | Sangat Tinggi | >18          | 37 | 14,92 |

|        |                                   |               |       |     |       |
|--------|-----------------------------------|---------------|-------|-----|-------|
| 2      | $\bar{X} + 1.SD > X \geq \bar{X}$ | Tinggi        | 16-18 | 74  | 29,84 |
| 3      | $\bar{X} > X \geq \bar{X} - 1.D$  | Rendah        | 13-15 | 116 | 46,77 |
| 4      | $X < \bar{X} - 1.SD$              | Sangat Rendah | < 13  | 21  | 8,468 |
| Jumlah |                                   |               |       | 248 | 100   |

### Description of Psychological Well-being

The frequency distribution and percentage of the level of Psychological Well-being of Islamic Religious Education teachers in this category can be seen in Table 8 below.

**Table 8.** Psychological Well-Being of Islamic Religious Education Teachers

| No     | Kriteria                          | Kategori      | Rentang Skor | f   | %     |
|--------|-----------------------------------|---------------|--------------|-----|-------|
| 1      | $X \geq \bar{X} + 1.SD$           | Sangat Tinggi | >21          | 52  | 20,97 |
| 2      | $\bar{X} + 1.SD > X \geq \bar{X}$ | Tinggi        | 19-21        | 56  | 22,58 |
| 3      | $\bar{X} > X \geq \bar{X} - 1.D$  | Rendah        | 15-18        | 125 | 50,4  |
| 4      | $X < \bar{X} - 1.SD$              | Sangat Rendah | < 15         | 15  | 6,048 |
| Jumlah |                                   |               |              | 248 | 100   |

### Feasibility Test Results

**Table 9.** Model Test and Fit Indices

| Model Tests    |                |    |       |
|----------------|----------------|----|-------|
| Label          | X <sup>2</sup> | df | p     |
| Baseline Model | 607            | 5  | <.001 |

### Fit Indices

| AIC  | BIC  | adj. BIC | SRMR  | RMSEA | RMSEA 95% CI |       | RMSEA p |
|------|------|----------|-------|-------|--------------|-------|---------|
|      |      |          |       |       | Lower        | Upper |         |
| 1813 | 1844 | 1816     | 0.000 | 0.000 | 0.000        | 0.000 | NaN     |

### Fit Indices

| CFI   | TLI   | RNI   | GFI   | adj. GFI | pars. GFI |
|-------|-------|-------|-------|----------|-----------|
| 1.000 | 1.000 | 1.000 | 1.000 | 1.000    | 0.000     |

From Table 9, it is known that the baseline model test results obtained a test value of  $p < 0.001$ , which means that there is a difference between the test analysis model and the ideal analysis model, so that robust is used. Based on the feasibility values of other models, the following values were obtained  $SRMR = 0.000$  ( $< 0.08$ ),  $RMSEA = 0.000$  ( $< 0.08$ ),  $CFI = 1.000$

( $\geq 0.90$ ), TLI=1.000 ( $\geq 0.90$ ), GFI=1.000 ( $\geq 0.90$ ). Thus, in general it is feasible to do path analysis.

### Path Analysis Test Results

The analysis results obtained the magnitude of the direct effect or influence of the self-regulation variable on resilience with a positive path coefficient of 0.160 (16%), CI=0.0998-0.221, with  $p < 0.001$ . The direct effect of adversity quotient on resilience with a positive path coefficient of 0.679 (67.9%), CI=0.5530-0.805, with  $p < 0.001$ . The magnitude of the direct effect of self-regulation on PWB with a positive path coefficient of 0.161 (16.1%), CI=0.1143-0.208, with  $p < 0.001$ . The direct effect of the adversity quotient variable on PWB is also positive at 0.457 (45.7%), CI=0.3450-0.569. Similarly, the direct effect of the resilience variable on PWB is positive at 0.572 (57.2%), CI=0.4801-0.664, with  $p < 0.001$ . Statistically, these five correlations are significant ( $p < 0.05$ ) (Table 1 and Table 10). These results can also be visualized in the Path Diagram (**Error! Reference source not found.**

**Table 10.** Results of Direct Influence Analysis

Parameter Estimates

| Dep                      | Pred               | Estimate | SE     | 95% Confidence Intervals |       | $\beta$ | z     | p     |
|--------------------------|--------------------|----------|--------|--------------------------|-------|---------|-------|-------|
|                          |                    |          |        | Lower                    | Upper |         |       |       |
| Resilience               | Self-Regulation    | 0.160    | 0.0308 | 0.0998                   | 0.221 | 0.270   | 5.20  | <.001 |
| Resilience               | Adversity Quotient | 0.679    | 0.0643 | 0.5530                   | 0.805 | 0.547   | 10.56 | <.001 |
| Psychological Well-Being | Self-Regulation    | 0.161    | 0.0239 | 0.1143                   | 0.208 | 0.232   | 6.73  | <.001 |
| Psychological Well-Being | Adversity Quotient | 0.457    | 0.0571 | 0.3450                   | 0.569 | 0.315   | 8.00  | <.001 |
| Psychological Well-Being | Resilience         | 0.572    | 0.0468 | 0.4801                   | 0.664 | 0.489   | 12.21 | <.001 |

The correlation or indirect effect of self-regulation on psychological well-being through the resilience variable was 0.092 (CI=0.054-0.129), with  $p < 0.001$ . This means that the indirect effect of self-regulation on psychological well-being is statistically significant ( $p < 0.05$ ), with a role of 9.2%. The indirect effect of adversity quotient on psychological well-being through the resilience variable is 0.388 (CI=0.293-0.484), with  $p < 0.001$ . This means that the indirect effect

of adversity quotient on psychological well-being is also statistically significant ( $p < 0.05$ ), with a role of 38.8%. This can be seen in Table 11.

**Table 11.** Results of Indirect Influence Analysis

Defined Parameters

| Label | Description                                                                                    | Parameter      | Estimate | SE    | 95% Confidence Intervals |       | $\beta$ | z     | p     |
|-------|------------------------------------------------------------------------------------------------|----------------|----------|-------|--------------------------|-------|---------|-------|-------|
|       |                                                                                                |                |          |       | Lower                    | Upper |         |       |       |
| IE1   | Self-Regulation $\Rightarrow$<br>Resilience $\Rightarrow$<br>Psychological<br>Well-Being       | $p1 \times p5$ | 0.092    | 0.019 | 0.054                    | 0.129 | 0.132   | 4.783 | <.001 |
| IE2   | Adversity<br>Quotient $\Rightarrow$<br>Resilience $\Rightarrow$<br>Psychological<br>Well-Being | $p2 \times p5$ | 0.388    | 0.049 | 0.293                    | 0.484 | 0.268   | 7.985 | <.001 |

The total effect of the exogenous variable self-regulation on psychological well-being was 0.253 (CI=1.196-0.309), with  $p < 0.001$ . The total effect of the variable adversity quotient on self-regulation on psychological well-being was 0.845 (CI=0.728-0.963), with  $p < 0.001$ . These results indicate that overall, self-regulation and adversity quotient are significant in improving psychological well-being, both directly and indirectly.

**Table 12.** Total Effect Analysis Results

*Total effects*

|                 |               |                          | Estimate | Std.<br>error | z-<br>value | p      | 95% Confidence Interval |       |
|-----------------|---------------|--------------------------|----------|---------------|-------------|--------|-------------------------|-------|
|                 |               |                          |          |               |             |        | Lower                   | Upper |
| Self-Regulation | $\rightarrow$ | Psychological Well-Being | 0.253    | 0.029         | 8.789       | < .001 | 0.196                   | 0.309 |

Total effects

|                    |                            | Estimate | Std. error | z-value | p      | 95% Confidence Interval |       |
|--------------------|----------------------------|----------|------------|---------|--------|-------------------------|-------|
|                    |                            |          |            |         |        | Lower                   | Upper |
| Adversity Quotient | → Psychological Well-Being | 0.845    | 0.060      | 14.079  | < .001 | 0.728                   | 0.963 |

Note. Estimator is ML.

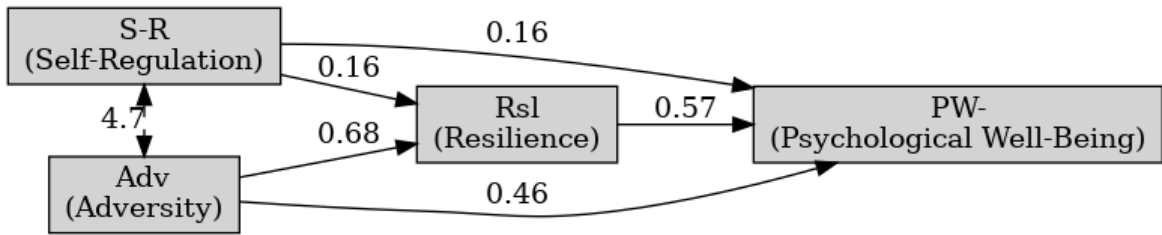


Figure 2. Path Diagram

Discussion

The results of this study provide a broad overview of the relationship between self-regulation, adversity quotient, resilience, and the psychological well-being of Islamic Religious Education teachers. The following is an in-depth discussion of these findings.

Self-regulation has a direct and significant effect on resilience. This finding is relevant to Albert Bandura's Social Cognitive Theory, which states that humans are active agents in shaping their own lives, and individuals will succeed if they have high confidence in their ability to overcome the problems they face (Bandura, 1997). This finding indicates that Islamic Religious Education teachers who have good self-regulation skills tend to be resilient. The ability to plan actions, monitor progress, and evaluate oneself enables teachers to be more effective in dealing with obstacles, pressures, and challenges. When teachers are able to manage their emotions well and adapt to change, they are better able to bounce back from difficulties. This is in line with the theory that states that self-regulation is a powerful tool in building resilience (De la Fuente Arias & Vera Martínez, 2020). These findings are also in line with previous studies stating that coping skills and emotional regulation are very important in developing resilience (Wang et al., 2025). Teachers who have good resilience are able to deal with stress and conflict (Pereira et al., 2021). Individual success requires strong self-efficacy and good resilience in facing life's challenges (Artino, 2012). Albert Bandura, in his social cognitive theory, emphasizes the role of self-efficacy, which is similar to the concept of self-regulation, in determining an individual's motivation and decisions (Szałachowski et al., 2024). Individuals with high self-efficacy tend to be more persistent and optimistic in facing difficulties, which is

a core aspect of resilience. Martin and Marsh state that self-efficacy is one of the predictors of academic resilience (Cassidy, 2015).

Adversity Quotient has a positive effect on resilience. This finding is in line with Stoltz's Adversity Quotient theory, which states that people with a high Adversity Quotient are called climbers, who strive to accomplish something without being forced (Stoltz, 1997). This finding regarding the positive influence of adversity quotient on resilience shows that the level of resilience possessed by Islamic Religious Education teachers directly affects their level of resilience. Teachers who have strong adversity quotient, are able to see challenges as opportunities to learn and grow, and have strong self-confidence in facing difficulties, will show higher levels of resilience. The experience of facing difficulties and how individuals respond to them plays an important role in shaping resilience. Students' experiences of facing difficulties and successfully overcoming them can increase academic resilience (Cassidy, 2015), and influence structural and higher levels (Hart et al., 2016). Individual differences in responses to difficulties and challenging situations are not solely determined by their resilience resources (Benjamin et al., 2021). An individual's ability to cope with the pressures that arise in various types of life difficulties is largely determined by their psychological strength (Eshel et al., 2021). Individuals with high levels of self-resilience tend to have lower stress levels (Chmitorz et al., 2018), which significantly affects performance. The more independent a person is in making career decisions (Ristiawansyah et al., 2022), the better their social relationships and academic achievements. Dimiyati's research explains that there is a relationship between students' resilience in learning and their problem-solving abilities (Dimiyati, 2022). Students who have high learning resilience can solve the learning problems they face.

Furthermore, based on the available data, there is a positive and significant influence of adversity quotient and resilience. It can be concluded that the higher a person's adversity quotient, the higher their level of resilience, and vice versa. This is in line with the results of a study conducted (Gayatri & Isrofin, 2021). which states that there is a positive and significant relationship between adversity quotient and resilience. This is also in line with the results of research conducted by Aulia & Kelly, which states that one of the factors that shape resilience is a person's ability to overcome problems and turn them into opportunities (AQ), so that individuals can overcome the difficulties they face and become resilient individuals (Dewi et al., 2016). This is also in line with the results of research conducted by Singh & Sharma, which found that individuals with a high level of adversity quotient can overcome misfortune or pressure, enabling them to bounce back and continue their lives in a better way (Singh & Sharma, 2017).

Self-regulation has a direct and significant effect on psychological well-being. This finding is in line with Martin Seligman's positive psychology theory, which states that psychological well-being is based on personal experience, with an emphasis on self-acceptance and self-development (Compton & Hoffman, 2020; Seligman, 2011). These findings confirm that self-regulation abilities directly contribute to the psychological well-being of IRE teachers. Teachers who are able to manage stress, control impulses, and maintain focus on goals tend to have higher levels of life satisfaction, positive emotions, and better psychological functioning. Self-regulation helps individuals cope with the demands of work and personal life in more adaptive ways, thereby improving their psychological well-being. Studies show that self-

regulation (SR) is related to PWB and SWB (Morosanova et al., 2021). Good self-regulation allows individuals to act in accordance with their intrinsic values and goals, feel competent in managing tasks, and build healthy relationships, all of which contribute to psychological well-being. Alkhatib's research shows that there is a positive correlation between psychological well-being and self-efficacy and positive thinking (Alkhatib, 2020). Meanwhile, Fomina et al. in their research show that the development of conscious self-regulation (SR) has a major impact on various aspects of psychological well-being (PWB) of school students. During early adolescence, awareness in regulating learning activities can be an important asset for PWB in the next level of education (Fomina et al., 2020).

Resilience has a direct and significant effect on psychological well-being. These results show that IRE teachers who have high levels of resilience also tend to have better psychological well-being. The ability to persevere and grow through difficulties can provide a sense of control, competence, and meaning in life, which in turn improves psychological well-being. Although adversity is a negative experience, the ability to deal with it effectively can have a positive impact on mental and emotional health. These findings are in line with Oh et al.'s opinion that mindfulness significantly improves psychological well-being (PWB) and strengthens resilience among millennials (Oh et al., 2022). Research conducted by Widhigdo proves that there is a significant relationship between resilience and PWB, and that resilience training can maintain an increase in participants' PWB scores in a short period of time (Widhigdo et al., 2020). Research by Nayeri and Aubi explains that resilience can predict 38.1% of psychological well-being (Nayeri & Aubi, 2011). This is in line with the findings of research conducted by Wahyu et al., which states that crowding has the ability to predict psychological well-being variables by 22.3% (Wahyu et al., 2020). Research conducted by Afiatin et al. states that perceptions of transformational leadership influence psychological well-being ( $p < 0.05$ ) (Afiatin et al., 2019). In the face of resilience and inequality, the key to improving health and well-being is to give individuals, groups, and communities more control over the factors that affect their lives, and these efforts must begin early in life (Hart et al., 2016).

Resilience has a direct and significant effect on psychological well-being. This finding is in line with Victor H. Vroom's Expectancy Theory (Vroom, 1964), which states that the strength of a person's actions depends on the strength of their expectation that those actions will be successful. This finding confirms the important role of resilience in promoting the psychological well-being of IRE teachers. Resilient teachers are able to cope with stress, adapt to change, and bounce back from setbacks, which directly contributes to positive feelings, life satisfaction, and optimal mental health. A previous literature review conducted by Ryff and Singer (2003) shows that individuals who possess resilience are able to maintain their physical health and psychological well-being (PWB), as well as recover from various difficult situations (Oh et al., 2022). This study is in line with research conducted by Acciari and colleagues (2019), which states that there is a close relationship between PWB levels and resilience (Acciari et al., 2019). This study is in line with research conducted by Thanoi et al., which states that resilience and perceived stress are more dominant predictors of PWB in Thai people (Thanoi et al., 2023). Fomina et al. state that the development of self-regulation awareness has a significant influence on various aspects of school students' PWB (Fomina et al., 2020). Resilience is related to psychological well-being and mental health. Yaghoobi & Moghadam explain that a positive

psychological approach provides tangible benefits for the psychological well-being of adolescents (Yaghoobi & Nesai Moghadam, 2019).

The indirect effect of self-regulation on psychological well-being through resilience was statistically significant ( $p < 0.05$ ), with a role of 9.2%. These results indicate that resilience mediates part of the effect of self-regulation on the psychological well-being of IRE teachers. This means that self-regulation not only directly improves psychological well-being but also indirectly through increased resilience. Teachers with good self-regulation tend to be more resilient, and it is this resilience that contributes to their psychological well-being. Although this mediating effect is significant, the proportion of the mediating role of 9.2% indicates that most of the effect of self-regulation on psychological well-being occurs directly. Regarding the mediating role of resilience, this finding is in line with the research by Benjamin.S et al., which states that resilience can mediate the relationship between social support and psychological well-being (Qi et al., 2021). There is ample evidence that self-regulation is an important factor in academic success and PWB (Morosanova et al., 2021). Ryff and Singer (2003) state that resilient people are able to protect themselves physically and enjoy well-being (Ryff & Singer, 2003).

The indirect effect of adversity quotient on psychological well-being through resilience was statistically significant ( $p < 0.001$ ), with a coefficient of 0.388 (CI=0.293-0.484) and a role of 38.8%. These findings reveal that resilience plays a significant mediating role in the relationship between adversity quotient and the psychological well-being of IRE teachers. The effect of adversity quotient on psychological well-being is largely explained by resilience. Teachers who are able to demonstrate resilience in facing adversity quotient will be better able to maintain or improve their psychological well-being. The magnitude of the mediating role (38.8%) indicates that resilience is an important mechanism that explains how teachers can remain well despite facing various challenges and difficulties. The finding that resilience mediates the influence of adversity quotient on psychological well-being to a greater extent (38.8%) is very interesting. This indicates that the ability to bounce back after facing difficulties plays an important role in determining how the adversity quotient ultimately affects psychological well-being. An individual's psychological well-being correlates with mental resilience and self-awareness (Oh et al., 2022). Stoltz uses the terms quitter, camper, and climber (Stoltz, 1997). Quitters are people who give up when faced with problems, campers are people who deal with problems by taking the least amount of risk, and climbers are people who successfully overcome problems (Sopiatin et al., 2011).

## CONCLUSION

This study contributes to the growing body of research on teacher well-being by explicitly examining the psychological factors influencing Islamic Religious Education (IRE) teachers. The findings extend previous studies by demonstrating the mediating role of resilience, particularly in explaining the effect of adversity quotient on psychological well-being. This highlights resilience as a central adaptive mechanism, offering new insights into how teachers sustain their well-being despite professional challenges. In practical terms, the results underscore the need for targeted interventions to strengthen self-regulation and resilience among IRE teachers. Professional development programs focusing on self-regulation strategies, institutional support systems that reduce stressors, and resilience-building interventions such as

mindfulness training or peer-support initiatives may significantly enhance teachers' psychological well-being. However, this study is not without limitations. The sample was limited to IRE teachers from a single institution and region, which may restrict the generalizability of the findings. Future research could address these limitations by including larger and more diverse samples, adopting longitudinal designs to capture changes over time, and conducting cross-cultural comparisons to examine the universality of these relationships.

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