THE RELATIONSHIP BETWEEN RELIGIOSITY AND PEER SOCIAL SUPPORT WITH PSYCHOLOGICAL WELL-BEING AMONG FEMALE STUDENTS AT DEMAK STATE HIGH SCHOOL 1

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Abstract
Adolescence is a crucial period marked by complex changes in physical, cognitive, and emotional aspects. Psychological well-being is an important foundation for adolescents in facing academic and social challenges. This study aims to analyze the relationship between religiosity and peer social support with psychological well-being in female students at SMA Negeri 1 Demak. The research design employs a quantitative correlational approach using total sampling, involving 240 female students in grade XI at SMA Negeri 1 Demak. The research instruments include the Centrality of Religiosity Scale, the Multidimensional Scale of Perceived Social Support, and the Psychological Well-being Short Scale, which have been validated through Confirmatory Factor Analysis. Data analysis was conducted using multiple linear regression with the assistance of SPSS version 25. The results of the study indicate that there is a relationship between religiosity and peer social support with psychological well-being among female students at SMA Negeri 1 Demak, with a significance value of 0.000 (p < 0.05). Both variables contribute 30.9% to the variance in students' psychological well-being. This study concludes that religiosity and peer social support are proven to be significant protective factors in enhancing psychological well-being among adolescent girls. Further research is recommended to be conducted in several schools to better generalize the findings.
Keywords: Religiosity, peer social support, psychological well-being, student.

Abstrak
Masa remaja merupakan periode krusial yang ditandai perubahan kompleks dalam aspek fisik, kognitif, dan emosional. Psychological well-being menjadi fondasi penting bagi remaja dalam menghadapi tantangan akademik dan sosial. Penelitian ini bertujuan menganalisis hubungan antara religiusitas dan dukungan sosial teman sebaya dengan psychological well-being pada siswa perempuan SMA Negeri 1 Demak. Desain penelitian menggunakan pendekatan kuantitatif korelasional dengan teknik total sampling melibatkan 240 siswa perempuan kelas XI SMA Negeri 1 Demak. Instrumen penelitian menggunakan The Centrality of Religiosity Scale, Multidimensional Scale of Perceived Social Support, dan Psychological well-being Short Scale yang telah divalidasi melalui Confirmatory Factor Analysis. Analisis data menggunakan regresi linier berganda dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa terdapat hubungan antara religiusitas dan dukungan sosial teman sebaya dengan psychological well being pada siswa perempuan SMA Negeri 1 Demak dengan nilai signifikansi sebesar 0,000 (p < 0,05). Kedua variabel berkontribusi 30,9% terhadap varians psychological

well-being siswa. Penelitian ini menyimpulkan bahwa religiusitas dan dukungan sosial teman sebaya terbukti menjadi faktor protektif yang signifikan dalam meningkatkan psychological well-being pada remaja perempuan. Penelitian selanjutnya disarankan dilakukan di beberapa sekolah agar temuan dapat digeneralisasikan dengan lebih baik.
Kata kunci: *Religiusitas, dukungan sosial teman sebaya, psychological well-being, siswa.*

INTRODUCTION

The adolescent phase is a period of growth characterized by various complex physical, cognitive, and emotional changes. Gender differences affect various psychological aspects, including in terms of religiosity, peer social support and *psychological well-being.* The results of a preliminary study on 51 female students in grade XI showed that the *psychological well-being* is in the medium category. This is in line with the results of the BK teacher's interview who stated that the emotional maturity of grade XI students is still not optimal, so their ability to manage their emotions is relatively low. As a result of these conditions, students have difficulty in receiving directions from teachers. Female students tend to show impulsive behavior and high sensitivity to peer friendship dynamics. This inability to manage emotions and social pressures can negatively impact these aspects *psychological well-being.* In this context, the existence of religious values and healthy social relationships is important to provide direction, meaning, and emotional support that can maintain adolescent psychological stability. High psychological well-being is able to help this individual fulfill his or her developmental tasks (Sa'adah et al., 2024).

In the adolescent phase, individuals begin to form self-identity and experience psychosocial challenges that affect their condition *psychological well-being* (Scott, 2021). According to Ryff (1995) There are six main dimensions in psychological well-being, including positive interpersonal relationships, self-acceptance, ability to manage the environment, having clear life goals, independence, and sustainable personal development. A high level of psychological well-being serves as an essential foundation for adolescents in forming balanced mental and emotional health. In the midst of academic demands, social pressures, and identity changes experienced by high school students, internal and external factors play a major role in shaping *well-being* them. One of the important internal aspects is religiosity.

Huber & Huber (2012) Viewing religiosity as a system that encompasses dimensions of belief, religious practice, religious experience, and a deep life orientation to spiritual values. Religiosity can provide meaning in life, inner peace, and be a source of strength in facing the pressures of life, thus contributing positively to *psychological well-being* Teenager (Klee & Bartkowski, 2024). In this case, the school that is the location of the research also supports the existence of a religiosity program called Thursday Talqi. This activity is a habit of reading the Quran every morning on the Thursday before KBM starts. This program aims to form a religious character in students.

In addition, external factors in the form of peer social support also play an important role. Zimet et al., (1988) emphasizes that social support by peers includes an individual's perception of the acceptance, help, and attention given by peers. In adolescence, peers become a major source of social interaction and emotional affiliation, where their presence can provide a sense of belonging, self-esteem, and help reduce stress. Align with the study Mitic et al., (2021) Which explains that strong peer support has been shown to be positively correlated with levels of psychological well-being.

The level of psychological well-being of adolescent girls in the medium category suggests that they are more sensitive to social relationships and often impulsive. Inability to manage emotions and peer pressure leads to difficulties in receiving direction from teachers and lowering *psychological well-being.* Thus, it is important to understand how the relationship between religiosity and peer social support is simultaneously related to students' psychological well-being. This study was conducted at a secondary education institution, namely SMA Negeri 1 Demak as a place to form students' character and identity (Ringganis & Darmayanti, 2023). Adolescents are in the stage of identity development as described by Erikson (1968) in psychosocial theory, i.e. the stage "*identity vs. role confusion*", in which the individual seeks to understand who he or she is and how he fits into his or her environment. Emotional instability, identity searching, and social pressure are common challenges in this phase (Branje et al., 2021).

Religiosity is not only the practice of worship, but also reflects how individuals integrate religious values in their lives. In adolescent life, religiosity serves as a system of meaning that allows them to interpret life experiences more positively and constructively, as well as to be a source of *Coping* in the face of stress (Novelia et al., 2024). On the other hand, relationships with peers have a unique role. In adolescence, dependence on parents begins to decline and is replaced by the need to be accepted by peers (Filia et al., 2021). Peers become social mirrors that affect the individual's self-perception and psychological well-being. Social support from peers in question Zimet et al., (1988) Not only is it in the form of practical help, but it also includes emotional validation, empathy, and solidarity that reinforce adolescents' sense of security and confidence.

The lack of support or the low quality of peer relationships can increase psychological risks in the form of disorders such as stress, anxiety, and depression. Therefore, the formation of students' psychological well-being is important to be examined based on the contribution of peer social support perceptions. The quality of healthy social relationships can help teens develop self-control, motivation, and effective problem-solving skills. *Psychological well-being* according to Ryff (1995) is the optimal condition of the individual in living a full and meaningful life. Six dimensions outlined Ryff (1995) reflect important aspects of healthy human development. In the context of adolescents, each of these dimensions can be influenced by religious experiences and social relationships in their daily lives.

Previous research by Mannion et al., (2024) conducted on high school students in Ireland resulted in a finding that there was no significant religious relationship with *psychological well-being*. However, belief in religious teachings has proven to be a predictor that plays a role in increasing *psychological well-being* to religious individuals. *Coping* A positive religion is associated with an increase in life purpose. Instead, the strategy *Coping* Religious negatives are associated with lower levels of psychological well-being. The findings state that religion in adolescent individuals has the potential to positively or negatively affect their psychological well-being, depending on the type *Coping* religious adaptations used. Meanwhile, in the research by Bunga, F. R. G. & Hazim (2025) showed that the variables of religiosity and social support simultaneously had a significant influence on *psychological well-being*.

Previous research by Lestari & Labibah (2024) showed results that religiosity and peer support were related to *psychological well-being* Students. Research by Sukmawati & Husna (2023) stated that there is a significant correlation between religiosity and social support in *psychological well-being* high school students who memorize the Qur'an. Relevant research topics were also conducted on elderly subjects. One of them is a study by E. D. Setiawan & Mariyati (2023) who found social support from peers had a positive correlation with the level of psychological well-being in the elderly group. The high level of support received will cause the level of welfare felt by individuals to also be higher. Meanwhile, research by Alidrus (2022) The results of the study were obtained namely the significance of the relationship between social support and religiosity to psychological well-being carried out by 130 inmates at the Pekanbaru Women's Correctional Institution.

Previous studies have shown that religiosity is positively related to *psychological well-being*. The high religiosity that adolescents have leads to a tendency to have a more optimistic perception of life, to be able to control negative emotions, and to have a clearer purpose in life (Navarrete García et al., 2023). Similarly, social support by peers is associated with increased feelings of belonging and life meaning, which further improves overall psychological well-being. However, there may be variations between individuals in internalizing religious values and perceptions of social support from peers. Therefore, the factors of religiosity and social support from peers need to be studied to see and explain empirically how they contribute to *psychological well-being* Students (R. M. W. Setiawan & Hartini, 2022). Thus, the purpose of this study is to analyze a relationship between religiosity and peer social support with *psychological well-being* female students of SMA Negeri 1 Demak.

METHOD

A quantitative approach through a correlational research design was used in this study. The goal is to describe the correlation between religiosity and social support of peers and *psychological well-being* female students of SMA Negeri 1 Demak. The population in this study includes 240 female students in class XI. Total *sampling* used as a method to sample to ensure members of the population as a whole get equal rights to participate in research (Creswell John and Creswell David, 2023). The likert scale is used as a data

collection technique. Data collection has instruments including: *The Centrality of Religiosity Scale* (CRS) as many as 33 items developed based on theory Huber & Huber (2012) and adapted by Purnomo & Suryadi (2018); *Multidimensional scale of perceived social support* (MSPSS) as many as 12 items developed by Zimet et al., (1988) and adapted by Sulistiani et al., (2022); and *Psychological well-being Short Scale* A total of 18 items developed Ryff (1995) and adapted by Humaidah & Mulyono (2025). All measuring instruments have tested the validity of the instrument using *Confirmatory Factor Analysis* (CFA). Data analysis is carried out to answer the formulation of the problem and test the research hypothesis. The techniques used include descriptive analysis and multiple linear regression. Before testing the hypothesis, a classical assumption test is carried out to ensure the validity of the regression results and avoid bias. Refers to Ghozali (2021), normality, linearity, multicollinearity, and heteroscedasticity tests need to be carried out as a classical assumption test. The help of SPSS software version 25 is required in performing the entire analysis.

RESULTS AND DISCUSSION

Based on the results obtained through research on 240 respondents, table 1 shows that the majority of adolescent girls in grade XI at SMA Negeri 1 Demak have high levels of religiosity. A similar opinion was put forward by Lang et al., (2020) that individuals gain peace of mind, feel that they are given ease in facing difficulties and feel more positive after performing religious rituals.

Table 1. Descriptive Analysis of Research

VARIABEL	N	MEAN	SD	CATEGORY
RELIGIOSITY	240	113.15	10.861	Height
PEER SOCIAL SUPPORT	240	38.03	6.491	Height
PSYCHOLOGICAL WELL-BEING	240	52.38	6.997	Medium

In the X2 variable, the majority of respondents showed high levels of social support, which came from peers, other individuals, and family. Research results Solehah et al., (2025) Showing the same result, strong social support from family and peers in adolescents led to a tendency to be better able to manage stress and maintain emotional stability. Meanwhile, students are at a moderate level for their level of psychological well-being. In this regard, psychological well-being, one of which is influenced by religiosity and social support (Schmutte & Ryff, 1997).

Table 2. Multiple Regression Test Results

PREDICTOR	B	T	SIG
RELIGIOSITY	0.159	2.549	0.011
PEER SOCIAL SUPPORT	0.459	7.354	0.000
R		0.556	
R2		0.309	
ADJUST R SQUARE		0.303	

F	52.920
SIG	0.000

The first hypothesis explains religiosity and *psychological well-being* female students of SMA Negeri 1 Demak had a positive relationship through a significance of 0.011 (p < 0.05). Therefore, results are obtained that support the concept of religiosity according to Huber & Huber (2012) With the explanation that religiosity is not only limited to the aspect of belief, but religiosity also includes spiritual experiences, personal and social religious practices, and value orientation that provides the direction of life. The positive correlation between religiosity and peer social support and psychological well-being in this study reflects that *psychological well-being* Adolescence is shaped by a combination of spiritual strength and positive social support. The findings are in line with the concept *psychological well-being* according to Ryff (1995) which describes the optimal condition of the individual in living a complete and meaningful life. Students with strong spiritual beliefs and adequate social support tend to have a positive outlook on life and better readiness to face challenges. The implication of these results is to emphasize the importance of improving students' psychological well-being through reinforced religious values and building a supportive social environment in schools.

The results of the study are supported by Alghozi & Robby (2022) with elderly subjects living in Griya Wreda Jambangan Surabaya and research by Undercover (2023) conducted on 191 Chinese students aged 18-30 in Hong Kong, both of whom stated that religiosity had a positive correlation with *psychological well-being*. Chui (2023) indirectly declare religiosity and *psychological well-being* related through gratitude and hope. These findings reinforce the results of the study, that religiosity has been shown to contribute to improved psychological well-being. Although the differences in age and social context are quite striking between adolescents, adults and the elderly, all three show that religious values have a positive influence on shaping a healthy psychological state. Further study by Syahril & Janna (2023) obtained research results in the form of religiosity variables and *psychological well-being* that are positively correlated to school counselors. The findings in the study reinforce that religiosity can be a protective and constructive factor that can improve *psychological well-being* individual, as reflected in the research data that a person's high religiosity cause an impact on the improvement of psychological well-being experienced.

The search for identity is an important issue in adolescent development, where religion acts as a stable framework that helps shape values, beliefs, and life goals as the basis of self-identity. Religion provides answers to various existential questions, while encouraging them to continue to search for the meaning of life. In addition, the process of forming adolescent identity is also influenced by the social and family environment. For some teenagers, religion serves as a guide in facing life's challenges, as well as providing a sense of security and clarity (Fuadah et al., 2024).

The second hypothesis suggests that social support from peers and *psychological well-being* have significant positive relationships through a significance value of 0.000 (p <

0.05). In adolescent life, especially in the school environment, peers are often a place to share and a source of self-identity strengthening. This support is important in creating a sense of security and confidence that supports healthy psychological development. When teens feel accepted and valued, they'll be better able to manage social and emotional pressures. Align with views Zimet et al., (1988) Who says that peer support is not only practical help but also includes emotional validation, empathy, and a sense of solidarity.

Research Pangestu & Nurhadianti (2024) states that peer social support with *psychological well-being* students of SMAN 57 Jakarta have a positive correlation. A similar opinion was also expressed by Awwaliyah et al., (2025) which states that peer social support has a significant positive effect on the psychological well-being of adolescents. This means that the higher the support received, the better their psychological well-being. In some studies, it is stated that women receive more social support than men.

Such as research conducted by Nurul (2024) showed that male students had different outcomes than female students who tended to be more active in seeking and receiving emotional support from family and peers. In contrast, male students are more likely to be independent and tend to receive support in the form of instrumentals, such as academic help from teachers or friends. Social support plays a role in providing assistance aimed at improving quality of life, mental health, self-confidence, and includes prayer, motivation, advice, and acceptance. According to Johnson & Medinnus (1969) The presence of others who provide support, motivation, and attention can contribute positively to the improvement of individual well-being

The third hypothesis proves that there is a significant positive relationship between religiosity and peer social support simultaneously with *psychological well-being* female students of SMA Negeri 1 Demak through the results of significance with a value of 0.000 ($p < 0.05$). These findings are in line with research Ghozali & Hazim (2025) and Lestari & Labibah (2024) which states that religiosity and peer social support together have an effect on *psychological well-being*. These findings are also reinforced by research Sukmawati & Husna (2023) in the context of students memorizing the Qur'an at the high school level, religiosity and peer social support have a vital role to improve psychological well-being. Likewise, the findings obtained show that the results of the regression analysis between religiosity and peer social support have a significant contribution to *psychological well-being*, with social support giving greater influence. This indicates that the existence of supportive social relationships, especially by peers, as well as religious values can form a strong psychological foundation for adolescents in facing emotional challenges.

Findings on religiosity and peer social support that contribute simultaneously to *psychological well-being* becomes increasingly relevant when associated with psychological characteristics based on gender differences, particularly in adolescent girls. The variables of religiosity and peer social support contributed 30.9% to the variability

psychological well-being which is indicated by the magnitude of the determination coefficient (0.309). The clear differences between men and women shape different mindsets and psychological conditions. Women tend to have emotional sensitivity, warmth and expressiveness. Research by Ramadhani et al., (2023) prove that the social support that women who are working has is quite closely correlated with *psychological well-being*. Furthermore, qualitative research conducted by Ratna, N. R & Syah, M. A (2021) gives an overview that generally a good level of psychological well-being is possessed by women who marry at a young age. Some of these findings reinforce that the condition *psychological well-being* Individuals are influenced by gender factors and age developmental stages, so it is relevant as a further study in the context of adolescent girls.

Research by Kurniawan et al., (2021) emphasized that guidance and counseling services play an important role in improving the psychological well-being of students. These findings are in line with the results of research showing that religiosity and peer social support are significant factors in the formation of *psychological well-being*. This means that Counseling Guidance has a strategic role in developing students' full potential, including in spiritual and social aspects, which ultimately supports optimal psychological functioning in daily life (Kurniawan et al., 2021).

Psychological well-being is a fundamental aspect that needs to be developed through guidance and counseling, in order to help students fulfill developmental tasks in personal-social, academic, and career aspects optimally (Eva et al., 2020). Students can take advantage of guidance and counseling services at school as a means to get help in solving problems that they are unable to overcome independently. In the process, the role of social support from peers can be optimized through guidance and counseling services so that the overall psychological well-being of students can be improved. The active role of guidance and counseling teachers in designing and implementing programs that suit the needs of students is needed to realize the function of guidance and counseling services in an effort to improve the psychological well-being of students.

School guidance and counseling teachers can implement the program through peer counseling services as part of guidance and counseling services. Group tutoring services can also be applied, where teachers act as group leaders who provide relevant information and guide discussions between group members in order to help each other achieve common goals. In addition to group guidance, teachers can also develop various other types of services, such as individual counseling, group counseling, classical services, and counseling to improve students' psychological well-being through various methods and techniques.

It is hoped that the results of this study can contribute to the field of guidance and counseling as the development of knowledge, especially in *the psychological well-being* of high school students. On the other hand, this study can be used as a reference for the next researcher. However, the study still has limitations, such as the use of sample locations that are only conducted in one school, thus limiting the generalization of results.

Therefore, further research is recommended to conduct research in several schools with the intention and purpose so that the results of the research can be better generalized.

CONCLUSION

From this study, it can be concluded that religiosity and *psychological well-being* have a significant positive relationship (p = 0.011 < 0.05), as well as peer social support and *psychological well-being* (p = 0.000 < 0.05). Both variables simultaneously showed a significant relationship with *psychological well-being* (p = 0.000 < 0.05), with a percentage of 30.9%. These findings support the hypothesis that religiosity and peer social support are factors that play an important role in shaping psychological well-being in female students. For further development, it is recommended that further research examine other factors that contribute to 69.1% of unexplained factors, as well as develop interventions based on spiritual and social aspects in guidance and counseling services in the school setting.

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