



Analysis of the Psychological Capital (PsyCap) of Guidance and Counseling Teachers in South Sulawesi: Implications for Improving Counseling Services in Schools

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Abstract. This study aims to analyze the psychological capital (PsyCap) of guidance and counseling teachers in South Sulawesi Province and identify the implications for improving counseling services in schools. Psychological capital includes components such as hope, self-efficacy, optimism, and resilience, considered important factors in improving the well-being of guidance and counseling teachers and the quality of counseling services provided. This study used survey methods and interviews with a sample of guidance and counseling teachers in a number of schools in South Sulawesi, totaling 251 spread at the equivalent SMP/MTS/SMA/SMK level. Data collection through questionnaires The Psychological Capital Questionnaire (PCQ) conforms to the previous PCQ construction developed by Luthans, F., Youssef-Morgan, C. M., and Avolio (2015) who measure psychological capital and conduct interviews to gain deeper insight into experiences in counseling services. Data analysis using descriptive analysis and ANOVA. The results showed that guidance and counseling teachers in South Sulawesi have varying levels of psychological capital (PsyCap). There are significant differences between guidance and counseling teachers with high and moderate levels of PsyCap in terms of self-efficacy, optimism, and resilience in the face of pressure. Psychological capital guidance and counseling teachers are in the high category. Specifically, the description of each aspect of the variables of psychological capital guidance and counseling teachers is that the aspect of expectation is in the high category, the aspect of confidence in values and resilience is in the high category, and the aspect of optimism is in the medium category. In the aspect of gender, regional origin, and school level, there is no difference in psychological capital teacher guidance and counseling. However, in terms of length of work and educational qualifications, there are differences in psychological capital teacher guidance and counseling. The implication of these findings is the need for the development of more effective training and support strategies to improve teacher PsyCap guidance and counseling. These findings have important implications for improving the quality of

counseling services in schools. Guidance and counseling teachers with higher psychological capital are better able to overcome challenges in working with students and parents, provide better support, and develop more effective solutions in the counseling process. Therefore, this research provides a foundation for the development of training and support programs aimed at improving PsyCap teacher guidance and counseling, which in turn will improve the quality of counseling services in schools.

Keywords: Psychological Capital, Psycan, Teacher Guidance and Counseling, Services.

1 Introduction

Teacher Guidance and Counseling is an element part of the Educational Process and is a key factor in the development of learners' potential and is also one of the important foundations in the development of learners in schools, including psychological development. [1] Guidance and counseling teachers have a significant role in helping students overcome psychological problems, plan careers, and develop social and emotional skills necessary to face challenges in life. However, the job of guidance and counseling teachers is not always easy, and they often face significant pressure, stress, and challenges in carrying out their duties. In order to carry out this task effectively, guidance and counseling teachers need to have adequate psychological capital, known as Psychological Capital. Psychological capital Teacher Guidance and counseling is the ability of guidance and counseling teachers to develop and utilize the psychological resources they have, such as optimism, hope, resilience, and self-efficacy, to provide effective guidance and counseling to students [2].

Further in research [3] Psychological Capital is a concept consisting of four components, namely self-efficacy, optimism, hope, and resilience. Self-efficacy reflects an individual's belief in his or her ability to succeed in the tasks at hand. Optimism involves a positive attitude and belief that good things will happen in the future. Hope includes the ability to set meaningful goals and plan steps to achieve them. Resilience involves the ability to overcome obstacles and recover from failure [4]. According to [5] Psychological capital is an individual's psychological capacity that plays a role in providing cognitive processes, self-motivation, the desire to strive to show satisfactory performance. According to [6] Psychological capital is a positive cognitive resource owned by individuals. Furthermore, psychological capital according to [7] Explains that psychological capital as a positive psychological resource is useful in predicting the psychological state, performance, and happiness level of individuals. Whereas, Goldsmith in [8] Defining psychological capital is part of an individual's personality that determines their productivity in psychology, which is in the form of perceptions about themselves, attitudes at work, ethics-oriented, and images of life.

In the context of guidance and counseling teachers, having four strong psychological capital components will have a positive influence on performance. Guidance and counseling teachers can develop and strengthen their capacities through psychological capital. In accordance with the opinion of Li, et al in [9] Psychological capital has a positive

influence on education, especially in the academic context because it can increase self-efficacy, hope, optimism and resilience. According to research conducted [10] About self-efficacy in guidance and counseling teachers shows high results in pedagogic, personality, social and professional sub-competencies. This can help teachers provide more effective support and motivate students to develop self-confidence. According to [11] Teachers with high self-efficacy will be more confident in providing effective guidance and counseling. Optimism and hope will motivate teachers to find the best solutions for students, while resilience will help them overcome challenges and recover from failure. These influences will ultimately have an impact on the quality of guidance and counseling services provided by the teacher. In addition, these four components of psychological capital can also affect students' motivation and achievement, their emotional well-being, and overall personal and academic development.

Strong psychological capital will enable guidance and counseling teachers to be effective in providing guidance and counseling services to students. In addition, according to [12] Teachers who have a high level of psychological capital tend to be better able to face challenges, motivate students, and provide quality guidance and counseling services. Psychological capital Give teachers the mental and emotional strength guidance and counseling necessary to cope with a variety of complex and demanding situations in their work. From the results of the study [13] revealed that Psychological Capital has a significant positive impact on teacher attitudes, behavior, and performance. This is reinforced in research [14] Which revealed that the psychological capital of guidance and counseling teachers is very influential on several aspects contained in students, including increasing student achievement, emotional well-being, and personal development of students.

However, the level of Psychological Capital Guidance and counseling teachers are not static. According to [15] There are certain factors that can affect the level of Psychological Capital somebody. These factors can be internal, such as an individual's personality, attitudes, and values, as well as external, such as the work environment and organizational support. In addition to psychological capital, there are other factors that affect the performance and effectiveness of guidance and counseling teachers. Some of the factors that can influence include institutional support, professional competence, work experience, supervision, and a supportive work environment [16]. Therefore, it is important to understand the factors that influence the psychological capital of guidance and counseling teachers in order to optimize the quality of services they provide to students. By exploring the influencing factors Psychological Capital, educational institutions and related parties can develop more effective strategies in building and maintaining strong psychological capital for guidance and counseling teachers [9].

In addition, several previous studies have discussed about Psychological Capital and the factors that influence Teacher Guidance and Counseling. Example [13] conduct a meta-analysis of the influence of Psycap on employee attitudes, behavior, and performance. [6] also develop research on development and impact Psychological Capital the result. Other research by [17] Studying influence Psycap as a moderator between emotional labor, burnout, and job satisfaction in teachers in China. In the context of Master Guidance and Counseling research by [18] dig about Psychological Capital in developing human competitive advantage. Other studies by [19] examines the relationship between Psychological Capital leaders and followers with climate. In addition, research

[20] Psychological capital relation to academic achievement; Impact Psychological capital for academic achievement and work performance, it is also related to procrastination and awareness [21]

Thus, research on the psychological capital of guidance and counseling teachers and influencing factors becomes very important. Through a deeper understanding of the concept of psychological capital and the factors that influence it, we can develop more effective strategies and interventions to increase psychological capital guidance and counseling teachers. This will have a positive impact on the quality of guidance and counseling services provided to students, as well as on their personal and academic development. In addition, this research will also provide a broader understanding of the role of guidance and counseling teachers in education and strengthen the legitimacy of the profession. Thus, this research is expected to make a valuable contribution to the development of education and student welfare

2 Research Approach

This study used quantitative and corational descriptive research. Quantitative research is research that describes or explains a problem whose results can be generalized. Thus, it is not too concerned with the depth of data or analysis and knowing the influence between variable X on variable Y. This research method is a heart survey, distributed and filled out online to guidance and counseling teachers in South Sulawesi. The data collection technique to be used in this study is the questionnaire Psychological Capital Questionnaire (PCQ) conforms to the previous PCQ construction developed by [22] There are 24 statements prepared based on four aspects of psychological capital, namely self-efficacy, optimism, hope, and resilience. Each component, represented by these 6 items, comes from a different measuring instrument which is then adapted into PCQ. In PCQ, the self-efficacy component refers to Parker's self-efficacy measuring instrument, the expectation component comes from the Snyder measuring instrument, the optimism component in PCQ is developed from Scheier and Carver measuring instruments, and the resilience component is developed from Wagnild and Young measuring instruments.

The reliability test at JASP showed that the realibility test by looking at McDonald's value of 0.866 and Cronbach's alpha with a value of 0.862. This shows that the Academic Psychological Capital Questionnaire is reliable, this is because McDonald's and Cronbach's alpha scores >0.60 . The analysis of the confirmatory factor analysis test shows that the validity test RMSEA value is $1.393e-9$, the CMIN / DF value shows a value of $390.199/167$ with a significance of 0.01, or < 2.0 can be said to be the model is in the fit category or the model is accepted, then by looking at the CFI value: 0.977, TLI: 0.974, GFI: 0.969 is at the expected fit value and the Academic Psychological Capital Questionnaire is valid for use

In this study, the data analysis technique used is descriptive analysis carried out with descriptive statistical tests with the help of JASP applications and Inferential Analysis this research consists of 2, namely a) Prerequisite Test analysis using normality test and data linearity test; b) hypothesis test using ANOVA which aims to see the differences that affect the psychological capital of Guidance and Counseling teachers

3 Result and Discussion

3.1 Result

Overview of Academic Psychological Capital

Table 1. Descriptive Analysis

Variable	Mean	SD	Category
<i>Academic Psychological Capital</i>	100.609	10.221	High
Hope	29.714	3.961	High
Belief	30.902	3.254	High
Resistance	24.008	3.874	High
Optimism	15.985	1.670	Medium

Based on the results of descriptive analysis in table 4, it shows that Academic Psychological Capital Teacher BK is in the high category with a mean value of 100,609 and SD = 10,221. Specifically, the description of each aspect of the BK Teacher Academic Psychological Capital variable, namely the Expectation aspect is in the high category with a mean value = 29,714 and SD = 3,961, the Confidence aspect with a mean value = 30,902 and SD = 3,254, and the Resilience aspect is also in the high category with a mean value = 24,008, and SD = 3,874. While the aspect of optimism is in the medium category with a mean value = 15,985, and SD = 1,670.

Table 2. Differences in Academic Psychological Capital of BK Teachers Based on Gender

	Mean	M-Square	p-Value
<i>Academic Psychological Capital</i>	100.609	214.006	0.153
<i>Master BK</i>			
Hope	29.714	8.908	0.453
Belief	30.902	20.220	0.168
Resistance	24.008	37.174	0.116
Optimism	15.985	1.104	0.531

Based on the results of data analysis in table 5 shows that there is no difference in Academic Psychological Capital of BK Teachers in terms of gender, this is proven that $p > 0.05$. Based on the results of the analysis per aspect, it was found that there was no significant difference in BK teachers in terms of hope, confidence, resilience, and optimism with a value of $p > 0.05$. Therefore, it can be concluded that between male and female BK teachers there is no difference in terms of several aspects of Academic Psychological Capital.

Table 3. Differences in Academic Psychological Capital of BK Teachers Based on Regional Origin

	Mean	M-Square	p-Value
<i>Academic Psychological Capital</i>	100.609	38.541	0.546
<i>Master BK</i>			
Hope	29.714	4.696	0.586
Belief	30.902	5.611	0.469
Resistance	24.008	7.628	0.478
Optimism	15.985	1.187	0.516

Based on the results of data analysis in table 6 shows that there is no difference in Academic Psychological Capital of BK Teachers in terms of regional origin, this is proven that $p > 0.05$. Based on the results of the analysis per aspect, it was found that there was no significant difference in BK teachers in terms of hope, confidence, resilience, and optimism with a value of $p > 0.05$. Therefore, it can be concluded that between BK teachers from South Sulawesi and outside South Sulawesi there is no difference in terms of several aspects of Academic Psychological Capital.

Table 4. Differences in Academic Psychological Capital of BK Teachers Based on Teaching School Level

	Mean	M-Square	p-Value
<i>Academic Psychological Capital</i>	100.609	22.398	0.645
<i>Master BK</i>			
Hope	29.714	1.600	0.751
Belief	30.902	3.921	0.545
Resistance	24.008	1.813	0.730
Optimism	15.985	0.020	0.933

Based on the results of data analysis in table 7 shows that there is no difference in Academic Psychological Capital of BK Teachers seen from the level of teaching school, this is proven that $p > 0.05$. Based on the results of the analysis per aspect, it was found that there was no significant difference in BK teachers in terms of hope, confidence, resilience, and optimism with a value of $p > 0.05$. Therefore, it can be concluded that between BK teachers who teach at the SMA/SMK/MA level and SMP/MTS there is no difference in terms of several aspects of Academic Psychological Capital .

Table 5. Differences in Academic Psychological Capital of BK Teachers Based on Length of Work

	Mean	M-Square	p-Value
<i>Academic Psychological Capital</i>	100.609	1560.837	$< .001^{***}$
<i>Master BK</i>			
Hope	29.714	151.008	0.002**

Belief	30.902	149.282	<,001***
Resistance	24.008	89.348	0.014*
Optimism	15.985	30.784	<,001***

Based on the results of data analysis in table 8 shows that there are differences in Academic Psychological Capital Teachers

BK judging from the length of work, it is proven that p is <0.001 , and the mean square is 1560.837. Based on the results of the analysis per indicator, it was found that there were significant differences in students in terms of p expectations <0.01 ; mean square= 151.008, confidence aspect with p value <0.001 ; mean square= 149.282, endurance aspect with p value <0.05 ; mean square= 89.348, and optimism aspect with p value <0.001 ; mean square= 30.784. Therefore, it can be concluded that between BK teachers with a length of work above 10 years with under 10 years have differences in terms of several aspects of Academic Psychological Capital. Thus, the descriptive difference can be seen in table 6.

Table 6. Descriptives-Total_A_PQC

Long Working as BK Teacher	Mean	SD	N
Over 10 years old	104.061	8.989	66
Under 10 years old	97.209	10.282	67

Table 7. Differences in Academic Psychological Capital of BK Teachers Based on Educational Qualifications

	Mean	M-Square	p-Value
<i>Academic Psychological Capital</i>	100.609	291.738	0.037*
<i>Master BK</i>			
Hope	29.714	24.209	0.202
Belief	30.902	28.388	0.043*
Resistance	24.008	21.749	0.227
Optimism	15.985	5.908	0.094

Based on the results of data analysis in table 10 shows that there are differences in Academic Psychological Capital BK Teachers in terms of their educational qualifications, it is proven that $p < 0.05$ and mean square value of 291,738. Based on the results of the analysis per indicator, it was found that there was no significant difference in students in terms of expectations, aspects of resilience, and aspects of optimism with a value of $p > 0.05$. Therefore, it can be concluded that between BK teachers with educational qualifications S1 Guidance and Counseling, S2 Guidance and Counseling, S1 not Guidance and Counseling, and S2 not Guidance and Counseling there is no difference seen from several aspects of Academic Psychological Capital namely hope, resilience, and optimism. However, this is different from the confidence aspect which shows a value

of $p < 0.05$, and a mean square of 28.388. Thus, based on these data, it can be concluded that there are significant differences in the confidence aspects of BK teachers in terms of their educational qualifications. The specifics of the differences in aspects of belief can be seen in table 8

Table 8. Descriptives-Total_APCQ_Keyakinan

Educational Qualifications	Mean	SD	N
S1 Guidance and Counseling	30.418	3.353	91
S2 Guidance and Counseling	32.292	2.579	24
S1 is not from Guidance and Counseling	30.625	3.777	8
S2 is not from Guidance and Counseling	32.200	2.300	10

3.2 Discussion

In the results of this study, it can be seen that the Academic Psychological Capital (APC) of Guidance and Counseling Teachers (BK) in South Sulawesi achieved a very high level of psychological capital, showing their psychological stability and well-being in the context of education. With a mean value of 100,609 and a standard deviation of 10,221, BK teachers in the region demonstrate exceptional levels of well-being. An in-depth analysis of APC components, such as hope, confidence, resilience, and optimism, also illustrates high levels in these aspects, except for optimism which is at a moderate level, with a mean of 15,985 and a standard deviation of 1,670. Although optimism is slightly lower compared to other aspects, this value still reflects the strong level of confidence and enthusiasm among BK teachers in South Sulawesi. This is in accordance with the results of research from [23] who revealed that the optimism of BK teachers in South Sulawesi is still quite high although slightly lower compared to other aspects. This value reflects the strong level of confidence and enthusiasm among BK teachers in South Sulawesi.

This study not only provides an overview of the Psychological Capital (APC) level of BK teachers, but also conducts an in-depth analysis of differences in APC levels based on several key variables. The findings showed that there was no significant difference in APC levels between male and female BK teachers, nor between those from South Sulawesi and outside South Sulawesi. These findings indicate that the psychological well-being of BK teachers is not influenced by gender factors or their regional origin. The study also found that there was no significant difference in APC levels based on the level of school they taught. This reflects the consistency of the level of Psychological Capital among BK teachers, no matter whether they teach at the primary, middle, or high school level. Thus, the results of this study show that the APC of BK teachers remains stable and is not affected by the level of education they teach.

This research provides in-depth insight into the factors that influence BK teachers' APC levels, while asserting that gender, regional origin, and school level do not have a significant impact on their psychological well-being. This is confirmed from the results of the study [24] shows that factors such as mindfulness, religiosity, goal mapping skills, social support, and self-concept of BK teachers can influence BK teachers' APC levels. These findings have important implications for developing strategies and support

programs for BK teachers, without having to consider these factors in an effort to improve their psychological well-being in diverse educational settings.

However, this revealed a striking difference when involving variables of work experience and educational qualifications in the analysis of the Psychological Capital (APC) level of BK teachers. BK teachers who have had more than 10 years of work experience show a higher level of APC compared to their peers who have less than 10 years of experience, according to the results of the study [25] which states that long work experience can make a positive contribution to the development of BK teachers' psychological capacities, such as optimism, hope, resilience, and self-efficacy, all of which are major components of APC. These findings indicate that long work experience contributes positively to the development of BK teachers' psychological capacities, such as optimism, hope, resilience, and self-efficacy, all of which are major components of APC.

In addition, the results of this study also highlight significant differences in the confidence levels of BK teachers based on their educational qualifications. BK teachers who have earned S2 degrees, both in the field of Guidance and Counseling and other fields, show a higher level of confidence compared to those who only have an S1 degree. These findings confirm the importance of advanced education in strengthening the psychological capacity of BK teachers, which is most likely reflected in the improvement of skills, knowledge, and in-depth understanding of aspects of psychology and counseling. This is in line with the findings in the study [26] which suggests that advanced education can strengthen the psychological capacity of BK teachers, which is most likely reflected in the improvement of skills, knowledge, and in-depth understanding of aspects of psychology and counseling. In this context, advanced education can help BK teachers to acquire more in-depth skills and knowledge of aspects of psychology and counseling, which in turn can help them in providing better support to students and school staff

This provides invaluable insights in identifying factors that contribute to the improvement of APC of BK teachers. Extensive work experience and advanced education not only enhance the professional competence of BK teachers, but also provide a solid foundation for the development of psychological aspects that are essential in helping students overcome various challenges and problems in the context of Education [27]. The implications of these findings could help education and teacher training institutions design more effective professional development programs, which would ultimately improve the quality of guidance and counselling services in schools.

Overall, this research provides an in-depth understanding of APC Guru BK in South Sulawesi. The results make an important contribution in understanding the factors that influence psychological capital in the context of education, which can be used as a basis for improving the well-being and job satisfaction of BK teachers. This information is very relevant for the development of more effective strategies, especially in increasing their confidence and optimism. This study not only benefits policy makers, but also education practitioners, providing a foundation to support and improve the working conditions of BK teachers. According to [28] With the increasing psychological well-being of BK teachers, it is expected that there will be an improvement in the quality of guidance and counselling services in schools, creating a better learning environment for students and helping to achieve overall better educational goals.

4 Conclusion

The results showed that Guidance and Counseling Teachers in South Sulawesi have varying levels of Psychological Capital (PsyCap). There are significant differences between guidance and counseling teachers with high and moderate levels of PsyCap in terms of self-efficacy, optimism, and resilience in the face of pressure. Psychological Capital Guru BK is in the high category. Specifically, the description of each aspect of the variables of Psychological Capital Guidance and Counseling Teachers is the aspect of expectation is in the high category, the aspect of confidence with values and the aspect of resilience is in the high category, while the aspect of optimism is in the medium category. In the aspect of gender, regional origin and school level, there is no difference in Psychological Capital Teacher BK. However, in terms of length of work and educational qualifications, there are differences in Psychological Capital Teacher Guidance and Counseling

The implication of these findings is the need for the development of more effective training and support strategies to improve teacher PsyCap Guidance and Counseling. These findings have important implications in improving the quality of counselling services in schools. Guidance and counseling teachers with higher Psychological Capital are better able to overcome challenges in working with students and parents, provide better support, and develop more effective solutions in the counseling process. Therefore, this research provides a foundation for the development of training and support programs aimed at improving PsyCap teacher guidance and counseling, which in turn will improve the quality of counseling services in schools

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