

Teacher Well-Being: the Teachers Perspective in the Special Region of Yogyakarta

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Abstract: The role of a teacher is vital to creating an effective and efficient educational process. Not everyone can become a teacher or lecturer because they are considered a profession that demands professionalism. Nonetheless, the role of a teacher in the educational process is not commensurate with the welfare conditions felt by the teachers; the workload is quite heavy, with emotional demands causing negative suggestions for teachers regarding their work. It is appropriate for policymakers related to the world of education to pay more attention to the construct of well-being in teachers. The aim of this research, thus, is to discover teachers' perspectives on teacher well-being that they experience while being teachers, starting from two attitudes in implementing teacher well-being (affective and cognitive), as well as what factors make them persist as teachers. This research used qualitative methods. The informants involved in this research were five teachers in the Special Region of Yogyakarta. Based on the data collection method, a triangulation test of sources, techniques, and time was carried out to test the validity of the data. This research revealed six aspects of teacher well-being, encompassing positive relationships with other people, autonomy, personal growth, environmental mastery, self-acceptance, and purpose in life. Family support and a positive view of the teaching profession are essential factors in improving teachers' well-being.

Keywords: Teacher Well-being; Teacher; Schools, Teacher Perspective

Abstrak: Peran seorang guru sangatlah penting untuk menciptakan proses pendidikan yang efektif dan efisien, mereka dianggap sebagai suatu profesi yang menuntut sikap profesionalitas, sehingga tidak semua orang dapat menjadi guru ataupun dosen. Peran seorang guru dalam proses pendidikan tidak sebanding dengan kondisi kesejahteraan yang dirasakan oleh para guru, beban kerja yang cukup berat dengan tuntutan emosional yang menyebabkan sugesti negatif bagi guru terhadap pekerjaannya. Sudah sepatutnya, para pemangku kebijakan terkait dunia pendidikan untuk lebih memperhatikan konstruk well-being pada guru. Tujuan penelitian adalah mengetahui perspektif guru terhadap teacher well-being yang mereka sarakan selama menjadi guru, mulai dari dua sikap

dalam penerapan teacher well - being (afektif dan kognitif), serta faktor apa saja yang membuat mereka bertaban menjadi guru. Penelitian ini menerapkan metode kualitatif Informan yang digunakan dalam penelitian ini yaitu 5 guru yang mengajar di Daerah Istimewa Yogyakarta. Berdasarkan metode pengumpulan data maka untuk menguji keabsahan data dilakukan uji triangulasi sumber, teknik, dan waktu. Penelitian ini mengungkap enam aspek dalam kesejahteraan guru, yaitu hubungan positif dengan orang lain, otonomi, pertumbuhan pribadi, penguasaan lingkungan, penerimaan diri, dan tujuan dalam hidup. Dukungan keluarga dan pandangan positif terhadap profesi guru menjadi faktor penting dalam menciptakan teacher well-being.

Kata Kunci: Perspektif guru; Guru; Teacher Well-being

INTRODUCTION

Education is one of the keys to success in developing human potential and talents. Among the supporting facilities to make this happen is the availability of a teacher who is competent in the field they will teach their students. The role of a teacher is vital to creating an effective and efficient educational process (Arum and Muzakki, 2022). According to the Republic of Indonesia (2005), teachers are considered a profession that demands professionalism, so not everyone can become a teacher or lecturer. It is also confirmed in Article 1, Paragraph 1, of the law, which states that a teacher is a professional educator whose primary tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, elementary education, and secondary education (Darmawan, 2020).

In reality, it is regrettable that the role of a teacher in the educational process is not commensurate with the welfare conditions felt they feel. Another problem faced is the quite heavy workload, with emotional demands, which causes negative suggestions for teachers regarding their work. Supposedly, policymakers related to the world of education should pay more attention to the construct of well-being in teachers (Saleh and Winesa, 2020).

The teacher's well-being construct has several scopes that can influence it, including affective attitudes, which focus on mood and person's positive or negative feelings. Second is a cognitive attitude, focusing on life satisfaction

regarding person's beliefs and personal pleasure regarding family, social, health, financial, and other needs (Trihantoyo and Ilmansyah, 2022). Several factors can affect teacher well-being, i.e., heredity, personality, life goals and demands, personal relationships, religiosity, and demographic characteristics (Kusumiati and Hestningsih, 2022). One strategy for building positive well-being is to carry out six stages: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Purwaningrum and Firdausi, 2022).

Research on teacher well-being has been explored before, such as that conducted by Pertiwi, Pratiwi, and Andriany (2021), stating that the lower teacher's well-being, the higher the burnout he feels and vice versa. Other research (Fachrurrozy and Issom, 2022) revealed that a good level of teacher well-being would influence teachers in teaching and help build positive relationships with students, making them feel closer to their teachers and comfortable during the learning process. Furthermore, a study (Hidayati, Kurniawan, and Asakir, 2023) asserted that teachers' well-being influences school quality. Much more research can be found regarding teachers' well-being. Nevertheless, **the urgency of this current research** is that most studies that could be found used quantitative research methods. In contrast, this research provides a different point of view employing qualitative research methods.

Based on the previous explanation, research on teacher well-being still needs to be carried out because proper implementation has not yet been realized. Therefore, it is fascinating to research teacher well-being from teachers' perspective in Yogyakarta. **The aim of this research**, thus, is to find out teachers' views on teacher well-being that they experienced while

becoming teachers, starting from two attitudes in implementing teacher well-being (affective and cognitive) and what factors made them persist as teachers.

RESEARCH METHOD

This research applied **qualitative methods** to explore facts empirically and objectively. According to Sugiyono (2011), qualitative research methods are often called naturalistic research methods since the research is carried out in natural conditions (natural settings). The type of research used was descriptive-qualitative. In general, descriptive research is non-hypothetical research, so there is no need to formulate a hypothesis in the research framework. **The informants** involved in this research were five teachers in the Special Region of Yogyakarta. Based on **the data collection method**, a triangulation test of source, technique, and time was performed to test the validity of the data (Moelong 1989). In the data collection technique, triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. Then, the method employed was in-depth interviews with informants. **This research aimed to dig deeper into teachers' perspectives regarding the well-being and** they experienced while being teachers.

RESULTS AND DISCUSSION

Results

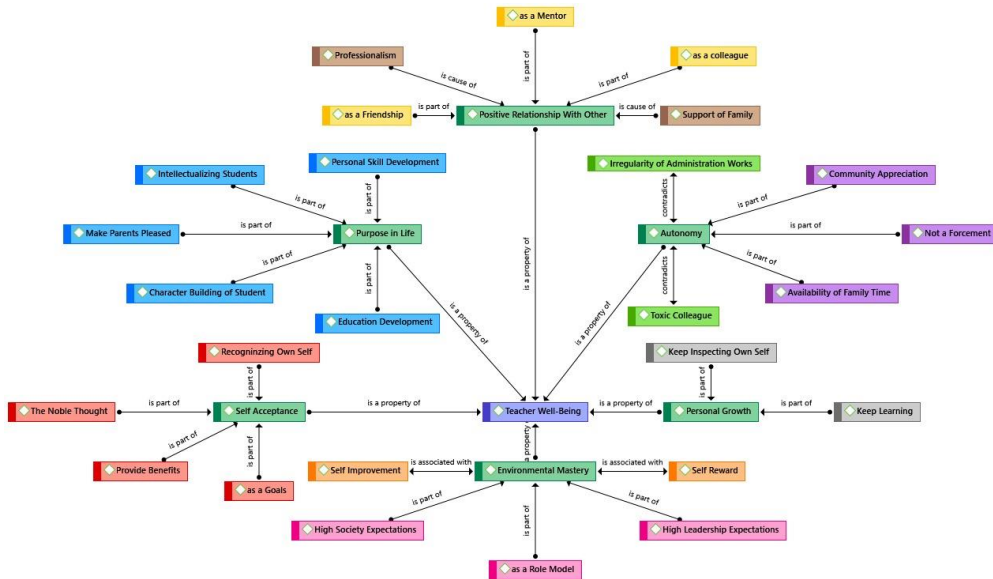


Figure 2. Aspects of teacher well-being

Teacher well-being in this research examined six aspects: positive relationships with others, autonomy, personal growth, environmental mastery, self-acceptance, and purpose in life. The research results obtained are as follows:

1. Relationships with others

This research found that teachers built relationships with colleagues at the school to serve as work mentors and friends. It was as stated by P2:

[“The principal was a mentor to me; he is mature, and his management skills are good. Thus, yes, we as teachers learn how to learn from the system they have built, structured, that is” (P2)]

Agreeing with the statement by P2, P4 also expressed the same opinion.

“Yes, thank God, I always try to maintain good relations with all teachers, staff, and employees at that school. I do not discriminate, and even with the cleaning service staff, when I pass them, I always at least say hello, ask how they are and how their day is, and shake hands with the cleaning service staff and others. When I meet people on the stairs,

wherever they are, I will take the time to communicate. Thus, while I am at school, God willing, I do not look for trouble and always maintain good relations with everyone at school” (P4)

These characteristics could be created due to family support and professional attitudes, as stated by P1:

“Family, Sir. Thank God, my family is all active (in activities); the community (in activities) is active, so the family that provides the most support... I always inform them about my progress and achievements; I always convey those to the entire extended family. Thus, those who provide support will be happy, including maybe if I passed PPG yesterday and went on to smaster’sa master’s degree, and the whole family would be happy.” (P1)

2. Autonomy

Research participants said thatsociety’s appreciation and positive views toward teachers made the teaching profession an option for career development. It was “at P3 said.

“The profession of a teacher for me personally is very noble because it does not just work every day from morning to evening, but there are life values; thus, it feels alive as it is related not only to things in this world but also in the hereafter. For me, the teacher teaches the value of kindness, which makes me feel happy, content, and calm because I hold this prop“ition: “When people die, there are three things that remain: useful knowledge, pious children, and *sadaqah*”*ariyah*.” I think one can get this useful knowledge when he becomes a teacher. Moreover, an elementary school teacher is extraordinary; that became the initial foundation for helping with the role of parent, and it is the meaning of life for me” (P3)

ApprovingP3’s statement, public appreciation and their views on the teaching profession were very high, as P4 admitted.

“[Teachers] m“t be a good role model for students and in the community because, as a teacher, not only at school but also at home, he is also seen as a figure in society, who is a reflection for the children in the community. Now, even in society, especially in Java, when there is a teacher in his environment, he is no longer called by his real name, but instead, he is called Mr. Teacher; it is a burden and an obligation for”s.” (P4)]

Apart from that, encouragement and support from the family, the availability of time with the family, and motivation from oneself in choosing a teacher became opportunities for career development, which are other supporting factors. It was as expressed by P5:“The dream of becoming a teacher has been my dream since elementary school, so when I became a teacher, I felt that the dream I had dreamed of 20 years ago had come true... My husband once told me to work as a teacher because, according to him, being a teacher requires regular working hours. My husband works shifts. Thus, he felt exhausted physically and mentally because he worked in a hotel, right? Sleep hours are for work, and work hours are for sleep. Therefore, on this basis, he asked me to pursue a career as a teacher” (P5)

On the other hand, several things that made these teachers feel burdened were toxic colleagues and high administrative burdens, as detailed by P1, P5, and P6:

"There are not any big obstacles, but the administration often annoys me because it takes up much time apart from teaching. Moreover, if it is time to change the curriculum, it is a hassle, Mas. For example, the change from the 2013 Curriculum to the Independent Curriculum." (P1)

"Another obstacle is that because we have more skills than older senior teachers, we are constantly involved. It indicates that because we are a private school, we are stuck with SK; when we have the competence that we are capable of, can do IT, at least use the office, yes, and any social media applications, we will continue to be involved. On the other hand, it is our plus, but on the other hand, it is an obstacle. In that sense, we delegate our work to other people; even our work can be done, but we will be involved because we have that skill and ability, whether we want or not." (P5)

"There are lots of meetings and administration, teacher's functional (duties) are degraded. It is unpleasant because sometimes, teaching hours, which are hours for educating thenation's children, are diverted to meetings. In practice, it is only a formality, and there is no substance, but because it is informal, it is part of the job. Thus, that is where it gets tough. As long as the meetings are outside of teaching hours, I will attend them, but if they are not during teaching hours, I will ask permission, and maybe if there are five meetings a month, I will only attend one as proof that I am running the administration" (P6)

3. Personal Growth

Personal growth was found that the teachers' self-development (personal growth) was always learning and reflecting on themselves so that they could continue to increase their potential. It was conveyed by P6, P3, and “:

"Undoubtedly, reading is a necessity for a teacher, yes; it creates a debate with people, both those in the same profession and non-professionals, because everyone is a teacher, in my opinion. By having a dialogue with them about other views and experiences, maybe there is something that can be taken as a lesson for my education. For example, I once met an artist; he talked about Indonesian education, which is currently very bad because it never teaches the sense of touch; that is what I got from the artist." (P6)

"Move, Mas, whatever. Move, create, and gather with people whose circle supports you." (P3)

"Time management, setting priorities, commitment, and having high fighting power." (P2)

4. Environment Mastery

The community or professional environment requires teachers to have specific standards. This demand did not burden teachers, but they made it something regular and mandatory to fulfill. It was as communicated by P1 and P3:

“When I was in society, teachers were seen as versatile, so it made me always have to improve myself. Teachers are also seen as having to have solutions to everything that happens in society.” (P1)

“Teachers are expected to play a role in providing insight and solutions to community problems, so it is always necessary to increase knowledge and develop.” (P3)

5. Self-acceptance

Teachers who are resource people are not free from all shortcomings and failures. However, these teachers did not dwell on or lament their shortcomings. Most teachers stated that their loss was when they failed to educate their students or failed to manage the school, as asserted by P3 and P5:

[“I feel that I have failed to prepare a successor; it turns out, yes, it is not quite what I expected. The second is forming people, teams, and families; it feels like a failure. Thus, after I was not there, it turned out that the impact of the conflict was greater. My doctrine to my friends all this time was that I felt like a failure. Yes, maybe, while I was there, we were in a unified state; even though there was an internal conflict, I could still resolve it. It even reaches the boss. Thus, and after I was no longer there, I got reports of declining teacher discipline, and the percentage of tardiness was high. Thus, I feel like I failed there. Also, it turns out that the culture I built has not reached that point yet, and maybe because I came at the beginning, people felt bad about it; maybe it is different now. That is what I think. Thank God I was still allowed to be a resource person for recitation studies at school; thus, it became my medium to convey it in my language. That way, hopefully, they will realize because, as I said, how did it end up being like this? It is food for thought, and that is in general. Personally, yes, some are still in contact; I left a message for my friends through that because that is the only way I feel care.” (P3)]

[... Thus, in the community around us, when there are students who might commit acts that break the law, break the rules, and cause things that provoke emotions, they report it first; we also collaborate with Bhabinkamtibmas (Bhayangkara Fostering Community Security and Order) residents so that when students start to gather together, it is to anticipate it.” (P5)]

6. Purpose in life

Increasing competence and knowledge is a priority for teachers. It aligns with statements in P2, P5, P6, and P4.

“The short-term goal is to graduate with a master’s degree and become a foundation teacher with NUPTK. It cannot be denied that these steps must be taken to be more prosperous. In the long term, I want to become a certified teacher.” (P5)

[“[I] can invest in education, and the greatest investment is an investment in education.” (P6)]

[“Teachers who are allowed to teach are those who continue to learn; from that, I can develop myself. Moreover, when I can learn, I have to learn technology; it makes children

happy to take civics lessons. Then, I broadened my insight because civics is very broad and not limited to that; it turns out what was said at the beginning was very broad; thus, I have to follow developments in this world.” (P4)]

Discussion

Regarding relationships with others, teachers felt the importance of positive relationships with school colleagues they considered mentors and friends. In line with what was stated (Zee and Koomen, 2016), good relationships with school colleagues, students, and stakeholder positively affect happiness. Likewise, family support is crucial in creating good relationships (Bragger et al., 2005), making teachers happy at school, and conducting their profession.

Positive relationships between teachers and school colleagues, especially with considered mentors and friends, are a crucial aspect of teachers' It not only has a positive impact on the quality of teaching but also contributes to teachers' job satisfaction and a better understanding of the dynamics within the school environment. Therefore, education and schools should promote a work culture that supports and facilitates these positive relationships.

Concern society's my, society's appreciation of the teaching profession and family support made teachers feel they had freedom in choosing a career, even though there were challenges, such as toxic co-workers and administrative burdens (Johari, Tan, and Zukarnain, 2016).

Teachers have a sense of autonomy in choosing and pursuing their careers despite potential obstacles like toxic co-workers and administrative obligations, thlargely thankso sosociety'sppreciation of the teaching profession and family support.

Even though community appreciation and family support have a positive impact on teachers's' career autonomy, it is also essential to note that several challenges within the teaching profession may remain. Some of them are colleagues with a “toxic” attitude or an increased administrative burden. Nevertheless, with community appreciation and family support, teachers can overcome these challenges better and remain focused on educating young people.

The significance of this appreciation and support cannot be ignored in improving the conditions of teachers and the education system as a whole. Governments, schools, and communities can play a role in creating an environment that supports teachers in achieving their full potential as educators.

Furthermore, for personal growth, teachers in this study continued to develop themselves through reading, dialogue with various people, being active, and implementing good time management (Chan et al., 2020).

Teacher self-development is a critical element of having a successful educational career. Teachers who continually strive to learn and improve their skills tend to be effective educators. This discussion explains how teachers can develop themselves through activities such as reading, dialogue with various people, being active, and practicing good time management, as well as their positive experiences in their profession.

Reading, conversation, movement, and excellent time management are crucial activities for teacher self-development that can help them become more successful instructors and have meaningful jobs. It also positively impacts the quality of teaching and student learning outcomes. Consequently, it is crucial for teachers to actively seek opportunities to develop themselves and maintain their well-being in a dynamic educational profession.

For environmental mastery, teachers viewed demands from society as something natural and felt the need to continue to improve their knowledge and skills (Wilson, Marks, Woolfson, and Durkin, 2020).

Teachers' views on the demands of society are a critical factor in their professional development. Teachers who see these demands as usual and feel the need to improve their knowledge and skills continually have a positive attitude toward self-development. In this discussion, it is explained, as well as how it can influence teachers' experiences in their profession.

The view of teachers who consider demands from society as usual and feel the need to continue to improve themselves creates conditions that support their professional development and the overall quality of education. Hence, teachers need to maintain an open attitude towards lifelong learning and continuously strive to improve the quality of their teaching.

Regarding self-acceptance, teachers were not too burdened by their failures and shortcomings. Still, they used these experiences as lessons to improve themselves and continue to care about students and the school (Luoma and Platt, 2015).

Teachers who can face their failures and shortcomings wisely have an essential attitude in education. They not only accept that failure is part of the learning process but also use these experiences as valuable lessons to improve themselves and continue to care about students and the school.

The attitude of teachers not too burdened by their failures and shortcomings is also a principal factor in the professional development and experience of teachers in their profession. It helps them to continue learning, improving themselves, and maintaining their commitment to education. This attitude also creates an environment that supports teachers' professional development and the overall quality of education.

In terms of purpose in life, teachers had the goal of continuing to improve their competence and knowledge to have a more significant impact on education.

Teachers' perspectives on teacher well-being, including their attitudes toward its application (affective and cognitive) and the factors that made them persist in this profession, are highly relevant topics in the educational context. Teachers' well-being impacts not only their quality of life but also teaching effectiveness and student learning outcomes, as described as follows:

1. Affective Attitudes in Implementing Teacher Well-Being

Teachers with an excellent affective attitude towards teacher's well-being are those who care about their physical and emotional well-being. They know the importance of maintaining a balance between work and personal life and recognize any signs of stress or burnout they may be experiencing. These teachers also feel it is essential to care for non-academic aspects of their lives, such as physical health and social relationships.

2. Cognitive Attitudes in Implementing Teacher Well-Being

The cognitive attitude aspect of teacher well-being includes teachers' understanding teachers' significance of professional development and the implementation of effective teaching strategies. Teachers with a positive

cognitive attitude toward their well-being are more likely to seek additional training, keep abreast of education developments, and continually use reflection to improve their teaching practices. They also have confidence in their ability to overcome challenges in the teaching profession.

3. Factors that Make Teachers Remain in the Profession

Several factors can explain why most teachers remain in the profession despite their many challenges and pressures. These factors include a) Social support: Teachers who feel supported by colleagues, principals, and families tend to have higher levels of job satisfaction and are more likely to remain in the profession; b) Work and personal life balance: Teachers who can maintain a balance between their work and personal life tend to be happier and less prone to burnout; c) Recognition and appreciation: Teachers who receive recognition and appreciation for their hard work feel appreciated and motivated to continue contributing to education; and d) Professional development: Teachers with access to training and opportunities for professional development tend to be more skilled at overcoming challenges in the profession.

Teacher well-being is not only an individual's individual'sity but also the responsibility of the school and the education system. Creating an environment that supports teachers in affective and cognitive aspects and recognizes and appreciates their contributions can help teachers stay in the profession and maintain a high quality of education.

CONCLUSION

This research revealed six aspects of teacher well-being that had positive relationships, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Besides, family support and a positive view of the teaching profession are vital factors in creating teachers' well-being.

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Abstract: The role of a teacher is vital to creating an effective and efficient educational process. Not everyone can become a teacher or lecturer because they are considered a profession that demands professionalism. Nonetheless, the role of a teacher in the educational process is not commensurate with the welfare conditions felt by the teachers; the workload is quite heavy, with emotional demands causing negative suggestions for teachers regarding their work. It is appropriate for policymakers related to the world of education to pay more attention to the construct of well-being in teachers. The aim of this research, thus, is to discover teachers' perspectives on teacher well-being that they experience while being teachers, starting from two attitudes in implementing teacher well-being (affective and cognitive), as well as what factors make them persist as teachers. This research used qualitative methods. The informants involved in this research were five teachers in the Special Region of Yogyakarta. Based on the data collection method, a triangulation test of sources, techniques, and time was carried out to test the validity of the data. This research revealed six aspects of teacher well-being, encompassing positive relationships with other people, autonomy, personal growth, environmental mastery, self-acceptance, and purpose in life. Family support and a positive view of the teaching profession are essential factors in improving teachers' well-being.

Keywords: Teacher Well-being; Teacher; Schools, Teacher Perspective

Abstrak: Peran seorang guru sangatlah penting untuk menciptakan proses pendidikan yang efektif dan efisien, mereka dianggap sebagai suatu profesi yang menuntut sikap profesionalitas, sehingga tidak semua orang dapat menjadi guru ataupun dosen. Peran seorang guru dalam proses pendidikan tidak sebanding dengan kondisi kesejahteraan yang dirasakan oleh para guru, beban kerja yang cukup berat dengan tuntutan emosional yang menyebabkan sugesti negatif bagi guru terhadap pekerjaannya. Sudah sepatutnya, para pemangku kebijakan terkait dunia pendidikan untuk lebih memperhatikan konstruk well-being pada guru. Tujuan penelitian adalah mengetahui perspektif guru terhadap teacher well-being yang mereka rasakan selama menjadi guru, mulai dari dua sikap

dalam penerapan teacher well-being (afektif dan kognitif), serta faktor apa saja yang membuat mereka bertahan menjadi guru. Penelitian ini menerapkan metode kualitatif Informan yang digunakan dalam penelitian ini yaitu 5 guru yang mengajar di Daerah Istimewa Yogyakarta. Berdasarkan metode pengumpulan data maka untuk menguji keabsahan data dilakukan uji triangulasi sumber, teknik dan waktu. Penelitian ini mengungkap enam aspek dalam kesejahteraan guru, yaitu hubungan positif dengan orang lain, otonomi, pertumbuhan pribadi, penguasaan lingkungan, penerimaan diri, dan tujuan dalam hidup. Dukungan keluarga dan pandangan positif terhadap profesi guru menjadi faktor penting dalam menciptakan teacher well-being.

Kata Kunci: Perspektif guru; Guru; Teacher Well-being

INTRODUCTION

Education is one of the keys to success in developing human potential and talents. Among the supporting facilities to make this happen is the availability of a teacher who is competent in the field they will teach their students. The role of a teacher is vital to creating an effective and efficient educational process (Arum and Muzakki, 2022). According to the Republic of Indonesia (2005), teachers are considered a profession that demands professionalism, so not everyone can become a teacher or lecturer. It is also confirmed in Article 1, Paragraph 1, of the law, which states that a teacher is a professional educator whose primary tasks are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education through formal education, elementary education, and secondary education (Darmawan, 2020).

In reality, it is regrettable that the role of a teacher in the educational process is not commensurate with the welfare conditions felt they feel. Another problem faced is the quite heavy workload, with emotional demands, which causes negative suggestions for teachers regarding their work. Supposedly, policymakers related to the world of education should pay more attention to the construct of well-being in teachers (Saleh and Winesa, 2020).

The teacher's well-being construct has several scopes that can influence it, including affective attitudes, which focus on mood and person's positive or negative feelings. Second is a cognitive attitude, focusing on life satisfaction

regarding person's beliefs and personal pleasure regarding family, social, health, financial, and other needs (Trihantoyo and Ilmansyah, 2022). Several factors can affect teacher well-being, i.e., heredity, personality, life goals and demands, personal relationships, religiosity, and demographic characteristics (Kusumiati and Hestinationsih, 2022). One strategy for building positive well-being is to carry out six stages: self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth (Purwaningrum and Firdausi, 2022).

Research on teacher well-being has been explored before, such as that conducted by Pertiwi, Pratiwi, and Andriany (2021), stating that the lower teacher's well-being, the higher the burnout he feels and vice versa. Other research (Fachrurrozy and Issom, 2022) revealed that a good level of teacher well-being would influence teachers in teaching and help build positive relationships with students, making them feel closer to their teachers and comfortable during the learning process. Furthermore, a study (Hidayati, Kurniawan, and Asakir, 2023) asserted that teachers' well-being influences school quality. Much more research can be found regarding teachers' well-being. Nevertheless, **the urgency of this current research** is that most studies that could be found used quantitative research methods. In contrast, this research provides a different point of view employing qualitative research methods.

Based on the previous explanation, research on teacher well-being still needs to be carried out because proper implementation has not yet been realized. Therefore, it is fascinating to research teacher well-being from teachers' perspective in Yogyakarta. **The aim of this research**, thus, is to find out teachers' views on teacher well-being that they experienced while

becoming teachers, starting from two attitudes in implementing teacher well-being (affective and cognitive) and what factors made them persist as teachers.

RESEARCH METHOD

This research applied **qualitative methods** to explore facts empirically and objectively. According to Sugiyono (2011), qualitative research methods are often called naturalistic research methods since the research is carried out in natural conditions (natural settings). The type of research used was descriptive-qualitative. In general, descriptive research is non-hypothetical research, so there is no need to formulate a hypothesis in the research framework. **The informants** involved in this research were five teachers in the Special Region of Yogyakarta. Based on **the data collection method**, a triangulation test of source, technique, and time was performed to test the validity of the data (Moelong 1989). In the data collection technique, triangulation is defined as a data collection technique that combines various existing data collection techniques and data sources. Then, the method employed was in-depth interviews with informants. **This research aimed to dig deeper into teateachers' spectives regarding the well-being and** they experienced while being teachers.

RESULTS AND DISCUSSION

Results



Figure 2. Aspects of teacher well-being

Teacher well-being in this research examined six aspects: ² positive relationships with others, autonomy, personal growth, environmental mastery, self-acceptance, and purpose in life. The research results obtained are as follows:

1. Relationships with others

This research found that teachers built relationships with colleagues at the school to serve as work mentors and friends. It was as stated by P2:

["The principal was a mentor to me; he is mature, and his management skills are good. Thus, yes, we as teachers learn how to learn from the system they have built, structured, that is" (P2)]

Agreeing with the statement by P2, P4 also expressed the same opinion.

"Yes, thank God, I always try to maintain good relations with all teachers, staff, and employees at that school. I do not discriminate, and even with the cleaning service staff, when I pass them, I always at least say hello, ask how they are and how their day is, and shake hands with the cleaning service staff and others. When I meet people on the stairs,

wherever they are, I will take the time to communicate. Thus, while I am at school, God willing, I do not look for trouble and always maintain good relations with everyone at school” (P4)

These characteristics could be created due to family support and professional attitudes, as stated by P1:

“Family, Sir. Thank God, my family is all active (in activities); the community (in activities) is active, so the family that provides the most support... I always inform them about my progress and achievements; I always convey those to the entire extended family. Thus, those who provide support will be happy, including maybe if I passed PPG yesterday and went on to smaster’s a master’s degree, and the whole family would be happy.” (P1)

2. Autonomy

Research participants said that society’s appreciation and positive views toward teachers made the teaching profession an option for career development. It was “at P3 said.

"The profession of a teacher for me personally is very noble because it does not just work every day from morning to evening, but there are life values; thus, it feels alive as it is related not only to things in this world but also in the hereafter. For me, the teacher teaches the value of kindness, which makes me feel happy, content, and calm because I hold this prop“ition: "When people die, there are three things that remain: useful knowledge, pious children, and *sadaqah*" *ariyah*." I think one can get this useful knowledge when he becomes a teacher. Moreover, an elementary school teacher is extraordinary; that became the initial foundation for helping with the role of parent, and it is the meaning of life for me” (P3)

Approving P3’s statement, public appreciation and their views on the teaching profession were very high, as P4 admitted.

"[Teachers] m“t be a good role model for students and in the community because, as a teacher, not only at school but also at home, he is also seen as a figure in society, who is a reflection for the children in the community. Now, even in society, especially in Java, when there is a teacher in his environment, he is no longer called by his real name, but instead, he is called Mr. Teacher; it is a burden and an obligation for”s." (P4)

Apart from that, encouragement and support from the family, the availability of time with the family, and motivation from oneself in choosing a teacher became opportunities for career development, which are other supporting factors. It was as expressed by P5:“The dream of becoming a teacher has been my dream since elementary school, so when I became a teacher, I felt that the dream I had dreamed of 20 years ago had come true... My husband once told me to work as a teacher because, according to him, being a teacher requires regular working hours. My husband works shifts. Thus, he felt exhausted physically and mentally because he worked in a hotel, right? Sleep hours are for work, and work hours are for sleep. Therefore, on this basis, he asked me to pursue a career as a teacher” (P5)

On the other hand, several things that made these teachers feel burdened were toxic colleagues and high administrative burdens, as detailed by P1, P5, and P6:

"There are not any big obstacles, but the administration often annoys me because it takes up much time apart from teaching. Moreover, if it is time to change the curriculum, it is a hassle, Mas. For example, the change from the 2013 Curriculum to the Independent Curriculum." (P1)

"Another obstacle is that because we have more skills than older senior teachers, we are constantly involved. It indicates that because we are a private school, we are stuck with SK; when we have the competence that we are capable of, can do IT, at least use the office, yes, and any social media applications, we will continue to be involved. On the other hand, it is our plus, but on the other hand, it is an obstacle. In that sense, we delegate our work to other people; even our work can be done, but we will be involved because we have that skill and ability, whether we want it or not." (P5)

"There are lots of meetings and administration, teacher's functional (duties) are degraded. It is unpleasant because sometimes, teaching hours, which are hours for educating the nation's children, are diverted to meetings. In practice, it is only a formality, and there is no substance, but because it is informal, it is part of the job. Thus, that is where it gets tough. As long as the meetings are outside of teaching hours, I will attend them, but if they are not during teaching hours, I will ask permission, and maybe if there are five meetings a month, I will only attend one as proof that I am running the administration" (P6)

3. Personal Growth

Personal growth was found that the teachers' self-development (personal growth) was always learning and reflecting on themselves so that they could continue to increase their potential. It was conveyed by P6, P3, and “:

"Undoubtedly, reading is a necessity for a teacher, yes; it creates a debate with people, both those in the same profession and non-professionals, because everyone is a teacher, in my opinion. By having a dialogue with them about other views and experiences, maybe there is something that can be taken as a lesson for my education. For example, I once met an artist; he talked about Indonesian education, which is currently very bad because it never teaches the sense of touch; that is what I got from the artist." (P6)

"Move, Mas, whatever. Move, create, and gather with people whose circle supports you." (P3)

"Time management, setting priorities, commitment, and having high fighting power." (P2)

4. Environment Mastery

The community or professional environment requires teachers to have specific standards. This demand did not burden teachers, but they made it something regular and mandatory to fulfill. It was as communicated by P1 and P3:

“When I was in society, teachers were seen as versatile, so it made me always have to improve myself. Teachers are also seen as having to have solutions to everything that happens in society.” (P1)

“Teachers are expected to play a role in providing insight and solutions to community problems, so it is always necessary to increase knowledge and develop.” (P3)

5. Self-acceptance

Teachers who are resource people are not free from all shortcomings and failures. However, these teachers did not dwell on or lament their shortcomings. Most teachers stated that their loss was when they failed to educate their students or failed to manage the school, as asserted by P3 and P5:

[“I feel that I have failed to prepare a successor; it turns out, yes, it is not quite what I expected. The second is forming people, teams, and families; it feels like a failure. Thus, after I was not there, it turned out that the impact of the conflict was greater. My doctrine to my friends all this time was that I felt like a failure. Yes, maybe, while I was there, we were in a unified state; even though there was an internal conflict, I could still resolve it. It even reaches the boss. Thus, and after I was no longer there, I got reports of declining teacher discipline, and the percentage of tardiness was high. Thus, I feel like I failed there. Also, it turns out that the culture I built has not reached that point yet, and maybe because I came at the beginning, people felt bad about it; maybe it is different now. That is what I think. Thank God I was still allowed to be a resource person for recitation studies at school; thus, it became my medium to convey it in my language. That way, hopefully, they will realize because, as I said, how did it end up being like this? It is food for thought, and that is in general. Personally, yes, some are still in contact; I left a message for my friends through that because that is the only way I feel care.” (P3)]

[... Thus, in the community around us, when there are students who might commit acts that break the law, break the rules, and cause things that provoke emotions, they report it first; we also collaborate with Bhabinkamtibmas (Bhayangkara Fostering Community Security and Order) residents so that when students start to gather together, it is to anticipate it.” (P5)]

6. Purpose in life

Increasing competence and knowledge is a priority for teachers. It aligns with statements in P2, P5, P6, and P4.

“The short-term goal is to graduate with a master’s degree and become a foundation teacher with NUPTK. It cannot be denied that these steps must be taken to be more prosperous. In the long term, I want to become a certified teacher.” (P5)

[“[I] can invest in education, and the greatest investment is an investment in education.” (P6)]

[“Teachers who are allowed to teach are those who continue to learn; from that, I can develop myself. Moreover, when I can learn, I have to learn technology; it makes children

happy to take civics lessons. Then, I broadened my insight because civics is very broad and not limited to that; it turns out what was said at the beginning was very broad; thus, I have to follow developments in this world.” (P4)]

Discussion

Regarding relationships with others, teachers felt the importance of positive relationships with school colleagues they considered mentors and friends. In line with what was stated (Zee and Koomen, 2016), good relationships with school colleagues, students, and stakeholder positively affect happiness. Likewise, family support is crucial in creating good relationships (Bragger et al., 2005), making teachers happy at school, and conducting their profession.

Positive relationships between teachers and school colleagues, especially with considered mentors and friends, are a crucial aspect of teachers' It not only has a positive impact on the quality of teaching but also contributes to teachers' job satisfaction and a better understanding of the dynamics within the school environment. Therefore, education and schools should promote a work culture that supports and facilitates these positive relationships.

Concern society's my, society's appreciation of the teaching profession and family support made teachers feel they had freedom in choosing a career, even though there were challenges, such as toxic co-workers and administrative burdens (Johari, Tan, and Zukarnain, 2016).

Teachers have a sense of autonomy in choosing and pursuing their careers despite potential obstacles like toxic co-workers and administrative obligations, thlargely thankso sosociety'sppreciation of the teaching profession and family support.

Even though community appreciation and family support have a positive impact on teachers's' career autonomy, it is also essential to note that several challenges within the teaching profession may remain. Some of them are colleagues with a “toxic” attitude or an increased administrative burden. Nevertheless, with community appreciation and family support, teachers can overcome these challenges better and remain focused on educating young people.

The significance of this appreciation and support cannot be ignored in improving the conditions of teachers and the education system as a whole. Governments, schools, and communities can play a role in creating an environment that supports teachers in achieving their full potential as educators.

Furthermore, for personal growth, teachers in this study continued to develop themselves through reading, dialogue with various people, being active, and implementing good time management (Chan et al., 2020).

Teacher self-development is a critical element of having a successful educational career. Teachers who continually strive to learn and improve their skills tend to be effective educators. This discussion explains how teachers can develop themselves through activities such as reading, dialogue with various people, being active, and practicing good time management, as well as their positive impact on teachers' experiences in their profession.

Reading, conversation, movement, and excellent time management are crucial activities for teacher self-development that can help them become more successful instructors and have meaningful jobs. It also positively impacts the quality of teaching and student learning outcomes. Consequently, it is crucial for teachers to actively seek opportunities to develop themselves and maintain their well-being in a dynamic educational profession.

For environmental mastery, teachers viewed demands from society as something natural and felt the need to continue to improve their knowledge and skills (Wilson, Marks, Woolfson, and Durkin, 2020).

Teachers' responses to the demands of society are a critical factor in their professional development. Teachers who see these demands as usual and feel the need to improve their knowledge and skills continually have a positive attitude toward self-development. In this discussion, it is explained, as well as how it can influence teachers' experiences in their profession.

The view of teachers who consider demands from society as usual and feel the need to continue to improve themselves creates conditions that support their professional development and the overall quality of education. Hence, teachers need to maintain an open attitude towards lifelong learning and continuously strive to improve the quality of their teaching.

Regarding self-acceptance, teachers were not too burdened by their failures and shortcomings. Still, they used these experiences as lessons to improve themselves and continue to care about students and the school (Luoma and Platt, 2015).

Teachers who can face their failures and shortcomings wisely have an essential attitude in education. They not only accept that failure is part of the learning process but also use these experiences as valuable lessons to improve themselves and continue to care about students and the school.

The attitude of teachers not too burdened by their failures and shortcomings is also a principal factor in the professional development and experience of teachers in their profession. It helps them to continue learning, improving themselves, and maintaining their commitment to education. This attitude also creates an environment that supports teachers' professional development and the overall quality of education.

In terms of purpose in life, teachers had the goal of continuing to improve their competence and knowledge to have a more significant impact on education.

Teachers' perspectives on teacher well-being, including their attitudes toward its application (affective and cognitive) and the factors that made them persist in this profession, are highly relevant topics in the educational context. Teachers' well-being impacts not only their quality of life but also teaching effectiveness and student learning outcomes, as described as follows:

1. Affective Attitudes in Implementing Teacher Well-Being

Teachers with an excellent affective attitude towards teacher's well-being are those who care about their physical and emotional well-being. They know the importance of maintaining a balance between work and personal life and recognize any signs of stress or burnout they may be experiencing. These teachers also feel it is essential to care for non-academic aspects of their lives, such as physical health and social relationships.

2. Cognitive Attitudes in Implementing Teacher Well-Being

The cognitive attitude aspect of teacher well-being includes teachers' understanding teachers' significance of professional development and the implementation of effective teaching strategies. Teachers with a positive

cognitive attitude toward their well-being are more likely to seek additional training, keep abreast of education developments, and continually use reflection to improve their teaching practices. They also have confidence in their ability to overcome challenges in the teaching profession.

3. Factors that Make Teachers Remain in the Profession

Several factors can explain why most teachers remain in the profession despite their many challenges and pressures. These factors include a) Social support¹³ Teachers who feel supported by colleagues, principals, and families tend to have higher levels of job satisfaction and are more likely to remain in the profession; b) Work and personal life balance: Teachers who can maintain a balance between their work and personal life tend to be happier and less prone to burnout; c) Recognition and appreciation: Teachers who receive recognition and appreciation for their hard work feel appreciated and motivated to continue contributing to education; and d) Professional development: Teachers with access to training and opportunities for professional development tend to be more skilled at overcoming challenges in the profession.

Teacher well-being is not only an individual's individual'sity but also the responsibility of the school and the education system. Creating an environment that supports teachers in affective and cognitive aspects and recognizes and appreciates their contributions can help teachers stay in the profession and maintain a high quality of education.

CONCLUSION

This research³ revealed six aspects of teacher well-being that had positive relationships, including self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life, and personal growth. Besides, family support and a positive view of the teaching profession are vital factors in creating teachers' well-being.

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