

HOW SCHOOL CLIMATE AND COLLECTIVE EFFICACY SHAPE SECONDARY SCHOOL ENGLISH TEACHERS' WELL-BEING: THE MEDIATING ROLE OF EMPATHY

A Thesis

**Submitted to the Master's Study Program of Education at the Faculty
of Education in partial fulfillment of the requirements for the degree of**

Master of Arts (M.A.)



by:

Queen Salsabila

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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

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ABSTRACT

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Teacher well-being has become a growing concern in educational research, as it contributes to shaping classroom effectiveness, students' learning, and teacher retention. Research on teacher well-being in Indonesia, particularly among English language teachers, has identified various determinants. However, the interaction between environmental (school climate and collective teacher efficacy) and individual (empathy) factors remains underexplored. This research primarily aims to examine the mediating role of empathy in the relationship between school climate and collective teacher efficacy. Employing non-experimental quantitative research with a cross-sectional design and convenience sampling technique, this research involved a total of 308 Junior and Senior High School English teachers in the Special Region of Jakarta. The data were collected through several questionnaires and analysed descriptively based on the Rasch model analysis approach, as well as correlation and mediation analysis of inferential statistics. The analyses were performed using Winsteps and SPSS Statistics software with the process mediation tools. The research revealed that empathy partially mediates the link between school climate, collective efficacy, and teacher well-being, suggesting that these environmental factors influence well-being both directly and indirectly through empathy. Moreover, this research also indicated a high level of perceived school climate, collective teachers' efficacy, empathy, and well-being among English teachers in the Special Region of Jakarta. These findings significantly contribute to understanding the psychological dynamics between the relationship of the work environmental factors (school climate and collective teacher efficacy) and teacher well-being, with empathy as a significant mediating factor. Practically, the results highlight the value of integrating empathy training into professional development to improve teachers' well-being.

Keywords: *perceived school climate, collective teacher efficacy, empathy, well-being, English teacher*

ACKNOWLEDGEMENT

Alhamdulillah rabbil'alamin, I would like to express my deepest gratitude to Allah SWT for the endless blessings, strength, and guidance throughout the journey of completing my thesis. Without His grace, this work would not have been possible. This thesis marks an important milestone in my academic journey, and I am deeply grateful for the opportunity to complete this research. I am sure that this thesis would not have been completed without the help of those around me, so I would like to take this opportunity to express my sincere gratitude for their support and guidance.

My first acknowledgment goes to Assoc. Prof. Charyna Ayu Rizkyanti, Ph.D., as my first supervisor and academic advisor. Thank you very much for your guidance, outstanding support, and direction throughout this journey. The motivation you have provided has made me believe that I can complete this thesis. Thank you for your patience in guiding me. Meeting you is one of the things I am most grateful for during my time here. My next expression of gratitude goes to Dr. Bambang Sumintono, Ph.D., who has guided me, inspired me, and never tired of explaining things to me multiple times and answering questions I may have asked before. Thank you so much; your assistance has been very meaningful to me. I would also like to express my gratitude to Tati Lathipatud Durriyah, Ph.D., as the head of the Master's degree program, and Prof. Nina Nurmila, Ph.D., as the dean of the faculty. Thank you very much for your support all this time.

I would also like to thank all the lecturers here for the knowledge you have shared with me during my time at this university. You have all inspired me, and I am grateful to have been your student. Most importantly, I would like to thank my family. Thank you, Ayah Haris, Ibu Juwairiya, Adek Firda, and Adek Athir, for your endless prayers and encouragement. Thank you for always being there for me. Furthermore, I would like to thank kak Nabila for her support, assistance, and encouragement throughout this time. Furthermore, I would like to thank all MA students from batch 3 for their support and shared laughter. Last but not least, I would like to express my gratitude to Mrs. Dhea, Mrs. Dhesi, Mrs. Nurmawaty, Mr. Bayu, the English teachers, and the staff of the Education Office Department who have always been so helpful during the completion of this thesis. Thank you very much for your kind assistance. May Allah reward you abundantly.

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ABBREVIATION DIRECTORY

SC	: <i>School Climate</i>
WB	: <i>Well-being</i>
CTE	: <i>Collective Teacher Efficacy</i>
EFL	: <i>English Foreign Language</i>
TOEFL	: <i>Test of English as a Foreign Language</i>

CHAPTER I

INTRODUCTION

In the education system, teachers' well-being holds an essential foundation, especially for English teachers, who are considered to have additional labour and emotional investment compared to other disciplinary teachers. Moreover, in practice, various individual and environmental factors influence well-being, which in turn have demonstrable effects on English teachers' professional performance and, significantly, impact their students' provisional and academic development. As a result, recognizing the crucial role of teacher well-being within the educational system, this research discussion will focus on the relationship between internal (empathy) and diverse external factors (perceived school climate and collective teacher efficacy) and English teachers' well-being, ultimately aiming to contribute to educational quality improvement.

This introductory chapter establishes the foundation for the present research. It begins by giving the context for investigating the English teachers' well-being in the research background section. Following that, the research question, the objective, and the hypothesis are articulated to guide this research and outline the research's specific focus and direction. Lastly, the potential contribution is outlined in the conclusion of this chapter by detailing its potential significance, both conceptual and practical.

1.1. Research Background

In 2024, the Teacher Well-being Index reported that 78% of teachers experienced work-related stress. Specifically, 80% of secondary education teachers face this problem, making this educational phase the most affected group within various phases of the education system (Education Support, 2024). This high prevalence of stress is particularly concerning, given the teachers' important role. In fact, across educational institutions, teachers are important figures whose actions and expertise significantly influence students' achievement and social-emotional outcomes, and the broader organizational dynamics (Chetty et al., 2014; Derakhshan, 2022). Consequently, teachers are often regarded as academic pillars, frontline student support, and key contributors to a thriving society (Li, 2021; OECD, 2020)

However, becoming an educator is an inherently demanding work, despite their pivotal role in the education landscape (Heffernan et al., 2022). Hence, due to the demanding nature of being a teacher, teaching is considered a particularly stressful occupation, which often leads to a significant level of attrition, burnout, and diminished

professional well-being (Benevene et al., 2020). Moreover, a set of factors, including inadequate administrative support, insufficient financial resources, and shortcomings in teacher training, aggravated teachers' occupational challenges (Perryman & Calvert, 2020). Those factors contributing to teacher stress and demands are evident in the Indonesian context. For instance, a 2024 survey by the Institute for Demographic and Poverty Studies (IDEAS) revealed that many teachers, particularly honorary teachers, earn salaries below the national minimum wage, with 42% earning less than two million rupiahs monthly (Fajri, 2024). Such financial insecurity often compels teachers to undertake additional employment, ranging from sales to, in extreme cases, scavenging, to supplement their income (Pitaloka, 2024; Susanti, 2024).

Beyond financial pressure, Indonesian teachers have also faced instances of criminalisation. Recent cases in Bantaeng, Sinjai, and Parepare, for example, involved a high school teacher being imprisoned following parental complaints about disciplinary actions, which were interpreted as legal violations and infringements on student human rights (Fitri, 2024). These indicate that teachers experienced a climate of fear and may feel apprehensive that their disciplinary measures, even if well-intentioned, could lead to legal repercussions (Maksum, 2024). The inherent demands and stressors experienced by educators are often amplified for English language teachers. Research indicates that language teaching requires substantial additional labour and emotional investment compared to other subjects (Talbot & Mercer, 2018).

This growing strain is frequently driven by the intricacies of teaching a language that is foreign to both educators and learners, necessitating ongoing adaptation to linguistic, social, and cultural nuances (Xu, 2018). Furthermore, English teachers often face specific stressors such as the feeling of linguistic insecurity and language anxiety, particularly prevalent among novice teachers or those teaching English as a foreign language themselves (Golombek & Doran, 2014; MacIntyre et al., 2019). Consequently, burnout can emerge and may be compounded by inadequate or poor working conditions (Greenier et al., 2021; Kocabaş-Gedik & Ortaçtepe Hart, 2021).

These challenges for English teachers take on specific dimensions within the Indonesian context. For instance, the recent decline in Indonesia's English Proficiency Index (EPI), falling to 80th out of 116 countries with a score of 468 in the 2024 EF EPI report, from 79th place with a total score of 473 in the previous year (Redaksi, 2024). Consequently, unexpectedly increasing scrutiny of English teachers may occur due to this national trend, as they may be perceived as less qualified regardless of their efforts (Sumiyati, 2024). Simultaneously, other challenges related to low student motivation, often

arising from perceived difficulties with the language, limited practice opportunities, and inadequate learning resources, are also frequently encountered by English teachers in Indonesia (Putra & Maharsi, 2023). Therefore, fostering student engagement is a significant responsibility for the teachers. Adding to this complexity, Indonesian students' diverse linguistic and cultural backgrounds, which significantly influence language acquisition processes, should be addressed by Indonesian English teachers (Jon et al., 2021). Collectively, these conditions contribute to heightened pressure and tension for English teachers in Indonesia, who are assigned the crucial role of developing their students' foreign language competence (Shah et al., 2013).

Despite those significant pressures, English teachers fulfil a uniquely vital role. They are recognized as the primary decision makers in the classroom, and their expertise is essential for ensuring the quality of English instruction and for improving students' proficiency in a language crucial for global communication (Qu & Wang, 2024; Rotgans & Schmidt, 2011). Beyond linguistic instruction, they also serve as cultural conduits, exposing students to diverse perspectives and thereby contributing to their social and cultural development (Madkur et al., 2024). Moreover, English teachers in Indonesia should be prepared for the new policy of Permendikbudriset No. 12, March 2024, which states that, starting in 2027, English will be a compulsory subject for students in the third grade of school, whereas it was previously only mandatory for junior high school students (CNN Indonesia, 2024). Given the immense responsibilities of English teachers and the challenging realities they face. Thus, ensuring their well-being is not just beneficial but essential. As Mercer et al. (2016, p. 224) Powerfully state, "Language learning success greatly relies on the teachers, therefore making it essential to focus on their well-being."

In addition, as a powerful concept that is continuously acknowledged in literature that can support teachers, the emphasis on well-being becomes crucial. Research has extensively linked teachers' well-being with a range of positive outcomes, including stress-coping abilities, greater life satisfaction, and improved mental health (Collie, 2022; Hepburn et al., 2021; Nalipay et al., 2022). Evaluatively, these benefits extend beyond the individual; it is directly correlated with students' well-being and learning outcomes (Harrison et al., 2025). Thus, from this mutualistic relationship, a positive classroom environment can be fostered in which both teachers and students are more likely to experience positive emotions and achieve higher academic success (Maricutoiu et al., 2023; Zee & Koomen, 2016). Furthermore, the significance link is also underscored on a global scale, which aligns with the United Nations' (2015) Sustainable Development Goals (SDGs), specifically "good health and well-being" and "quality education."

Reflecting its importance and flourishing concept, teacher well-being is multifaceted, with diverse conceptualizations presented in the literature (Yulisinta et al., 2024). Ozturk et al. (2024) For example, identify three primary classifications that illustrate these various approaches. The first is a deficiency; this concept views well-being through the lens of its absence, focusing on critical challenges such as stress, anxiety, and emotional distress that detract from teachers' professional lives. The second is a flourishing perspective; this view conceptualizes well-being from a positive standpoint, emphasizing intrinsic resources and positive psychological states like happiness and optimism. The last is a professionalism perspective, which frames well-being concerning professional factors, linking directly to job satisfaction, self-efficacy, and commitment to the profession. Based on those varieties, the last concept is emphasized in this research.

Moreover, those various conceptualizations of teachers' well-being indicated that teacher well-being has a multidimensional and complex nature. That, in fact, teaching is a job that is conceptualised as a social and cultural activity, where interactions with others and the surrounding environment shape the learning atmosphere (Mardahl-Hansen, 2019). For this reason, teacher well-being goes beyond the individual aspect and is regarded as a complex construct (Ozturk et al., 2024). Moreover, Fathi et al. (2024) also stated that the well-being of teachers is not constant; complex interactions between social, environmental, and psychological factors can impact the well-being of teachers in the educational setting. As a result, based on the focus of the professionalism perspective to conceptualize well-being, using Bronfenbrenner's social ecological theory, this research also tries to conceptualize the complexity of teacher well-being. This theory offers a comprehensive framework that can be useful to get an understanding of how every part of the environment has diverse layers that can shape someone's well-being (Neal & Neal, 2013). Therefore, guided by Bronfenbrenner's ecological framework, this research aims to investigate how combining individual factors and multi-layered environmental influences impacts the well-being of English teachers.

In detail, this research examines key environmental factors, beginning with perceived school climate, which is situated within Bronfenbrenner's microsystem. Perceived school climate is defined as the psychological context of the teaching and working environment (Johnson et al., 2007; G. Qu, 2024), which is identified through five key components: the extent of teamwork and communication level among teachers (Collaboration); the extent of teacher contribute to school decisions (Decision Making); the willingness of the school to try new teaching approaches (Instructional Innovation); how well the students behaved and respectful (Student relations), and the adequacy of instructional equipment and

materials (School Resources). Involving the direct interaction of teachers with colleagues, students, and school leadership, this concept aligns with Bronfenbrenner's (1977) definition of the microsystem as the direct relation of the individual with the surrounding environment. Moreover, the importance of this factor is well-established; research demonstrates that a positive school climate fosters inclusion and collaboration, which in turn, enhances teacher commitment and emotional well-being. Conversely, a negative climate significantly drives stress and emotional exhaustion (Chen & Chi-Kin Lee, 2022; Smith, 2021).

The second environmental factor this research investigates is collective teacher efficacy, conceptualised as part of the mesosystem. It is defined as the shared belief among teachers, in this research context, among English teachers, toward their collective ability to positively influence students' outcomes (Goddard et al., 2004). This construct resides in the mesosystem because it is not formed in isolation but emerges from the interconnections between different microsystems, for instance, the interaction between teachers' classroom practices, as their professional collaboration and discussions with colleagues. The shared beliefs that arise from these interactions align with how Bronfenbrenner (1977) defined the mesosystem as a system of interconnected microsystems (Qu, 2024). A strong sense of collective efficacy is confirmed to foster a collaborative atmosphere, leading to more effective teaching methods, enhanced job satisfaction, and greater resilience among teachers (Goddard et al., 2000). Furthermore, it promotes teacher adaptability, persistence, and more substantial commitment to improving the performance of students (R. D. Goddard et al., 2017).

Complementing the environmental factors, this research investigates empathy as the individual aspect. Empathy is defined as the competence to sense and understand others' emotions and perspectives, coupled with a kind and caring response to their experiences (Stern & Cassidy, 2018). Within Bronfenbrenner's (1977) ecological theory, empathy is located at the individual level, representing a personal resource that can influence well-being and potentially mediate the impact of environmental pressures (Berardi et al., 2024). Research demonstrates a strong link between higher empathy and greater life satisfaction, lower depressive symptoms, and increased subjective well-being. Empathic individuals tend to cultivate more positive social relationships and a more meaningful perception of their interactions, which in turn contributes significantly to their happiness (Chopik et al., 2017). In detail, this research posits that the empathy of teachers is the crucial, yet overlooked, mechanism in the relationship. Empathy is selected not only as a core competency for teaching, but also as a double-edged construct directly linked to both

compassion satisfaction and compassion fatigue (Belcher et al., 2025). Thus, in this research, empathy is hypothesized as the mediating variable that a positive school climate and high collective efficacy create an environment of psychological safety and shared confidence, which in turn sustains teachers' capacity for empathy. It is this sustained empathy that more directly contributes to their overall occupational well-being.

In summary, guided by social ecological theory, this research hypothesizes that the well-being of English teachers is associated with the interplay of environmental factors, which are perceived school climate and collective teacher efficacy, as well as the individual factor "empathy" as the mediation variable. Moreover, while research on teacher well-being in the Indonesian context has examined diverse and valuable factors, such as job satisfaction, emotional labor, and self-efficacy (Farhah et al., 2021; Nurul Istiqomah & Tjalla, 2023; Rafsanjani & Rahmawati, 2019). Studies focusing specifically on English teachers remain relatively limited. Additionally, much of the existing research concerns the exploration of English teachers' well-being (Ardi et al., 2023; Sya'idah & Rohmana, 2023). Thus, there is a clear gap that exists for research that systematically investigates the combined influence of specific, multi-level factors, such as school climate, collective teacher efficacy, and empathy, on the well-being of this influential and vital group of teachers.

Furthermore, this gap is particularly significant given the unique pressures faced by English teachers in Indonesia, including dealing with frequent curriculum changes, managing students' diverse linguistic backgrounds, and fulfilling national expectations to improve students' global competence (Fadhilah Putri & Maula, 2024; Wijayanti, 2024). Additionally, the selected variables ensure cultural relevance; the Indonesian principle of *gotong royong* (mutual cooperation), which emphasizes family ties and tolerance, provides a unique cultural foundation for understanding the potential role of collective efficacy and empathy in educational settings (Fajariah & Fitriyani, 2023). Consequently, given this specific context and the existing gap in the literature, a clear need exists to move beyond general exploration. Therefore, this research aims to fill that gap by systematically examining how environmental factors of school climate, collective teacher efficacy, together with empathy as a personal factor, influence the well-being of English teachers in Indonesia.

1.2. Research Questions

Based on the background and the identified research gap, this research is designed to answer the following questions to provide a focus and clear direction for this research:

1. What is the level of English teachers' perceived school climate, collective teachers' efficacy, empathy, and well-being among Secondary School English teachers in the Special Region of Jakarta?
2. Is there a significant relationship between English teachers' perceived school climate and collective teachers' efficacy with the empathy of Secondary School English teachers in the Special Region of Jakarta?
3. Is there a significant relationship between English teachers' perceived school climate, collective teachers' efficacy, and empathy with the well-being of Secondary School English teachers in the Special Region of Jakarta?
4. Does empathy significantly mediate the effect of English teachers' perceived school climate and collective teachers' efficacy on the well-being of English teachers in the Special Region of Jakarta?

1.3. Research Objectives

In alignment with the posed research questions, the specific objectives of this research are as follows:

1. To gain a description of the level of English teachers' well-being, school climate, collective teachers' efficacy, and teacher empathy of English teachers in the Special Region of Jakarta
2. To examine the significant relationship between perceived school climate and collective teachers' efficacy with the empathy of English teachers in the Special Region of Jakarta.
3. To examine the significant relationship between perceived school climate, collective, and empathy with the well-being of English teachers in the Special Region of Jakarta.
4. To examine whether empathy significantly mediates the effect of school climate and collective teacher efficacy on the well-being of English teachers in the Special Region of Jakarta.

1.4. Research Hypothesis

Based on the theoretical framework and the posed research questions, this study is specifically designed to test the proposed relationship between the independent variables (perceived school climate and collective teachers' efficacy), the dependent variable (teacher well-being), and to analyses the mediating role of empathy. Seven hypotheses are proposed, with hypotheses one through two addressing the second research question. The third research question is addressed by hypotheses three through six. Lastly, hypotheses six

through seven address the last research question. The following are the hypotheses to be tested in this research to address the second research question:

Hypothesis 1:

(H₀1) There is no significant relationship between English teachers' perceived school climate and empathy of Secondary School English teachers in the Special Region of Jakarta.

(H_a1) There is a significant relationship between English teachers' perceived school climate and empathy of Secondary School English teachers in the Special Region of Jakarta.

Hypothesis 2:

(H₀2) There is no significant relationship between collective teachers' efficacy and empathy of Secondary School English teachers in the Special Region of Jakarta.

(H_a2) There is a significant relationship between collective teachers' efficacy and empathy of Secondary School English teachers in the Special Region of Jakarta.

In addition, the following are the hypotheses to be tested in this research to address the third research question:

Hypothesis 3:

(H₀3) There is no significant relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a3) There is a significant relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Hypothesis 4:

(H₀4) There is no significant relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a4) There is a significant relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Hypothesis 5:

(H₀5) There is no significant relationship between empathy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a5) There is a significant relationship between empathy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Lastly, the following are the hypotheses to be tested in this research to address the fourth research question:

Hypothesis 6:

(H₀6) Empathy does not mediate the relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a6) Empathy mediated the relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Hypothesis 7:

(H₀7) Empathy does not mediate the relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a7) Empathy mediates the relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

1.5. Significance of the research

Teacher well-being has an important role in creating a positive learning environment and directly affects students' well-being and achievement. Factors such as school climate and collective teacher efficacy can influence teacher well-being, particularly through the role of empathy in the interaction of these factors. Therefore, understanding the relationship between these factors is crucial in improving the quality of teaching and the well-being in schools. Thus, the findings of this research are supposed to enrich the academic discourse by providing a valuable theoretical and practical contribution to the discourse of English teachers' well-being.

1.5.1. Theoretically

Theoretically, this research aims to extend the literature by addressing the gap concerning the complex relationship between teacher well-being and its influencing factors. Through parallel investigation of environmental factors (perceived school climate and collective teacher efficacy), and a personal factor (empathy), this research provides further insights into how these elements interact in relation to the well-being of English teachers. These findings are relevant to the research that discusses teacher well-being and contribute to theory development within educational psychology, particularly by explaining how school dynamics affect individual psychological conditions. Eventually,

this research strengthens a multidimensional approach to understanding professional well-being, which can enrich the scholarly literature in this field.

1.5.2. Practically

Practically, benefits for diverse stakeholders in the educational field are expected to be provided in this research. Firstly, this research offers insight from the data-based findings, thus it can be the basis for school principals and administrators to create a more positive school climate and foster collective teacher efficacy. This can inform the development of school policies and daily practices that support teacher well-being. Second, from this research, teachers can raise awareness of the particular factors influencing their professional well-being to empower and advocate for building supportive work environments. Lastly, for policymakers and teacher education institutions, the foundation for designing more effective professional development programs and training modules that explicitly focus on enhancing teacher resilience and well-being can be developed from the results of this research.

CHAPTER II

THEORETICAL FOUNDATION

This chapter presents the theoretical foundation for this research. It is organized into three sections. In the first section, the comprehensive literature review on English teacher well-being examines the research landscape of English teachers' well-being across the international and Indonesian contexts to culminate in identifying the research gap addressed by this research. The second section provides the definitions for each variable, followed by a discussion of the theoretical framework that guides this research. The chapter concludes by presenting the conceptual framework that visually illustrates the dynamic relationships between the variables, serving as a guide for the study.

2.1. Literature Review

As a central variable in this study, the well-being of English teachers is the starting point for this literature review. To understand the research landscape, this section will describe how the concept of teacher well-being has been defined and studied over time. This review will cover important studies in various countries and highlight research that has been conducted in Indonesia. Thus, this literature mapping is designed to narrow down and identify gaps that have not been extensively explored, which serves as the justification for this research.

2.1.1. English Teacher Well-being

In the late 20th century, the concept of well-being received growing recognition, which was mainly influenced by the growth of positive psychology, which emphasizes the importance of supporting well-being to improve overall functioning in life (Gallagher & Lopez, 2009). Moreover, the concept of Well-being is understood as a multifaceted construct examined through two different but complementary perspectives, those are hedonic and eudaimonic. The hedonic approach conceptualises well-being with subjective happiness and life satisfaction, representing the feeling aspect that can be changed according to the daily situation. Furthermore, the eudaimonic approach describes well-being as a purpose, self-realization, and psychological health, which creates a more functional component of a person's life (Ryff et al., 2021). This differentiation emphasizes that well-being is more than a feeling good in the moment, but also a deeper psychological state that involves both the experience of feeling good and the capacity for functioning well.

As it continues to be the most influential framework, Ryff's (1989) introduces the six factors model provides an understanding of psychological well-being from the eudaimonia perspective. The six main components for a meaningful life are identified in this model, which are self-acceptance, personal growth, purpose in life, positive relationships with others, autonomy, and mastery of the environment. Inspired by these ideas, Seligman (2012) formulated the PERMA (Positive Emotion, Engagement, Relation, Meaning, and Accomplishment) model, which is an integrated framework that combines both eudaimonia and hedonism elements of well-being. This model outlines five pillars as the foundation of human well-being. These five pillars are positive emotion, which refers to the hedonic aspect of feeling good; engagement, indicating involvement in activities; relation, signifying authentic social connections; meaning, encompassing a purpose beyond oneself; and lastly, accomplishment, representing a sense of achievement.

Eventually, in research practice, these philosophical perspectives are operationalized into two main approaches. The hedonic perspective is measured through the concept of Subjective Well-being, which focuses on life satisfaction and positive affect. On the other hand, the eudaimonic perspective is embodied in Psychological Well-being, which measures aspects like the purpose of life and personal growth (Shao, 2023). In the specific context of the teachers of English as a Foreign Language (EFL), the distinction between "hedonic" feeling good and "eudaimonic" functioning well is clearly reflected. For example, a study by Mercer (2023) reveals that EFL teachers' views of well-being are integrative. On one hand, teachers emphasise the hedonic aspect, such as the ability to maintain psychological resilience and satisfaction under challenging work conditions. However, the eudaimonic aspect is also emphasised by teachers, which encompasses the development of supportive social relationships and the experience of fulfilment and purpose through interactions with colleagues and students.

Examining the factors that influence teacher well-being is a crucial task in education, owing to its systematic impact that encompasses both personal and the broader educational landscape. A consistent body of research demonstrates that teacher well-being directly correlates with the behaviour of students and their academic outcomes, and becomes a strong predictor of teacher retention in the profession (Corcoran & O'Flaherty, 2022; Shao, 2023). Despite a crucial role, the well-being of English teachers is often compromised by various professional and systematic challenges. The literature indicated that teacher well-being is degraded by multiple factors. Based on their working condition, teachers often face an intensive workload, demanding performance expectations, and limited financial support (Gregersen et al., 2023; Talbot & Mercer, 2018). Meanwhile, from a policy and autonomy

standpoint, challenges arise from a lack of professional freedom, top-down educational reforms, and the pressure to adapt in the diverse teaching settings (Gregersen et al., 2023).

Moreover, extensive empirical findings establish a direct and significant relationship between school climate and enhanced teacher well-being. A positive school climate is a supportive aspect that positively impacts teacher well-being (Harrison et al., 2025). The further research also revealed that the positive effects of school climate and individual strategies, such as job crafting, have a cumulative effect, whereby teachers who reported both a highly positive school climate and high levels of job crafting experienced the highest level of well-being (Dreer, 2022). This highlights how a supportive environment is valuable in and of itself, functioning independently of a teacher's personal coping mechanism. Moreover, the study also indicated that positive school climate does more than mitigate the impact of stress, but also becomes an essential requirement for fostering teachers' belief in their own capabilities, which school climate significantly impacts teachers' self-efficacy by influencing their sense of empowerment, motivation, and confidence in their instructional practice (H. Yang & Villanueva, 2024).

Beyond that, prior research confirms a positive relationship between collective teacher efficacy and teacher well-being. Schools with high collective teacher efficacy tend to encourage a supportive and collaborative work environment, which in turn increases job satisfaction, enhances resilience, and reduces stress among educators (G. Qu, 2024). The underlying reasoning is that when teachers believe they can overcome challenges and succeed as a group, it fosters a shared sense of empowerment, optimism, and mutual accomplishment (Donohoo, 2018). This is further strengthened by positive association with critical well-being factors like work engagement and a sense of belonging (Skaalvik & Skaalvik, 2019). Thus, collective teacher efficacy stands out as a critical factor for improving teachers' well-being, as it fosters the development of supportive and empowering workplaces, enhances educator engagement, and ultimately helps to construct more effective and equitable schools through a shared belief in mutual success (Lei, 2024).

In addition to environmental factors, research has shown that teachers' well-being is also influenced by personal factors. One of these is empathy, which is a multidimensional ability that can be used to understand other people's thoughts and perspectives, defined as cognitive empathy, and also to share and respond to other people's emotions, known as affective empathy (Ngo et al., 2025). This construct is based on mutual interaction and is intrinsically interpersonal, making it highly relevant to the teaching and learning process, which is fundamentally relational in nature. Furthermore, the relationship between empathy and teacher well-being is fundamentally complex and multifaceted. A sense of professional

fulfilment and purpose can be formed by the ability to empathize and strong supportive relationships with students. Teachers who are empathic often report higher job satisfaction because they feel connected to the main purpose of their profession (Sarwer et al., 2024). Research shows that empathy can enhance the resilience of teachers in facing pedagogical challenges (Kianinezhad, 2023). On the other hand, high levels of empathic engagement, especially without a sufficient emotional regulation mechanism, can lead to “empathic distress” and emotional exhaustion. Constantly absorbing and responding to students' negative emotions can drain a teacher's psychological resources, potentially reducing their own well-being (Ampofo et al., 2025).

In sum, this literature review confirms a crucial duality regarding the teachers' well-being. On one hand, it is the foundation for quality teaching and professional resilience. On the other hand, this is confirmed to be lacking resilience and at risk of being decreased by various stressors such as heavy workloads, cultural and language barriers, and job insecurity, which lead to a high risk of stress and burnout (Talbot & Mercer, 2018; Wang et al., 2024). Furthermore, the evidence suggests that teacher environment factors (school climate and collective teacher efficacy) and individual factors (empathy) impact teachers' well-being, highlighting a critical gap in the research. While these factors have been studied in isolation, there is an urgent need for research that comprehensively examines the dynamic interplay between teachers' personal resource (empathy) and their work environment (school climate and collective teacher efficacy). By understanding this dynamic, a comprehensive picture of the influential factors or causes of teacher well-being will be provided. This research, therefore, is constructed to analyse these nuanced interactions, aiming to investigate how individual factors (empathy) may mediate the impact of environmental resources (school climate and collective teacher efficacy) on well-being, thus offering a more refined and actionable insight for supporting the teaching profession.

2.1.2. The State of English Teachers' Well-being

Concerning the well-being of the language teachers, special attention should be given to English language educators because, compared to other subjects, English language learning has additional pressures that are less common. For example, an English teacher in the process of teaching or doing his or her job is required to handle the high demands of cross-cultural interactions (King & Ng, 2018). In addition, they usually suffer from low linguistic efficacy in their interactions with students, feeling strung out by their English skills, so they often feel insecure (Golombek & Doran, 2014).

Related to that, research indicated that the level of burnout faced by language teachers can be predicted by how language teachers assess their own language ability, meaning that burnout is more often experienced by teachers who have low confidence in their language ability (Nayernia & Babayan, 2019). Moreover, there is an era relationship between oneself and language, so that compared to other subjects in teaching language, a more emotional relationship is involved (King & Ng, 2018). Language teaching is illustrated to have inherent and extensive emotional labour, especially if the teacher is dealing with a student who has anxiety about using the language. In addition, diverse methodologies, which can be energy-draining and require a great deal of effort and creativity, are often employed by English teachers in order to fulfil the expectation of getting students to actively participate in the classroom and create communicative encounters (Borg, 2006; Gkonou & Miller, 2019).

Furthermore, the personal and professional identities of English teachers can cause teachers to face work-life struggles. For example, the research by Lin (2004) shows that English teachers, particularly those who are not native English speakers, frequently experience a variety of anxiety, tension, loneliness, and strain at work connected to adjusting to various assumptions made by colleagues and preconceptions. Moreover, English teachers also face obstacles in balancing work and personal life. Although suggestions on how to prevent and feasible tips have been suggested for teachers to balance their personal and work lives, it does not apply to English teachers, as there is no chance for them to examine it due to the increased requirements, responsibilities, and expectations in their workplace (Martínez-Alba et al., 2022). In reality, people do not hesitate to label English teachers as incompetent if they do not meet the community's expectations to improve their students' English language skills.

From these challenges, the well-being of English teachers is important to be aware of, especially in their occupational well-being, which is reflected in their work-life evaluation (Van Horn et al., 2004). In addition, the well-being of English teachers is important not only for the teachers themselves but for the students. Moreover, in Indonesia, English language learning teachers are the number one decision-makers who are assured to have a prominent job, ensuring the quality of English language learning (Rotgans & Schmidt, 2011).

2.1.3. EFL Teacher Well-being in Indonesia

Being an English teacher in Indonesia is not easy, especially in a foreign language setting. This is the basis reasoning of the development research on the well-being of English teachers (Kong, 2021; Li & Miao, 2022; Zhang, 2021). In the discussion of English teacher

well-being, some factors related to well-being are discussed, such as emotional regulation, job effectiveness, job satisfaction, enthusiasm, teacher self-efficacy, and grit (Liu et al., 2024; Shao, 2023). Moreover, in Indonesia, some research about EFL well-being has already been discussed using qualitative methods that are exploring English teachers' well-being about their perception of well-being (Fauzan et al., 2024; Liu et al., 2024; Shao, 2023b; Sya'idah & Rohmana, 2023). Quantitative research was also conducted by comparing Indonesia and Iranian EFL teacher by looking at their resilience, apprehension, and organizational mattering to predict their well-being (Derakhshan et al., 2024).

The well-being of English teachers in Indonesia, focusing on mid-career teachers, shows a decline because they face depersonalization caused by the poor work ethic of their colleagues' insufficient leadership. This indicates that interpersonal relations with workmates can affect English teachers' well-being (Fauzan et al., 2024). More than that, English teachers in Indonesia also experience a high level of burnout, research by Utami et al. (2024) indicated that 57.8% of English teachers felt emotional exhaustion at a high level, these burdens come from their students' misbehaving, the administration of teaching, and technology adapting. The curriculum changes also impact the well-being of English teachers in Indonesia, where this can be overcome by supportive social relations, supportive institutions, and the influence of good social relations with people in the surrounding area such as colleagues or students (Rizqi, 2017).

From those researches' findings, it can be seen that many factors influence the English teachers' well-being in Indonesia from various factors and there are still few studies that discuss the well-being of English teachers in Indonesia using quantitative research methods by looking at the relationship between various factors that can affect teacher well-being, therefore this research aims to fill the gap by conducting research on school climate and collective teachers' efficacy and its relationship with well-being by involving teacher empathy as the mediating roles. Thus, comprehensive factors from the individual or personal factors and environmental factors can be identified.

2.1.4. Professionalism and Qualification of English Teachers in Indonesia

English has a long history as the first foreign language taught in Indonesia. Its curriculum was officially introduced by the Ministry of Education and Culture in 1946, just one year after the proclamation of Indonesia's Independence Day, and it has been part of the national education system for over seven decades (Prayogo, 2022). Despite its established status, English language teaching in Indonesia faces a fundamental challenge, for instance, as a foreign language, it has limited exposure in daily interactions (Musthafa & Abdul Hamied, 2018). This situation creates a paradox, as the goals for English education

are exceptionally high, which is to enhance students' multilingual abilities, enabling them to access global learning resources and engage in international interaction (Pemendiknas, 2007). Consequently, a gap emerges between high expectations of the curricula and the reality of a low-exposure learning environment. Addressing this gap has become a main struggle and source of pressure for English teachers in Indonesia.

In addition, from a curricular perspective, Indonesia's educational context is unique due to its remarkable linguistic diversity, with over 700 local languages spoken by its population, showing that any Indonesian mostly can speak one local language and national language, which means English is their third language (Isharyanti et al., 2024). This multicultural condition requires the English curriculum to fulfil a dual function. The first is to promote global competence, as explicitly detailed in the national standard, which is the national standard 032/H/Kr/2024, which requires the mastery of four language skills (listening, speaking, reading, and writing) as a key competence of the learning outcomes. The second is that the curriculum must also preserve national identity and cultivate an appreciation for local culture. The obligation to balance those two goals caused a fundamental tension within the Indonesian education system (Isharyanti et al., 2024). Ultimately, teachers are those who must navigate this curricular tension in their daily teaching practices.

Structurally, the implementation of the English curriculum is regulated by the government policy. According to Government Regulation No.12 of 2024, Article 33, English is designated as an elective subject at the primary school level and becomes a mandatory subject at the secondary school level (Junior and senior high school). At this stage, students learn English in the time allocation of around 108 hours per year, which generally equates to two lesson hours per week. Moreover, in terms of pedagogical goals and content, the curriculum at this stage emphasizes the development of applied communicative competence, which students are expected to explore various types of English texts that are relevant to real-world issues to make learning more relevant. Productively, they are encouraged to develop structured writing skills and to use their speaking skills for active interaction. These comprehensive targets of competence, once again, highlight the high expectations placed upon teachers to facilitate effective learning in the midst of existing contextual challenges.

Another fundamental challenge, which contrasts with the high curricular expectations, arises from teacher proficiency. Nationally, there is an absence of standardisation of the minimum standard for English language proficiency for teachers in the basic education system. Consequently, the average proficiency level among Indonesian teachers tends to

be low, falling within the A2-B1 range of the Common European Framework of Reference for Languages (CEFR), with significant proficiency disparities between urban and rural areas (Isharyanti et al., 2024). However, to maintain the quality of English teachers in Indonesia, there is a formal requirement to become a certified English teacher in Indonesia that involves several structured stages, especially for certified teachers. First, they must meet the academic qualification, which is a minimum bachelor's degree in English education or English Literature.

Following that, English teachers are required to complete the pre-service Teacher Professional Education program, known as the Pre-service Teacher Professional Education Program (PPG), a kind of postgraduate diploma that started in the last ten years. This one-year program is designed to equip teacher candidates with pedagogical theory and practical teaching experience in schools. The final stage of this formal requirement is passing the Teacher Competency Test (UKG) to obtain a national teacher certification, which is a mandatory requirement, especially for teaching in public schools (Isharyanti et al., 2024). However, a dichotomy emerges regarding English language proficiency standards themselves. Despite the highly regulated professional pathway, according to the national standard, English teachers have no national minimum English proficiency requirement level. Thus, every institution has its own standard for graduating its students or requiring a teacher. Consequently, this leads to diversity in the proficiency levels of teachers across the country (Isharyanti et al., 2024).

On the other hand, English teachers in Indonesia can continue their professional development during their career journey, which can help them improve their capability. For example, at the local level, forums like the Subject-Specific Teacher Association of English (MGMP) provide essential platforms for teachers to discuss curriculum implementation, share best practices, and collectively solve challenges. Furthermore, at the national and international levels, opportunities to develop are broadly available through various professional associations such as The Association for the Teaching of English as a Foreign Language in Indonesia (TEFLIN), Indonesia Technology-Enhanced Language Learning (iTELL), the Southeast Asian Ministers of Education Organisation Regional Language Centre (SEAMEO RELC), which enabling teachers to update their knowledge and connect with the global teaching trends (Isharyanti et al., 2024).

In conclusion, the context of being an English teacher in Indonesia is characterized by a series of systemic strains and inconsistencies. First, there is a curricular tension between the demands for global competence and the mandate for local identity preservation. Second, there is a gap and inconsistency in teacher proficiency standards due to the absence of a

national minimum requirement for English teachers, which results in considerable variation in proficiency requirements across institutions. These strains and inconsistencies collectively shape a unique work ecosystem that can place significant pressure on teachers. Thus, this condition underlying the important or not only viewing teachers as individuals but also of understanding how broader work environment factors play a role in shaping their experience and well-being.

2.2. Theoretical Framework

2.2.1. Teacher Well-being

Reflecting its importance, teacher well-being is a multifaceted construct, with diverse conceptualizations presented in the literature. For instance, Ozturk et al. (2024) identify three main classifications that demonstrate these various approaches. The first is a deficiency perspective, which views well-being through the lens of its absence, focusing on fundamental issues such as stress and emotional distress. The second is a flourishing perspective, which conceptualizes well-being from a positive standpoint. The last perspective is a professional one, which frames well-being in relation to professional factors such as job satisfaction and self-efficacy. Based on these varieties, the present study emphasizes the concept of professionalism in well-being.

In line with the professionalism perspective, the present research defines well-being as a combination of feeling good and functioning effectively (Huppert & So, 2013). Specifically, this research adopts a tripartite framework focusing on three core factors of occupational well-being (Collie, 2024). These factors are: Subjective Validity, involving feeling excited and energetic about one's job; Behavioural Engagement, which refers to individuals' efforts to be productive and effective at work; and the last is Professional Growth, which involves investment in one's development. This framework was selected to capture active and invested evaluations of well-being, rather than general commencement at work. This framework is highly relevant when applied to the context of occupational well-being, which includes physical, mental, and social indicators in the workplace (Zacher & Schmitt, 2016). The urgency to understand occupational well-being is particularly high in demanding and stressful professions.

Many previous studies consistently identify teaching as one of the most stressful professions (Collie & Mansfield, 2022; Wettstein et al., 2021). This work-related stress, especially when not balanced with enough personal and organizational resources for coping, becomes one of the main reasons teachers decide to leave the profession (Cuervo & Vera-Toscano, 2025). This phenomenon, caused by low well-being, has now become a

serious challenge for educational systems internationally. Aspects of occupational well-being have been proven to be central factors in a teacher's decision to stay in or leave the profession (Madigan & Kim, 2021; OECD, 2020). Research has been indicated to identify teachers most at risk of leaving the profession. Alarming data are shown in the recent research, which shows that almost half of new teachers dedicated to leave within the first five years of their careers (Allen et al., 2020). However, the problem is not limited to new teachers. A meta-analysis by Borman & Dowling (2008) found that attrition rates are also high among teachers later in their careers.

A clear picture emerges from the literature review above that teacher well-being, particularly from an occupational and professional perspective, is an urgent concern in education. Various studies have consistently documented that the teaching profession is characterized by a high level of stress, which becomes a primary driver of the teacher attrition crisis. This phenomenon poses a challenge to the stability of education systems, with teachers at all career stages indicating a significant exposure. However, this review also highlights a crucial gap in the existing literature. Most of the research has generally focused on risk factors and negative consequences, such as stress and burnout. There remains limited research that views the other approach, which identifies the supportive and protective factors, both personal and contextual, that can foster well-being while navigating such complexities. Therefore, this research will attempt to fill this gap by examining the role of the work environment factors (school climate and collective teacher efficacy) and personal resources (empathy) in relation to the active components of teacher well-being, which are subjective vitality, behavioural engagement, and professional growth.

Since this research is based on Bronfenbrenner's ecological theory, among the various environmental factors that can affect well-being, such as job demands, job resources, leadership, and policy (Kouhsari et al., 2023; Ortan et al., 2021; J. Wang & Derakhshan, 2025). School climate and collective teacher efficacy were chosen because these two environmental factors have a strategic nature. The school climate was chosen because of its position as a microsystem that has the closest and most direct influence on the psychological condition of teachers, which is a reality that is felt on a daily basis, thus becoming the foundation of work experience (Cohen et al., 2009). On the other hand, the selection of collective teacher efficacy as a representation of the mesosystem allows for a more in-depth analysis, going beyond a mere description of the environment to understand the relational synergies within it.

Furthermore, empathy was chosen as the main focus, surpassing other individual aspects such as emotional intelligence, resilience, personality traits, and emotion

(Espinoza-Díaz et al., 2023; Gilar-Corbi et al., 2025; Lucas-Mangas et al., 2022). This choice is based on the uniqueness of empathy, which reflects the reciprocal relationship that is at the core of Bronfenbrenner's theory. On the one hand, empathetic teachers can actively shape and improve their microsystems, such as creating a positive classroom Atmosphere (Martín de Hijas-Larrea et al., 2025). On the other hand, negative microsystems can drain the emotional resources of empathetic teachers, which risks causing fatigue and a decline in well-being. Thus, the research framework forms a logical and theoretically coherent narrative. Specifically, it explores how individual characteristics (empathy) interact with their immediate environment (school climate) and the strength of relationships within it (collective teacher efficacy) to collectively determine teacher well-being.

2.2.2. Perceived School Climate

In defining school climate, Cohen et al. (2009) argue that school climate is the character and standard of social interactions in schools that are shaped by the rules, values, norms, relationship patterns, and organizational structures specific to each school. This may sound similar to school culture, which encompasses the values, beliefs, and norms shared by the community. However, school culture refers to the basic ethos that shapes the behaviour and attitudes of everyone in the school. On the other hand, school climate relates to the experiences and perceptions of students, teachers, and staff regarding the school environment (Djordjic, 2020). Therefore, school climate refers to the quality and character of school life as perceived by its members (Cohen et al., 2009). Moreover, school climate is identified into five factors, namely affiliation in the form of teachers' feelings as part of the school community, invention in the form of the school's openness to new teaching approaches and developments, sufficient resources, the active nature of teachers in making decisions at school, and finally the quality of relationships between teachers and students (Johnson et al., 2007).

Furthermore, perceived school climate is an important element of the educational environment, representing mutual beliefs, backgrounds, and perceptions of individuals within a school or university. School climate significantly affects various key areas, including instructional practices, job satisfaction, student engagement, students' academic outcomes, and teachers' well-being (Y. Zhang et al., 2023). Furthermore, the increase in teacher retention and morale improvement of teachers can be achieved by fostering good collaboration and belonging among teachers, which can be achieved through a constructive school environment (Sanchez et al., 2022).

Additionally, the impact of the school environment influences not only teacher morale but also shapes the interaction between teachers and students, as well as overall student achievement. This statement is valid if the school environment promotes an atmosphere of mutual respect and inclusiveness, which will increase student engagement, and behavioural problems will decrease, resulting in improved academic achievement for students (M.-T. Wang & Degol, 2016). In addition, a supportive environment encourages teachers to experiment and develop new teaching strategies due to their self-confidence and the support provided by the institution (Greenier et al., 2021). This is important for English teachers who must develop learning methodologies so that students actively participate in learning, which is the demand of society (Borg, 2006).

Moreover, various research has shown that school climates are beneficial to both teachers and students (Fraser, 2012). There are behavioural, emotional, and cognitive elements to these beneficial impacts. Understanding this is especially necessary in light of the increasingly diverse nature of contemporary classrooms, where a positive school climate is crucial to promoting students' academic confidence, self-worth, and cross-cultural (Calafato, 2024). Beyond that, in the English teacher's context, English teachers' well-being is influenced by autonomy and a feeling of security in the work environment. Furthermore, the lack of opportunities for advancement, financial pressures, technological problems, heavy workloads, social comparisons, and unhealthy relationships between teachers and students are detrimental to the welfare of English teachers (Billaudeau et al., 2022). In addition, Ebadijalal and Moradkhani, (2022) In their research, they also explained that institutional authorities, students, colleagues, workload, teachers' status, and institutional rules are six factors that shape or affect English teachers' well-being.

This is certainly related to the perceived school climate that English teachers feel, which is related to the five factors of school climate that exist (Affiliation, innovation, sufficient resources, and teacher-student relations quality). From this explanation, it can be seen that the school environment impacts collaboration between teachers and the well-being of teachers, in addition to a school environment that supports an inclusive atmosphere and establishes mutual respect, which is essential for English teachers who have high expectations from society.

2.2.3. Collective Teachers' Efficacy

The numerous challenges we have to face, for example, in school, require people to work together. Therefore, it is important to develop the belief that one can succeed through collective efforts (Bandura, 1997). This sense of reciprocal trust is seen in the collective teachers' efficacy in the school setting. It is broader and differs from the concept of self-

efficacy, which refers to an individual's belief in their capabilities to bring about desired instructional outcomes and positively affect student learning (Lingán-Huamán et al., 2023). The concept of teachers' collective efficacy beliefs is teachers' perceptions of the capabilities of the staff or school where they work (Klassen (2010). In addition, collective teachers' efficacy is also defined as teachers' belief that the school as a whole can organize and implement a series of actions that influence students and their level of achievement (Guidetti et al., 2018).

Moreover, the relationship between collective teacher efficacy and student achievement is revealed in the research (R. Goddard et al., 2015). In addition, collective teachers' efficacy has a positive impact on the teaching profession and students, teachers' positive attitudes toward students when educating children with special needs, professional growth, and the teaching profession are all positively impacted by collective teachers' efficacy (Donohoo, 2018). Therefore, collective teacher efficacy is considered to be a major factor for commitment and perseverance at the community level towards the goals of education in the midst of difficult circumstances. Then, in their research, Cansoy and Parlar (2018) discovered that the behaviour of instructional leaders affects individual self-efficacy and collective teachers' efficacy.

Additionally, numerous research studies have continuously emphasized the significant impact that collective teachers' efficacy has on their subjective well-being. For example, Fathi et al. (2020) cultivated a model to exhibit how collective efficacy can estimate EFL instructors' well-being. Later, (Skaalvik & Skaalvik, 2014) examined how collective efficacy is related to numerous factors such as job demands and resources, self-efficacy, engagement, and teachers' sense of belonging. In addition, Herrera et al. (2022) tried to determine how collective teachers' efficacy mediated the relationship between well-being and workplace impartiality. Moreover, when focusing on English teachers, research about collective teachers' efficacy remains scarce. However, research by Abedini et al., (2018) revealed that in the context of English learning, difficult situations and demanding conditions in the work environment can be overcome by a collaborative social environment, so that problems can be tackled efficiently, which is based on the presence of a competent and cooperative team in dealing with the obstacles.

From the various studies that have been conducted, it can be seen that collective teacher efficacy provides an important role for both teachers and students, collective efficacy can affect student success and teacher well-being, especially for English teachers, with collective teachers' efficacy English teacher can handle the difficult situations and demanding environments in the workplace.

2.2.4. Empathy

Empathy is determined as the ability to understand other people's thoughts, respond with care, feel other people's emotions, be kind, and care about other people's suffering (Stern & Cassidy, 2018). In addition, Davis (2018) perceives empathy as a comprehensive framework, encompassing cognitive and affective aspects. Cognitive empathy is the capacity to take on others' perspectives and comprehend another's emotional and social situation, while affective empathy involves the tendency to feel concern or sympathy for someone and feel the negative distress that occurs to others (Troyer & Greitemeyer, 2018).

A primary focus of current research is beginning to discuss the association between personal mental well-being and empathy (Hecht et al., 2022). A study conducted by Jakovljevic (2018) found that empathy, such as in terms of kindness, showing love, and feeling understanding in interpersonal communication, supports increased self-confidence and a sense of individual cohesion, which impacts greater mental resilience and well-being. Many people who have empathy generally have a higher level of well-being; this happens because when people show empathy to others, they will likely feel grateful and behave kindly in return (Wei et.al., 2011). From these supportive and friendly relationships, happiness will increase, as positive emotions, and life satisfaction of empaths (Huang et al. 2018). Moreover, empathy has been discovered to diminish individuals' mental health challenges, such as symptoms of depression (Schreiter et al., 2013).

Empathy can enhance a person's well-being through goal-related emotion regulation that occurs when individuals assess shared emotional states. Through social interaction, a person can oversee their emotional responses and is also equipped to influence the emotions of others. In addition, the success of social relationships and the mental well-being of individuals can be reflected in reciprocal empathic relationships (Stewart et al., 2015; Zaki 2020). Moreover, empathy is recognised as a factor that contributes to reducing the disgrace associated with an individual's mental health, which can enhance mental well-being (Hecht et.al., 2022).

Furthermore, the accuracy of empathy is specifically measured through the degree of understanding the conclusions and predilections of others and has a greater impact than reflectivity on relationship contentment. Additionally, effectively evaluating and understanding the peers' emotional condition has the benefits of individual fulfilment, Nurturing, healthy social interaction, and establishing a harmonious society (Sened et al., 2017). From these studies, it can be seen that empathy affects a person's well-being by understanding the feelings of others, which also has an effect on one's own feelings. On the other hand, research shows empirical evidence that cognitive empathy influences phubbing

behaviour among teenagers who utilize social media; it is an alert to the importance of balancing empathy in social relationships (Rizkyanti et al., 2021).

Beyond that, focusing on the school environment, research by Rizkyanti et al. (2021); showed that beneficial influence is occurring both in cognitive and affective empathy toward the influence on the role of the defender in bullying phenomena among students in Junior High School. Thus, a positive environment in school can be reached by empathy feeling. Moreover, research shows that empathy can mediate the relationship between burnout and self-efficacy, which stress and burnout can be overcome by managing their empathy well, while their confidence in their ability to teach can be strengthened (Putri Margaretha et al., 2024). Moreover, delving deeper into the context of the English classroom process, English teachers have to face unique challenges they face in teaching English that emphasize the importance of empathy in this context, they face the cultural nuances, the acquisition of a new language in students which requires emotional struggles to be faced as well as linguistic barriers (Thuy et al., 2024).

Furthermore, English teachers, as stated by (Gao et al., 2016), have a high level of compassion, kindness, and empathy. Moreover, in the English language learning process empathy plays a very important role, because in English language learning it is necessary to understand the culture and the ins and outs of it in addition to just learning English, so in this kind of environment the empathy ability of the teacher plays a crucial role in the student language acquisition process, bridging cultural gaps, and increasing student motivation (Li & Costa, 2023). In addition, with empathetic English teachers, it is possible to get through any misconceptions that can result from the cultural divergence that comes when learning a language (Maxwell, 2008). From this statement, it is undeniable that English teachers have higher empathy than teachers of other subjects because, in addition to being beneficial for themselves, this is also beneficial for the language teaching process. Moreover, a safer environment can occur in English language learning if English teachers show empathy.

2.2.5. Well-Being of Teacher in the Lens of Ecological System Theory

Bronfenbrenner's social ecology theory is the theoretical underpinning utilised in this study to examine the correlation between these research variables. This theory is in line with this research, which wants to see the relationship between variables related to personal factors and environmental factors that affect teacher well-being. An extensive framework is provided by the social-ecological theory to interpret how an individual's connections with various layers of the environment determine their well-being (Neal & Neal, 2013).

Moreover, the processes of human development arise in dynamic interaction between personal, social, and environmental factors, which are structured into interconnected systems ranging from close settings like workplaces to the influence of broader societal elements such as cultural norms (Bronfenbrenner & Morris, 2007).

The social-ecological framework consists of four constructs; the first layer is a microsystem, followed by a mesosystem, exosystem, and the last layer is a macrosystem. As the most central layer, the microsystem refers to the variables that come into direct contact with an individual. The next layer is the mesosystem, which refers to the individual's arrangement and the numerous elements of the microsystem. The exosystem contains elements that do not directly interact with the individual but indirectly impact have impact on them. The last is the macrosystem which involves global factors that encompass an integration of the other elements, which are microsystem, mesosystem, exosystem, and macrosystem (Yang & Sanborn, 2021).

The social ecology theory served to guide the choice of constructs for this research and highlight the significance of considering the external environment and internal personal attributes. In the microsystem stage, the perceived school climate is conceptualized as part of this layer, which is the environment where the teachers can immediately interact with colleagues, leaders, and students. Effective leadership, support, and collaboration define a positive school climate, and these are essential elements for teacher well-being (Smith, 2021). Then, the mesosystem part is the collective efficacy of teachers, where this factor integrates different aspects of the microsystem, which emphasizes the significance of shared beliefs and social relationships in fulfilling educational goals. High collective efficacy in schools is proven in research to create and encourage teacher performance and welfare (Goddard et al., 2000).

Furthermore, empathy at the individual stage plays an important role in prosocial behaviour, social competence, and adaptation across the life span (Pavot & Diener, 2009; Thompson & Gullone, 2008). Additionally, the last is teacher subjective well-being, which is the result we want to understand from these relationships which consist of emotional balance, life satisfaction, and professional fulfilment, which is influenced by the dynamic interaction between environmental factors in the form of school climate, as well as collective self-efficacies, and personal sub-factors in the form of empathy, which is in accordance with social ecological theory.

2.3. The Dynamic Relations Between Variables

This subchapter explains the dynamic relationship between the variables. Based on the Ecological Systems Theory framework and supported by findings from various literature,

this research proposes a dynamic model that explains how teacher well-being is formed through a series of interrelated influences. This line of thinking does not view variables as isolated entities, but rather as part of a living ecosystem in which environmental and individual factors interact reciprocally (Ngo & Trinh, 2025).

In terms of ecological theory, teachers are surrounded by micro and mesosystems. The microsystem is the space where teachers interact intensively every day, which in this study is represented by the School Climate. Meanwhile, the mesosystem represents the quality of interconnections and shared beliefs among actors in the microsystem, represented by Teacher Collective Efficacy. These environmental variables are hypothesised to influence teacher well-being both directly and indirectly.

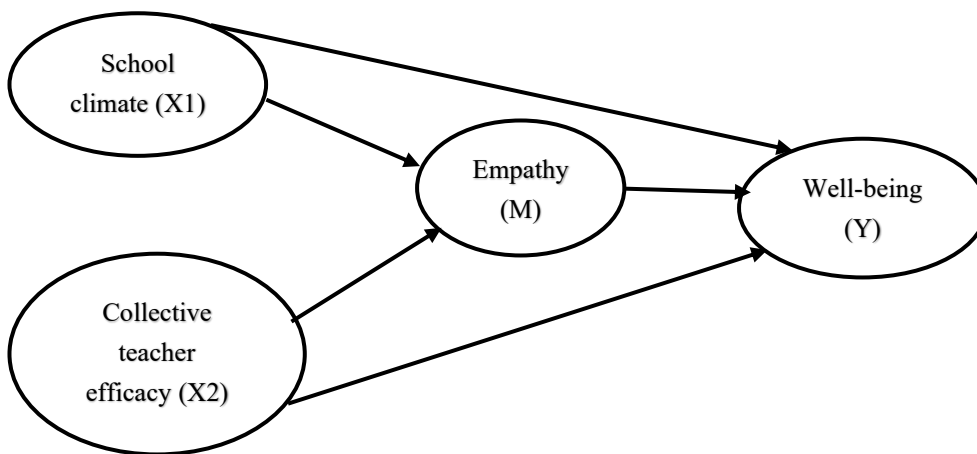


Figure 2.1 Conceptual Framework of the Research

The dynamic relation in Figure 2.1 that develops for this study maps the relationships between variables to establish an empirical foundation. This model is based on the principle of mediation, which posits that the relationship between the predictor variables (school climate and collective teacher efficacy) and outcome variables (teacher well-being) can occur directly or indirectly through the mediating role of variables (empathy). The dynamics begin with the outermost layer of the environment in this model. This school climate, located in the microsystem, serves as the foundation. The literature consistently demonstrates that positive school climate, characterised by leadership support, collaboration, and respect, creates conditions of psychological safety for teachers (Kurt & Duyar, 2023). This environment reduces stress and threats, which are essential for higher psychological resources to develop.

Above this foundation, the collective teachers' efficacy, located in the Mesosystem, acts as the driving force. Collective teachers' efficacy is a shared belief that appears from the interactions and synergies among teachers (Kocak & Ozdemir, 2019). When teachers collectively believe that they are able to overcome challenges and positively impact their students, they will feel empowered, optimistic, and achieve together (Donohoo et al., 2018). Fear of failure will be reduced through this belief, which consequently decreases stress and increases job satisfaction and well-being (Sahli Lozano et al., 2025). Therefore, being part of an effective and confident team fundamentally improves the morale and psychological condition of each member.

This resource-rich environment then activates mechanisms at the individual level. Teacher empathy, as a mediating variable, is positioned as a costly psychological capacity that is cognitively and emotionally demanding (Traikou, 2024). A teacher who is constantly stressed or feels threatened by their environment will have a limited emotional bandwidth to empathise sincerely with students (Makoelle, 2019). This is where ecological dynamics become very clear. A safe school environment (from school climate) and collective self-confidence (from collective teacher efficacy) free up teachers' mental and emotional resources (Donohoo et al., 2018). They no longer focus on surviving professionally but can redirect their energy toward connecting interpersonally. Thus, a supportive environment does not automatically create well-being but enables and cultivates teachers' capacity for empathy. Empathy becomes the bridge that translates external environmental sources into meaningful interpersonal actions.

In the final stage, this active capacity for empathy becomes the main pathway to teachers' subjective well-being. Research continuously indicates that one of the most fulfilling and rewarding aspects of being an educator is forming positive and meaningful connections with students (Ampofo et al., 2025). When teachers foster connection through empathetic engagement, they not only help students feel seen and supported but also support their individual sense of purpose and professional fulfilment (Cai et al., 2023). This positive relationship promotes positive emotions such as joy and fulfilment, contributes to a sense of achievement, and enhances job satisfaction, which are all essential elements of teachers' well-being (Kianinezhad, 2023). In this way, the function of empathy is an essential primary mechanism that transforms everyday social interactions into meaningful personal well-being. Overall, this proposed dynamic is an interlevel dynamic aligned with Ecological System Theory.

CHAPTER III

RESEARCH METHODOLOGY

This chapter provided the details of the methodology employed in this research. The explanation begins by presenting the research paradigm and design that establish the foundations of this research. Following that, the participants' selection process, the instrumentation, and the collection procedures are described. Data analysis techniques used to answer the research questions are also addressed in this chapter. Ultimately, the ethical consideration upheld throughout the research process is addressed.

3.1. Research Paradigm

The positivist paradigm is underpinned by this research, which believes that empirical evidence that can be objectively observed and measured is the basis of valid scientific knowledge (Cohen et al., 2007). In alignment with this view, this research applies this paradigm by operationalizing complex social and psychological phenomena, specifically perceived school climate, collective teacher efficacy, empathy, and teacher well-being, into measurable variables. This paradigm assumes that social phenomena, including human character and behaviour, can be analysed objectively through latent measurement and statistical methods.

Therefore, the deductive process is employed in this approach. Thus, this research formulates hypotheses based on existing theories, which will then be tested using empirical data collected through a structured questionnaire. This instrument is chosen to gather reliable numerical data while positioning the researcher as an external evaluator to minimise interpretative bias (Creswell & Creswell, 2017). Ultimately, the data will be subjected to statistical analysis to test the hypothesised relationship between the variable, with the goal of producing objective and potentially generalizable findings about the factors associated with English teacher well-being (Mack, 2010).

3.2. Research Design

A non-experimental quantitative research approach with a cross-sectional design is utilised in this research. The quantitative approach was selected because the purpose of this research is to test and clarify the relationships between variables by collecting numerical data through a structured instrument from four variables, which are school climate, collective efficacy, empathy, and well-being. This aligns with Creswell (2018), who states that quantitative research aims to explain the correlation among variables. Furthermore, a non-experimental design is employed because manipulated variables or an experimental control are not implemented; instead, it observes and analyses pre-existing relationships.

Moreover, it is suitable for correlation research, which emphasises investigating the relationship between variables (Johnson & Christensen, 2020). Finally, this research implements a cross-sectional design, in which the data is collected simultaneously to obtain a “snapshot” of the phenomenon under study (Lewis-Beck et al., 2004). This design is considered most appropriate due to its efficiency in gathering data from a large sample and its significance in examining the relationship patterns between variables within a specific timeframe, making it ideal for survey-based research.

3.3. Research Participant

The target population for this research consists of all secondary English teachers in the Special Region of Jakarta. Based on an official data letter issued by the Special Region of Jakarta Education Office on March 18, 2025, the total population size of secondary English teachers is 2706 people. Given the large population size and practical constraints, this research utilised a non-probability sampling technique, specifically accidental or convenience sampling. This method was chosen due to practical constraints in reaching the entire teacher population. Moreover, this technique selects the participants from individuals who are the most easily accessible and at the time of data collection (L. Cohen et al., 2007). The initial data collection process successfully gathered responses from 359 teachers. However, after the data cleaning phase to remove incomplete or non-qualifying responses, the final valid sample used for this research analysis is 308 teachers. Ultimately, it is acknowledged that while the convenience sampling method is practical for data collection, the findings may have limited generalizability to the entire population of English teachers in the Special Region of Jakarta. Table 3.1 below shows the detailed data of the participants.

Table 3. 1 Demographic Data of the Participants

Demographic	Description	Frequency (N= 308)	Percentage
Gender	Male	75	24.4%
	Female	233	75.6%
Education background	Bachelor degree	226	73.3%
	Master degree	82	26.7%
Age	23-34 years old	53	17.2%

	35-46 years old	126	40.9%
	>46 years old	129	41.9%
Type of school	Public Junior High School	167	54.2%
	Private Junior High School	41	41%
	Public Senior High School	68	22.1%
	Private Senior High School	32	10.4%
School location	Central Jakarta	33	10.7%
	East Jakarta	121	39.3%
	Nort Jakarta	27	8.8%
	South Jakarta	71	23.1%
	West Jakarta	55	17.9%
	Thousand Island	1	0.3%
Years of teaching	0-3 years	58	18.8%
	4-5 years	17	5.5%
	>5 years	233	75.6%
Employment status	Civil servant	122	39.6%
	Government Employee with a Work Agreement (PPPK)	106	34.4%
	School non-tenured teachers	20	6.5%
	Region/ province non-tenured teachers	5	1.6%
	Foundation school permanent teacher	55	17.9%
Number of classes taught	One class	111	36.0%

Two class	143	46.4%
Three class	54	17.5%

The Special Region of Jakarta is the context of this research. This region was chosen because it is a metropolitan hub exposed to global currents in Indonesia, creating a highly diverse cultural and linguistic landscape. This diversity is reflected in the English language classroom, where teachers face students from various languages and cultural backgrounds (Prawati, 2021). Moreover, as an urban area, Jakarta has distinctive educational challenges, including high professional demands on teachers and an urgent need for better support structures, making it a relevant location to conduct research about teacher well-being (Marwan & Sweeney, 2019).

In addition, English teachers at the secondary education level, junior and senior high school, become the focus of this research as both levels represent a critical phase with unique pressure. Junior high school teachers are a primary focus following the issuance of the Minister of Education, Culture, Research, and Technology Regulation No.12 of 2024, which mandates English at this level, placing them at the forefront of facing students with highly varied initial proficiency. On the other hand, Senior High School teachers are also a key group due to their central role in preparing students for higher education and global competition. Research indicates that teachers at this level face significant pressure to ensure students succeed in high-stakes university entrance exams, where English proficiency is a key assessment component (Ashadi et al., 2022; Sukyadi & Mardiani, 2011). Thus, a comprehensive understanding of well-being can be achieved through examining both levels.

3.4. Data Collection

The data collection procedure for this research began with obtaining official permission from the Special Region of Jakarta Provincial Education Office (*See Appendix 6*). An online questionnaire designed using Google Forms was used as the research instrument of this research. A multi-channel distribution strategy was implemented to broadly reach the participants. First, the questionnaire distribution was facilitated by the Special Region of Jakarta Provincial Education Office. Second, the researcher collaborated with the Subject-Specific Teacher Association of English (MGMP) at Junior and Senior High schools. Third, distribution was also conducted through the principals' network with the assistance of the Principals' Work Group (MKKS) for Junior and Senior High Schools in the Special Region of Jakarta Provincial Education Office. In addition, the researcher conducted direct visits to several easily accessible schools to distribute the questionnaire.

This data collection process took place over approximately one month, and to maintain data integrity, the questionnaire was configured to allow each respondent to submit only one response.

3.5. Research Instrument

This research used four measurement instruments. The first instrument is the Revised School-Level Environment Questionnaire (SLEQ), developed by Johnson et al. (2007). Including 21 items with a five-point Likert Scale, this instrument measures teachers' perceptions of their school climate or environment. In detail, the five main factors of the school environment are evaluated in this instrument: Collaboration, Student Relations, School Resources, Decision Making, and Instructional Innovation. The second instrument is the English Language Teacher Collective Efficacy Scale (ELTCES), which aims to measure the English teachers' collective efficacy beliefs. Consists of 21 items with a six-point Likert Scale, this instrument was developed by Abedini, Bagheri, & Sadighi (2018). Moreover, using Bandura's (1997) conceptual framework and Tschannen-Moran & Hoy's (2007) theoretical model of teacher efficacy as the basis theories, this instrument consists of four dimensions: Efficacy in collaboration with colleagues, efficacy in decision making, efficacy in instruction, and disciplinary and coping efficacy.

The third instrument is the Brief Interpersonal Reactivity Index (B-IRI), the short version of IRI developed by Ingoglia et al. (2016). Including 16 items with a five-point Likert scale, this instrument is used to measure empathy in this research context. Focuses on two dimensions: Empathic Concern (EC), which measures feelings of concern, and Perspective Taking (PT), which measures the ability to take another person's perspective. Those two dimensions is chosen based on by Wang et al. (2020), in their research who reveal that the combination of EC and PT showed the best statistical fit through the confirmatory factor analysis. The last instrument is the Tripartite Occupational Well-being (TOWB) scale, developed by Collie (2024), which is used to measure teachers' occupational well-being, includes 12 items with a seven-point Likert Scale. This instrument is based on a tripartite framework consisting of three main dimensions of well-being in the workplace. These dimensions are subjective vitality, which measures feelings of joy and energy related to work; behavioural engagement, which assesses the effort and effectiveness in performing tasks; and lastly, Professional Growth, which includes reflection and planning for professional development.

Those four instruments were used based on conceptual alignment and theoretical relevance to each variable studied. Each instrument was selected because it has been proven reliable in operationalizing its central construct and is firmly rooted in a well-established

theoretical framework in its respective field. For example, the English Language Teacher Collective Efficacy Scale (ELTCES) is directly based on Bandura's (1977) theory of efficacy and the theoretical model of Tschannen-Moran & Hoy (2007), while the Tripartite Occupational Well-being (TOWB) scale was chosen because it measures explicitly occupational well-being under the tripartite framework developed by Collie (2024), despite the existence of other validated scales that measure well-being in the Indonesian context, such as the well-being scale by Konu et al. (2002), which has been validated by Hermansyah et al. (2024).

The same principle was also applied to the selection process for the Revised School-Level Environment Questionnaire (SLEQ) and the Brief Interpersonal Reactivity Index (B-IRI). However, there are other instruments for measuring empathy that have been tested in the Indonesian context, such as the Basic Empathy Scale (BES), measured by Rizkyanti et al. (2025), however the SLEQ and B-IRI instruments have been validated and are widely accepted for measuring school climate and empathy constructs. Therefore, the selection of these instruments is not based on their specific advantages over other instruments, but on their deep alignment with the theoretical foundation of this research. This aims to ensure that the data collected accurately and validly represent the theoretical concepts that are the primary focus of this research.

Moreover, before using these four instruments, the researchers obtained permission via email from the authors who own the copyrights of the three instruments, which are the Revised School-Level Environment Questionnaire (SLEQ), the Brief Interpersonal Reactivity Index (B-IRI), and the Tripartite Occupational Well-being (TOWB) scale. However, for the English Language Teacher Collective Efficacy Scale (ELTCES), permission was considered implied because no response was received after three attempts to contact the authors at different times. The adaptation process of the instruments included translating from English to Indonesian and standardizing the measurement scales, specifically the Likert scale. In detail, the original Likert rating scale was modified to a four-point scale based on the result of rating scale analysis, which indicates this rating range is functional. This adjustment aimed to mitigate central tendency bias, which is the tendency of respondents to choose neutral options, as well as to eliminate ambiguity in the interpretation of the midpoint of the scale (Nadler et al., 2015). Moreover, to ensure the suitability of the instrument for the research context, a pilot test was conducted. The final details of the research instrument are presented in Table 3.2 below.

Table 3. 2 Details of the Research Instruments

Variable	Total Items	Dimensions	The number of items in the instrument
School Climate (SC)	21	Collaboration	1, 2, 3, 4, 5, 6
		Student Relations	7,8,9,10
		School Resources	11, 12, 13, 14
		Decision Making	15, 16, 17
		Instructional Innovation	18, 19, 20, 21
Collective Teacher Efficacy (CTE)	21	Efficacy in collaboration with colleagues	1, 2, 3, 4
		Efficacy in decision-making	5, 6, 7, 8, 9
		Efficacy in instruction	10, 11, 12, 13, 14, 15
		Disciplinary and coping efficacy	16, 17, 18, 19, 20, 21
Empathy (E)	8	Empathic Concern	1, 2, 3, 4
		Perspective Taking	5,6,7,8
Well-being (WB)	12	Subjective Vitality	1, 2, 3, 4
		Behavioural Engagement	5, 6, 7, 8
		Professional Growth	9, 10, 11, 12

Table 3.2 shows the number of items that are classified as extensive, with a total of 62 items. Therefore, to mitigate the potential fatigue effect on respondents filling out the instrument, a specific questionnaire design strategy was employed. In the questionnaire presented via Google Forms, the items in each variable are organized into separate sections, with each section of the instrument placed in its respective section (see Appendix 7). This structure was intentionally designed to provide natural breaks for respondents as they switch between instrument sections after clicking the “Next” button. By breaking down a lengthy completion task into a series of shorter tasks, respondents' focus and concentration can be maintained, thereby improving the quality and reliability of the data collected.

3.6. Pilot Testing

Along with the function of pilot testing, which is a process aimed at refining and testing the feasibility of instruments in research, and obtaining preliminary data that helps provide an understanding of the research context (Hazzi & Maldaon, 2015; Leon et al., 2011). Pilot testing in this research was conducted before collecting the primary data and was used to test the validity and reliability of the instruments used. In the initial stage, face validity was conducted to ensure the readability of the instrument and the quality of the adapted instrument. The first stage of this process involved checking the instrument by the academic advisor, followed by forward-backwards translation from five language experts, who are English lecturers and senior English teachers, to check the translation quality of the instrument. This procedure is a crucial first step to ensure that the meaning of each item is conceptually, linguistically, and culturally equivalent to the original version (Bundgaard & Brøgger, 2019). Lastly, three Secondary School English teachers from the special region of Jakarta also reviewed the instruments to ensure there were no misconceptions, difficulties in understanding the items, or other difficulties in answering the instruments, since they are the targeted respondents.

In addition, Rasch measurement analysis using Winsteps software version 3.73 was used to check the instruments' validity and reliability. Following Rasch Analysis, the measurement in this research measures the instrument validity in two ways: data value fit with the model and construct validity. In detail, the criteria of data value fit with the model are the value of the outfit MNSQ, which acceptable ranges from 0.5 to 1.5; the value of Z-standard acceptable range from -2.0 to +2.0; and the value of Point Measure Correlation in the acceptable range of 0.4 to 0.85 (Bond & Fox, 2015; Boone et al., 2014). Moreover, construct validity is measured by looking at the unidimensionality test through examining the value variance (RV), which should be more than 20%, and unexplained variance (UV), which should be less than 15%. Do not stop there because there are Likert scale adjustments in this research's instruments, the validity test of the rating scale is also conducted to verify whether the number of rating scales in the instrument confuses the respondent or not (Sumintono & Widhiarso, 2013), which is measured by looking at the increasing value of the observed value and the Andrich threshold. The process of validity and reliability was conducted iteratively through two separate pilot test sessions for each instrument.

3.6.1. The First Pilot Testing Phase

In this first pilot testing phase, 90 respondents were included, and the reliability and validity of the instruments were checked one by one. For the first step, the researcher prepares the data by cleaning the outliers in each instrument. The second step is checking

the quality of the reliability and the fit validity of the instrument through the result of the summary statistic in the Winsteps output table 3.1 and the item fit order in the Winsteps output table 10. The third step is checking the construct validity, which is achieved by looking at the unidimensionality in the Winsteps output table 23. The last measurement is the validity of the rating scale, as shown in the Winsteps output table 3.2. In detail, the Table. 3.3 Below are the results of the reliability and the validity (Item fit and construct) of each instrument:

Table 3. 3. Summary of Reliability and Fit Validity of Each Instrument in the First Pilot Test

First pilot test	Cronbach Alpha	Person's Reliability	Item's Reliability	RV and UV Score	Misfit item	MNSQ	ZSTD	PT Mean Corr score
SC	0.90	0.86	0.90	37.2% and all UV scores <15%	SC7, SC17, SC4, SC1, SC11, SC2, SC3, SC18, SC5.	3.15, 1.94, 1.89, 1.68, 1.52, 0.47.	7.1,5.4, 4.4, 3.3, 2.8, - 2.2, - 2.4, - 2.8, - 3.4.	0.27, 0.33, 0.37.
CTE	0.93	0.91	0.89	46.1% and all UV scores <15%	CTE 19	From 0.5 to 1.5	-2.1	From 0.4 to 0.85
TE	0.67	0.59	0.87	35.9% and all UV scores <15%	All items are fit	From 0.5 to 1.5	from - 2.0 to +2.0	From 0.4 to 0.85

WB	0.89	0.85	0.68	45.2%	WB8, WB7	From 0.5 to 1.5	-2.5, -2.3	From 0.4 to 0.85
				1 st contrast				
				15.5%				

From the result of the first phase pilot testing in Table 3.3. It can be seen that overall, the reliability of items and persons in each instrument indicated a good result, with a really good level of interaction between items and persons, as shown in the result of Cronbach's Alpha, which three of the instruments are greater than 0.80 (Sumintono & Widhiarso, 2015). Extensively, the person's reliability of perceived school climate (0.86) and teacher occupational well-being (0.85) indicated a good result, and collective teacher efficacy (0.91) indicated a very good result. On the other hand, a person's reliability of empathy showed a weak result with 0.59. However, with the enough result of Cronbach's Alpha in the empathy instrument (0.67), the weak result does not mean too much, especially for pilot testing with a small number of respondents, because reliability is about numbers; the bigger the number, the better the result (Sumintono & Widhiarso, 2015).

Additionally, in detail, the item reliability results of each instrument are perceived school climate (0.91), which indicates a very good result, collective teacher efficacy (0.89), and empathy (0.87), which indicate a good result, and the result of teacher occupational well-being (0.68) is indicates an enough result. In addition, for the construct validity, all the instruments have a good result of raw variance, as indicated by all the presentations greater than 20%, and only one of the unexplained variances, in teacher occupational well-being, is greater than 15%.

The fit validity shows varied results for each instrument. For the perceived school climate item point SC7 (3.15), SC17 (1.94), SC4 (1.89), SC1 (1.68), SC11 (1.52), and SC5 (0.47) out of the outfit means-square standard. Moreover, SC7 (7.1), SC17 (5.4), SC4 (4.4), SC1 (3.3), SC11 (2.8), SC2 (-2.2), SC3 (-2.4), SC18 (-2.8), and SC5 (-3.4) are beyond the standard of the Z outfit. Additionally, items SC7 (0.27), SC17 (0.33), and SC4 (0.37) are beyond the standard of point measure correlation. In conclusion, this result shows that three items (SC7, SC17, SC4) violate the three standards. In the Collective Teachers Efficacy Instrument, one item is beyond the standard of the Z outfit, which is item CTE19 (-2.1). On the other hand, from the result of the empathy instruments, all the items indicated meet all the standards. The last instrument, which is the teachers' occupational well-being, has two items that are beyond the standard of the Z outfit, which are item WB8 (-2.5) and WB7 (-2.3). In summary, to address the misfit items, changes were made to the wording of items

SC3, SC16, and SC18, which had negative wording, changing them to positive wording. Moreover, the wording of other misfit items was also reconstructed, while maintaining the alignment of the existing meaning of the items.

The rating scale validity is used to determine whether the rating (Likert) options used are confusing or not for respondents which means functional (Sumintono & Widhiarso, 2015). The result is seen from the average of the observed value and the result of the Andrich Threshold. Table 3.4 provides a summary of the rating validity for each instrument.

Table 3. 4. Summary of Rating Scale Validity of All Instruments

Validity Criteria	Perceived School Climate Instrument	Collective Teacher Efficacy Instrument	Empathy Instrument	Teacher Occupational Well-being Instrument
Average of the Observed Value				
Category 1	0.78	-1.14	-1.32	5.29
Category 2	0.09*	0.31	-0.37	1.28*
Category 3	1.13	1.72	2.32	2.30
Category 4	2.97	4.51	4.55	4.58
Andrich Threshold				
Category 1	NONE	NONE	NONE	NONE
Category 2	-1.99	-2.48	-2.42	-3.12
Category 3	-0.57	-1.43	-1.51	-1.25
Category 4	2.56	3.91	3.93	4.36

Note. "NONE" indicates the absence of a threshold. * $p < 0.05$

The result from the rating scale analysis in Table 3.4 supports the use of the four-point Likert scale across the instruments. All instruments' Andrich thresholds value increased systematically, indicating the following monotonic assumption, a valid underlying structure. A similar increasing trend was found in the observed average for the collective teacher efficacy and empathy instruments, showing that respondents can ensure each option given when answering the questionnaire. On the other hand, a slight disordering was noted in the last two instruments; this issue was minor and did not affect the overall structure

validity, confirmed by Andrich’s threshold. This demonstrates the robustness of the scales’ design, even if there was some minor inconsistency in how respondents applied in two cases. Thus, it is concluded that the four-point Likert scale is a suitable and appropriate measurement tool for this research.

3.6.2. The Second Pilot Testing Phase

During this second pilot testing phase, 50 respondents were included, and a systematic procedure was followed to assess the reliability and validity of the modified instruments, which had been revised based on the results from the first pilot test. The initial procedure involved data preparation by removing outliers from each instrument’s dataset. Subsequently, the quality of both reliability and item validity was evaluated using the summary statistics in WinStep output table 3.1 and the item fit order in WinStep output table 10. The third procedure was to verify the construct validity by examining unidimensionality in WinStep output table 23. The final measurement focuses on the rating scale’s validity, as detailed in WinStep output 3.2. A comprehensive summary of every instrument’s reliability and validity (item fit and construct) is presented in Table 3.5 below.

Table 3.5 Summary of Reliability and Fit Validity of Each Instrument in the Second Pilot Test

Second pilot test	Cronbach Alpha	Person’s Reliability	Item’s Reliability	RV and UV Score	Misfit item	MNSQ	ZSTD	PT Mean Corr score
SC	0.93	0.90	0.84	47% and all UV scores <15%	SC16, SC12, SC6, SC18	2.49, 1.75, 0.47	5.51, 3.1, -2.2, -2.4	0.33
CTE	0.96	0.93	0.77	61.8% and all UV scores <15%	CTE21, CTE1, CTE2, CTE19, CTE3, CTE13, CTE18,	3.26, 2.79, 1.80, 0.48, 0.35, 0.37, 0.35,	2.6, 2.9, -2.6	0.31, 0.88, 0.87, 0.89

					CTE15, 0.26,			
					CTE20 0.15			
TE	0.84	0.82	0.65	48,6%	TE8, From	-1.1, -	From 0.4	
				and the	TE1, 0.5 to	1.2,	to 0.85	
				1 st	TE2, 1.5	-1.4,		
				contrast	TE6	-1.9		
				18.8%				
WB	0.92	0.89	0.58	54%	WB8	0.32	-2.3	0.89
				and the				
				1 st				
				contrast				
				16.4%				

The result of the second pilot test showed an improvement in instrument validity and reliability. Specifically, the Cronbach's Alpha value increased for all instruments, with every instrument in this second test achieving a score greater than 0.80. This indicates that all instruments have a good level of interaction between the items and the responses. Similarly, person reliability also showed an increase for each instrument. On the other hand, item reliability decreased in every instrument. This can be considered a normal outcome because a weak result is not highly significant in reliability analysis, especially for this second pilot test, which had a smaller number of respondents than the first instrument. Since reliability statistics are sensitive to the number of respondents, a larger sample generally leads to greater reliability result (Sumintono & Widhiarso, 2015).

The fit validity also shows an increasing result and variance in each instrument. In the school climate instrument items SC16 (2.49), SC12 (1.75), and SC18 (0.47) are out of the outfit means-square standard. In addition, item point SC16 (5.5), SC12 (3.1), SC 6 (2.2), and SC18 (0.24) are beyond the standard of the Z outfit. Moreover, items SC16 (0.33) are beyond the standard of point measure correlation. Thus, in this second pilot test, only one item, which violated all the standards, showed increased instrument quality. In the collective teacher efficacy instrument three items are overfit with the MNSQ standard value, which are CTE21 (3.26), CTE1 (2.79), CTE2 (1.80) and six items are underfit the MNSQ standard value, those are CTE19 (0.48), CTE3 (0.35), CTE13 (0.37), CTE 18 (0.35), CTE15 (0.26), and CTE20 (0.15). In addition, two items are overfitted to the ZSTD value standard, which are items CTE21 (2.6) and CTE1 (2.9). Furthermore, one item

underfits the ZSTD standard value CTE20 (-2.6). Moreover, four items violate the standard of point measure correlation: CTE1 (0.31), CA18 (0.88), CTE15 (0.87), and CTE20 (0.89).

In the empathy instrument from the result, all of the items meet the Outfit means-square and point measure correlation standard. However, four items are beyond the standard of the Z outfit, which are item TE8 (-1.1), TE1 (-1.2), TE2 (1.4), and TE6 (-1.9). Lastly, the teacher occupational well-being scale has one item under all the standards, which is item WB8. In conclusion, based on the result of the second pilot test and in preparation for the main data collection, revisions were made by converting all negatively worded items into positive ones. This change was proven to significantly improve the instrument's quality. Furthermore, wording adjustments were also applied to other misfit items to optimize the result. Thus, there is no items were omitted for this research due to the improvement of the instrument's quality observed from the first to the second pilot test. The details of the item changes can be reviewed in Appendix 1.

The validity of the rating scale was also measured in this second pilot test. Table 3.6 shows the summary result of the observed value and the result of the Andrich Threshold to measure the rating scale validity.

Table 3.6 Summary of Rating Scale Validity of All Instruments

Validity Criteria	Perceived School Climate Instrument	Collective Teacher Efficacy Instrument	Empathy Instrument	Teacher Occupational Well-being Instrument
Average of the Observed Value				
Category 1	0.92	-0.61	-1.42	-
Category 2	0.18*	-0.32	-0.44	-1.80
Category 3	1.93	1.76	2.14	0.41
Category 4	4.05	6.47	4.77	3.93
Andrich Threshold				
Category 1	NONE	NONE	NONE	-
Category 2	-2.95	-2.51	-2.41	NONE
Category 3	-0.32	-2.18	-1.55	-2.87
Category 4	3.26	4.69	3.96	2.87

*Note. "NONE" indicates the absence of a threshold. *p < 0.05*

The result of the rating scale analysis of the second pilot test phase, which is shown in Table 3.6, indicated the same pattern as the first pilot test. All instruments' Andrich thresholds increased monotonically, indicating a valid underlying structure and slight disordering in the value of the observed average. Thus, the same conclusion is implemented that the four-point Likert scale is a suitable and appropriate measurement tool for this research to collect real data.

3.7. Data Analysis

The data analysis in this research was systematically designed to address the four research questions using a quantitative approach. The initial phase focused on analysing the measurement model and descriptive statistics, followed by the structural model analysis, which included correlation and mediation analyses. The analysis was conducted using Winsteps software version 3.73 for the Rasch model analysis and SPSS version 27 with the PROCESS V4.2 micro. Before conducting the analysis, a data cleaning procedure was performed to identify and omit the data from respondents that did not align with the Rasch model's expectations. Misfit data can suggest random, unengaged, or misunderstood response patterns, which can interfere with the accuracy of the analysis result (Bond & Fox, 2015). The data cleaning criteria in this study were carried out in a two-step process. First, respondents identified with the "maximum measure" were removed, and second, data that showed an outfit MNSQ value greater than 2.0 were omitted.

Following the data cleaning, the instrument was calibrated using the Rasch Model. The Rasch analysis in this study utilizes Joint Maximum Likelihood (JMLE) to transform respondents' scores into a logit scale, which has a range from negative infinity to positive infinity, thus enabling interval data analysis (Taufik et al., 2025). Converting the ordinal data from the Likert scale into interval scale data in the form of logit values is a crucial step, as the subsequent parametric statistical analyses assume data to be on an interval scale. Furthermore, this stage includes a psychometric evaluation to provide an overview of the instrument's characteristics and its fit with the respondents. This evaluation provided information on the reliability of the person and items, Cronbach's alpha, the mean logit and standard deviation for items and persons, outfit Mean Square (MNSQ), and unidimensionality. Specifically, the following criteria were applied: person reliability ranges from <0.67 (poor) to >0.94 (excellent); Cronbach's alpha from <0.5 (poor) to > 0.8 (very good); MNSQ values near 1.0 are ideal; unidimensionality is assumed by the raw variance explained by measures more than 20% and unexplained variance below 15%

(Sumintono & Widhiarso, 2015). This process ensures that the logit data used for the following analyses are derived from an instrument demonstrated to be valid and reliable for the samples of this research.

After the data validation process was confirmed through the previous process, the analysis was continued to address the first research question. The validated logit data were used to generate a descriptive picture of the level of each research variable, which includes perceived school climate, collective teacher efficacy, empathy, and teacher occupational well-being of English teachers in the special region of Jakarta, examined at both the item and person levels. Using the mean and standard deviation of the logit value, each variable was classified into four district categories. For the item level, the categories were very difficult to agree, difficult to agree, easy to agree, and very easy to agree, while person-level categories were very high, high, moderate, and low.

In addition, the final stage of analysis focuses on hypothesis testing to examine the relationship between variables in this research, thereby addressing the second, third, and fourth research questions. As an initial stage, a Pearson's product-moment correlation analysis was conducted to validate the existence of a linear relationship among the variables. This method was chosen as it is appropriate for examining the linear relationship between two continuous variables, in this case, the interval level-logit score derived from Rasch analysis. This specifically tested the relationship between perceived school climate and collective teacher efficacy with empathy (research question two), as well as the relationship of these three variables with teacher occupational well-being (research question three). The primary index examined in the Pearson correlation coefficient (r), which is represented based on the three criteria. The first is the direction, indicated by a positive sign that demonstrates a positive direction, which means increasing score in X means increasing score in Y, or a negative sign that demonstrates a negative direction, which means increasing score in X means decreasing score in Y. The second one is the strength of the relationship, which indicates that the closer the result to + or - 1, the stronger the relationship. The last is statistical significance, determined by a p-value less than 0.05 (Muijs, 2004).

Moreover, the primary analysis, addressing the fourth research question, a mediation analysis was conducted using the process macro (model 4) with multiple independent variables. This analysis began by examining the direct effect of the independent variables (X1: perceived school climate and X2 collective teacher efficacy) on the mediator (M empathy), represented by paths a1 and a2. Furthermore, the model assesses the effect of the mediator (M, empathy) on the dependent variable (teacher occupational well-being),

designed as path b, as well as the direct effect of each independent variable (X1 and X2) on the dependent variable (Y) on path c'1 and c'2, while controlling the other variable. The interpretation of each path is based on the value of the unstandardised regression coefficient (b), its standard error (SE), and the statistical significance as determined by the t-value and a p-value less than 0.05 (Hayes, 2022). The main focus of this analysis is to evaluate the indirect effect, specifically, the influence of school climate on teacher occupational well-being as mediated by empathy (path a1.b), while controlling the other variable (X2), and the effect of collective teacher efficacy on teacher occupational well-being by empathy (path a2.b), while controlling the other variable (X1) (Hayes, 2022). The significance of these mediation effects was determined using a bootstrapping procedure with 5,000 resamples at a 95% confidence interval. A mediation effect is considered significant if the confidence interval does not include zero (Hayes, 2022). In the end, this analysis will reveal how these relationships collectively shape the overall occupational well-being of English teachers in the Special Region of Jakarta. The Summary of the data analysis is shown in Table 3.7 below.

Table 3.7 Research Questions, Hypotheses, and the Data Analysis Summary

Research Questions	Hypotheses	Data Analysis
1. What is the level of English teachers' perceived school climate, collective teachers' efficacy, empathy, and well-being among Secondary School English teachers in the Special Region of Jakarta?	-	Descriptive statistic
2. Is there a significant relationship between English teachers' perceived school climate and collective teachers' efficacy with the empathy of Secondary School English teachers in the Special Region of Jakarta?	Hypothesis 1: (H ₀ 1) There is no significant relationship between English teachers' perceived school climate and empathy of Secondary School English teachers in the Special Region of Jakarta. (H _a 1) There is a significant relationship between English teachers' perceived school climate and empathy of Secondary School English	Inferential statistic whit Pearson moment correlation

teachers in the Special Region of Jakarta.

Hypothesis 2:

(H₀2) There is no significant relationship between collective teachers' efficacy and empathy of Secondary School English teachers in the Special Region of Jakarta.

(H_a2) There is a significant relationship between collective teachers' efficacy and empathy of Secondary School English teachers in the Special Region of Jakarta.

3. Is there a significant relationship between English teachers' perceived school climate, collective teachers' efficacy, and empathy with the well-being of Secondary School English teachers in the Special Region of Jakarta?

Hypothesis 3:

(H₀3) There is no significant relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a3) There is a significant relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Inferential statistics with Pearson moment correlation

Hypothesis 4:

(H₀4) There is no significant relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a4) There is a significant relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Hypothesis 5:

(H₀5) There is no significant relationship between empathy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a5) There is a significant relationship between empathy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

4. Does empathy significantly mediate the effect of English teachers' perceived school climate and collective teachers' efficacy on the well-being of English teachers in the Special Region of Jakarta?

Hypothesis 6:

(H₀6) Empathy does not mediate the relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a6) Empathy mediated the relationship between English teachers' perceived school climate and the well-being of Secondary School English teachers in the Special Region of Jakarta.

Inferential statistics using multiple regression with Hayes's process model 4

Hypothesis 7:

(H₀7) Empathy does not mediate the relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

(H_a7) Empathy mediates the relationship between collective teachers' efficacy and the well-being of Secondary School English teachers in the Special Region of Jakarta.

3.8. Ethical Consideration

The research was conducted in strict compliance with ethical principles to protect the rights of all participants. The main ethical commitments of this study were to ensure voluntary participation, guarantee data confidentiality, and obtain informed consent. Procedurally, formal written approval was first sought from the relevant authority, namely the Jakarta Special Region Education Office, to ensure full compliance with institutional and legal protocols. Once this approval was received, data collection was facilitated through the Principals' Council (MKKS) and the English Subject Teachers' Council (MGMP) in the Jakarta Special Region using a Google Form questionnaire.

The first part of the form will be dedicated to an informed consent statement, which clearly outlines the purpose of the research, the voluntary nature of participation, the right to withdraw at any time, and the steps taken to protect data confidentiality. Participants must explicitly give their consent before they can access the questionnaire. Finally, all collected data will be anonymised and treated with the strictest confidentiality to protect respondents' privacy. To ensure anonymity, the questionnaire was designed not to collect any personally identifiable information, such as names and email addresses. Moreover, to maintain confidentiality, the collected data is stored and access to the raw data is strictly limited to the principal investigator.

CHAPTER IV

FINDING AND DISCUSSION

This chapter systematically details the findings of this research, which serve to answer the objectives of this research. The first objective is addressed in the initial part of this chapter by presenting the research participant distribution data, followed by descriptive statistics concerning item-level and person-level difficulty. Subsequently, the second part addresses the second and third research questions by presenting the direct relationship between the variables. In addition, the main component of this research is described in the last section, which presents the mediation analysis output. Lastly, beyond merely reporting the results, this chapter integrates and elaborates the findings with the relevant academic literature in the discussion section.

4.1. Result of the Research

4.1.1. The Level of Perceived School Climate, Collective Teacher Efficacy, Empathy, and Well-Being of English Teachers in Jakarta

The result of this sub-chapter is used to address the first research question, which aims to determine the level of each variable in this research. To maintain the accuracy and integrity of this research, a thorough data cleaning and validation process was undertaken before further statistical analysis was conducted. This preparatory phase involved removing respondents identified as outliers, which was indicated by having a maximum or minimum measure value and having more than 2-logit. Furthermore, this process also excluded respondents who provided incomplete data. This screening process reduced the initial sample from 359 to 308 valid respondents suitable for further analysis. The details of the demographic data distribution of the final sample are provided in Table 3.1 in Chapter Three.

4.1.1.1. The Level of Perceived School Climate of English Teachers in Jakarta

This sub-chapter explains the level of school climate among English teachers in Jakarta using Rasch model analysis. Before looking more deeply into the item and person difficulty levels in the perceived school climate variable, Table 4.2 presents a general statistical overview of the instrument's results. This evaluates the data's characteristics, particularly the suitability and fit between the instrument and the respondent.

Table 4.1 Person and Item Separation Index Summary of Perceived School Climate

	Person	Item
N	308	21
Measures (Logit)		
Mean	2.86	0.00
Standard deviation (SD)	1.96	0.56
Standard error (SE)	0.11	0.12
Outfit Mean Square		
Mean	0.93	0.93
Standard deviation	0.70	0.15
Reliability	0.90	0.94
Cronbach's Alpha	0.93	
Unidimensionality		
Raw variance by measure	43.7%	
Unexplained variance 1 st contrast	7.8%	

As shown in Table 4.1, the person's mean logit value is +2.86, with a 0.11 standard error. This positive value indicates that the teachers, as a group, generally have a positive perception of their school climate. The respondent measures are also highly diverse (heterogeneously) distributed, which is demonstrated by a standard deviation of 1.96. Moreover, the item's standard deviation of 0.56 confirms a sufficient range of item difficulty, enabling the instrument to effectively measure teacher perceptions at various levels, with a precise value of item difficulty shown by the 0.12 standard error result. The result of Wright Map can be seen in Appendix 2. In addition, the result for persons (0.90) and items (0.94) reliability indicated an excellent result, which means the resulting item difficulty hierarchy is stable and reliable. The result of unidimensionality also shows good results, which means that the instrument measures what should be measured, in this context, perceived school climate.

4.1.1.1.1. Item Difficulty Level of Perceived School Climate of English Teachers in Jakarta

An item difficulty classification was performed to analyse the perceived school climate levels among English teachers in Jakarta. Items were categorised into four difficulty levels by dividing the distribution of the item logit values based on the mean and standard deviation shown in Table 4.1 above. The details of this classification are presented in Table 4.2 below.

Table 4.2 Item calibration of the perceived school climate of English teachers in Jakarta

Construct of perceived school climate	Level of Difficulty			
	Very Difficult (LVI > 0.56)	Difficult (+0.56 ≥ LVI ≥ 0.00)	Easy (0.00 ≥ LVI ≥ -0.56)	Very easy (LVI < -0.56)
1. Collaboration	-	SC6, SC5	SC1, SC2	SC4, SC3
2. Students' relation	SC10	-	SC8, SC9 SC7	-
3. School source	SC14	SC12, SC13	SC11	-
4. Decision making	SC16	SC15	SC17	-
5. Instruction innovation	SC19	SC20, SC21	SC18	-

The data in Table 4.2 indicates the distribution of item difficulty: four items (19.05%) are considered “very difficult to agree” with, seven (33.34%) are “difficult to agree” with, eight (38.09%) are “easy to agree” with, and the last two items (9.52%) are “very easy” to agree with. Upon closer inspection, the most unique finding is in the construct “students' dimension,” where teachers tend to agree that their students are very polite, kind, and cooperative (SC7, SC8, and SC9). However, they are indicated tend to disagree with the statement that their students are motivated to learn (S10).

Furthermore, regarding collaboration and innovation, the data indicated that teachers' positive attitude does not always translate into practice. For instance, there is a strong agreement on good communication (SC3) and teamwork (SC4). English teachers also found that they agree they have a routine opportunity to work together with the other teachers (SC2), and have regular coordination regarding the classroom instruction (SC1). However, there is significantly less agreement on the collaborative design of instructional programs (S6), and they routinely discuss the needs of individual students with the other teachers in their school (SC5). This highlights a gap between the perception that emphasizes teamwork and the real application regarding the students' focused pedagogical planning.

Similarly, while teachers are open to trying new approaches (SC18), they do not perceive it as innovation (SC20), suggesting a gap between openness and actual innovation. This is supported by their disagreement that new and different ideas are consistently implemented in their schools (SC19) and their difficulty in agreeing that the new curriculum is regularly implemented in their school (SC21). This perceived lack of implementation can be linked to issues of the perception of teacher autonomy, where they report having minimal input (SC16), infrequent involvement in decision-making (SC15), and centralised school leadership (SC17). Furthermore, their perception of school resources is mainly negative, manifested by their difficulty agreeing with three (SC14, SC12, SC13) of the four items in this dimension.

4.1.1.1.2. Person Level of Perceived School Climate of English Teachers in Jakarta

Following the items' agreement levels analysis, the subsequent analysis involves classifying the English teachers based on their "person level" of their perceived school climate level. Using their person logit values and demographic data, English teachers are grouped to ascertain the distribution of individuals across several establishments. This classification comprises four levels of perceived school climate: Very High, High, Moderate, and Low. This grouping is based on the mean of the person's logit (1.96) and the standard deviation (0.11) in Table 4.2 above result of the school climate instrument. Table 4.4 outlines the detailed level of distribution.

Table 4.3. Teachers' Perceived School Climate According to Demographics Data

Demographic	Very High (LVP > 4.82)	High (4.82 ≥ LVP ≥ 2.86)	Moderate (2.8 ≥ LVP ≥ 0.9)	Low (LVP < 0.9)
Genre				
Male	18	22	24	11
Female	41	68	92	32
Education background				
Bachelor degree	40	60	88	38
Master degree	19	30	28	5
Age				
23-34 years old	4	16	25	8
35-46 years old	25	32	47	22
>46 years old	30	42	44	13
Type of school				
Public Junior High School	36	46	66	19
Private Junior High School	8	10	18	5
Public Senior High School	9	22	22	15
Private Senior High School	6	12	10	4
School location				
Central Jakarta	4	12	11	6
East Jakarta	26	37	42	16
Nort Jakarta	5	5	12	5
South Jakarta	14	22	26	9
West Jakarta	10	14	24	7
Thousand Island	-	-	1	-

Years of teaching				
0-3 years	11	19	20	8
4-5 years	1	6	5	5
>5 years	47	65	91	30
Employment status				
Civil servant	25	40	39	18
Government Employee with a Work Agreement (PPPK)	19	27	45	15
School non-tenured teachers	1	4	11	4
Region/ province non-tenured teachers	1	-	3	1
Foundation school permanent teacher	13	19	18	5
Number of classes taught				
One class	23	35	38	15
Two class	31	36	56	20
Three class	5	19	22	8

The analysis in Table 4.3 reveals demographic differences in school climate perception. Based on gender, male teachers have a slightly higher percentage, 53.3% (40 out of 75) of positive perception (Very High and High), compared to female teachers, with a total of 48.8% (109 out of 233). On the other hand, the negative perception (Moderate and Low) shows that the presentation of male teachers is 46.7% (35 out of 75) in contrast with female teachers who indicated a higher percentage of 51,2% (124 out of 233). Thus, it can be demonstrated that male teachers have a more positive perception of perceived school climates. A slightly higher difference also appears when considering teachers' educational background. English teachers with a Master's degree (59.8%, 49 out of 82) tend to have a higher level of positive perception than teachers with a Bachelor's degree (44.3%, 100 out of 226). Specifically, they were more indicated in the "Moderate" and "Low" categories with 55,7% (126 out of 226) than Master's degree holder teachers

(40.2%, 33 out of 82). These findings indicated that a higher educational level tends to have a more positive perception of the school climate.

In terms of age, the unique result indicated. Positive perceptions tend to increase with age. The group with teachers over 46 old showed the highest positive perceived school climate at 55.8% (72 out of 129), followed by group of teachers in the age of 35-46 with 45.3% (57 out of 126), and the 23-34 years age group at 37.7% (20 out of 53). This finding suggests the youngest age group has the lowest level of positive perception and shows a high level of negative perception. Therefore, it can be assumed that older age groups tend to be more positive, and younger teachers have a more negative perception. Thus, the middle age group (35-46) requires particular attention, as it is demonstrating the strongest tendency towards a negative perception of the school climate.

Based on the school location, significant differences in perceived school climate are indicated in the English teachers of special regions in Jakarta. Teachers in East Jakarta showed the highest positive perceptions (Very high and High) among the others, with a total percentage of 52,1% (63 out of 121), followed by English teachers in South Jakarta with 50.75% (36 out of 71) total of the percentage. Moreover, English teachers in North Jakarta indicated the lowest positive level regarding their perception of school climate, with 37% (10 out of 27). On the other hand, when looking at the negative perception (Moderate and Low), East Jakarta English teachers indicated the lowest percentages with 47.9% (58 out of 121), followed by South Jakarta teachers with 49.3% (35 out of 71). This strengthens the indication that East and South Jakarta English teachers have the best perception of their school climate compared with the other group based on the school region. Moreover, based on school type, public and private status did not determine perceptions consistently. English teachers in private high schools have the highest perceived school climate (56.3%, 18 out of 32), while private junior high school teachers have the lowest positive perception (43.9%, 18 out of 41). Meanwhile, English teachers at public schools, both at the high school and junior high school levels, showed relatively balanced but tend to be negative, with percentages of 45.6% (31 out of 68) for public high school teachers and 49.1% (82 out of 167) for public junior high school teachers.

The teaching period also produced a unique pattern, with the results showing a non-linear trend. English teachers with new experience in teaching (0-3 years) indicated that they have the highest level of positive perceived school climate, with a percentage of 51.7% (30 out of 58). However, this positive perception drastically decreased between teachers with 4-5 years of experience, who indicated that they had the highest level of negative perception, as shown in the high percentage (58.8%, 10 out of 17). This perception has

continuously improved among the most experienced teachers, those with more than 5 years of teaching experience, although it remained slightly negative, with a percentage of 51.9% (121 out of 233). This dynamic suggests that a teacher's early experience is very positive; however, a critical phase in the early mid-career stage significantly alters their perception of the school climate.

Furthermore, in terms of employment status, there is a link between permanent employment status and a more positive perception of the school climate. Whereas English teachers with better job security, such as Foundation Permanent Teachers and Civil Servants, tend to have a more positive school climate, with Foundation Permanent Teachers scoring 58.2% (32 out of 55) and Civil Servants scoring 53.3% (65 out of 122). In contrast, teachers with contractual or non-permanent employment status showed lower perception scores, with 25% for school honorary teachers and 20% for regional honorary teachers. In addition, the last demographic data, which is the number of classes taught by teachers, shows that the more classes taught, the lower the positive perception of the school climate among English teachers in the special region of Jakarta. This can be seen from the decline in positive presentation scores for each class load. Teachers who teach one class have the highest positive perception, with a score of 52.3% (58 out of 111). This is followed by teachers teaching two classes with a percentage of 46.9% (67 out of 143), and the lowest positive perception score is held by teachers teaching three classes with a percentage of 44.4% (24 out of 54).

4.1.1.2. The Level of Collective Teacher Efficacy of English Teachers in Jakarta

To understand the level of collective teachers' efficacy of English teachers in Jakarta, Rasch analysis is applied in this chapter. Table 4.4 provides an initial general statistical summary of the measurement instrument's performance. This is presented before a more in-depth analysis of the item and person level of collective teacher efficacy, notably the compatibility between the instrument and the respondents.

Table 4.4 Person and item separation index summary of collective teachers' efficacy

	Person	Item
N	308	21
Measures (Logit)		
Mean	4.05	0.00
Standard deviation (SD)	2.62	0.68

Standard error (SE)	0.15	0.15
Outfit Mean Square		
Mean	0.85	0.85
Standard deviation	0.90	0.21
Reliability	0.91	0.94
Cronbach's Alpha	0.95	
Unidimensionality		
Raw variance by measure	52.9%	
Unexplained variance 1 st contrast	7.4%	

Based on Table 4.4 above, it can be identified that overall, English teachers in the Special Region of Jakarta have a high level of collective teacher efficacy, as indicated by a mean logit of person value of +4.05 with a standard error of 0.15. Moreover, the standard deviation value of 2.62 indicates a highly diverse distribution of respondents, which suggests variation in efficacy levels among English teachers in the Special Region of Jakarta. The instrument also has a good item difficulty range value (0.68) and a good precision value (0.15). This means that the items are able to measure teacher efficacy at various levels effectively and precisely. The results of the item map can be seen in Appendix 3.

Furthermore, the reliability results for both person (0.91) and items (0.94) showed excellent results. This means that the consistency of the respondents' answers was good and the quality of the items was stable and reliable. The overall interaction value between items and people, as shown by the Cronbach Alpha value, also showed excellent results (0.95). Additionally, the unidimensionality test, by examining the raw variance (52.9%) and unexplained variance (7.4%), indicates that the instrument can measure what it is intended to measure.

4.1.1.2.1. Item Difficulty Level of Collective Teachers' Efficacy of English Teachers in Jakarta

An analysis of the difficulty level of each item was conducted to understand how English teachers in the special region of Jakarta assessed their collective teacher efficacy. The items were grouped into four different difficulty levels using the mean and standard

deviation of the logit distribution of the items listed in Table 4.4 above. Details of the classification results are presented in Table 4.5 below.

Table 4.5 Item Calibration of the Collective Teacher Efficacy of English Teachers in Jakarta

Construct of collective teachers' efficacy	Level of Difficulty			
	Very Difficult (LVI > +0.68)	Difficult (+0.68 ≥ LVI ≥ 0.00)	Easy (0.00 ≥ LVI ≥ -0.68)	Very easy (LVI < -0.68)
1. Efficacy in collaboration with colleagues		CTE 4	CTE1	CTE3, CTE2
2. Efficacy in decision-making	CTE9, CTE5		CTE7, CTE6	CTE8,
3. Efficacy in instruction	CTE14 CTE10	CTE12, CTE11	CTE15	CTE13
4. Disciplinary and coping efficacy	-	CTE20, CTE16, CTE19	CTE17	CTE21, CTE18

The detailed classifications of the difficulty levels of the items assessing the collective teacher efficacy of English teachers in the Special Region of Jakarta are explained in Table 4.5. From the total of 21 items in the instruments, item that classified as very difficult to agree with are four items (19%), following with six items (28.6%) were identified as difficult to agree with, five items (23.8%) were indicated as easy to agree, and the last six items (28.6%) were identified as very easy to agree. When examined more closely by dimension, the results indicate that collective teacher efficacy reflects strong beliefs among English teachers regarding internal collaboration, learning environment management, and their professional roles. In the dimension of collaboration, English teachers in the Special Region of Jakarta collectively feel very confident that they can

collaborate well in achieving planned educational goals (CTE3), communicate effectively with colleagues (CTE2), and actively discuss solutions when facing conflicts (CTE1). This positive belief extends to classroom management, where they collectively believe they can create a safe, comfortable, and enjoyable environment for students (CTE21) and ensure that students follow rules to create a structured environment (CTE18). This foundational belief is supported by confidence in fulfilling their professional roles to ensure the school operates effectively (CTE8) and in communicating externally with parents/guardians (CTE6). Ultimately, their collective efficacy is strongly rooted in their ability to motivate students to learn English (CTE13) and instill confidence in students that they can succeed (CTE15).

However, behind those strong foundations, the results highlight several significant challenges and paradoxes. The most notable finding is the disconnect between communication skills and the ability to make an impact, as illustrated by how teachers tend to agree that collectively they are able to communicate effectively with the administration (CTE7). However, at the same time, they find it difficult to agree that they can influence important decisions at the school level (CTE5, CTE9). This difficulty extends to their belief in their ability to make a greater impact, as they find it challenging to collectively influence the overall instructional quality of the school by sharing teaching experiences (CTE4).

In terms of instructional efficacy, there are also unique results, with a sharp contrast between high confidence in motivating students and very low confidence in producing concrete learning outcomes. Their core tasks as teachers, such as successfully instilling English language skills (CTE10) and helping students who face learning difficulties (CTE14), are precisely the most difficult aspects to agree on collectively. This is exacerbated by other complex pedagogical challenges, such as low confidence in fostering student creativity (CTE11) and teaching students regardless of their cultural differences and abilities (CTE19). The low efficacy in achieving instructional outcomes appears to be linked to perceptions of external challenges, where teachers find it difficult to agree that they can still achieve educational goals despite shortages of learning materials and equipment (CTE12).

Subsequently, a similar pattern was also found in the dimension of coping efficacy. Collective efficacy was higher for reactive strategies, such as controlling classroom disturbances (CTE17), compared to proactive strategies that required innovation, such as finding creative ways to prevent disturbances (CTE16) or designing effective solutions for students with low abilities (CTE20) from this result it indicates that collective efficacy in English teachers in the Special Region of Jakarta is stronger in routine management tasks

than in more complex pedagogical problem-solving that requires deep adaptation processes.

4.1.1.2.2. Person Level of Collective Teacher Efficacy of English Teachers in Jakarta

Following the items' agreement levels analysis, the subsequent analysis involves classifying the English teachers based on their "person level" of their collective teacher efficacy level. Using their person logit values (Mean = 4.05, SD = 2.62) in Table 4.5 and demographic data, English teachers are grouped to ascertain the distribution of individuals across several establishments. This classification comprises four levels: Very High, High, Moderate, and Low. Table 4.6 outlines the detailed level of distribution.

Table 4.6 Collective Teacher Efficacy Level According to Demographics Data

Demographic	Very High (LVP > 6.67)	High (6.67 ≥ LVP ≥ 4.05)	Moderate (4.05 ≥ LVP ≥ 1.43)	Low (LVP < 1.43)
Genre				
Male	16	23	30	6
Female	39	71	94	29
Education background				
Bachelor degree	36	69	93	28
Master degree	19	25	31	7
Age				
23-34 years old	6	18	19	11
35-46 years old	23	31	59	12
>46 years old	26	45	46	12
Type of school				
Public Junior High School	33	53	70	11
Private Junior High School	7	11	19	4

Public Senior High School	12	18	26	12
Private Senior High School	3	12	9	8
School location				
Central Jakarta	5	10	12	6
East Jakarta	26	38	41	16
Nort Jakarta	4	5	15	3
South Jakarta	15	22	28	6
West Jakarta	5	19	27	4
Thousand Island	-	-	1	-
Years of teaching				
0-3 years	13	18	20	8
4-5 years	3	3	96	3
>5 years	39	73	8	24
Employment status				
Civil servant	23	35	52	12
Government Employee with a Work Agreement (PPPK)	20	36	40	10
School non-tenured teachers	2	8	5	6
Region/ province non-tenured teachers	2	-	2	1
Foundation school permanent teacher	8	15	25	6
Number of classes taught				
One class	22	36	44	9
Two class	27	42	55	19
Three class	6	16	25	7

The analysis of collective teacher efficacy based on the demographic data is indicated in Table 4.6 above. From the result, male teachers tend to have a higher collective teacher efficacy (52%, 39 out of 75) than female teachers. Moreover, regarding their educational level, teachers with a Master's degree report a significantly higher level of collective teacher efficacy, with 53.7% (44 out of 82). Additionally, based on age, the result indicated that age matters; the more experienced teachers, the more they have a stronger sense of collective efficacy. In detail, 55% (71 out of 129) of the oldest teachers indicated that they have a high level of collective teacher efficacy, followed by the two younger age groups, who show a majority in the moderate or low category of collective teacher efficacy, 44.4% (30 out of 54) and 43.2% (71 out of 125).

The type of school indicated plays a role in how teachers perceive their collective teacher efficacy. Teachers in public Junior high Schools were shown the highest levels of collective teacher efficacy (51.5%, 86 out of 167). When combining both levels of teachers, junior and senior high school, teachers in public schools indicated slightly higher efficacy (49.4%) than those in private schools (45.2%). Moreover, after combining the Public and Private Schools, teachers in Junior High Schools have a higher level (50%) than those in Senior High Schools (45%). In addition, regarding the school location, East (52.9%, 64 out of 121) and South (52.1%, 37 out of 71) Jakarta teachers report the highest collective teacher efficacy with a slight difference. In contrast, the lowest collective teachers' efficacy was indicated in the teachers in North Jakarta, with the lowest percentage (33.3%, 9 out of 27).

Moreover, the most unique result indicated regarding the years of teaching, which revealed a significant "mid-career dip" in collective teacher efficacy. New teacher (0-3 years) starts with a relatively positive sense of collective teacher efficacy, with a slight majority (52.5%) in the high efficacy group. Followed by the dramatic decline at the 4-5 years, where the teachers have the lowest positive collective teacher point (5.7%, 6 out of 105), and the positive number is intensively increasing in the most experienced teachers (>5 years) with 77.8% (112 out of 144). In addition, regarding the employment status, teachers with the highest positive perception of collective teachers' efficacy are the Government Employees with a Work Agreement (PPPK), with a total of 52.8% (56 out of 106). Civil servants (47.5%, 56 out of 106) and non-tenured (47% 10 out of 21) school teachers indicated a slightly similar result, which tends to have a moderate to low collective teacher efficacy belief. Lastly, regarding the number of classes taught, the teachers with the minimum number of classes to be taught (one class) have the highest positive level of collective teacher efficacy. Followed by teachers who taught two classes (47.2%, 67 out of

142), and the lowest positive level of collective teacher efficacy is teachers who taught three classes (40.7%, 22 out of 55).

4.1.1.3. The Level of Empathy of English teachers in Jakarta

In the first analysis process, Rasch analysis is applied in this sub-chapter to understand the level of empathy of English teachers in the Special Region of Jakarta. Table 4.7 provides an initial general statistical summary of the measurement instrument's performance. This is presented before a more in-depth analysis of the item and person level of empathy, notably the compatibility between the instrument and the respondents.

Table 4.7 Person and Item Separation Index Summary of English Teachers' Empathy

	Person	Item
N	308	8
Measures (Logit)		
Mean	3.59	0.00
Standard deviation (SD)	2.30	0.80
Standard error (SE)	0.13	0.30
Outfit Mean Square		
Mean	0.89	0.93
Standard deviation	1.28	0.16
Reliability	0.74	0.96
Cronbach's Alpha	0.85	
Unidimensionality		
Raw variance by measure	52.7%	
Unexplained variance 1 st contrast	11.3%	

In Table 4.8 above, it is indicated that overall, English teachers in the Special Region of Jakarta have a high level of empathy, as indicated by a mean logit of person

value of +3.59 with a standard error of 0.13. Moreover, the standard deviation of 2.30 indicates a highly diverse distribution of respondents, which suggests variation in empathy level among English teachers in the Special Region of Jakarta. The instrument also has a good item difficulty range value (0.80) and 0.30 precision value; this high Standard Error is caused by the small number of items (eight items). This means that the items are able to measure teacher efficacy at various levels effectively. The results of the item map can be seen in Appendix 4.

Furthermore, the reliability of items (0.96) is higher than the person (0.74); however, both results indicate good results. This means that the consistency of the respondents' answers was good and the quality of the items was stable and reliable. The overall interaction value between items and people, as shown by the Cronbach Alpha value, also showed excellent results (0.85). Additionally, by examining the raw variance (52.7%) and unexplained variance (11.3%), the unidimensionality test indicates that the instrument can measure what it intended to measure.

4.1.1.3.1. Item Difficulty Level of Empathy of English Teachers in Jakarta

To analyse the level of empathy among English teachers in the Special Region of Jakarta, the items were classified according to the difficulty level. The items in the instrument were grouped into four levels of difficulty based on logit distribution values using the mean and standard deviation shown in Table 4.8. Details of this classification are presented in Table 4.8 below.

Table 4.8 Item Calibration of the English Teachers' Empathy in Jakarta

Construct of Empathy	Level of Difficulty			
	Very Difficult (LVI > +0.80)	Difficult (+0.80 ≥ LVI ≥ 0.00)	Easy (0.00 ≥ LVI ≥ -0.80)	Very easy (LVI < -0.80)
1. Empathic Concern	E4		E2, E3	E1
2. Perspective-Taking	E7	E6	E8, E5	

Based on the data analysis of the difficulty level of the empathy item in Table 4.9 above, it was found that in the empathic concern dimension, teachers indicated that it was

easiest to feel concern for unfortunate people (E1). Additionally, they also tend to find it easy to feel protective toward those who are mistreated (E2) and to feel sympathy for victims of injustice (E3). However, an interesting finding indicates that teachers found it most difficult to describe themselves as having a ‘soft heart’ (E4). This suggests a latent duality between the ability to feel empathy in specific situations and identifying empathy as part of the self-concept. Teachers find it easier to acknowledge empathetic feelings that arise in response to an incident than to claim “soft-hearted” as a personal characteristic.

Furthermore, in terms of perspective-taking, a clear level of difficulty was identified. Teachers found it relatively easy to take the perspective of others in rational contexts and before taking action, such as when making decisions in disagreements (E5) or before offering criticism (E8). The level of disagreement begins to increase when perspective-taking involves closer interpersonal relationships, such as trying to understand a friend's point of view (E6). The peak of difficulty occurs in item E7, where teachers acknowledge that it is very difficult to put themselves in someone else's shoes when they themselves are upset. This finding confirms that internal emotional factors, particularly anger, are the greatest challenge for teachers in their efforts to understand others' perspectives empathetically.

4.1.1.3.2. Person Level of English Teachers’ Empathy in Jakarta

As the following step, English teachers were classified based on their level of empathy. Using the pearson logit mean (3.59) and standard deviation values (2.30) in Table 4.8, the classification was based on demographic data, with each teacher categorised into one of four levels: very high, high, moderate, or low. The distribution of teachers is explained in Table 4.10 below:

Table 4.9 Empathy Level of English Teachers in Jakarta According to Demographics Data

Demographic	Very High (LVP > 5.89)	High (5.89 ≥ LVP ≥ 3.59)	Moderate (3.59 ≥ LVP ≥ 1.29)	Low (LVP < 1.29)
Genre				
Male	20	16	31	8
Female	48	64	103	18

Education background

Bachelor degree	49	50	107	19
Master degree	19	30	27	7
Age				
23-34 years old	12	9	27	7
35-46 years old	28	37	54	7
>46 years old	28	34	53	12
Type of school				
Public Junior High School	42	35	79	11
Private Junior High School	8	14	15	5
Public Senior High School	13	21	30	4
Private Senior High School	5	10	10	6
School location				
Central Jakarta	6	8	13	6
East Jakarta	32	32	48	10
Nort Jakarta	5	6	15	1
South Jakarta	17	19	28	6
West Jakarta	8	15	29	3
Thousand Island	-	-	1	-
Years of teaching				
0-3 years	15	13	22	9
4-5 years	3	3	10	1
>5 years	50	64	102	16
Employment status				
Civil servant	28	26	60	8
Government Employee with a Work Agreement (PPPK)	26	28	45	7
School non-tenured teachers	4	5	7	5

Region/ province non-tenured teachers	1	2	2	-
Foundation school permanent teacher	9	19	20	6
Number of classes taught				
One class	26	28	50	7
Two class	33	36	61	12
Three class	9	16	23	7

From the data in Table 4.10 regarding gender differentiation, it is indicated that gender is not a significant factor in determining the level of teachers' empathy. Males and females indicated a slight difference in the level of empathy, with males having 48.0% (36 out of 75) level of positive empathy (very high and high) and females having 48.1% (39 out of 75). Even though in the first, male teachers have a very high level of empathy (26, 7%, 20 out of 75) than female teachers (20.6%, 48 out of 233). However, in the following category, male teachers indicated a decreasing positive value of Empathy. In addition, regarding the degree, teachers who hold a Master's degree indicated that they have a higher positive level of Empathy, with 59% (49 out of 83) compared to Bachelor's degree teachers (44%, 99 out of 225). Although at the low level, both degrees have the same percentage (8.4%, 19 out of 225 for Bachelor's degree and 7 out of 83 for Master's degree).

The empathy of teachers according to their age indicates that younger teachers (23-34 years old) have the lowest positive level of empathy (38.2%, 21 out of 55). It can be explained by the detailed result from each category, which shows that this group of ages has the lowest level of the very high level of empathy (21.8%) and high empathy (16.4%), in the other hand, they have the highest level of moderate (49.1%) and low level of empathy (12.7%). Additionally, the group with the highest level of positive empathy is the mid group (35-46 years old) with the highest percentage in the very high (22.2%) and high level (29.4%), and the lowest percentage in low level (5.6%), with remind slightly difference result in moderate level (1.2%) compare with the oldest group.

In addition, complex patterns are indicated regarding the type of School. Public Junior High School teachers showed the lowest overall positive level of empathy (46.1, 77 out of 167). This can be explained by its unique detailed profile, which shows that while this group has the highest "Very high" empathy level among all groups (25.1%), it also has relatively low "High" level (21.0%) and the highest number of teachers in the "Moderate"

level (47.3%). On the other hand, the most concerning result is seen in private Senior High Schools. This group has the highest and most significant percentage of teachers in the “Low” empathy category (19.4%), which is three times higher than that of public schools. Additionally, the result indicated that public schools in general offer a more stable environment with the lowest rates of “Low” empathy level (under 7%), while Private Schools demonstrate a greater polarization by having both strong representation in the “High” category (33.3% and 32.2%) but also a significantly higher risk of teachers having “Low” empathy category (11.9% and 19.4%).

Based on region, English teachers in South Jakarta and East Jakarta showed high levels of empathy (51.4% and 52.5%). They were not only high on average, but also had a high percentage of teachers in the “very high” (24.3% and 26.2%) and “high” (27.1% and 26.2%), categories, while also keeping the percentage of teachers in the “low” category below 9%. This indicates that the school ecosystem consistently supports the development of empathy. Meanwhile, North and West Jakarta teachers tend to have moderately high empathy scores (55.6% and 52.7%). On the other hand, the empathy levels of teachers in Central Jakarta show a very different and concerning dynamic. Although their combined positive empathy scores are not the lowest (43.4%, 19 out of 33), this region has the highest percentage of teachers with “low” empathy scores (18.2%), indicating a high risk that some teachers may have low empathy levels.

In terms of teaching experience, the development of empathy shows a non-linear progression, where teachers' empathy does not always increase with the length of their teaching experience. The fourth to fifth years represent a period of decline, during which teachers are most vulnerable to stagnation in empathy, as indicated by the high moderate level during this period (58.8%). Moreover, in the early years of teaching (0-3 years), two extreme results are indicated, where in this year, teachers have the highest level of “very high” empathy (25.4%), but they also have the highest “low” empathy score (15.3%). This indicates that the early years are a turbulent period where teachers feel very empathetic on the one hand but also struggle greatly due to the shock of reality. Last but not least, the most experienced group (more than five years) showed the most stable and mature empathy levels. They had a high percentage in the “High” category (27.6%) and a low percentage in the “Low” category (6.9%), resulting in the highest overall positive empathy score (49.1%, 114 out of 232).

The results of the employment status show that civil servants scored very high in the “Moderate” level (49.2%), and the security of their job status indicates a tendency toward stagnation in their empathy levels. Meanwhile, teachers with honorary school status show

the lowest positive empathy scores (Very high and high) at 42.9%, followed by the highest “low” level (23.8%) compared to other groups. On the other hand, permanent foundation teachers exhibit the highest positive empathy levels (51.9%, 26 out of 54) with the highest “high” level presentation (35.2%). Based on the latest demographics, the number of classes taught, there is a similarity in the empathy levels of teachers who teach one and two classes, where both groups are indicated to have the same positive empathy scores (48.6%), with the percentage distribution at each level also showing nearly identical results. Therefore, teachers teaching three classes have the lowest level of positive empathy (45.5%, 25 out of 55), with the highest percentage in the “Low” category (12.7%).

4.1.1.4. The Level of Well-Being of English Teachers in Jakarta

To understand the level of teacher well-being of English teachers in the Special Region of Jakarta, Rasch analysis is applied in this chapter. Table 4.11 provides an initial general statistical summary of the measurement instrument’s performance. This is presented before a more in-depth analysis of the item and person level of occupational well-being, notably the compatibility between the instrument and the respondents.

Table 4.10. Person and Item Separation Index Summary of English Teachers’ Well-Being

	Person	Item
N	308	12
Measures (Logit)		
Mean	3.60	0.00
Standard deviation (SD)	4.56	0.87
Standard error (SE)	0.26	0.26
Outfit Mean Square		
Mean	0.67	0.67
Standard deviation	0.57	0.14
Reliability	0.69	0.95
Cronbach’s Alpha	0.94	
Unidimensionality		

Raw variance by measure	63.8%
Unexplained variance 1 st contrast	6.1%

Based on Table 4.11 above, it can be identified that overall, English teachers in the Special Region of Jakarta have a high level of occupational well-being, as indicated by a mean logit of person value of +3.60 with a standard error of 0.26. Moreover, the standard deviation value of 4.56 indicates a highly diverse distribution of respondents, which suggests variation in occupational well-being levels among English teachers in the Special Region of Jakarta. The instrument also has a good item difficulty range value (0.87) and a good precision value (0.26). This means that the items are able to measure teacher efficacy at various levels effectively and precisely. The results of the item map can be seen in Appendix 5.

Furthermore, the result of items' reliability (0.95) showed excellent results. This means that the consistency of the quality of the items was stable and reliable. However, the persons' reliability (0,69) indicated as an acceptable result. Moreover, the overall interaction value between items and people, as shown by the Cronbach Alpha value, showed excellent results (0.94). Additionally, by examining the raw variance (63.8%) and unexplained variance (6.1%), the unidimensionality test indicates that the instrument can measure what it is intended to measure.

4.1.1.4.1. Item Difficulty Level of English Teachers' Well-Being in Jakarta

To analyse the level of well-being among English teachers in the Special Region of Jakarta, the items were classified according to the difficulty level. The items in the instrument were grouped into four levels of difficulty based on logit items distribution values using the mean (value 0.00 logit) and standard deviation (0.87) shown in Table 4.11. Details of this classification are presented in Table 4.12 below.

Table 4.11. Item Calibration of the English Teachers' Well-Being in Jakarta

Construct of well-being	Level of Difficulty			
	Very Difficult	Difficult	Easy	Very easy
	(LVI > +0.87)	(+0.87 ≥ LVI ≥ 0.00)	(0.00 ≥ LVI ≥ -0.87)	(LVI < -0.87)

1. Subjective Vitality	-	WB2	WB3	WB4, WB1
2. Behavioural Engagement	WB5	WB6	WB7, WB8	-
3. Professional Growth	WB11	WB10, WB9, WB12	-	-

The results of the analysis in Table 4.12, which measures the difficulty level of items from the teacher occupational well-being instrument, show varying results. In general, two out of twelve items (16.7%) were very difficult for teachers to agree with, five items (41.6%) were very difficult to agree with, three items (25%) were easy to agree with, and the remaining two items (16.7%) were very easy for teachers to agree with. Furthermore, when viewed in detail in the subjective validity dimension, it is indicated that English teachers in the Special Region of Jakarta tend to feel energy and enthusiasm related to their work. The items that are very easy to agree with are those stating feelings of energy gained from the work itself (WB4) and feelings of enthusiasm to start the workday (WB1). The statement about feeling full of energy at work every day (WB3) is also still considered an item that is easy to agree with. However, the level of difficulty increases for item WB2, which involves feeling energetic simply by thinking about work, and this item falls into the difficult category. This indicates that while teachers may feel energetic while working, thinking about their work as a whole may be more burdensome.

In addition, the results of the behavioural engagement dimension show an interesting pattern. Teachers find it “easy” to agree that they have made their best effort every day (WB8) and worked hard to be effective (WB7). However, the item regarding dedication to preparation for work (WB6) is considered “difficult” to agree with. The most significant finding in the WB5 item construct, which is “completing tasks to a high standard,” was the only item in the “Very Difficult” category to agree with. This indicates a gap between teachers' perceptions of the effort they put in and their confidence in achieving high-standard results. In the last dimension, professional growth, the results were the most consistent and challenging. Surprisingly, in this dimension, none of the items fell into the “easy” or “very easy” categories to agree with. All items were at a high level of difficulty. The most difficult item to agree on was related to concrete actions to map areas for professional skill development (WB11). The remaining items, such as reflecting on how to

grow professionally (WB9), creating a personal development plan (WB10), and carefully considering the next steps to keep developing as a professional (WB12), all fall into the “difficult” category to agree with. From these findings, it can be identified that there are systematic or professional barriers hindering teachers’ involvement in their professional development.

4.1.1.4.2. Person Level of English Teachers’ Well-Being in Jakarta

The following classification is the level of English teachers in the Special Region of Jakarta based on their demographic data. Using the person logit mean (3.60) and standard deviation values (4.56) in Table 4.11, each teacher was categorised into one of four levels: very high, high, moderate, or low. The distribution of teachers is explained in Table 4.13 below.

Table 4.12. Well-Being Level of English Teachers in Jakarta According to Demographics Data

Demographic	Very High (LVP > 8.16)	High (8.16 ≥ LVP ≥ 4.56)	Moderate (4.56 ≥ LVP ≥ -0.96)	Low (LVP < -0.96)
Genre				
Male	22	26	23	4
Female	43	70	88	32
Education background				
Bachelor degree	45	66	84	31
Master degree	20	30	27	5
Age				
23-34 years old	7	13	23	10
35-46 years old	29	31	51	15
>46 years old	29	52	37	11
Type of school				
Public Junior High School	39	57	59	12

Private Junior High School	8	11	16	6
Public Senior High School	12	19	26	11
Private Senior High School	6	9	10	7
School location				
Central Jakarta	11	7	11	4
East Jakarta	24	43	37	17
Nort Jakarta	4	7	11	5
South Jakarta	17	22	25	7
West Jakarta	9	17	27	2
Thousand Island	-	-	-	1
Years of teaching				
0-3 years	14	15	21	8
4-5 years	2	5	8	2
>5 years	49	76	82	26
Employment status				
Civil servant	22	49	41	10
Government Employee with a Work Agreement (PPPK)	26	27	42	11
School non-tenured teachers	3	6	5	6
Region/ province non-tenured teachers	3	-	1	1
Foundation school permanent teacher	11	14	22	8
Number of classes taught				
One class	25	42	35	9
Two class	30	38	58	17

Table 4.13 shows the result of person-level difficulty regarding each demographic. From the first demographic data, gender, the result indicated that male teachers reported a high positive level of well-being (64%, 48 out of 75) than the female teachers (48.5%, 133 out of 233), this difference can be explained by the detail result which is male teachers have higher result in the “very high” (29.3%) and high (34.7%) level with lower result in the “moderate” (30.7%) and “low” (5.3%) result. Moreover, regarding the educational background, the result indicated that teachers with a Master’s degree tend to have a positive result of Well-being (61%) rather than teachers with a bachelor’s degree (49.1%). The detailed data reveals that Master’s degree teachers have the lowest level in the low (6.1%) and the moderate level (32.9%), and the highest level in “very high” (24.4%) and “high” (36.6%) level compared to the teachers who hold a bachelor’s degree.

In addition, based on the third demographic data, age, the analysis result in this category shows a very interesting and clear trend, where the level of teacher well-being tends to increase with age and experience. Senior teachers (over 46 years old) have a much higher positive well-being level (62.8%) than their younger colleagues. This is evident from the pattern at each level, where teachers in the oldest age group have the highest percentage at the “high” level (40.3%), followed by the “moderate” level (28.7%), and the lowest at the “low” level (8.5%). Teachers in the middle age group (35-46 years old) have a ‘high’ value (24.6%), indicated as a middle result, similar to the “moderate” level (40.5%) and “low” (11.9%). Lastly, the youngest teachers' group (23-34 years old) are at the lower level, with the lowest percentages in the “very high” (13.2%) and “high” (24.5%) levels, and the highest percentages in the ‘moderate’ (43.4%) and “low” (18.9%) levels.

Regarding the type of school, teachers in the Public Junior High school have a positive level of well-being (57.5%, 96 out of 167). This strength comes from having the highest proportion in both the “very high” (23.4%) and “high” (34.1%) categories, and simultaneously having the lowest proportion in the “low” (7.2%) category. On the other hand, the most alarming result is from Private Senior High School, which has the highest percentage in the “Low” (21.9%) category level across all groups. Moreover, private schools, both Junior and Senior High School, show a high risk with a higher proportion of teachers in the ‘Low’ well-being category (14.6% and 21.9%) compared to the Public-School groups (7.2% and 16.2%). Additionally, regarding the level of school, Junior High School, both private and public schools, have the highest positive level of well-being

(55.3%) compared to Senior High School (46%). This result emphasises that Private Senior High School faced the greater challenge.

In addition, regarding the school location, when looking at the positive level (Very high and high category), the well-being of teachers in South Jakarta is indicated to have the highest level (54.9%). In contrast, the lowest positive well-being is indicated by the North Jakarta teachers (40.7%), who have the highest level in the “low” (18.5%) category and the lowest level in the “very high” category (14.8%). Moreover, Central Jakarta has a unique result while being a part of the high positive result of well-being (54.5%), with a high result of the “very high” (33.3%) category. However, this group has the lowest “High” (21.2%) category level, which indicates a more polarized environment where teachers either gave very high or more average well-being. The West Jakarta teacher has a fascinating profile with the lowest portion of the “low” (3.6%) category. However, this region also has the highest level in the “moderate” category (49.1%). This indicated that while serious well-being problems rarely occur, a large number of teachers are just getting by rather than thriving.

Regarding the years of teaching, the result reveals a fascinating and dynamic career lifecycle, rather than a simple upward progression. In the first period of teaching (0-3 years), teachers demonstrate surprising resilience, where their well-being is evenly split between high and low positive well-being (50%, 29 out of 58 in each level), and they indicated the highest level of “very high” category (24.1%), it is indicated that they have strong initial motivation. However, a sharp reversal occurred during the 4-5 years of teaching. During this critical phase, the majority of teachers (58.8%) report moderate to low well-being, as initial optimism wanes and they become the most likely group to feel just “moderately” well, as indicated with the highest level of the “moderate” (47.1%) category compared to the other phases. Ultimately, for those who persist beyond five years of experience, a period of stability and recovery emerges, which is reported as the highest level of positive well-being (53.6%) and shows the lowest percentage in the “Low” well-being category (11.2%). This dynamic cycle indicated a professional journey that moves from high initial optimism, through a significant mid-career challenge, to a final phase of resilient and stable well-being.

The well-being is indicated stratified by employment status, revealing a distinct hierarchy where job security is the primary driver of professional satisfaction. At the top of this hierarchy are Civic Servants (PNS), who indicated the highest positive well-being with a clear majority (58.2%, 71 out of 122). Their strength lies in a uniquely large proportion in the “high” well-being category (40.2%) and the lowest result of the “low” category

(8.2%), strengthening their status as the most stable and secure group. Government Employees with a work Agreement (PPPK), whose positive and negative well-being is evenly split (each category is 50%). While their overall stability is less than that of PNS, they uniquely boast the highest percentage of teachers in the “very high” category (24.5%), suggesting this status can be a source of great personal satisfaction. On the other hand, teachers in less secure roles, such as those at foundation schools and the non-returned, experience the lowest well-being. This vulnerability is most indicated among school non-tenured teachers, who have marked the lowest level of positive well-being (45%, 9 out of 20), with the lowest result in the “low” (30%) category, indicating that this is underlying the significant professional distress associated with lack of job security.

The last demographic data, the number of classes taught by teachers, indicated that this is a powerful predictor of teacher occupational well-being. Teachers handling just one class have a strong majority level (60.4%, 67 out of 111) of positive well-being (high to very high), with the highest level in the “very high” (22.5%) category and the lowest level in the “low” (8.1%) category. However, this positive situation changes dramatically in the teacher who taught two classes, which is the most critical point, where teachers who taught two classes had a lower positive level of well-being (47.6%, 68 out of 143), and in detail, the majority of them were in the “moderate” (40.6%) and “low” (11.9%) categories. Furthermore, although the overall positive well-being level remains stable between teachers who teach two and three classes (47.6% and 48.1%, respectively), the risk of severe distress increases with the number of classes, as teachers with three classes are most likely to fall into the “low” category (18.5%) compared to other teachers.

4.1.2. The Relationship Between School Climate and Collective Teacher Efficacy on Empathy

After measuring the level of each variable based on the items and the demographic distribution, this sub-chapter initially analyses the direct relationship among variables within the model, before examining the mediating effect of empathy on the relationship between school climate, collective teacher efficacy, and well-being. A Pearson correlation analysis was employed to establish the direction and strength of bivariate linear correlations among the variables under investigation. Specifically, this section addresses the correlation between the independent variables (school climate and collective teacher efficacy) and the mediator variable (empathy), which aims to address the second research question. The detailed outcomes of the Pearson analysis from 308 respondents are explained in Table 4.14 below.

Table 4.13. Result of the Correlation between the Independent Variables and the Mediator Variable

Variable	SC	CTE	E
1. School Climate (SC)	-	-	0.375**
2. Collective Teacher Efficacy (CTE)		-	0.446**
3. Empathy (E)			-

The correlation analysis in Table 4.13 indicated a moderate, positive, and significant relationship between perceived school climate and empathy ($r= 0.375$, $P<.001$). This suggests that a better-perceived school climate represented by English teachers in the Special Region of Jakarta significantly correlated with their higher levels of empathy. As a result, H_{a1} is accepted, and H_{01} is rejected. Furthermore, the correlation between English teacher collective teacher efficacy and empathy shows a moderate, positive, and significant relationship ($r=0.446$, $p< .001$). This indicates that higher collective teacher efficacy among English teachers in the Special Region of Jakarta is significantly associated with increasing levels of empathy. Consequently, H_{a2} is accepted, and H_{02} is rejected.

4.1.2.1. The Relationship between School Climate, Collective Teacher Efficacy, and Empathy on Well-Being

Building upon the previous Pearson correlation analyses, this sub-chapter further investigates the strength and direction of bivariate linear relationships between all variables and the dependent variable (teacher occupational well-being), to address the third research question. The detailed analysis is explained in Table 4.15 below.

Table 4.14. Result of the Correlation Between All Variables and the Dependent Variable

Variable	SC	CTE	E	WB
1. School Climate (SC)	-	0.453**	0.375**	0.586**
2. Collective Teacher Efficacy (CTE)		-	0.446**	0.542**
3. Empathy (E)			-	0.591**
4. Well-being (WB)				-

Table 4.14 shows a strongly positive significant relationship between perceived school climate and teacher occupational well-being ($r=0.586$, $p< .001$). This finding indicated that a better school climate perceived by English teachers in the Special Region of Jakarta is

significantly linked with a higher level of teacher occupational well-being. In this case, H₀₃ is rejected and H_{a3} is accepted. In addition, the relationship between the collective teacher efficacy and teacher occupational well-being indicates a strong, significant, and positive correlation ($r=0.542$, $p < .001$). This implies that higher collective teacher efficacy among English teachers in the Special Region of Jakarta is significantly associated with higher levels of their occupational well-being. As a result, H_{a4} is accepted and H₀₄ is rejected. The last is the relationship between empathy and teacher occupational well-being; the result shows a positive, moderate, and significant correlation ($r= 0.591$, $p < .001$). This indicates that higher levels of empathy of English teachers in the Special Region of Jakarta are associated with a better level of their occupational well-being. Consequently, H₀₅ is rejected and H_{a5} is accepted.

4.1.2.2. Mediating Effect of Empathy on the Relationship between School Climate, Collective Teacher Efficacy, and Well-Being

After presenting the results of descriptive analysis and correlation among variables in the previous section, this section discusses the findings of this research’s main hypothesis testing and the last research question of this research. Specifically, it examines the mediating role of empathy in the relationship between school climate and teachers’ occupational well-being, as well as collective teacher efficacy and well-being. The analysis was conducted using the PROCESS macro version 4.2, model 4, in SPSS version 27. A total of 5000 bootstrap samples with a 95% confidence interval were utilised to test the indirect effects. Figure 4.1 illustrates all the path effects of each variable in the model.

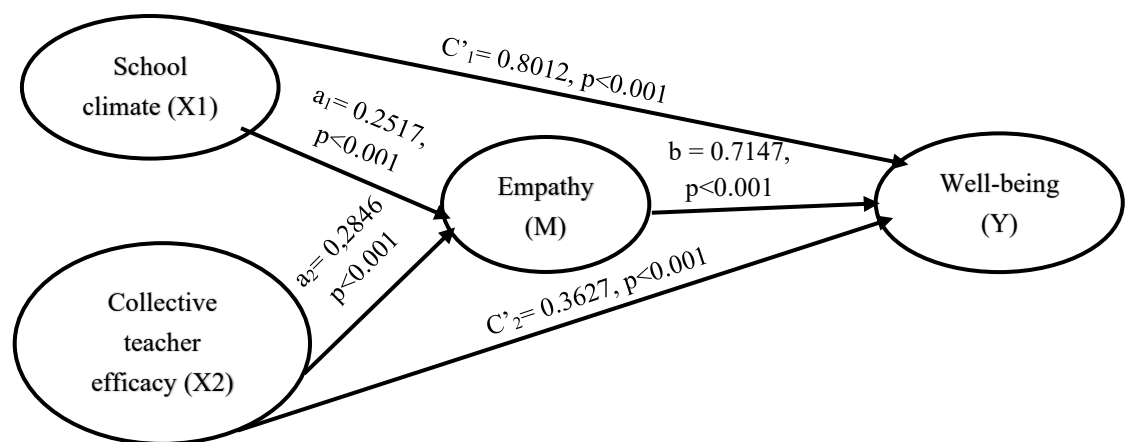


Figure 4.2 Path Effects of the Model

In the first stage, the prediction model for the mediator variable, empathy, with school climate and collective teacher efficacy as predictors/independent variables, was tested (paths a_1 and a_2 , see Figure 4.1). The results indicate that the regression model is statistically significant, $F(2,305) = 47.1681$, $p < 0.001$, and explains approximately 23.62% of the variance in empathy ($R^2 = 0.2362$). Specifically, school climate was found to have a positive and significant effect on empathy ($a_1 = 0.2517$, $t\text{-value} = 3.8733$, $p = 0.0001$). This indicates that, while controlling collective teacher efficacy, the more positive the school climate, the higher the level of teacher empathy. In line with this, collective teacher efficacy also showed a positive and significant influence on empathy ($a_2 = 0.2846$, $t\text{-value} = 6.1820$, $p = 0.0000$), meaning that when controlling for school climate, the higher the collective teacher efficacy possessed by teachers, the higher their empathy.

Furthermore, the effects of school climate, collective teacher efficacy, and empathy were tested together on well-being (paths C'_1 , C'_2 , b , see Figure 4.1). This regression model also revealed highly significant results ($F(3,304) = 118.4119$, $p = 0.0000$) and explained a larger portion of variance, approximately 53.89%, in teacher well-being ($R^2 = 0.5389$). Furthermore, in this model, school climate was found to have a positive and significant direct effect on well-being ($C'_1 = 0.8012$, $t\text{-value} = 7.8031$, $p = 0.0000$). This finding indicates that even after considering the role of empathy as a mediator and collective teacher efficacy as a covariate, a more positive school climate directly contributes to improved teacher well-being. Furthermore, empathy, as the mediator variable representing path b , was also identified as having a positive and significant influence on well-being ($b = 0.714$, $t\text{-value} = 8.0933$, $p = 0.0000$). This indicates that teachers with higher levels of empathy tend to report higher well-being, after controlling for the effects of school climate and collective teacher efficacy. Additionally, collective teacher efficacy was found to have a positive and significant direct effect on well-being ($C'_2 = 0.3627$, $t\text{-value} = 4.8157$, $p = 0.0000$). These findings indicate that even after accounting for the role of empathy as a mediator and school climate as a covariate, higher collective teacher efficacy directly contributes to increased teacher well-being.

Subsequently, look at the mediating effect of the first analysis path, which is empathy mediating the relationship between school climate and well-being, while taking collective teacher efficacy as a covariate. The results of this mediation effect analysis reveal that the total effect ($C_1 = C'_1 + (a_1 \cdot b)$) of school climate on well-being is positive and significant ($C_1 = 0.9811$, $t\text{-value} = 8.8925$, $p = 0.0000$). After considering empathy as a mediator, the direct effect of school climate on well-being remains significant ($C'_1 = 0.8012$, $t\text{-value} = 7.8031$, $p = 0.0000$). Furthermore, the indirect effect ($C_1 - C'_1$) of school climate on well-

being through empathy was found to be 0.1799. The 95% bootstrap confidence interval for this indirect effect ranges from 0.754 to 0.2947. Since this confidence interval does not include zero, it can be concluded that the mediating effect of empathy in the relationship between school climate and well-being is statistically significant. Additionally, considering that the direct effect of school climate on well-being ($C'_1 = 0.8012$) remains significant after including the mediator, the type of mediation occurring in this model is complementary partial mediation. This result implies that school climate not only directly enhances teachers' well-being but also indirectly does so by enhancing teachers' empathy first. Thus, from this result, H_{06} is rejected and H_{a6} is accepted.

Furthermore, a second mediation analysis was conducted to examine the effect of collective teacher efficacy on well-being, with empathy as the mediator and school climate as the covariate. This mediation effect analysis revealed that the total effect ($C_2 = C'_2 + (a_2.b)$) of collective teacher efficacy on well-being was positive ($C_2 = 0.5662$, t -value = 7.2441, $p = 0.0000$). After considering empathy as a mediator, the direct effect of collective teacher efficacy on well-being remained significant ($C'_2 = 0.3627$, t -value = 4.8157, $p = 0.0000$). The indirect effect ($C_2 - C'_2$) of collective teacher efficacy on well-being through empathy was found to be 0.2034. The 95% bootstrap confidence interval for this indirect effect ranges from 0.1215 to 0.2917. Since this confidence interval does not include zero, it can be concluded that the mediating effect of empathy in the relationship between collective teacher efficacy and well-being is statistically significant. Additionally, considering that the direct effect of collective teacher efficacy on well-being ($C'_2 = 0.3627$) remains significant after including the mediator, as a result, the type of mediation occurring in this model is complementary partial mediation. This result implies that collective teacher efficacy not only directly enhances group well-being but also indirectly does so by first increasing teacher empathy. Thus, H_{a7} is accepted, and H_{07} is rejected.

In general, the results of the analysis in both mediation models suggest that empathy consistently acts as a significant complementary partial mediator. This indicates that empathy is an important mechanism that explains how school climate and collective teacher efficacy can contribute to improving teacher well-being at school, where these two independent variables not only directly influence well-being but also through increasing empathy among teachers.

4.2. Research Discussion

An in-depth discussion of the research findings, which aim to analyse the ecological dynamics that influence the well-being of English teachers, is presented in this subchapter. Drawing on Bronfenbrenner's ecological systems theory, the complex relationship between

school climate as a microsystem, teachers' collective efficacy as the mesosystem, and empathy as an individual characteristic in shaping English teachers' well-being will be discussed systematically in this sub-chapter. Moreover, this theory is not only used as a theoretical framework but also as an analytical lens to interpret how English teacher perceived their professional influential aspect and how empathy plays a crucial mediating role in this process. As a result, this discussion will provide a comprehensive understanding of the conditions of English teachers in the Special Region of Jakarta.

4.2.1. Perceived School Climate, Collective Teacher Efficacy, Empathy, and Well-Being Level of English Teachers in the Special Region of Jakarta

The results of the research on the levels of each variable show that, overall, teachers have a good and high perception of school climate, collective teacher efficacy, empathy, and well-being. This can be seen from the Rasch analysis results, where all mean logit person values are indicated to be more than two logits (+2 logits). The high logit values of all variables in the Rasch analysis results suggest that teachers have a high level of agreement with the items in question (Sumintono & Widhiarso, 2013). Furthermore, this phenomenon is consistent with general findings in self-report studies of teachers in Indonesia, which also show a tendency to have high logit values (Febrian Kristiana & Simanjuntak, 2021).

4.2.1.1. The Dynamics of English Teacher Perceived School Climate

A detailed analysis of each variable, based on item difficulty, highlights the specific details of the result of each variable. Regarding the school climate, which is a crucial component of the teacher's microsystem, the immediate setting that shapes their daily experience, relationships, and activities through direct interactions with students, colleagues, and school leaders (Hammar Chiriac et al., 2023). The findings indicated that English teachers believe there is an interaction and norms that highly value social harmony and procedural stability, with well-behaved, polite, and cooperative students, as well as strong teamwork between teachers. These findings can be understood in depth within the context of Indonesian sociocultural norms.

The politeness and cooperation of students likely reflect the cultural values of politeness and the social position of teachers, who are respected as figures to be obeyed and emulated (Shodiq & Syamsudin, 2019). Similarly, the strong teamwork among teachers is a manifestation of the value of mutual cooperation (*gotong royong*) (Aryaningsih et al., 2024). However, at the same time, there is no professional autonomy. Thus, good interpersonal relationships are considered a core value held in high regard, while teachers'

participation in school policies is seen as the exclusive domain of leaders. This finding aligns with research by Cirocki & Anam (2024), which noted a lack of participation from English teachers in Indonesia in school curriculum decisions, indicating limited teacher involvement in school policy.

Furthermore, the lack of teacher involvement in school policies also explains the findings regarding the gap and openness to actual innovation among English teachers in the special region of Jakarta, where they are open to trying new learning approaches but do not consider it as innovation. This aligns with research Mehraein et al. (2023) indicating that “dark leadership,” characterized by authoritarian, oppressive, and manipulative tendencies, impacts the low level of innovation among teachers. Moreover, the findings suggest low motivation among students to learn English. These findings align with the challenges commonly faced by English teachers in Indonesia, which is the low motivation of students to learn English (Muslim et al., 2020). Additionally, other challenges, such as limited resources in schools, are also indicated by the findings, confirming the common difficulties that teachers frequently face in Indonesia (Permana et al., 2023). Therefore, based on the results of this research, it is important to involve teachers in the decision-making process at school, and teachers must continue to make efforts to enhance students’ motivation.

Another unique finding is based on the personal level related to the demographics of English teachers. The results show that there is an increase in positive perceptions of school climate in line with the increase in the age of teachers. Additionally, the length of teaching experience also yielded unique results, with high perceptions at the beginning, a drastic decline in the middle, and a subsequent increase over time. This suggests that older and more experienced teachers tend to have more positive views toward school climate. This aligns with research indicating that more experienced teachers generally have better perceptions of school climate (Mustofa, 2022). Furthermore, the results also show differences in perceptions between English teachers with better job security and the number of classes taught, where the more secure their jobs and the fewer classes they teach, the more positive their perceptions of the existing school climate. These results support research on the relationship between school climate, job satisfaction, and workload (Meditamar, 2024; Yang & Zhou, 2025).

4.2.1.2. The Diversity Level of English Teachers’ Collective Teacher Efficacy

In terms of collective teacher efficacy, it represents the mesosystem, which is the interconnection between various existing microsystems (Neal & Neal, 2013). In this context, the mesosystem is a network of interactions, trust, and shared practices among

teachers as a professional community (G. Qu, 2024). Findings regarding collective teacher efficacy provide strength and clarify the results of dissonance identified in the school climate. The results of collective teacher efficacy also indicate that English teachers in the Special Region of Jakarta are part of a strong and internally cohesive mesosystem. However, they have weak or even disconnected connections with broader structures such as school administration and policy. Teachers believe in “us” as a working group, but do not believe in the ability of “us” to bring about change in the institution where they work.

In addition, one of the sources of collective teacher efficacy is mastery experience, which is the experience of success (R. D. Goddard et al., 2004). The findings indicate a low level of mastery experience in efforts to influence broad change, but a high level of mastery experience in terms of daily collaboration. Furthermore, the phenomenon of low teacher confidence that they as a group can influence important decisions at school, lack of confidence in their ability to help students, especially those with low abilities, and shared confidence in successfully teaching English to students, as well as low agreement that they can still achieve educational goals despite shortages of learning materials and equipment. These results can be explained by the research of Anderson et al. (2023), which shows that teachers who are less empowered are more likely to view external factors as insurmountable obstacles. Thus, this negative perception of the supportive environment for students contributes to the belief that they collectively cannot bring about change, provide solutions, or succeed in teaching.

Once again, this can be seen from the Indonesian sociocultural lens, where the existence of strong internal bonds is likely a reflection of a culture of mutual cooperation between communities (*Gotongroyong*). Furthermore, the feeling of powerlessness to influence institutional change is a reflection of a hierarchical or paternalistic (*Bapakisme*) administrative culture, where decisions are made from the top down (Akti, N. 2020). Therefore, one of the primary sources of collective teacher efficacy, mastery experience, is shared and validated among peers, which strengthens their internal collective efficacy. However, this is likely not recognized from an instructional administrative perspective, leading to indications of failure in building collective teacher efficacy at the institutional level.

Moreover, regarding the demographic data, the results show that female teachers have a lower perception of the collective teachers’ efficacy level than the male group. This result contradicts the study by Sato & Ma (2025), which found that female teachers have higher collective teacher efficacy than male teachers. Subsequently, differences in collective teacher efficacy levels, in terms of school type and location, can be explained by the

influence of the school environment on the level of collective teacher efficacy among teachers (Yada & Savolainen, 2023). Additionally, the highest level of collective teacher efficacy was felt by teachers who had been teaching the longest, which also proves the effect of mastery experience on collective teacher efficacy (Cakiroglu & Atasoy, 2019).

4.2.1.3. The Diversity Level of Empathy in English Teachers of the Special Region of Jakarta

Empathy in Bronfenbrenner's ecological model is rooted in the character of individuals, which is not only innate but also shaped and influenced by reciprocal interactions with their environment. Based on existing research, English teachers tend to have better empathy concern than perceived taking. This difference clarifies the understanding that empathy is not a static trait but rather the result of adaptation to work demands. In the context of teaching, teachers may be motivated to demonstrate empathy based on factors such as the characteristics of the students they teach and the dynamics of their classroom environment (Santana-Monagas et al., 2025).

Teachers' better perception of empathic concern, which is characterized by caring for others and sharing emotions, is evident in how teachers predominantly use emotional empathy messages to convey their understanding of students, optimism, create a climate of trust, support students, and try to minimize students' fear of failure (Santana-Monagas et al., 2025; Van Heel et al., 2020). Thus, empathetic concern is often cultivated by teachers toward their environment, especially in language learning, where teachers are frequently confronted with students experiencing intense emotions due to encountering unfamiliar information, such as vocabulary, writing, reading techniques, grammar, and cultures vastly different from their native language (Karimian, 2022). This finding can also be explained by the culture of compassion (*Welas asih*) that exists in Indonesia, which prioritizes caring for shared emotions, which are often considered more valuable than detached cognitive analysis (Oktawirawan & Yunanto, 2021).

Furthermore, demographic data indicating differences in empathy across demographic groups are also evident in several existing studies. The results of this study align with those of Graziano et al. (2024), where gender did not yield significant results regarding empathy. However, in terms of teaching experience, different results were observed, with this study showing that more experienced individuals tend to agree that they possess better empathy. Regarding age, there are also differences in perceptions of empathy levels, and the same is observed across educational levels (Borracci et al., 2017; Sommerlad et al., 2021).

4.2.1.4. The Well-being Level of English Teachers in the Special Region of Jakarta

Teachers' well-being in an ecological framework is the end result that reflects the condition of individuals after interacting with all layers of their environment. According to the results of this research, teachers tend to have a highly positive view of their enthusiasm and energy for their work (Suralaga et al., 2020). Additionally, they also work hard every day and strive to be more effective. This can be explained by various studies on teachers in Indonesia, which indicated that Indonesian teachers have a high level of work enthusiasm, dedication, and absorption in their work (Sasmoko et.al., 2014). Moreover, they exhibit high enthusiasm and commitment to improving their skills and knowledge (Susanto et al., 2024). Specifically, research on pre-service English teachers in Indonesia indicates that they have high motivation and commitment to teaching.

However, the results also indicate that English teachers in the Jakarta Special Region are less likely to agree that they feel enthusiastic about their work, preparing for it, and completing their work to a high standard. Furthermore, they disagree and strongly disagree with the items in the professional growth dimension. As a variable influenced by other variables in the ecological framework system, this condition can be logically explained by referring back to previous findings. The lack of agreement that they are dedicated to achieving high standards and planning professional development can be indicated by their limited control over the curriculum and their collective sense of being unable to obtain the resources they need. Workplace conditions, school culture, and opportunities for teachers to participate in the decision-making processes that influence their professional development are key sources of job satisfaction (Borracci et al., 2017; Sommerlad et al., 2021).

Demographic data revealed differences in results, with male teachers tending to have higher levels of well-being than female teachers, a finding consistent with Heyder (2019). Furthermore, increasing age and length of service also increased well-being, in line with research by Abonyi et al. (2020), which suggests that younger individuals tend to have higher motivation to leave their jobs and are more likely to be overwhelmed by professional demands, which suggests poorer well-being. In conclusion, demographic data across all results indeed show differences in each demographic category.

4.2.2. The Dynamic Interplay between Perceived School Climate, Collective Teacher Efficacy, and Empathy in Predicting Teacher Well-being

This section presents a comprehensive discussion of the path analysis model, which explains the significant paths influencing teacher well-being to answer the second to fourth research questions. Overall, the findings reveal that perceived school climate and collective

teacher efficacy are strong predictors of occupational well-being, both directly and indirectly through the mediation of empathy. The statistical significance values of all identified paths ($p < 0.001$) highlight the robustness of this model and invite further theoretical exploration into how these mechanisms operate.

A detailed path analysis reveals that both the school climate (micro-system) and collective teachers' efficacy (meso-system) have a significant, positive, and strong direct influence on teacher well-being. This means that these ecological factors are valuable in their own right and contribute to a teacher's positive professional conditions regardless of any mediating variables. The relationship between school climate and well-being (c'_1) is the strongest finding of direct influence based on the existing path model analysis. Studies consistently find that a positive school climate encompassing aspects such as supportive leadership, collegial relationships, and a safe and inclusive environment significantly enhances well-being, with teachers in positive climates reporting higher job satisfaction and lower stress levels (Dreer, 2024; Hu et al., 2019). Additionally, with a positive school climate, burnout can be mitigated, turnover intentions reduced, and teachers feel more supported and engaged in such an environment, which is crucial for retaining experienced and effective teachers in the educational system and positively impacting their occupational well-being (Reio & Reio, 2018; Y. Yang & Zhou, 2025). Moreover, studies conducted in Indonesia support this finding, which show that a conducive school climate is a significant predictor of teacher work productivity and performance (Hidayat & Patras, 2024). The quality of this pathway indicates that the daily experiences perceived from the school environment are a fundamental pillar supporting teacher well-being.

The next direct relationship is between collective teacher efficacy and well-being (c'_2), with results showing a significant positive direct relationship and a moderate one. These findings highlight the independent contribution of the professional mesosystem. Collective teacher efficacy has consistently been identified as a powerful work resource that supports positive outcomes for teachers (Sahli Lozano et al., 2025). The mechanism underlying this direct effect lies in the psychological strength of shared beliefs. With these shared beliefs, a supportive work environment, a sense of empowerment among teachers, and a sense of purpose among teachers are fostered, all of which are closely related to teacher well-being (Burić & Moè, 2020; Derakhshan, 2022).

The following analysis examines the relationship between school climate and collective teacher efficacy, with the mediating variable in this study, namely empathy. Although the direct effects of school climate and collective teacher efficacy are significant, the true strength of this model lies in its explanation of the indirect pathway through which

school climate and collective teacher efficacy influence well-being. The mediation of empathy reveals how external environmental conditions are translated into internal psychological states that foster well-being. Thus, empathy does not emerge as a static personality trait but as a dynamic capacity that is nurtured or hindered by the professional ecosystem of teachers.

The relationship between school climate and empathy (a_1) in this study shows positive and significant results. This indicates that a positive and supportive environment creates the conditions necessary for teachers to develop and express empathy. Thus, the core mechanism is psychological safety. This aligns with research stating that a positive and supportive school environment, including good relationships between teachers and students and supportive school norms, encourages teachers to be more empathetic (Barr, 2011). Furthermore, when teachers work in emotionally supportive and validating environments, they are better able to engage with students' needs empathetically and compassionately, without being overwhelmed by stress or emotional fatigue (Jennings & Min, 2023). Research directly links a positive school climate with the use of empathy in the workplace, revealing that the environment itself can facilitate or hinder this crucial social-emotional skill. Thus, a healthy microsystem provides teachers with the opportunity and capacity to empathize (Martinsone & Žydžiūnaite, 2023).

The results also show a significant positive path from the direct relationship between collective teacher efficacy and empathy (a_2). This relationship is very profound because the relationship between collective teacher efficacy and empathy is not a simple or coincidental one, but rather a fundamental and causal one. The processes required to build and maintain high collective teacher efficacy are essentially exercises in empathy. This is because collective teacher efficacy, which is the collective belief of teachers in their ability to positively affect students' learning outcomes, requires interdependent effort to achieve it, not just the result of top-down mandates (Salas-Rodríguez & Lara, 2023). Therefore, to achieve shared belief in their collective strength, teachers must engage in activities that demand empathetic understanding. In summary, collective teacher efficacy promotes a collaborative culture where teachers work together toward common goals. This collaboration can lead to better communication and understanding among teachers, which are essential components of empathy (Donohoo, 2018; Voelkel & Chrispeels, 2017).

The subsequent pathway involves teacher empathy and well-being (b). This relationship is the strongest single relationship in the indirect model, indicating that empathy is a strong proximal driver of a teacher's positive professional condition. The positive mechanism of this relationship is clear, where empathetic engagement deepens the

teacher-student relationship, and good relationships with students can also reduce emotional exhaustion, making work more meaningful and satisfying (Burić et al., 2024; Martinsone & Žydžiūnaite, 2023). However, the role of empathy in well-being is indicated by a critical paradox based on existing literature. While empathy is a significant source of satisfaction, it can also be a significant source of stress. Where high levels of empathy, especially for a teacher, can lead to empathy-based stress, such as emotional exhaustion, compassion fatigue, and burnout (Ampofo et al., 2025).

Teachers who are constantly exposed to the difficulties and traumas of their students, and acts of empathy, can take a significant emotional toll (Herrera et al., 2022). This is related to the concept of emotional labor, which is the management of one's feelings to display an appropriate professional attitude (Zhu & Zhou, 2022). The process of deep acting, which involves genuinely trying to feel what students are feeling in order to respond appropriately to them, is an empathetic action that can mediate the relationship between empathy and emotional exhaustion (Wróbel, 2013). Thus, empathy is a double-edged sword: it is a vital tool for effective teaching that enhances the well-being of both teachers and students, yet it is also a potential pathway to work-related burnout.

This apparent contradiction can be explained through ecological theory. The results of this study reveal that the positive potential of empathy, which improves well-being, is facilitated and maintained by a supportive ecological system. This is based on the presence of two initial conditions required in pathways a_1 and a_2 . A positive school climate and high team self-efficacy function as important protective factors that reduce the natural burden that arises when teachers must empathize. Thus, positive perceptions of school climate and good collective teacher efficacy are essential for teachers to manage the emotional costs of empathy without becoming personally drained (Martínez-Alba et al., 2022). As a result, they can empathize deeply with students facing difficulties because the surrounding system provides the necessary support, resources, and shared belief to find solutions and replenish their own emotional reserves. On the other hand, in unsupportive, isolated, or low-efficacy environments, the same empathetic actions become a pure drain, leading directly to burnout. Therefore, the key finding of this model is not merely that “the environment fosters empathy that fosters well-being.” Rather, a healthy work environment makes empathy a positive source of strength for teachers' well-being. This is because such an environment consistently mitigates the natural emotional burden that arises from empathetic actions.

Overall, the results of this mediation study indicate partial mediation, meaning that school climate and collective teacher efficacy can influence well-being through two

pathways: a direct, independent pathway and an indirect pathway mediated by empathy. A positive work environment and collective belief in the team's capabilities significantly contribute to well-being by fulfilling basic psychological needs such as safety, connectedness, and competence. This also emphasizes the central role of micro systems as the main foundation of welfare. However, the indirect pathway through empathy provides deeper insights into the mechanisms of this influence, which are the microsystem, mesosystem, and individual characteristics. The total effect results also show that school climate is the strongest predictor, confirming that positive experiences in the daily work environment are the primary foundation of teacher well-being. This is followed by the total effect of collective teacher efficacy, with a slightly higher indirect effect value compared to school climate. This indicates that strengthening team collaboration and collective belief is also an effective strategy in fostering empathy. The major finding that school climate is the strongest predictor is consistent with research by Aldridge and Fraser (2016). In addition, Indonesia's sociocultural context allows for indications of existing results where Indonesian culture emphasizes kinship and mutual cooperation (*gotong royong*).

As a result, based on the results of this study, the main priority in improving teacher well-being is to create a positive school climate, followed by strengthening collective efficacy to support the growth of empathy and sustainable well-being. These findings are particularly important and relevant for English teachers, who often face a unique and intense set of professional challenges that make them highly vulnerable to burnout, thereby relying heavily on the ecological support identified in this study. These challenges are evident in the extremely high levels of emotional labour, as language is closely tied to identity, culture, and personal expression, making language teaching an inherently rational and emotional endeavour (L. J. P. Herrera et al., 2022).

English teachers must be able to control their own emotions while understanding the anxiety and lack of confidence experienced by students as they struggle to communicate in English (Zhu & Zhou, 2022). Additionally, for many English teachers, the language they teach is their own second language, which can bring about extraordinary anxiety and unease related to their own proficiency and identity (Martínez-Alba et al., 2022). Therefore, for English teachers, ecological support in this analysis is not a luxury but a necessity for their professional survival. A positive school climate (microsystem) provides an essential buffer of psychological safety needed to navigate the constant emotional demands of the English classroom. Additionally, high collective efficacy among teachers (mesosystem) offers a critical network of peer support for sharing strategies, processing the emotional burden of working with students, and collaboratively navigating systemic pressures. Empathy is a

key tool in the English language teaching profession, but without this ecological support, it is precisely this tool that can lead to the emotional and occupational burnout so common in this field(C. Herrera et al., 2022). In conclusion, this research model demonstrates that to maintain the well-being of English language teachers, we must first build a supportive ecosystem around them.

CHAPTER V

CONCLUSION

The primary objective of this research is to investigate the role of empathy as a mediator between perceived school climate and collective teacher efficacy in relation to the well-being of secondary school English teachers in the Special Region of Jakarta. This research successfully revealed a psychological mechanism in the form of a mediating role in this relationship. These findings provide new insights that a supportive work environment and shared beliefs become more meaningful for teacher well-being when linked to the ability to empathize. Furthermore, this concluding chapter will systematically present a summary of all findings, followed by a discussion of the research implications, and conclude with limitations and recommendations for future research.

5.1. Summary of Research Findings

English language teachers require a significant labour and emotional investment compared to other subjects. As a result, considering the well-being of English teachers is important both for the students and the teachers. It is because positive well-being offers the foundation for resilience, motivation, and the ability to create an effective learning environment for teachers. Guided by the principle of Ecological System Theory, this study examines how the microsystem layer (perceived school climate) and the mesosystem layer (collective teacher efficacy) influence the well-being of teachers, with empathy serving as a key mediating mechanism.

The finding highlights the role of empathy as a partial mediator in the relationship between school climate, collective teacher efficacy, and teacher well-being, as teacher empathetic capacities are strengthened by a positive and supportive environment. However, the analysis also reveals a duality, in which empathy may become a source of emotional strain when systematic tensions, such as a minimum of voice in school policies or limited opportunities for professional growth, remain unresolved. In this way, empathy not only mediates the effects of institutional support on well-being but can also reflect deeper vulnerabilities in the professional ecosystem. The results also show that English teachers in the Special Region of Jakarta reported a high positive perception of school climate, collective teacher efficacy, empathy, and well-being.

Moreover, based on the item-level responses, it was revealed that while social harmony and procedural order are strongly upheld, teachers feel excluded from the institutional decision-making process and lack the ability to innovate. Similarly, although they express strong team identity, doubts persist about their collective ability to effect

structural change. In empathy, concern for others is more positive than the perspective-taking dimension. Moreover, teacher well-being is reported to have a high level of positivity characterized by enthusiasm and energy. However, it lacks in the context of daily preparation and long-term professional development. In conclusion, teacher well-being goes beyond individual aspects; it is a complex ecological consequence shaped by the mutual interaction with their work environment. Thus, to enhance teachers' well-being, any meaningful need goes beyond the individual aspect and focuses instead on fostering an institutional culture that protects and maintains empathic engagement without compromising emotional health.

5.2. Limitation and Future Direction

Some fundamental methodological limitations are indicated in this research. The first is the cross-sectional method implemented in this research; this data collection method is limited to identifying the patterns and the correlation between variables. However, it cannot clearly show the cause-and-effect relationship or track the development of the teachers. The second is the use of self-report data, which effectively shows what happens, yet it is vulnerable to biased responses due to the lack of ability to explore why behind the findings. The third is using a convenience sample that limits the generalizability of the result to a broader scope. This includes a geographic data imbalance, such as the gender, where male participants are notably underrepresented, which may limit the applicability of the finding.

To address those limitations, it is recommended that further researchers conduct longitudinal studies to get a better understanding of how teachers' professional development paths and the variables are connected. Moreover, mixed-methods research, which combines quantitative data with in-depth interviews or qualitative case studies, is recommended to be conducted, thus it can minimize the subjective experiences and bias. Additionally, there is a need to implement a more representative sampling method and gather more balanced participant characteristics, which can lead to more generalizable results. Collectively, these actions will strengthen the understanding that teacher well-being is not only an individual responsibility but an ecological outcome influenced by the dynamic interaction between teachers and their environment.

5.3. Implication

In the theoretical aspect, this research provides a strong validation and contextualization of Bronfenbrenner's Ecological Systems Theory in the Indonesian teacher education landscape regarding the teacher well-being, especially for English teachers. Furthermore, this study deepens the understanding of empathy not as static

individual traits, but rather as ecological constructs, which include good perceived school climate and collective efficacy. In contrast, empathy is a resource that can be depleted by systemic stressors such as high workload and job insecurity.

Furthermore, a main practical implication of this research is that enhancing teachers' well-being is inherently connected to their ability to manage empathy effectively. While empathy is an important aspect of teaching, uncontrolled empathy can lead to emotional burnout. Therefore, education stakeholders, particularly school principals, should add an additional focus on the teachers' development program that focuses on building empathetic resilience as a way to maintain well-being. This can be achieved by including specific modules in the professional development that train teachers not only to be empathetic but also to set emotional boundaries. In addition, practical applications include targeted mentorship on managing classroom dynamics, workshops about resilience, and training in social-emotional regulation, which supports teachers to deal with the intrinsic demands of the profession without compromising their own mental health.

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APPENDICES

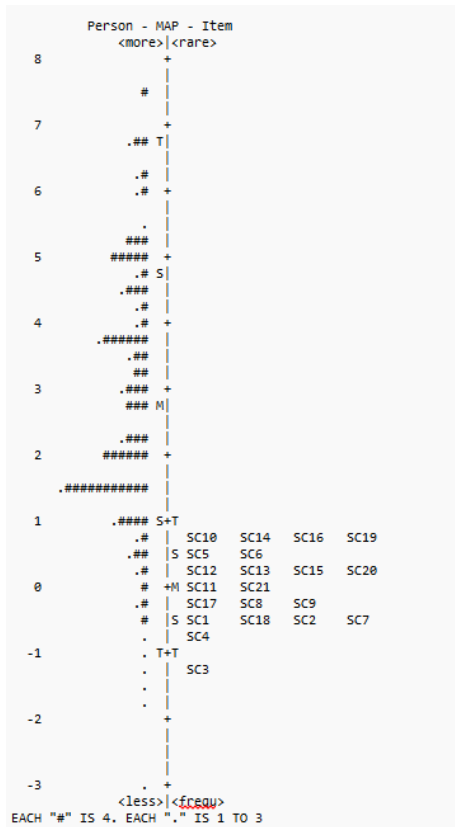
Appendix 1. The details of the item change

Variables	First Pilot Test	Second Pilot Test	Final items
Teacher Occupational Well-being	8. Setiap hari, saya mengerahkan upaya terbaik dalam pekerjaan saya.	8. Saya biasanya berusaha memberikan performa terbaik dalam pekerjaan saya setiap harinya.	8. Saya biasanya berusaha memberikan performa terbaik dalam pekerjaan saya setiap harinya.
Perceived School Climate	1. Pengajaran di kelas (contohnya seperti dalam hal penyesuaian materi, metode pembelajaran, dan penilaian siswa) jarang dikoordinasikan antar guru.	1. Pengajaran di kelas (seperti penyesuaian materi, metode, dan penilaian) dikoordinasikan secara rutin antar guru.	1. Pengajaran di kelas (seperti penyesuaian materi, metode, dan penilaian) dikoordinasikan secara rutin antar guru.
	4. Kerja sama tim yang baik tidak cukup ditekankan di sekolah saya.	4. Kerja sama tim yang baik ditekankan di sekolah saya.	4. Kerja sama tim yang baik ditekankan di sekolah saya.
	5. Saya jarang mendiskusikan kebutuhan masing-masing siswa dengan guru lain.	5. Saya secara rutin mendiskusikan kebutuhan masing-masing siswa dengan guru lain.	5. Saya secara rutin mendiskusikan kebutuhan masing-masing siswa dengan guru lain.
	7. Sebagian besar siswa bersikap sopan dan menghormati staf sekolah.	7. Sebagian besar siswa saya bersikap sopan dan menghormati guru di sekolah.	7. Sebagian besar siswa saya bersikap sopan dan menghormati guru di sekolah.
	11. Peralatan dan sumber daya (seperti contohnya komputer, proyektor, buku ajar, alat peraga) yang tersedia tidak memadai	11. Peralatan dan sumber daya yang tersedia (seperti komputer, proyektor, buku ajar, dan alat peraga) memadai untuk mendukung proses pembelajaran.	11. Peralatan dan sumber daya yang tersedia (seperti komputer, proyektor, buku ajar, dan alat peraga) memadai untuk mendukung proses pembelajaran.
	12. Fasilitas pengajaran seperti laboratorium dan alat olahraga tersedia dan dapat diakses dengan mudah di sekolah saya.	12. Fasilitas pengajaran seperti laboratorium dan alat olahraga tersedia dan dapat diakses dengan mudah di sekolah saya.	12. Fasilitas instruksional/ peralatan pengajaran (seperti contohnya alat laboratorium, alat olahraga) tidak dapat diakses secara konsisten.

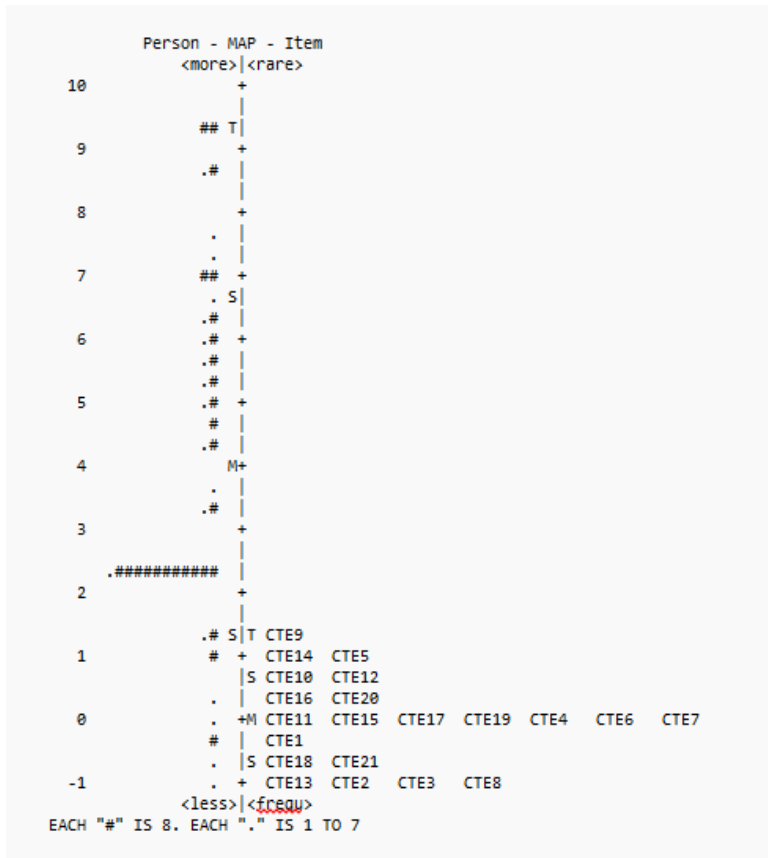
	16. Saya tidak banyak berkomentar dalam penyelenggaraan sekolah.	16. Saya secara aktif memberikan masukan dalam penyelenggaraan sekolah, baik terkait dengan kebijakan atau kegiatan sekolah.	16. Saya secara aktif memberikan masukan dalam penyelenggaraan sekolah, baik terkait dengan kebijakan atau kegiatan sekolah.
	17. Pengambilan keputusan terkait sekolah dilakukan oleh kepala sekolah.	17. Kepala sekolah mendukung partisipasi guru dalam proses pengambilan keputusan sekolah, sehingga pengambilan keputusan tidak hanya dilakukan oleh kepala sekolah.	17. Kepala sekolah mendukung partisipasi guru dalam proses pengambilan keputusan sekolah, sehingga pengambilan keputusan tidak hanya dilakukan oleh kepala sekolah.
	18. Kami bersedia mencoba pendekatan pengajaran baru di sekolah saya.	18. Kami, sebagai guru, bersedia mencoba pendekatan pengajaran baru, seperti dalam hal pengajaran di sekolah ini.	18. Kami, sebagai guru, bersedia mencoba pendekatan pengajaran baru, seperti dalam hal pengajaran di sekolah ini.
	21. Mata pelajaran baru dan kurikulum baru jarang diterapkan di sekolah saya, walaupun ada kesempatan untuk melaksanakannya.	21. Mata pelajaran baru dan kurikulum baru JARANG diterapkan di sekolah saya, walaupun ada kesempatan untuk melaksanakannya.	21. Mata pelajaran baru dan kurikulum baru seringkali diterapkan di sekolah saya, walaupun ada kesempatan untuk melaksanakannya.
Collective teacher efficacy	1. Kami, sebagai guru Bahasa Inggris, mampu menghadapi situasi kritis di sekolah dengan cara yang kooperatif.	1. Sebagai tim guru Bahasa Inggris, kami secara aktif berdiskusi untuk mencari solusi saat menghadapi konflik di sekolah.	1. Sebagai tim guru Bahasa Inggris, kami secara aktif berdiskusi untuk mencari solusi saat menghadapi konflik di sekolah
	7. Kami, sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan pihak administrasi sekolah secara maksimal.	7. Kami , sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan pihak administrasi sekolah secara maksimal.	7. Kami, sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan pihak administrasi sekolah secara maksimal
	15. Kami, sebagai guru Bahasa Inggris di sekolah ini, berperan dalam membuat siswa percaya bahwa	15. Kami, sebagai guru Bahasa Inggris di sekolah ini, percaya bahwa kami berperan dalam membuat siswa	15. Kami, sebagai guru Bahasa Inggris di sekolah ini, percaya bahwa kami berperan dalam membuat siswa

	mereka dapat berhasil dalam belajar Bahasa Inggris.	percaya bahwa mereka dapat berhasil dalam belajar Bahasa Inggris.	percaya bahwa mereka dapat berhasil dalam belajar Bahasa Inggris.
	18. Guru Bahasa Inggris di sekolah ini berperan dalam memastikan para siswa mengikuti peraturan.	18. Guru Bahasa Inggris di sekolah ini berperan dalam memastikan para siswa mengikuti peraturan. Sehingga, dapat menciptakan lingkungan belajar yang terstruktur dan mendukung keberhasilan siswa.	18. Guru Bahasa Inggris di sekolah ini berperan dalam memastikan para siswa mengikuti peraturan. Sehingga, dapat menciptakan lingkungan belajar yang terstruktur dan mendukung keberhasilan siswa
	19. Kami, sebagai guru Bahasa Inggris di sekolah ini, mampu mengajar siswa dengan sukses, terlepas dari perbedaan budaya dan kemampuan mereka.	"19. Kami, sebagai guru Bahasa Inggris di sekolah ini, mampu mengajar siswa dengan sukses, terlepas dari perbedaan budaya dan kemampuan mereka.	19. Kami, sebagai guru Bahasa Inggris di sekolah ini, mampu mengajar siswa dengan sukses, terlepas dari perbedaan budaya dan kemampuan mereka.
	20. Kami, sebagai guru Bahasa Inggris di sekolah ini, berperan dalam membantu siswa dengan kemampuan Bahasa Inggris yang rendah untuk belajar Bahasa Inggris.	20. Kami, sebagai tim pengajar Bahasa Inggris, yakin dapat menemukan solusi efektif dalam mengatasi kesulitan belajar siswa berkemampuan rendah.	20. Kami, sebagai tim pengajar Bahasa Inggris, yakin dapat menemukan solusi efektif dalam mengatasi kesulitan belajar siswa berkemampuan rendah.

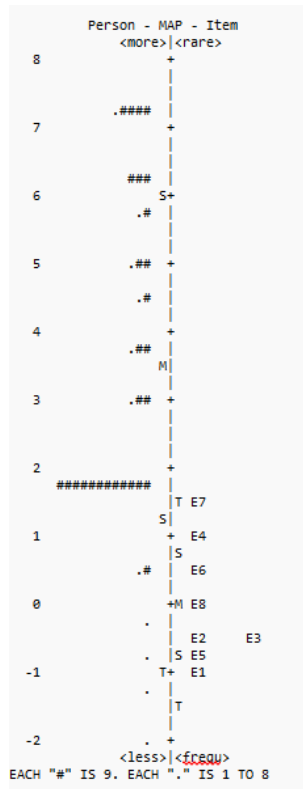
Appendix 2. Wright Map of Perceived School Climate Variables



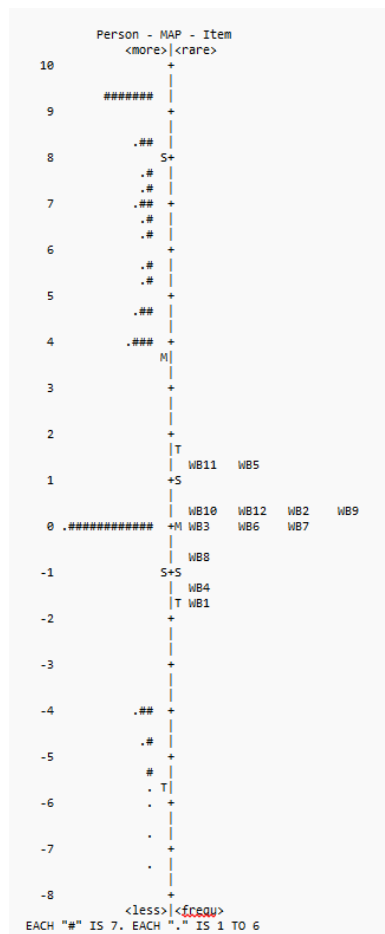
Appendix 3. Wright Map Collective Teacher Efficacy



Appendix 4. Wright Map Empathy



Appendix 5. Wright Map Teachers' Occupational Well-being



Appendix 6. Permission Letter



PEMERINTAH PROVINSI DAERAH KHUSUS IBUKOTA JAKARTA
DINAS PENDIDIKAN
 Jalan Jenderal Gatot Subroto Kavling 40-41
 Telp. 021-39504027, 39504029, 39504041 Faximile: 021-39504020, 39504026, 39504040
 Website : http://disdik.jakarta.go.id Email : disdik@jakarta.go.id
 J A K A R T A

Kode Pos : 12950

Nomor : e-0046/HM.10.02 5 Maret 2025
 Sifat : Penting Kepada
 Lampiran : Satu Berkas Yth. Dekan Fakultas Ilmu Pendidikan
 Hal : Rekomendasi Penelitian Universitas Islam Internasional Indonesia
 di
 Jawa Barat

REKOMENDASI

Menindaklanjuti Surat Dekan Fakultas Ilmu Pendidikan Universitas Islam Internasional Indonesia Nomor 068/Dek.FIP/UIII/UM.02/12/2025 tanggal 25 Februari 2025 Perihal Permohonan Izin Penelitian, atas nama:

Nama : Queen Salsabila
 NPM : 04212310012
 Program Studi : Magister Ilmu Pendidikan
 Fakultas : Ilmu Pendidikan
 Judul Penelitian : *The Mediating Role of Empathy in English Teacher Well-being: Examining School Climate and Collective Teacher Efficacy*
 Nomor Telepon : 089603448745
 Pekerjaan : Mahasiswi
 Tempat/Lokasi : Daftar Terlampir
 Nama Lembaga : Universitas Islam Internasional Indonesia
 Periode Penelitian : 6 Maret - 31 Agustus 2025

Dinas Pendidikan Provinsi DKI Jakarta memberikan rekomendasi melaksanakan penelitian dan pengambilan data bagi Mahasiswi Universitas Islam Internasional Indonesia tersebut. Yang bersangkutan melaporkan kembali hasil Penelitian dan Pengambilan data kepada PIt. Kepala Dinas Pendidikan Provinsi DKI Jakarta up. Sub Kelompok Hubungan Masyarakat dan Kerjasama Antar Lembaga, Dinas Pendidikan Provinsi DKI Jakarta.

Demikian surat rekomendasi ini saya sampaikan agar dapat dipergunakan sebagaimana mestinya dan apabila terjadi kekeliruan akan dilakukan revisi sebagaimana mestinya

Atas perhatian Saudara, saya ucapkan terima kasih.

a.n. PIt. Kepala Dinas Pendidikan
 Provinsi Daerah Khusus Ibukota Jakarta
 Sekretaris,

 Tega
 NIP 197012122000121001

Tembusan :

1. PIt. Kepala Dinas Pendidikan Provinsi DKI Jakarta
2. Kepala Bidang PTK Dinas Pendidikan Provinsi DKI Jakarta
3. PIt. Kepala Bidang SMP Dinas Pendidikan Provinsi DKI Jakarta
4. Kepala Bidang SMA Dinas Pendidikan Provinsi DKI Jakarta
5. Para Kepala Suku Dinas Pendidikan Wilayah I dan II Kota Administrasi

Lampiran: Surat Rekomendasi PIt. Kepala Dinas Pendidikan
 Provinsi DKI Jakarta
 Nomor : e-0046/HM.10.02
 Tanggal : 5 Maret 2025

Daftar Tempat Penelitian

No	Tempat
1	Bidang PTK Dinas Pendidikan Provinsi DKI Jakarta
2	Seluruh SMP Negeri dan Swasta di DKI Jakarta
3	Seluruh SMA Negeri dan Swasta di DKI Jakarta

a.n. PIt. Kepala Dinas Pendidikan
 Provinsi Daerah Khusus Ibukota Jakarta
 Sekretaris,

 Tega
 NIP 197012122000121001

Instruksi untuk Responden

**Angket Kesejahteraan Guru Bahasa
Inggris di Daerah Khusus Jakarta**

Assalamualaikum Wr.Wb. Salam sejahtera, Bapak/Ibu Guru!

Terima kasih telah membuka angket ini.

Perkenalkan saya Queen Salsabila mahasiswi Pendidikan Fakultas Pendidikan, Universitas Islam Internasional Indonesia. Saat ini, saya sedang menyusun tugas akhir tentang **Kesejahteraan guru bahasa Inggris dan hubungannya dengan empati guru, iklim sekolah, serta kepercayaan kolektif guru**

Kriteria Responden:

Survei ini ditujukan untuk guru bahasa Inggris aktif di jenjang SMP dan SMA sederajat baik negeri dan swasta yang mengajar di Daerah Khusus Jakarta. Survei ini terbuka bagi guru pemula maupun guru berpengalaman dalam mengajar Bahasa Inggris. Jika Anda memenuhi kriteria tersebut, partisipasi Anda sangat kami hargai. Jika tidak, mohon untuk tidak melanjutkan survei ini.

Persetujuan Etis:

Mengisi angket ini berarti Anda setuju dan bersedia berpartisipasi dalam penelitian ini dan mengizinkan data Anda digunakan untuk keperluan riset.

PETUNJUK PENGISIAN

1. Untuk setiap pertanyaan, pilihlah jawaban yang paling sesuai dengan pengalaman Anda dalam beberapa minggu terakhir.
2. Mohon dijawab dengan jujur sesuai dengan pengalaman yang Anda alami, **bukan berdasarkan apa yang dianggap benar.**
3. Pastikan untuk membaca setiap keterangan pada masing-masing bagian sebelum menjawab pertanyaan yang ada untuk mengetahui tata cara penilaian.
4. Tidak ada jawaban yang benar atau salah, karena setiap guru dapat memiliki penilaian yang berbeda.

5. Sesuai dengan **ketentuan dan etika penelitian, kerahasiaan data Anda akan sangat terjaga** karena hasil pengisian angket akan langsung diterima oleh peneliti.

6. Setiap guru hanya diperbolehkan mengisi **satu kali**

Jika Anda memiliki pertanyaan, silahkan hubungi saya melalui email/ Nomor telepon:



queen.salsabila.uiii.ac.id atau 089603448745

Atas perhatian dan partisipasi Anda, saya ucapkan terima kasih.

Salam hormat,

Queen Salsabila

Mahasiswi Universitas Islam Internasional Indonesia

Persetujuan Partisipasi

Saya bersedia berpartisipasi dalam penelitian ini dengan sukarela dan memahami bahwa data saya akan digunakan hanya untuk kepentingan akademik.

Informasi Demografi Responden

Jenis Kelamin :

Usia :

Pendidikan Terakhir : (P / L/ Memilih tidak menjawab)

Tempat Sekolah Mengajar : SMP Negeri/ SMP Swasta / SMA Negeri/ SMA Swasta

Lokasi Sekolah : Jakarta Pusat/ Utara/ Timur/ Selatan/ Barat/ Kepulauan Seribu

Lama Masa Mengajar : 0-3 Tahun/ 4-5 Tahun/ >5 Tahun

Status Kepegawaian : GTY/PTY (Guru Tetap Yayasan/Pegawai Tetap Yayasan)/ Guru Honorer Sekolah/ Honor Daerah TK.I Provinsi/ Honor Daerah TK.II Kab/Kota/ Kontrak Kerja Warga Negara Asing (WNA)/ PNS/ PPPK/ Tenaga Honor Sekolah

Kelas yang diampu (Jika mengajar dua kelas anda bisa memilih lebih dari satu) :
7/8/9/10/11/12

Iklim Sekolah (School climate)

Pada bagian ini anda akan ditanya mengenai persepsi/ pandangan anda mengenai lingkungan sekolah anda. Mohon dijawab dengan jujur sesuai dengan pengalaman yang Anda alami, bukan berdasarkan apa yang dianggap benar. Pernyataan guru dibagian ini merujuk pada seluruh guru di sekolah, bukan hanya guru Bahasa Inggris saja.pertanyaan.

Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1. Pengajaran di kelas (seperti penyesuaian materi, metode, dan penilaian) dikoordinasikan secara rutin antar guru.				
2. Saya memiliki kesempatan rutin untuk bekerja sama dengan guru-guru lain.				
3. Terdapat komunikasi yang baik di antara para guru.				
4. Kerja sama tim yang baik ditekankan di sekolah saya.				
5. Saya secara rutin mendiskusikan kebutuhan masing-masing siswa dengan guru lain				
6. Para guru merancang program instruksional bersama.				
7. Sebagian besar siswa saya bersikap sopan dan menghormati guru di sekolah.				
8. Para siswa di sekolah ini berperilaku baik.				
9. Sebagian besar siswa sangat membantu dan kooperatif dengan para guru				
10. Sebagian besar siswa termotivasi untuk belajar.				
11. Peralatan dan sumber daya yang tersedia (seperti komputer, proyektor, buku ajar, dan alat peraga) memadai				

untuk mendukung proses pembelajaran.				
12. Fasilitas pengajaran seperti laboratorium dan alat olahraga tersedia dan dapat diakses dengan mudah di sekolah saya.				
13. Sudah tersedia perlengkapan digital, komputer, akses internet, video, DVD/rekaman/proyektor, dan film				
14. Perpustakaan sekolah memiliki sumber daya dan materi yang memadai.				
15. Para guru sering diminta untuk berpartisipasi dalam pengambilan keputusan (seperti contohnya pengambilan keputusan dalam kurikulum dan kebijakan sekolah).				
16. Saya secara aktif memberikan masukan dalam penyelenggaraan sekolah, baik terkait dengan kebijakan atau kegiatan sekolah.				
17. Kepala sekolah mendukung partisipasi guru dalam proses pengambilan keputusan sekolah, sehingga pengambilan keputusan tidak hanya dilakukan oleh kepala sekolah				

18. Kami, sebagai guru, bersedia mencoba pendekatan pengajaran baru, seperti dalam hal pengajaran di sekolah ini.				
19. Ide-ide baru dan berbeda selalu diujicoba di sekolah saya				
20. Guru-guru di sekolah ini inovatif.				
21. Mata pelajaran baru dan kurikulum baru seringkali diterapkan di sekolah saya, walaupun ada kesempatan untuk melaksanakannya.				

Kesejahteraan Guru (Teacher Well-being)

Pada bagian ini anda akan ditanya mengenai persepsi/ pandangan anda mengenai kesejahteraan anda yang berkaitan dengan pengalaman kerja anda di sekolah. Mohon dijawab dengan jujur sesuai dengan pengalaman yang Anda alami, bukan

Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1. Saya merasa bersemangat untuk memulai pekerjaan setiap hari.				
2. Saya merasa berenergi ketika memikirkan pekerjaan saya				
3. Saya merasa penuh semangat di tempat kerja setiap hari				
4. Saya merasa bersemangat dengan pekerjaan yang saya lakukan.				
5. Saya menyelesaikan tugas-tugas pekerjaan saya (baik administratif dan				

pengajaran) dengan standar yang tinggi.				
6. Saya mendedikasikan upaya untuk mempersiapkan pekerjaan saya dengan baik setiap hari.				
7. Saya bekerja keras untuk tetap efektif dalam pekerjaan saya setiap hari.				
8. Saya biasanya berusaha memberikan performa terbaik dalam pekerjaan saya setiap harinya				
9. Dalam pekerjaan saya sebagai guru, saya secara teratur merenungkan bagaimana saya dapat meningkatkan keterampilan profesional saya.				
10. Saya membuat rencana untuk pembelajaran dan pengembangan profesional yang berkelanjutan di tempat kerja.				
11. Saya memikirkan dengan hati-hati tentang apa yang perlu saya lakukan untuk terus berkembang sebagai seorang profesional dalam pekerjaan saya.				
12. Fasilitas pengajaran seperti laboratorium dan alat olahraga tersedia dan dapat diakses dengan mudah di sekolah saya.				

Kepercayaan kolektif Guru (Collective Teacher Efficacy)

Dimensi ini mengukur sejauh mana seluruh guru Bahasa Inggris di sekolah Anda, sebagai sebuah kelompok, merasa mampu dalam berbagai aspek pembelajaran dan lingkungan sekolah. Mohon refleksikan setiap pernyataan berdasarkan persepsi Anda terhadap kemampuan kolektif tim guru Bahasa Inggris di sekolah Anda, bukan hanya pengalaman atau kepercayaan diri Anda secara individu. Mohon dijawab dengan jujur sesuai dengan pengalaman yang Anda alami, bukan berdasarkan apa yang dianggap benar.

Keterangan Tambahan

Karena setiap awal pernyataan didahului dengan kata KAMI bukan SAYA, tolong nilai bukan hanya berdasarkan kemampuan pribadi Anda, tetapi bagaimana Anda melihat kemampuan seluruh tim guru bahasa Inggris di sekolah Anda dalam aspek tersebut

Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1. Sebagai tim guru Bahasa Inggris, kami secara aktif berdiskusi untuk mencari solusi saat menghadapi konflik di sekolah.				
2. Kami, sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan rekan-rekan di sekolah ini				
3. Kami, sebagai guru Bahasa Inggris di sekolah ini, berkolaborasi dengan baik dalam mencapai tujuan pendidikan yang direncanakan.				

<p>4. Kami, sebagai guru Bahasa Inggris, secara positif mempengaruhi kualitas instruksional sekolah dengan berbagi pengalaman mengajar yang sukses dengan rekan-rekan kerja</p>				
<p>5. Kami, sebagai guru Bahasa Inggris, berkontribusi dalam memengaruhi keputusan-keputusan penting yang dibuat di sekolah.</p>				
<p>6. Kami, sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan orang tua/wali murid secara maksimal.</p>				
<p>7. Kami, sebagai guru Bahasa Inggris, berkomunikasi secara efektif dengan pihak administrasi sekolah secara maksimal.</p>				
<p>8. Kami, sebagai guru Bahasa Inggris, berperan dalam memastikan sekolah berjalan secara efektif, terutama dalam pembelajaran Bahasa Inggris.</p>				
<p>9. Kami, sebagai guru Bahasa Inggris di sekolah ini, memiliki pengaruh terhadap keputusan pendidikan di sekolah.</p>				

10. Kami, sebagai guru Bahasa Inggris di sekolah ini, berhasil dalam mengajarkan keterampilan bahasa Inggris kepada siswa.				
11. Kami, sebagai guru Bahasa Inggris di sekolah ini, berperan dalam menumbuhkan kreativitas siswa, seperti dalam berbicara atau menulis Bahasa Inggris.				
12. Kami, sebagai guru Bahasa Inggris di sekolah ini, tetap dapat mencapai tujuan pendidikan meskipun ada kekurangan materi dan peralatan pembelajaran.				
13. Kami, sebagai guru Bahasa Inggris di sekolah ini, berperan dalam memotivasi siswa untuk belajar Bahasa Inggris.				
14. Kami, sebagai guru Bahasa Inggris di sekolah ini, berhasil dalam mengajar siswa, termasuk yang memiliki kesulitan belajar Bahasa Inggris.				
15. Kami, sebagai guru Bahasa Inggris di sekolah ini, percaya bahwa kami berperan dalam membuat siswa percaya bahwa mereka				

dapat berhasil dalam belajar Bahasa Inggris.				
16. Kami, sebagai guru Bahasa Inggris di sekolah ini, mampu menemukan cara-cara kreatif untuk mencegah perilaku yang mengganggu.				
17. Kami, sebagai guru Bahasa Inggris di sekolah ini, berperan dalam mengendalikan perilaku yang mengganggu di kelas.				
18. Guru Bahasa Inggris di sekolah ini berperan dalam memastikan para siswa mengikuti peraturan. Sehingga, dapat menciptakan lingkungan belajar yang terstruktur dan mendukung keberhasilan siswa.				
19. Kami, sebagai guru Bahasa Inggris di sekolah ini, mampu mengajar siswa dengan sukses, terlepas dari perbedaan budaya dan kemampuan mereka.				
20. Kami, sebagai tim pengajar Bahasa Inggris, yakin dapat menemukan Solusi efektif dalam mengatasi kesulitan belajar siswa berkemampuan rendah. .				
21. Kami, sebagai guru Bahasa Inggris di sekolah ini,				

percaya bahwa dapat berperan dalam menciptakan suasana yang aman, nyaman, dan menyenangkan bagi siswa, baik secara fisik maupun psikologis				
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Rasa Empati

Pada bagian ini Anda akan ditanya mengenai persepsi/ pandangan anda mengenai rasa empati Anda. Mohon dijawab dengan jujur sesuai dengan pengalaman yang Anda alami, bukan berdasarkan apa yang dianggap benar.

Pernyataan	Sangat Tidak Setuju	Tidak Setuju	Setuju	Sangat Setuju
1. Saya sering memiliki perasaan yang lembut dan prihatin terhadap orang-orang yang kurang beruntung daripada saya.				
2. Ketika saya melihat seseorang dimanfaatkan, saya merasa ingin melindungi mereka.				
3. Ketika saya melihat seseorang diperlakukan tidak adil, saya merasa sangat kasihan pada mereka..				
4. Saya menggambarkan diri saya sebagai orang yang berhati lembut.				
5. Saya mencoba melihat sisi lain dari suatu perselisihan sebelum saya mengambil keputusan.				

6. Kadang-kadang saya mencoba memahami lebih baik teman-teman saya dengan membayangkan bagaimana segala sesuatu terlihat dari sudut pandang mereka.				
7. Ketika saya kesal pada seseorang, saya biasanya mencoba untuk “menempatkan diri saya pada posisinya” untuk sementara waktu				
8. Sebelum mengkritik seseorang, saya mencoba membayangkan bagaimana perasaan saya jika berada di posisi mereka.				

Appendix 8. The variable correlation result

Correlations

		SC	WB	CTA	E
SC	Pearson Correlation	1	.586**	.453**	.375**
	Sig. (2-tailed)		<,001	<,001	<,001
	N	308	308	308	308
WB	Pearson Correlation	.586**	1	.542**	.591**
	Sig. (2-tailed)	<,001		<,001	<,001
	N	308	308	308	308
CTA	Pearson Correlation	.453**	.542**	1	.446**
	Sig. (2-tailed)	<,001	<,001		<,001
	N	308	308	308	308
E	Pearson Correlation	.375**	.591**	.446**	1
	Sig. (2-tailed)	<,001	<,001	<,001	
	N	308	308	308	308

** . Correlation is significant at the 0.01 level (2-tailed).

Appendix 9 Declaration of AI use

Artificial intelligence (AI) was utilized in the preparation of this thesis for several stages, such as grammar and spelling checks, reference searches, and brainstorming. However, the data analysis process, data presentation, argument stated, and validation of the input were carried out individually by the author to ensure the accuracy and the quality of existing data and the argument.