

**EXPLORING TEACHERS' WELL-BEING
IN A PUBLIC PRIMARY SCHOOL
LOCATED IN DEPOK : PERCEPTIONS,
OPPORTUNITIES, AND CHALLENGES**

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:

Debby Zalina

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UNIVERSITAS ISLAM INTERNASIONAL INDONESIA

DEPOK

2025

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ABSTRACT

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The well-being of teachers has emerged as a pivotal concern in both Indonesian and international education discourse. This study aims to explore teachers' perceptions of their well-being, currently efforts to enhance it, challenges they face, and the opportunities available for improvement within case study from a public primary school in Depok, Indonesia. This study involved semi-structured interviews with eight teachers supported by observation. Thematic analysis was employed to identify key patterns across different domains from the data collected of the well-being of teachers. Findings reveal that teacher well-being is shaped not only by financial considerations but also by emotional fulfillment, a sense of professional calling, recognition from students and the community, and strong interpersonal relationships within the school environment. Teachers reported that intrinsic motivation, student transformation, and social appreciation play a more significant role in shaping well-being than salary alone. The study also identified non-formal opportunities such as tutoring, extracurricular involvement, and personal initiatives that contribute to financial and emotional resilience. However, disparities in employment status, inconsistent support systems, and limited institutional recognition pose significant challenges. Differences between early-career and mid-to-late-career teachers further emphasize the need for differentiated support. The study concludes that teacher well-being should be addressed through a holistic framework that incorporates emotional, relational, and structural dimensions, and calls for policies that are inclusive, equitable, and sensitive to teachers' lived realities.

Keywords: teacher well-being, primary education, socio-ecological model of wellbeing

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CHAPTER 1

INTRODUCTION

To understand the complexity of teacher well-being in the context of primary education, it is essential to begin with a clear understanding of why this issue matters, how it is addressed in Indonesian context, and what previous research has revealed. As education systems strive for quality and equity, the well-being of teachers has become a central theme in both global and local discussions on educational reform. In Indonesia, while numerous initiatives have aimed to improve teacher quality and student outcomes, the dimension of teacher well-being often remains underexplored in both policy and practice. Therefore, this study investigates the strategies, challenges, and policy opportunities related to enhancing the well-being of primary school teachers in Indonesia, particularly in the urban setting of Depok.

To guide the reader through this inquiry, this section delineates four components of this study: research background, research questions, research objectives, and significance of the study. The research background begins by emphasising the significance of implementing techniques to enhance the well-being of teachers, Indonesian policies related to teacher well-being, the research context, and previous research related to the issue. This study is directed by five research questions that will be addressed in the findings. It is followed by three research objectives that focus on the research objectives. This section concludes with the significance of the study that provides justification regarding its role in addressing the existing literature gap and advancing the subject of education.

1.1 Research Background

“If you were given the opportunity to fight for one current education issue, what would you choose?”

This is a question that came to my mind when I was about to start writing this manuscript. Thinking about this question reminded me of a moment during my internship and participating in conducting the Indonesian Education Roadmap for the next twenty years. In that forum, I gained insight into various education issues in Indonesia along with the direction of policies planned for the future. There are many discussions raised around issues related to education, one of which is related to the issue of teachers. The agenda made me reflect more deeply and ultimately made me think that there are a lot of pressure on teachers, but little visible effort to support their teacher wellbeing. There are many obligations and expectations imposed on teachers, but their well-being is often neglected.

Although on an international scale research on well-being in education has shown an increase, the topic related to teacher well-being still receives little attention and tends to be neglected when compared to the topic related to student well-being (Ozturk et al, 2024). I noticed it seems that policies to support teacher well-being are available, but they are not yet in-depth and comprehensive enough to really have a significant impact in their implementation.

Despite societal perceptions of teaching as an ideal profession, teachers encounter numerous problems in their daily responsibilities, including a high workload (Hoogendijk et al., 2018), challenges in fostering relationships with students and managing their misconduct (Aldrup et al., 2018; Milatz et al., 2015), and hostile learning environments (Pyhältö et al., 2011). This seems to be supported by the many issues related to teachers especially in Indonesia that have made me concerned lately. I found news about the exposure of high-stress levels experienced by teachers in Indonesia (Tempo.Co, 2023) followed by news that the OJK released that 43% of victims of illegal online loans are people with the profession of teacher (Bisnis.com, 2023). In addition, recently the mass media has also been busy with the figure of teacher Supriyani who was accused of committing violence against her students (The Jakarta Post, 2024). In addition, these issues seem to be a reflection of the crisis in the number of teachers in Indonesia (Darmaningtyas, 2022), one of which is caused by the teaching profession being considered to provide less well-being for teachers. The philosophical issue of the moral dilemma of educators in Indonesia (Murtiningsih, 2023) seems to provide a picture of how complex the issues related to teacher well-being are which include various dimensions (Wasserman, 2015). These issues raise questions in my mind: if policies related to teacher well-being are available, why are there still many phenomena and issues related to teacher well-being? Reflection on this phenomenon encouraged me to conduct a deeper study of teacher well-being in Indonesia.

Globally, 18% of teachers indicated they were frequently stressed at work across all OECD countries (OECD, 2020), teacher ranked their well-being much lower than those in other professional fields (Grenville-Cleave & Boniwell, 2012). In fact, well-being is the beginning of improving the quality of education, because educators are the determinants of achieving the quality of education (Murtiningsih, 2023). In Indonesia, teacher well-being is an issue raised in several studies. A study conducted by Saleh & Kurniawati (2024) indicate that factors influencing the welfare of primary school teachers in Indonesia highlight the significance of well-being in their profession, as it positively affects students. The thematic analysis's findings indicate that the themes most frequently mentioned in

replies as promoting and impeding wellbeing are the relational and professional dimensions. The main limiting element is allegedly the absence of infrastructure and instructional facilities in schools. Potential explanations for the findings relating to teacher well-being are discussed in this study, with special attention to the difficulties and tactics involved in promoting teacher well-being. Dara (2021) found that emotional job demands and trust in colleagues were significant predictors of teacher well-being in Indonesia. Hapsari (2020) explored non-formal EFL teachers' in Yogyakarta and found that teachers took various paths to attain academic, emotional, and spiritual well-being.

To date, there remains a notable gap in the literature on teacher well-being, particularly in the Indonesian context (Winesa, 2020; Hapsari, 2020; Mansir, 2020; Dara, 2021; Ilmansyah, 2022; Hidayati, et al, 2023; Saleh & Kurniawati; 2024). While a growing body of international research has addressed teachers of mental health and well-being, many of these studies tend to emphasize preventive approaches rather than the active promotion of positive well-being. As noted by White (2020), the majority of interventions target individual-level coping mechanisms instead of organizational or systemic strategies aimed at reducing workplace stressors. Similarly, Powell and Graham (2017) highlight the ongoing ambiguity regarding how teacher well-being should be conceptualized and supported within school settings. Despite the increasing relevance of this issue, systematic research focused on strategic approaches to enhancing teacher well-being in Indonesian public primary schools remains limited. This study seeks to address that gap by examining context-specific strategies and opportunities for promoting teacher well-being, with the aim of contributing to more effective and contextually grounded education policy in Indonesia.

This study aims to explore one of the public primary schools in Depok city. Public elementary schools are the largest schools in terms of number compared to other levels of education in Indonesia (Central Bureau of Statistics, 2023). This condition illustrates the large composition of teacher professions, especially in public elementary schools. According to basic education data, public elementary school teachers in Indonesia are almost 6 times the number of private elementary school teachers in Indonesia (MoECRT, 2023). This supports the urgency to conduct more in-depth research related to teacher well-being in public elementary schools in Indonesia.

In selecting the public elementary schools to be studied, the author refers to the accreditation status of public elementary schools in the city of Depok. Excellent performance is the goal of schools and the ideal parameter of a school. According to Sukardjo (2009), the quality of education in Indonesia can be seen from accreditation, certification, and education quality assurance. Although accreditation is often criticized for

its heavy emphasis on administrative and documentary compliance (Suryadarma et al., 2006; Nuh, 2011), it can still serve as a proxy for identifying schools that have met basic standards of educational quality. Schools with high accreditation status tend to have more structured leadership, adequate facilities, and better management systems, which are associated with positive working conditions for teachers (Chang et al., 2014; UNESCO, 2016). These institutional factors—such as school leadership, professional development opportunities, and workload management—are known to influence teacher well-being (OECD, 2020). As such, while accreditation alone does not directly measure teacher well-being, schools with high accreditation may offer better environments that enable and sustain teacher satisfaction, motivation, and performance (Sahlberg, 2011). The school accreditation reflects the good performance of the school which can represent how the system in the school is running well, one of which is in terms of improving the welfare of teachers at the school. In addition to school accreditation, I also use the school safety climate parameter. The school safety climate is one of the indicators in the Education Report issued by the Ministry of Education, Culture, Research, and Technology (MoECRT). The Education Report defines the school safety climate as a condition of the school environment that must provide a sense of physical and psychological safety, as well as safety for children, teachers, and education personnel (Education Standards, Curriculum and Assessment Agency, 2023). There are several indicators used in assessing the safety climate of educational units, one of which is the indicator of teacher psychological well-being. In the Education Report issued by the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) in 2023, it was found that the school safety climate indicator as one of the 11 assessment indicators of the Education Report had decreased. Therefore, it is also important to consider the school safety climate in exploring how teacher wellbeing in public elementary schools.

With this research, I promote the importance of exploring in depth how the practice of teacher well-being supports strategies in schools. Throughout this study I specifically explored three aspects related to teacher perceptions, approaches and challenges. First, regarding perception, I explore how teachers interpret well-being related to their own profession. For example, teachers feel that the teacher association is one of the things that supports their wellbeing, this is a form of how teachers' perceptions are formed in terms of the form of welfare support they need. Second, in terms of opportunity. This study tries to explore how teachers and school leaders view the opportunities that schools have to improve teacher wellbeing and is followed by the challenges faced by schools in realizing forms of support for teacher wellbeing.

To enrich the insight obtained from teachers, the criteria for teachers studied in this research were also specified based on their level of teaching experience. Generally there are two types of teachers based on length of teaching, namely early career teachers and mid-to-late career teachers (AITSL, 2016; Brouhier et al, 2023). Specifying these two criteria is important because different turnovers were found between the two categories (Hascher & Waber, 2021, Shin et al, 2014) which also shows one of the factors that influence teacher well-being. In other studies, although similarities were found that influenced teacher well-being in general in both categories, clear differences in well-being factors were still found in both categories such as interpersonal, organizational and socio-political factors (Veliz & Mainsbridge, 2024). Therefore, categorizing these participants is important to deepen teachers' views, especially regarding strategies for improving teacher well-being in schools.

In summary, this study aims to offer in-depth research in exploring how enhancing teacher wellbeing is carried out in elementary schools in Indonesia. Furthermore, this study aims to obtain a comprehensive perspective on elementary school teachers' perceptions of well-being, describing between elements that support and hinder teacher well-being.

1.2 Research Questions

This study formulates five research questions to investigate the currently efforts to enhance teacher well-being in a primary school, focusing on three aspects: perception, opportunity, and challenges. The questions to be addressed for the research are as follows:

1. How do public primary school teachers in Depok perceive their own well-being?
2. What efforts are currently supporting the well-being of primary school teachers in Depok?
3. What are the opportunities for improving the well-being of primary school teachers in Depok?
4. What are the challenges faced in improving the well-being of primary school teachers in Depok?
5. How do early-career and mid-to-late-career primary school teachers differ in their perceptions, challenges, and opportunities of their own well-being?

1.3. Research Objectives

Based on the research questions mentioned above, the objectives of this study are as follows:

1. To reveal the teachers' perception about their well-being.
2. To identify and describe the current efforts that supporting the well-being of primary school teachers.
3. To examine the opportunities available for enhancing the well-being of primary school teachers.
4. To examined the challenges faced by primary school teachers in improving their well-being within the context of the school and broader education system.
5. To compare the perceptions, challenges, and opportunities related to teacher well-being between early-career and mid-to-late-career teachers in primary school in Depok.

1.4. Significance of the study

This study offers a contextual contribution to understanding teacher well-being within the framework of Indonesian elementary education. By exploring the experiences and perspectives of teachers in one public elementary school in Depok, this research provides a grounded account of how well-being is perceived and supported at the school level. While the study does not aim to develop new theory, it seeks to enrich ongoing discussions in the field of teacher well-being by highlighting concrete efforts, challenges, and opportunities faced in a public primary school. These insights may be useful for comparative analysis or for informing localized interpretations of broader theoretical frameworks on teacher well-being.

Beyond academic discussion, this study holds practical relevance for stakeholders in the education sector, particularly policymakers, school leaders, and education practitioners in Indonesia. Considering that teacher well-being is one of the indicators of school safety in the Indonesian Education Report, this study emphasizes the importance of holistic support from colleagues, leaders, students, and parents. By identifying how efforts are currently support teacher well-being, the findings may serve as input for designing more integrated and school-wide approaches to well-being. In line with the whole-school approach (Treisman, 2016), this study reinforces the need for collaborative efforts that promote well-being as a shared responsibility, creating safe and supportive environments not only for students but also for teachers and the broader school community.

CHAPTER II

THEORETICAL FOUNDATION

Understanding teacher well-being requires a strong theoretical grounding that draws from both empirical studies and relevant conceptual frameworks. As teacher well-being is shaped by multiple personal, organizational, and policy-level factors, it is essential to explore the existing body of knowledge to provide clarity on how this concept has been examined, what factors influence it, and how it can be supported in practice. A thorough understanding of these aspects not only helps to position this study within the broader academic landscape but also ensures that the research is informed by sound theoretical principles.

This chapter establishes a foundational basis for the researcher in this investigation. This section primarily has two components: the literature review and the theoretical framework. The initial section of the literature review with an examination of the methodologies employed in well-being research on both international and national scales, with the objective of pinpointing gaps and advancements as well as development in the subject matter. Further discussions are presented related to teacher wellbeing, the urgency of wellbeing in teachers along with factors that encourage teacher wellbeing in schools, several previous studies that focus on teacher wellbeing followed by policies related to teacher wellbeing. In the next section, namely the theoretical framework, the theories used in this study are presented, namely wellbeing, teacher wellbeing, and the Bronfenbrenner's Ecological system theory as a form of conceptual framework used in this study.

Overall, this study aligns with the definition of well-being established by Konu & Rimpela (2002), encompassing multifaceted dimensions and incorporating Bronfenbrenner's ecological perspective. This perspective presents considerations on how teacher wellbeing can be influenced by various levels of environmental layers around it. In this way, strategies regarding forms of support for teacher wellbeing can be explored more widely and comprehensively by looking at various types of system layers from an ecological perspective.

2.1 Literature Review

2.1.1 Well-being in Educational Context (*School Wellbeing*)

In educational settings, wellbeing has been recognized as a significant concern for principals, instructors, and students. This is not only on a national scale, but also

internationally. Evidence exists on the current state of the teaching profession, which is marked by high attrition rates, a growing teacher shortage, and challenges in hiring new teachers in some countries (OECD, 2014). In Queensland, Australia, teachers make more claims related to mental stress, while at the same time, more than \$10 million has been paid in five years to teachers experiencing stress, more claims related to this issue than in other industries (Worksafe Queensland, 2013, as cited in Acton & Glasgow, 2015). Workload is a major concern for 86% of teachers in the United Kingdom (Government of the United Kingdom - Department for Education, 2018). According to Cui et al. (2022), rural teachers in China receive lower pay, have less access to opportunities for professional growth, and have a lower social standing than their urban counterparts. The I-BEST (2023) study shows that France, Belgium, the UK, and Canada have alarmingly low results. Although Cameroon, Switzerland, Argentina, and Morocco perform better on this criterion, over one-third of their teachers still indicate an unhealthy imbalance. People with jobs that exhaust them too much to enjoy their lives outside of work report significantly lower levels of positive affect in their daily lives than people without such jobs (De Neve, 2017).

Well-being has emerged as a critical focus within educational contexts, reflecting growing recognition of its role in fostering positive learning environments, student achievement, and overall development. According to the well-being literature, educational settings are in the best position to reach out everyone and specifically teach and encourage well-being, which could halt documented declines in teacher and student well-being (Acton & Glasgow, 2015; Hogan et al., 2018), principal wellbeing (Riley, 2014), or of feeling of not belonging (Allen et al, 2018; Seligman et al., 2009).

In educational context, there are several factors influence well-being in education, including individual, relational, and systemic elements. Personality traits, self-efficacy, and emotional intelligence significantly affect students' well-being (Suldo et al., 2006). For example, high levels of self-regulation are associated with better Apart from students, well-being in an educational context is also related to teachers. Teachers' emotional and occupational well-being directly impact their ability to create supportive learning environments (Collie et al., 2015). Chronic stress and burnout can undermine both teacher effectiveness and student outcomes coping mechanisms and academic performance. Research related to the research scale in measuring school well-being (Hermansyah et al., 2024; Losada-Puente et al., 2024) also shows the importance of school management in understanding well-being in schools in improving school quality.

School climate also influences well-being in the school context. A positive school climate characterized by safety, inclusivity, and respect fosters well-being among all

stakeholders (Thapa et al., 2013). Schools that promote a sense of belonging and engagement enhance both academic and emotional well-being. Support from parents and the community can also influence well-being in an educational context. Family involvement and community resources play crucial roles in promoting student well-being (Wang & Eccles, 2012). Supportive home environments and access to extracurricular activities contribute significantly to holistic development.

In conclusion, well-being in educational settings is a critical issue affecting principals, teachers, and students globally. Challenges such as high teacher attrition, increasing workloads, and disparities in pay and professional opportunities impact educators' well-being, which in turn affects student learning. Various factors, including individual traits, emotional intelligence, school climate, and systemic support, play a role in fostering well-being. A positive and inclusive school environment, along with family and community support, enhances overall well-being. Addressing these challenges through targeted educational policies and interventions can create healthier spaces, ultimately improving both teaching effectiveness and student outcomes.

2.1.2 Teacher Well-being

Teacher well-being has gained prominence as an essential area of research over the past four decades due to its implications for educators, schools, and educational systems (McCallum et al., 2017). The concept of teacher well-being encompasses complex and multifaceted dimensions. Acton and Glasgow (2015) define teacher well-being as a teacher's sense of professional fulfillment, contentment, purpose, and happiness, shaped through relationships with colleagues and students. This contemporary definition highlights hedonic, eudaemonic, and relational aspects. Teacher well-being is further influenced by teacher presence and the quality of teacher-student relationships (Harding et al., 2019).

Teacher well-being is shaped by contextual factors such as leadership, school culture, and governmental policies. Supportive leadership, shared decision-making, and mentorship enhance teacher connectedness and belonging (Wilson et al., 2023). Additionally, sociopolitical factors—including curriculum changes, standardized testing, and societal attitudes—exert significant influence (Pak et al., 2020). Schools' working conditions play a critical role in teacher well-being. Stressful environments, poor support, and high workloads lead to burnout and attrition (Collie et al., 2012; Schleicher, 2018). Conversely, positive working conditions improve teacher motivation, job satisfaction, and retention (Bakker et al., 2007; Collie & Martin, 2017). Personal attributes, such as

resilience, emotional intelligence, and coping strategies, significantly impact teacher well-being (Hascher et al., 2021; Sugiarto, 2023). Work-life balance and family support further contribute to individual well-being (Skaalvik & Skaalvik, 2017).

In Indonesia, studies underscore the importance of teacher well-being. Ilmansyah (2022) highlights that teacher well-being can be encouraged through the leadership of the school principal through appreciation and incentives. Teachers also emphasize the positive impact of teacher well-being on student outcomes and overall school quality (Saleh et al., 2024; Hidayati et al., 2023). Teacher well-being directly influences educational outcomes. Low teacher well-being is associated with teacher stress, burnout, and attrition, negatively affecting instructional quality and student engagement (Albulescu & Tuşer, 2018; Gibson & Carroll, 2021). High teacher well-being correlates with greater self-efficacy, job satisfaction, and professional commitment, enhancing retention and attracting new educators (Mostafa & Pál, 2018).

Globally, teacher shortages and high attrition rates are exacerbated by poor teacher well-being (OECD, 2014). In Indonesia, similar challenges arise due to high workloads and limited resources (Hapsari, 2020). Addressing teacher well-being can mitigate these issues, fostering sustainable educational systems. Research on teacher well-being offers critical insights into strategies for supporting educators. Understanding teacher well-being helps schools implement policies that enhance teacher satisfaction, resilience, and competence (Winesa, 2020). Moreover, teacher well-being research informs policymakers on addressing systemic challenges, including teacher shortages and recruitment difficulties (Schleicher, 2018; Valez & Casey, 2024). Efforts to improve teacher well-being contribute to building positive school environments, ultimately benefiting students and communities. By emphasizing the well-being of teacher, educational systems can ensure high-quality instruction.

In summary, the well-being of teacher is a critical factor influencing educators, schools, and educational systems. It encompasses professional fulfillment, job satisfaction, and relationships with colleagues and students. Various factors, including leadership, school culture, policies, and working conditions, shape teacher well-being. Supportive environments enhance motivation and retention, while stressful conditions contribute to burnout and attrition. In Indonesia, teacher well-being is linked to leadership support, incentives, and student outcomes. Globally, poor teacher well-being exacerbates teacher shortages and high turnover rates. Addressing these challenges through policies and institutional support can foster sustainable education systems, ultimately improving instructional quality and student learning experiences.

Therefore, exploration of teacher wellbeing, especially on how to improve teacher well-being strategies in schools, is important. This can be done by uncovering teachers' perceptions of teacher well-being, opportunities and challenges found at the school policy level related to improving teacher well-being. This is a research gap and novelty offered by this research considering that the majority of studies focus on individual-level approaches rather than organizational-level strategies to reduce stressors on teachers (White, 2020). In addition, there is still a lack of clarity regarding how well-being is best understood and facilitated in the school context (Powell & Graham, 2017). This research will offer insights especially for policy makers such as school leaders, policy analysts, and others on how to improve strategies to support teacher well-being at the school level.

2.2 Theoretical Framework

2.2.1 Well-Being

An understanding of teacher well-being necessitates an exploration of the broader concept of well-being. Foundational theories by academics such as Diener (1984), Ryff (1989), Keyes (2006), Ryan and Deci (2011), and their associates have shaped contemporary definitions of well-being. These definitions encompass general and psychological dimensions and have been adapted for educational contexts by scholars such as Tian (2008), Seligman (2011), and Konu and Rimpelä (2002), who emphasize students, educators, and school environments.

Huppert (2009) highlights well-being's dual dimensions: experiencing positive emotions and performing tasks effectively. Integrative frameworks merge hedonic and eudaemonic elements, promoting a holistic view of well-being (Moc, 2023; Hossain et al., 2023). The multifaceted nature of well-being has led to diverse theoretical frameworks and conceptualizations. Common approaches include hedonic well-being that focuses on life satisfaction and happiness (Diener, 1984), eudaemonic well-being that emphasizes positive psychological functioning and living a full life (Ryff, 1989). and human flourishing that is characterized by engaged, open, and healthy functioning (Ryan & Deci, 2011). Despite their utility, objective and hedonic perspectives have been criticized for oversimplifying the complexity of "being well" (Brady & Wilson, 2021). Conversely, subjective eudaemonic approaches align with positive psychology, recognizing well-being's nuanced nature.

Positive psychology integrates hedonic and eudaemonic approaches, emphasizing individuals' experiences and self-awareness (Dodd et al., 2021). Seligman's (2011)

PERMA model encapsulates positive emotion, engagement, relationships, meaning, and achievement as core well-being components. According to Seligman and Csikszentmihalyi (2000), positive psychology aims to understand individuals and foster positive institutions by acknowledging their social integration. However, positive psychology has faced criticism for its Western and individualistic orientation, which neglects contextual and relational dimensions of well-being (Wright & Pascoe, 2015). For instance, Uchida et al. (2015) contrast European-American definitions of well-being, rooted in individual achievement, with East Asian perspectives, emphasizing societal harmony and relational commitments.

Ryan and Deci (2000) identify three key needs underpinning well-being: competence, relatedness, and autonomy. These needs facilitate natural growth, social development, and individual well-being. Dodge et al. (2012) conceptualize well-being as a balance between individual resources and challenges, involving psychological, social, and physical factors. Well-being is contextually influenced by environmental, social, cultural, and geopolitical factors (Dodge et al., 2012; Liu et al., 2018). Educational settings emphasize attitudes toward oneself and others as contributing factors (Rogach et al., 2017). Parker and Martin (2009) advocate a comprehensive view incorporating external influences on well-being. Ryff and Singer (2008) contextualize well-being as growth and human fulfillment, fostering personal development and societal contribution. McCallum and Price (2015) propose a holistic approach, highlighting interconnections among individual, group, and environmental factors that shape well-being. This perspective underscores well-being's personalized and identity-affirming nature.

In conclusion, an exploration of teacher well-being requires understanding broader well-being theories, which encompass hedonic, eudaemonic, and integrative perspectives. Foundational scholars such as Diener, Ryff, and Deci highlight psychological, social, and contextual dimensions of well-being. Positive psychology, including Seligman's PERMA model, emphasizes individual experiences, although it has been criticized for its Western bias. Well-being is influenced by competence, autonomy, and relatedness, as well as environmental and cultural factors. In educational settings, well-being extends beyond individuals to include social interactions and institutional support. A holistic approach recognizes the interconnected personal, relational, and systemic influences on overall well-being.

2.2.2 Teacher Well-being

Teacher well-being is increasingly recognized as a multidimensional concept that significantly influences not only educators' professional lives but also the overall quality of education systems. The OECD paper by Viac and Fraser (2020) establishes a comprehensive theoretical framework that conceptualizes teacher well-being within the broader context of occupational well-being. This framework is grounded in existing literature and emphasizes the interrelation between teachers' working conditions, personal outcomes, and educational effectiveness.

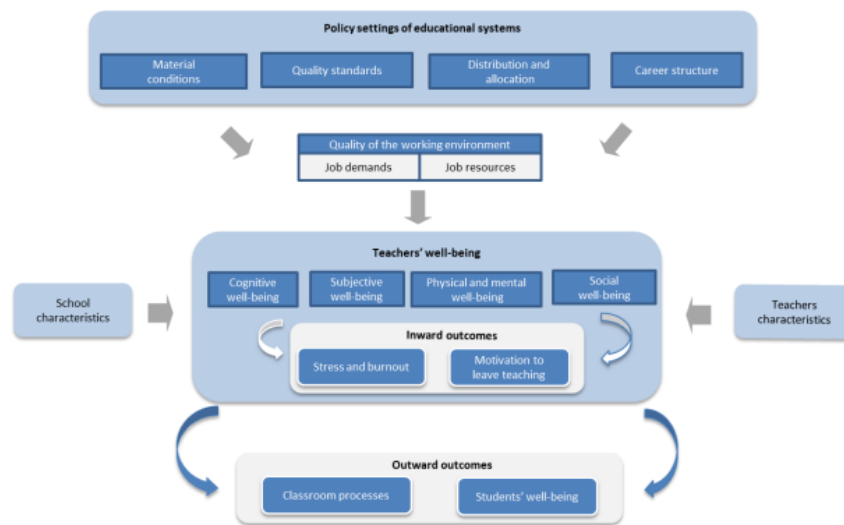


Figure 1. Teacher Well-being Framework (Viac & Fraser, 2020)

Teacher well-being is defined as teachers' reactions to the cognitive, emotional, health, and social conditions associated with their work and profession (Viac & Fraser, 2020, p. 19). This definition aligns with broader occupational well-being theories, such as Van Horn et al.'s (2010) model, which includes psychosomatic, cognitive, social, and affective dimensions. Similarly, Collie et al. (2015) conceptualize teacher well-being in terms of workload, organizational culture, and student interactions, underscoring its multidimensionality.

The OECD framework incorporates four key dimensions of the well-being of teacher: cognitive well-being, including self-efficacy and concentration; subjective well-being, reflecting emotional states and job satisfaction; mental and physical well-being, addressing health and stress; and social well-being, emphasizing interpersonal relationships (Viac & Fraser, 2020). These dimensions resonate with previous theoretical models, such as McCallum et al.'s (2017) holistic approach to well-being, which highlights the interplay between individual, collective, and environmental factors.

The theoretical framework emphasizes the role of systemic and school-level working conditions in shaping teacher well-being. Systemic factors, such as job security, opportunities for professional growth, and equitable remuneration, are crucial for sustaining well-being (OECD, 2014; Schleicher, 2018). At the school level, collaborative environments, supportive leadership, and manageable workloads are essential for fostering positive teacher experiences (Collie & Martin, 2017). Stressful working conditions, including excessive administrative tasks and inadequate resources, are consistently linked to poor well-being and high attrition rates (Ingersoll, 2001; Viac & Fraser, 2020).

Teacher well-being has inward and outward implications, which the OECD framework categorizes as key outcomes. Inward outcomes include stress, burnout, and intentions to leave the profession, which are often exacerbated by challenging working conditions (Skaalvik & Skaalvik, 2018). Conversely, teachers with high job satisfaction and self-efficacy report lower stress levels and greater professional commitment (Tschannen-Moran & Gareis, 2015; Viac & Fraser, 2020). Outward outcomes highlight the relationship between classroom quality and the well-being of teacher, where poor well-being negatively impacts instructional practices and involvement of students (Greenberg et al., 2016; Ronfeldt et al., 2013).

The OECD framework situates teacher well-being as a central component of educational policy, advocating for interventions that address systemic inequities and improve working conditions. Policy initiatives, such as the UK's Teacher Recruitment and Retention Strategy, demonstrate the potential for targeted measures, including workload reduction and early-career support, to enhance teacher well-being (UK Department for Education, 2019). Research consistently underscores the importance of well-being in attracting and retaining high-quality educators, ultimately benefiting student outcomes (Schleicher, 2018; Viac & Fraser, 2020).

2.2.3 Socio-Ecological Model of Well-being

The ecological systems theory of Bronfenbrenner, a foundational framework for the SEM, has been widely applied in educational contexts. One application of this theory is carried out in the context of research on the well-being of teacher. Teacher well-being is influenced by multiple layers of their environment, including the classroom, school, community, education systems, and broader life events Price and McCallum (2015). There are several factors that hinder each level, such as classroom management challenges, organizational pressures, and systemic inequities, which collectively impact teacher mental health. To address these challenges, strategies tailored to each layer are needed, such as

fostering supportive school cultures, implementing professional development programs, and advocating for equitable policies.

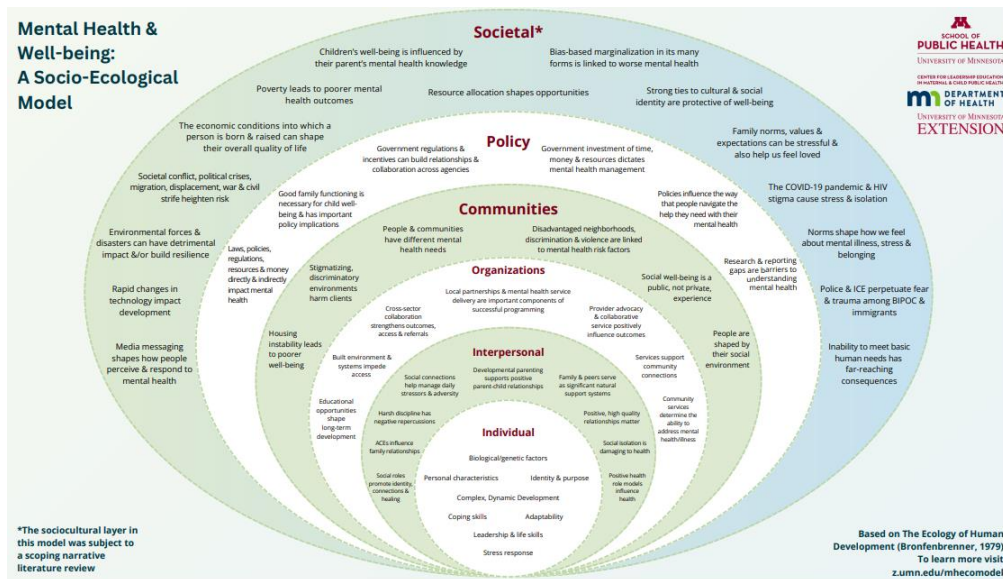


Figure 2. Mental Health & Well-being: A Socio-Ecological Model (Michaels et al, 2021)

This socio-ecological model (SEM), adapted from Bronfenbrenner's ecology of human development in 1979. His initial theory was an illustration of a circle where an individual is surrounded by various systems. The system closest to the individual is the microsystem which has the strongest influence and includes a person's interaction with the surrounding environment. The second circle is the mesosystem which includes direct interactions carried out by an individual at work, school, and the surrounding environment. The next layer is the ecosystem which does not directly affect an individual, for example, social networks and the surrounding community. The next system is the macro system which includes broader things such as values, socio-cultural influences, religion, and others. The last system is the chronosystem which includes elements of time and history.

This socio-ecological model (SEM) offers a more thorough framework for understanding how various levels in people's lives influence and shape their well-being. This model highlights the interconnectedness of various variables by incorporating numerous layers of components, ranging from social systems to individual qualities. The socio-ecological model was created to recognize how people and their surroundings interact dynamically. It draws attention to the ways in which individuals both impact and are impacted by various social and environmental elements on several levels. This model is especially useful for showing the complex relationship between mental health and wellbeing. There are six levels of influence identified in the SEM include:

1. Individual: Natural traits including age, personality, abilities, sexual orientation, race/ethnicity, education, financial standing, and place of residence.
2. Relationships: Formal and informal social supports, including neighbors, family, friends, coworkers, teachers, and service providers.
3. Organizations: Communication with establishments such as workplaces, educational institutions, medical centers, and places of worship.
4. Communities: More expansive social contexts, such as local communities and ethnic groups.
5. Policy: Laws and rules that promote health and wellbeing at different levels.
6. Society: Customs, values, and behaviors that influence how people behave as a group.

In exploring teacher well-being in elementary schools, of course there will be many factors from various levels mentioned in this SEM model. For this study, the author will focus more deeply on exploring how the phenomenon occurs at the school level so that the individual, relationship and organization levels will be the dominant levels in exploring this research theme. Other layers may also have an influence on the formation of teacher well-being in schools, but because this research is expected to be a consideration for policymakers such as school leaders, in-depth exploration conducted at the school level will provide a more comprehensive contribution.

CHAPTER III

RESEARCH METHODOLOGY

To ensure the reliability and depth of this study, a systematic and reflective research methodology is essential. This chapter outlines the approach taken to explore teacher well-being, with careful attention to how the research was designed, conducted, and evaluated. This chapter begins with an explanation of the research paradigm and the researcher's positionality, which shapes the lens through which the study was approached. It then provides an overview of the participants and describes the methods used for data collection. The following sections detail the procedures for data analysis, followed by discussions on ethical considerations and the strategies used to ensure the trustworthiness and credibility of the research.

3.1 Research Paradigm

This study uses constructivism as a philosophical perspective in the research methodology used. This paradigm allows individuals to develop subjective meanings derived from their experiences—meanings about a particular object or thing that aims to rely as much as possible on the views of participants on an issue or situation being studied (Creswell & Creswell, 2018). This paradigm was chosen because it allows researchers to explore the meanings that are formed not only embedded in teachers but also through their interactions with others about their well-being based on their life experiences. This paradigm is useful and in line with the qualitative research design chosen in this study.

In applying this paradigm, I employed in-depth, semi-structured interviews and school observations to elicit the subjective meanings that public primary school teachers in Depok attach to their experiences of well-being. The open-ended nature of the interviews allowed participants to freely articulate their perceptions, values, and interpretations, while the observations provided contextual grounding that supported the co-construction of meaning between researcher and participants. Furthermore, constructivism shaped my role as a researcher—not as an objective observer—but as an active participant in the interpretive process. My positionality, background, and interactions with participants inevitably influenced the research process, and this was acknowledged as part of the interpretive depth of the study. Reflexivity was maintained throughout data collection and analysis to ensure that emerging themes genuinely reflected the participants' voices rather than being imposed by pre-existing frameworks.

This paradigm also influenced the way data was analyzed. Instead of seeking universal categories or statistical generalizations, I looked for themes and patterns that were

grounded in participants' language, expressions, and lived realities. This thematic analysis focuses on understanding the complex interplay of personal, relational, institutional, and cultural dimensions that shape how teachers experience and sustain their well-being.

3.2 Research Positionality

The researcher's positionality in qualitative research is an important aspect because it influences the reflexivity and quality of the research (Berger, 2015). Positionality influences how research is conducted, its results, and its outcomes (Rowe, 2014) and indicates the position that the researcher has decided to embrace within a particular research topic (Savin-Baden & Major, 2013). My positionality in this research is as an educational researcher who wants to explore effort in supporting teacher well-being in an elementary school's supports teacher well-being. I realize that it is important for novice researcher like me to pay attention to the fact that my values can change over time as well as the contextual aspects of my positionality as a researcher (Rowe, 2014). Acknowledging my positionality is crucial because it affects how I engage with participants, interpret their narratives, and frame the implications of their experiences. Reflexivity is also important for me to form a positionality that can be clearly articulated.

In interpreting positionality as a researcher, the emphasis on insider and outsider is important because there are often differences between the object of research and the researcher's background (Manohoe et al., 2017). The position I have is as an outsider to the object of research. An individual or researcher who lacks firsthand, in-depth knowledge of the group being studied is considered an outsider (Griffith, 1998, cited in Mercer, 2007). In this case, being an outsider has advantages including minimizing bias, being able to provide an external perspective into the research process, and asking questions that may be considered taboo or 'dumb' by insiders (Naaeke et al., 2010)

3.3 Research Approach

This study uses a qualitative approach that is used in understanding and examining individual ideas about a situation (Creswell, 2019) and allows researchers to focus on study units as limited systems such as individuals, teachers, classes, or schools (Gay et al., 2012). The qualitative approach in this research aims to dig deeper into school strategies in supporting the formation of teacher wellbeing by exploring further into teacher perceptions, as well as how opportunities and challenges are present in the process of forming support for teacher wellbeing. This qualitative approach allowed participants to engage their comprehending meaning towards the issue of teacher wellbeing and appreciate the inductive methodology by emphasizing the importance of personal meaning (Creswell &

Gutterman, 2019). Teachers' personal perceptions and experiences captured detailed understanding of how the school's strategies support their wellbeing. This study allowed for themes and patterns to emerge naturally from the data by adopting an inductive approach.

This study also seeks to answer the research questions, namely (1) How do teachers perceive about well-being? (2) What efforts are currently supporting the wellbeing of primary school teachers in Depok? (3) What are the opportunities for improving the well-being of primary school teachers in Depok? (4) What are the challenges faced in improving the well-being of primary school teachers in Depok? (5) How do early-career and mid-to-late-career primary school teachers differ in their perceptions, challenges, and opportunities?

3.4 Research Design & Criteria of Participants

This study uses a case study design that allows researchers to develop an in-depth analysis of a case, whether in the form of a process, activity, event, or even one or more individuals (Stake, 1995; Yin, 2009, 2012, 2014). This means that this study does not focus on sampling but rather focuses on gaining an in-depth understanding of a single case in detail. According to Stake (2005), there are three main types of case studies: instrumental case studies, intrinsic case studies, and multiple case studies. Intrinsic case studies focus on understanding a specific case while multiple case studies focus on an overview of the study (Cohen & Morrison, 2022). Meanwhile, instrumental case studies focus on exploring a particular case with the aim of gaining an in-depth understanding of the subject (Cohen & Morrison, 2022). This study applies an instrumental case study design because through research, a particular case is studied to gain a general understanding and insights that are useful in answering research questions.

In Indonesia, elementary schools are the schools with the largest number among other educational units in Indonesia in the 2022/2023 academic year and specifically the proportion of public elementary schools is greater than that of private elementary schools (Central Bureau of Statistics, 2023). In this study, a public elementary school located in Depok City was selected as a case study. Depok is an urban area within the Jakarta Metropolitan Region, where public schools face a combination of bureaucratic pressure, diverse student populations, and limited resources—factors that are often associated with increased stress for teachers. However, despite these challenges, the selected school ranked relatively high on the safety climate indicator in 2023. Furthermore, the school also demonstrated strong academic performance and learning environment, as evidenced by its

achievements and positive community perceptions, as well as its accreditation, which demonstrates its position as a good school. This makes the school a valuable case for investigating how teacher well-being is supported in a challenging yet relatively successful context. The focus on a public elementary school—rather than a private school, secondary school, or higher education institution—was intentional, given that teachers in public schools are subject to the same national regulations, bureaucratic systems, and standardized accountability mechanisms. This consistency makes the findings more generalizable within the public education system.

3.4.1 Criteria of Participants

This study employed purposive sampling, enabling the researcher to select participants based on their expertise in a certain topic, applicable to both qualitative and quantitative research (Tongco, 2007). With this method, researchers select participants who have the most relevant information in a population (Guarte & Barrios, 2006). The researcher conducted interviews with eight teachers that selected by purposive sampling in the form of 4 early-career teachers who have teaching experience between 2-5 years (AITSL, 2016), and 4 mid-to-late career teachers with teaching experience between 6-23 years (Brouhier et al., 2023). In selecting participants, the researcher requested data related to teachers with gender criteria and length of teaching that met the research needs and were also willing to be research participants.

The composition of participants considered the equal gender balance: four female teachers and four male teachers. In addition to gender considerations, participants were also selected based on their length of teaching experience, resulting in two early-career teachers and two mid-to-late-career teachers of each gender. This aims to provide insight that represents both gender differences and years of teaching. Research on teacher wellbeing has mostly focused on young teachers with high turnover rates within the first five years (Hascher & Waber, 2021), while less exploration is done on teacher well-being in the mid to late career (Shin et al., 2014). Although there are similarities that influence teacher well-being in early and mid-to-late career, there are clear differences that influence well-being at different stages of the career, including intrapersonal, organizational, and socio-political factors (Veliz & Mainsbridge, 2024). This study attempts to accommodate both types of teachers to provide comprehensive insight into teachers' perceptions of their wellbeing in a school.

3.5 Data Collection Method

The main method in collecting data for this study was a semi-structured interview. Creswell (2013) recommends interview questions that are presented in a semi-structured, open and general manner in the data collection process that focuses on the main research problem. This method allows flexibility for researchers and participants to discuss more deeply regarding the research issues discussed, the questions created can be a guide for the direction of the conversation even though they do not need to be followed explicitly. Interviews will be conducted offline with direct observation at public elementary schools that are used as research objects.

In addition to semi-structured interviews, researchers also used secondary data by examining school documents related to the research issues discussed. This can include detailed information about schools, teacher data, school achievements, and other information related to teacher well-being, both directly and indirectly. Researchers conducted in-person interviews with participants and conducted daily observations in the school environment to collect data that would later be analyzed to find research findings. The data collection process lasted for a month, with researchers conducting interviews and continuing with observations in the school environment. Observations in this study included direct observation during interviews, following participants' daily activities, and overall observation while following the school's routine agenda. In collecting data, the researcher used an interview instrument and an observation sheet. The interview instrument was created in three steps. First, I considered the research questions. Second, I identified the pattern from samples of interview questions from various research papers with similar topics. Third, I formulated new questions based on the focus of this project. The mind map of the interview questions is provided following the interview sheet. To complement the interview instrument, I compiled an observation sheet that took into account the research questions and previous research on similar topics, while also adapting it to the theoretical framework I used in this study.

3.6 Data Analysis

Data analysis is an ongoing process during the research conducted starting from data preparation, initial reading, coding, developing analysis from the code, presentation to interpretation of findings (Creswell & Creswell, 2018). In conducting data analysis, this study uses thematic analysis which is a method for analyzing, developing, and interpreting

qualitative data sets by involving a systematic coding process with the aim of developing themes (Clarke & Braun, 2021).

In this study, the results of the interview transcripts will be examined and then tagged in order to find the relationship between all respondent answers. The search for themes in this process will be carried out using textual data coding. Coding is an important process not only for organizing but also interpreting textual data throughout the data analysis (Basit, 2003). In carrying out the thematic analysis process, researchers will use Quirkos as a coding tool. The coding process is carried out starting from inductive data analysis of specific themes until the researcher finds major themes that can be used by the researcher in interpreting the meaning of the data as a follow-up process (Creswell & Creswell, 2018).

3.7 Ethical Consideration

Ethical consideration is the primary consideration in conducting research. Before beginning the research, the researcher will provide information to all participants regarding the purpose and methodology of the research. The researcher will provide written consent to participants. This written consent seeks to ensure that participants are aware of the research's nature and their involvement in the ongoing study. This includes an explanation of the study's purpose and the participants' roles within it.

When recording the interviews, participants are reminded that the recordings are for research purposes only and will not be used for any other purpose. Interviews are conducted after ensuring that participants are willing to participate in the research without coercion. During the research process, participant identities will also remain anonymous, and they will be notified of their right to withdraw from the study without repercussions. This is done as a form of compliance with ethical norms and research in implementing a strict qualitative research paradigm.

3.8 Credibility and Trustworthiness

Credibility is building confidence in the process of interpretation and findings of a study, which can be done through member checking (Holliday, 2001). In this research, member checking is carried out by confirming the researcher's understanding of the participant's comprehension and the report writing to prevent misunderstandings. This is complemented by validating the results with supervisors. This member checking was also carried out to ensure trustworthiness in this study. Trustworthiness is a set of standards known as the criteria for authenticity that are used to evaluate interpretive research

(Schwandt, 2001). Apart from member checking, the researcher also conducted data triangulation to use trustworthiness in this investigation (Creswell, 2013). Data triangulation was carried out by gathering information from multiple data collection methods, namely interviews and observations.

In ensuring that the research instrument is credible and trustworthy, the researcher compiles the research instrument items by considering previous research that has been conducted. Afterward, pre-tests were conducted to identify any inconsistencies and ensure the instrument was understandable to participants, appropriate to the research context, and able to provide answers consistent with the research objectives. Finally, adjustments and improvements to the research instrument were made based on an analysis of the results of the pre-tests.

CHAPTER IV

FINDINGS AND DISCUSSION

Understanding teacher well-being requires close engagement with the perspectives of teachers themselves, as well as an examination of the contextual factors that influence their experiences in schools. This chapter presents the key findings of the study based on interviews with public primary school teachers in Depok, followed by a discussion that connects these findings to the theoretical framework and existing literature. The aim is to provide a comprehensive and nuanced understanding of how teacher well-being is perceived, supported, and can be improved within the school environment.

This chapter comprises two sections: research findings and discussion of the study outcomes. The study findings section will consist of four distinct components. The initial portion will elucidate the educators' broader opinions regarding their personal well-being as instructors, answering question 1: *How do public primary school teachers in Depok perceive their own well-being?*. The second section will focus on the findings of current efforts at the school level in improving teacher well-being, answering question 2: *What efforts are currently supporting the wellbeing of primary school teachers in Depok?*. The third section pinpoints the opportunities in improving the well-being support for teacher, answering question 3: *What are the opportunities for improving the well-being of primary school teachers in Depok?* The fourth section highlights challenges in improving well-being support for teachers, answering question 4: *What are the challenges faced in improving the well-being of primary school teachers in Depok?* The fifth section compare the perceptions, challenges, and opportunities related to teacher well-being between early-career and mid-to-late-career teachers in public primary schools in Depok, answering question 5: *How do early-career and mid-to-late-career primary school teachers differ in their perceptions, challenges and opportunities?* The last section concludes and discusses the further findings.

The focus of the present study is to explore the teachers' perceptions, opportunities and challenges of enhancing teacher well-being in an Indonesian public primary school. Eight teachers, who have different gender and teaching experiences, participated in this study. The composition of participants considered the equal gender balance: four female teachers and four male teachers. In addition to gender considerations, participants were also selected based on their length of teaching experience, resulting in two early-career teachers and two mid-to-late-career teachers of each gender. This aims to provide insight that represents both gender differences and years of teaching.

The data collection primarily involved semi-structured interviews lasting approximately 30 to 60 minutes, contingent upon the participants' responses. Nine individuals were included in the interviews, comprising one school principal and eight instructors. I concentrate on gathering evidence by examining participants' perspective of their well-being, as well as the opportunities and obstacles associated with improving teacher well-being in primary education.

Table 4.1

Demographic Details for Teachers; All Names Are Pseudonyms

No	Name	Gender	Teaching Experiences	Position
1	Tania	Female	14 years	Classroom teacher
2	Maria	Female	23 years	Classroom teacher
3	Budi	Male	30 years	Classroom teacher
4	Karno	Male	25 years	Classroom teacher
5	Yana	Female	3 years	Classroom teacher
6	Ani	Female	2 years	Classroom teacher
7	Andi	Male	4 years	Religion teacher
8	Faldo	Male	2 years	Sport teacher

4.1 Research Results

4.1.1 Findings on Teacher's Perception about Their Well-being

The initial research question of this study is "How do public primary school teachers in Depok perceive their own well-being?". This inquiry aims to address two specific sub-questions: How do teachers perceive their quality of life in the profession, and how do these perceptions differ between early career teachers and those in mid-to-late stages of their careers? This section delineates teachers' perspectives of their well-being as primary school teachers. To explore the initial research question comprehensively, I inquires about participants' perceived life happiness while employed as educators. This section examines teachers' perspectives of their well-being, derived from the primary themes identified in the analysis of interviews and field notes.

Themes on Teachers' perception of their own well-being:

1. Teacher well-being as a calling and inner satisfaction

2. Happiness that Comes from Student Transformation
3. Social and Environmental Support as a Source of Well-being
4. Emotional Appreciation and Recognition of the Teaching Profession
5. The Reality of Limited Financial Well-Being

Theme 1: Teacher well-being as a calling and inner satisfaction

Discussions related to the teaching profession as a calling emerged in almost every teacher's response when they were asked about their perception of their well-being. One of the main findings of this study is that teacher well-being is not only perceived in material or financial terms, but even more deeply, seen as a calling and inner satisfaction. Both early-career teachers and those in the middle to late-career stages indicated that the spiritual, emotional, and relational aspects of the teaching profession played a central role in shaping their perception of well-being.

Several teachers emphasized that the teaching profession is a calling that cannot be measured solely by financial well-being. Mrs. Tania, a teacher with quite a long experience, stated firmly that being a teacher is a calling that requires mental readiness and full commitment:

For me, yes, first of all, being a teacher is a calling from the heart... the first thing for me is the calling of the soul, the calling of the heart. If we are not ready, I am not saying that we cannot be good teachers, but be prepared that our mentality is not strong enough. Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025

This statement confirms that for some teachers, well-being cannot be separated from the existential meaning of the profession itself. The calling to educate and shape the character of students is the main source of inner satisfaction that goes beyond material limitations. Likewise, Mr. Budi, although aware of the limitations of the financial aspect, showed that he still felt happiness in carrying out his profession as an education servant:

I bring enjoyment. I don't want to bring hardship... teachers do teach, but one thing that sometimes friends are not aware of. We are servants, we are servants, education servants... Back to each of our hearts. Calling of the heart again. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

The emphasis on the meaning of “educational servant” in Budi’s narrative underlines that well-being for him is not just about economic income, but about dedication to the values and goals of the profession. Based on my observations, Mr. Budi's emphasis as a

"servant of education" is reflected in how he stays after class to speak privately with a struggling student, offering academic assistance and moral support. This act, done quietly without seeking recognition, illustrates how his sense of purpose transcends material rewards. Mr. Karno, a teacher who also serves as a vice principal, also mentioned the limitations of teachers' income, but said that the spirit of teaching remains the main reason for his continued career:

Because our soul is the soul of a teacher, no matter how much salary we receive, we will do it.
(Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Thus, these narratives show that spiritual aspects and moral calling have a significant influence on teachers' perceptions of well-being, even when they face limited economic realities. Based on my observation, during classroom visits, mid-to-late career teachers like Mrs. Tania and Mr. Karno were observed engaging with students patiently and with enthusiasm, even when managing large or noisy classrooms. Their calm demeanor and consistent encouragement reflected a deep commitment, aligning with their claims that teaching is a spiritual calling.

Theme 2 : Happiness that Comes from Student Transformation

Another aspect of inner well-being emerged from teachers' experiences of witnessing positive changes in their students. Mrs. Maria gave a very emotional example of how felt happy and satisfied when she saw the positive influence of her teachings on children's religious behavior:

I taught the children to pray Dhuha at school. It turned out that the habit was brought home. Their parents were grateful. I cried... because I was touched, what I taught was actually implemented. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Based on observation, Ms. Maria's classroom, students enthusiastically performed a morning prayer ritual, a habit she had instilled over time. Her facial expression after witnessing their practice confirmed the emotional significance of such transformation for her. This experience shows how small successes in shaping students' behavior can provide emotional satisfaction for teachers, and this becomes an important component in their perception of well-being. Mr. Andi also emphasized the happiness he felt when seeing students' development as part of his personal pride and satisfaction:

When a child initially cannot do something, we teach them to be able to do it, that is pride and happiness for us. Especially if it is associated with, for example, acts of worship, knowledge that if we teach it means that if it is used by the child, it means that it is a reward for us. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

In this context, strengthening professional identity as a transformative educator becomes the main source of teacher well-being. This shows that the most meaningful form of recognition for most teachers is not financial rewards, but their success in transforming students' lives.

Theme 3 : Social and Environmental Support as a Source of Well-being

Several teachers said that their well-being as educators is not only determined by financial aspects, but is also greatly influenced by social support and the quality of interpersonal relationships in the school environment. Relational factors such as a supportive work environment, good relationships with colleagues, and support from students' parents have been shown to contribute significantly to their happiness and psychological resilience in carrying out their profession as teachers.

Ms. Yana emphasized the importance of social support from colleagues and students' parents as factors that help maintain work enthusiasm and create a positive teaching atmosphere:

Well-being while being a teacher is not only from material things, but also from friends in a supportive work environment... if the students' parents are supportive, it helps during the lessons and relationship. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Similarly, Ani, an early career teacher, said that although she felt financially sufficient, she felt the importance of having a supportive social environment:

Alhamdulillah, with a salary that is only sufficient for myself... thank God the people here are also good. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

Furthermore, in a different narrative, Ani also described how a strong sense of family among teachers is a major source of emotional resilience:

We are like family at school. If someone is sick or sad, others come to help, even those who are not on the same team. That's what makes me feel at home working here. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

A similar experience was shared by Mr. Budi, who highlighted how support from the school and parents of students created an atmosphere full of appreciation for the teaching profession:

As teachers, we know that our salary is only that much, so we are grateful for it. Alhamdulillah, the school also supports it and the parents as well as me and the teachers. When the children go home, their parents will ask them, how was the teacher, and so on. Alhamdulillah, the feedback is positive. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Observations related to Pak Budi also illustrate social support beyond the school walls. Parents waiting outside the classroom were seen casually greeting him and expressing appreciation. This community trust reinforced the well-being narratives centered on relational fulfillment. Apart from that, simple appreciation from students, such as positive comments about appearance, helps strengthen feelings of being valued and cared for:

The kids like to say things like, 'oh, your hair is really cool'. That's a source of pride. (So I thought) 'oh yeah, that means I'm really being noticed (by the kids)'. That's another source of pride, at that school. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

These findings indicate that teacher well-being is greatly influenced by the social context in which they work. Observation confirmed this social cohesion. In one morning teacher meeting, jokes were exchanged, and colleagues greeted each other warmly. Teachers helped one another that reflect a nurturing work environment. Harmony in interpersonal relationships, solidarity among colleagues, and warm and respectful connections with parents and students are important pillars that support teachers' emotional resilience and work comfort. This social support not only creates a sense of security and acceptance, but also strengthens a sense of belonging and loyalty to the school. Thus, teacher well-being is not only influenced by individual or structural factors, but is also significantly supported by the quality of social relations built within the school community.

Theme 4 : Emotional Appreciation and Recognition of the Teaching Profession

One of the important findings of this study is that teacher well-being is not only determined by material factors, but is also strongly influenced by emotional and social aspects such as recognition, professional pride, and the quality of interpersonal relationships. This finding was particularly strong among early-career teachers, who despite expressing financial constraints, still indicated that symbolic recognition and

positive social relationships were the main pillars of their well-being. For example, Mr. Faldo described how he felt appreciated when he received a Teachers' Day greeting card from his students:

The children once gave me a Teachers' Day greeting card. It was small, but I was touched when I read it. So I felt like someone appreciated our struggle. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

During field observations, such appreciation was often visible in small but powerful moments. For example, students hugged Mr. Faldo at the end of a physical education session. Simple forms of appreciation like this have a big emotional impact and strengthen the meaning of work as a teacher. This experience emphasizes the importance of symbolic recognition in the teaching profession, which often does not receive adequate material rewards. In line with that, Mr. Faldo and Mr. Andi showed that pride in their profession is a source of enthusiasm and resilience in carrying out their duties. Mr. Faldo felt proud to see the achievements of his students, while Mr. Andi emphasized that despite limited salaries, the identity of teachers is still respected in society.

Basically, I feel that the teaching profession is respected. In society, people know that our profession is like a teacher, they sympathize. There are even those who want to learn to recite the Koran and so on. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

Even when we are in society, they call him not father, not brother anymore, but 'teacher'. It is a matter of pride, even though it is a familiar term, a common term. But we must maintain it. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

A similar thing was conveyed by Mr. Budi, an experienced teacher who described how his identity as a teacher is highly recognized and appreciated in his social environment. Mr. Budi also showed that active participation in community activities strengthens his identity as a trusted and respected figure. He is often asked to be an event host, become the head of the RT, and is even trusted to be a mosque administrator, all because of his social status as a teacher. This experience reflects that social recognition of the teaching profession does not only occur in the classroom, but also in the context of the wider community, thus strengthening the sense of meaning and pride in the profession.

Outside the context of school, involvement in the professional community is also an important source of well-being. Mr. Faldo, for example, is active in the sports teacher community at the sub-district level and also in social activities such as teaching at an orphanage. He stated:

I joined the sports teacher community in the sub-district. From there I can share, learn new things, and feel like I'm not alone in facing challenges. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

This involvement gives him a sense of ownership, control, and meaning towards his profession. As stated by Gu and Day (2013), participation in a professional community can strengthen teachers' emotional resilience, provide collective support, and space for professional learning and reflection.

Overall, these findings indicate that teacher well-being is greatly influenced by experiences of recognition and appreciation, whether from students, colleagues, the community, or the professional community. For early-career teachers, these forms of recognition are the main source of motivation and resilience, especially when material conditions are not yet stable. Social identity as a respected teacher, positive interpersonal relationships, and opportunities to contribute to the educational and social community strengthen the perception of meaning and pride in the profession. This underscores the importance of an approach to teacher well-being that does not only focus on economic aspects, but also considers emotional, social, and professional needs as a whole that influences each other.

Theme 5 : The Reality of Limited Financial Well-Being

The financial aspect is one of the inseparable dimensions of teachers' perceptions of their well-being. In this study, all participants consistently voiced limitations in economic well-being. Although they receive certification allowances or other incentives, most feel that this is not commensurate with the workload and professional responsibilities of being a teacher.

As clearly stated by Mrs. Tania, *"If you want to be rich, don't be a teacher."* This statement reflects the general reality felt by teachers that this professional path is not an option for achieving financial prosperity. A similar thing was conveyed by Mr. Karno, a vice principal, who said that in order to increase income, teachers must find side jobs outside of teaching hours such as becoming an online motorcycle taxi driver or starting a home business:

There is no way we can increase (income from salaries), unless they (teachers) have free time, (they) can increase it with activities such as being a motorcycle taxi driver, starting a business at home, and so on. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Furthermore, Mr. Budi highlighted the inequality of welfare between regions and compared the salaries of teachers with village employees. He said that even though they have served for a long time, the salaries they receive are still limited. He admitted to feeling envious of teachers in areas such as Bekasi and Jakarta who receive better incomes, even though they were previously below the welfare level of their area:

If it is financial well-being, it's clearly still lacking. It doesn't mean I'm not grateful... It just comes back to how we respond to it. Honestly, we envy Bekasi, Jakarta. Never mind Jakarta, Bekasi, which is in the same province as us. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

This situation was also experienced by Mr. Andi, who admitted that financial constraints often affected his focus when teaching:

With the current financial condition, you could say that sometimes when teaching, I still think about (financial) problems at home, how to keep the kitchen steaming. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

However, although all teachers mentioned the issue of limited income, not all interpreted it absolutely. Some teachers viewed financial well-being as something relative and dependent on their personal situation. Mrs. Ani, for example, stated that the salary she received was enough for her own needs because she was not married:

You know yourself, maybe the salary for teachers like me is only enough for myself. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

Meanwhile, Mr. Faldo explained that although he initially felt his income was small, with the additional income, he finally felt sufficient. This shows that financial well-being is also influenced by coping strategies and personal conditions, as stated by Daniels et al. (2007), that perceptions of well-being can be moderated by how individuals manage stress and adapt to economic challenges. Field notes from observation provided non-verbal cues of financial constraints. For example, one early-career teacher was seen repairing classroom supplies with personal funds, while another spoke about side jobs during lunch. These casual but revealing discussions showed that financial concerns are ever-present, even in daily routines.

This finding also shows a striking difference between teachers at the early stages of their careers and those in the middle to late stages of their careers. Younger teachers are more vocal in expressing the inadequacy of their salaries and its impact on their daily lives. In contrast, more senior teachers, especially those with civil servant status or who already

have a stable source of additional income, tend to be more accepting of their financial conditions and focus more on self-development and the meaning of their work. As found in the interviews, three out of four teachers in the middle and late stages of their careers have become ASN (State Civil Apparatus), while one other, although with honorary status, has been teaching long enough to receive a gradual salary increase from the local government.

Thus, perceptions of financial well-being are not static, but rather dynamic and develop over time, employment status, and professional experience. More established teachers tend to have more mature adaptation strategies and a broader focus on non-material aspects of well-being. This indicates the importance of a differential approach in designing policies to improve teacher well-being, taking into account each teacher's career stage and personal life context.

In conclusion, these findings suggest that the perception of well-being among public elementary school teachers in Depok is strongly influenced by intrinsic values of the profession, such as calling, pride in student transformation, and supportive social relationships. Although financial aspects remain a consideration, the majority of teachers do not define their well-being based on income alone. Instead, they emphasize the importance of inner balance, recognition from the surrounding environment, and the meaning they find in their daily work. This reflects that efforts to improve teacher well-being should not only focus on material aspects, but also include strengthening the meaning of work, social relations, and deep symbolic recognition.

4.1.2 Findings on Efforts to Enhancing Teacher Well-being in Primary School

The results of this study indicate that teacher welfare is a complex issue supported by various strategies and practices rooted in structural, professional, social, and psychological conditions. Through interviews with eight teachers from various backgrounds and career levels, six main strategies were identified that contributed to improving the welfare of public elementary school teachers in Depok. Each of these strategies does not stand alone, but rather is interrelated in forming an ecosystem of welfare that teachers experience in their daily practices.

Themes on efforts to enhancing the well-being of teachers:

1. Availability of Facilities and Infrastructure as Structural Support for Professional Well-being

2. Opportunities for Financial Improvement through Extra Lessons and Non-Formal Activities
3. The Role of Professional Communities such as PGRI as Supporters of Structural and Emotional Well-being
4. Personal Strategies and Teacher Flexibility in Managing Well-Being
5. Social and Recreational Activities as a Means of Stress Relief and Reward

Theme 1: Availability of Facilities and Infrastructure as Structural Support for Professional Well-being

One of the most striking findings is the importance of facilities and infrastructure as a support for teacher professional welfare. Adequate facilities, such as comfortable classrooms, sports fields, and libraries, not only facilitate the implementation of learning, but also strengthen teachers' pride in the place where they teach. As expressed by Mrs. Yana:

Alhamdulillah, our school has quite complete facilities. There are fields, libraries, and comfortable classrooms. That really supports us in teaching. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Complete facilities create a conducive work environment, which in many literatures is associated with increased teacher motivation and efficacy (OECD, 2021). With a supportive work environment, teachers feel more confident and are able to show their best performance in the classroom. Mr. Faldo also emphasized the importance of facilities, especially for implementing sports activities:

If the program from the school, maybe here the suggestions are good, Alhamdulillah, you could say it's almost complete for sports. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

These statements were further supported by field observations conducted during teaching and learning activities. Observations revealed that the physical infrastructure in the school is indeed well-maintained and comprehensive. The classrooms are clean, well-ventilated, and equipped with adequate furniture and teaching aids, including whiteboards, projectors, and student desks arranged to encourage interaction. The library is organized and actively used by both students and teachers, while the sports field is not only present but also used regularly in physical education and extracurricular activities.

Teachers were observed actively and enthusiastically using these facilities during the learning process. For example, science teachers conducted experiments using lab equipment provided by the school, while language teachers made use of reading corners and the library to encourage literacy. Such use of infrastructure reflects not only the physical availability of resources but also teachers' motivation to deliver quality education, suggesting that the presence of facilities energizes and empowers their instructional practices.

This finding indicates that school facilities are a form of structural support that not only plays a role in supporting teachers' instructional tasks, but also forms a conducive and professional work environment, which ultimately impacts their psychological well-being. Facilities and infrastructure are thus not merely physical objects but also manifestations of institutional recognition of the teachers' professional value. The completeness of such resources sends a clear message that the school values its staff, thereby contributing positively to teachers' psychological and professional well-being. This supports the notion that teacher well-being is not solely determined by salary or employment status, but also by the quality and condition of their work environment.

Theme 2 : Opportunities for Financial Improvement through Extra Lessons and Non-Formal Activities

Schools provide various forms of non-salary support that help strengthen teacher welfare, both through permission to conduct extra lessons, provision of holiday allowances, and involvement in professional development activities. Mr. Karno emphasized the flexibility provided by schools in holding extra learning as an important financial opportunity:

We are indeed given the freedom to hold material reinforcement, for example, teachers want to add private classes and so on... That is in order to increase welfare. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Teachers use this flexibility as a survival strategy in the face of limited basic income, especially for honorary teachers. This practice reflects the importance of recognizing teachers' extra work as part of an informal welfare system that runs parallel to the formal system. Ms. Maria added:

Sometimes some teachers are also called privately to students' homes for extra learning, I think that also increases welfare, especially in terms of finances. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

In field observations conducted during afternoon hours, it was noted that several classrooms were still active beyond regular school hours, used by teachers to conduct enrichment sessions with small groups of students. These sessions were not formally recorded in the school schedule, suggesting that they were part of voluntary or informal arrangements. In one observed instance, a teacher was seen guiding students in mathematics in an unused classroom, with students paying close attention. This supports the claim that extra lessons are a routine and accepted part of the school culture, functioning as both pedagogical support and a supplementary income source. Mrs. Maria added that activities such as training and competitions also provide positive contributions to well-being, both psychologically and materially:

With the existence of private lessons, it can also increase teacher welfare, especially in terms of finance... Sometimes some teachers are also called privately to students' homes. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

In addition to private lessons, teachers are also involved in extracurricular activities, competitions, and training, which not only enrich their competence but also open up opportunities for additional incentives. However, challenges still arise, such as budget cuts that limit activities. This was emphasized by Mr. Andi:

I get quite a bit of income from the calligraphy extracurricular, but lately because of budget cuts, these activities have decreased. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

This was corroborated through observation in the school's extracurricular corner, where limited activity was seen in the art and calligraphy spaces during several observation sessions. Teachers mentioned that some clubs are no longer operated weekly due to lack of funding for materials or instructor compensation, which directly affected their supplementary income.

These findings show that non-formal financial strategies are still very dependent on the local policy context and teachers' personal initiatives. While schools enable and allow space for such activities, their sustainability hinges on external factors such as district-level budget allocations and community willingness to engage paid services. Teacher well-being

in this context is thus partially sustained by their own entrepreneurial efforts within and outside the school framework.

Theme 3 : The Role of Professional Communities such as PGRI as Supporters of Structural and Emotional Well-being

The presence of professional organizations such as PGRI plays an important role in supporting teacher welfare, both structurally and emotionally. Teachers feel that PGRI not only fights for their rights in terms of allowances or policies, but also provides a social space that supports them emotionally. Mr. Budi said:

PGRI is indeed a forum, a forum for sharing... to support friends... solutions can be found in PGRI. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

This organization also facilitates teachers in developing skills, participating in competitions, and being involved in education advocacy. PGRI is an extension of teachers' voices to local governments. Mrs. Maria emphasized PGRI's real contribution in fighting for an increase in allowances:

PGRI's role is very big... we are very grateful, from the lower level to the central level... it is very prosperous. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Mrs. Yana further illustrated how PGRI acts as an intermediary between teachers and government policy-making processes. She shared that many proposals have been submitted through PGRI to advocate for the welfare of honorary teachers like herself. For instance, during a recent PGRI event, the leadership conveyed a proposal to ensure that honorary teachers also receive welfare benefits (KESRA). However, despite these efforts, she expressed uncertainty about whether these proposals would translate into actual policy outcomes:

There have been many proposals, yesterday too, when the Chairperson of PGRI, we had a halal-bihalal. The Chairperson of PGRI has proposed that (honorary teachers like) me also get this for KESRA. That has been proposed. Well, that has just been proposed, right. But, I don't know what the reality will be. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

This testimony underscores both the structural role of PGRI in submitting formal proposals and the emotional dimension of hope and uncertainty experienced by teachers. It also highlights the bureaucratic delays often faced in the implementation of teacher welfare

initiatives. Teachers like Bu Yana are aware that although professional communities like PGRI provide a collective platform to voice their concerns, actual policy implementation still depends on broader systemic responsiveness. Communities like PGRI build solidarity among teachers, strengthen their sense of agency, and help them feel that they are not alone in facing professional challenges. They serve not only as representative institutions but also as emotional anchors in the uncertain and often under-resourced professional landscape of teaching.

Theme 4 : Personal Strategies and Teacher Flexibility in Managing Well-Being

Not all forms of well-being come from outside. Many teachers show personal initiative in maintaining mental health, life balance, and emotional fulfillment. Recreational activities are a common strategy. Ms. Yana shared her experience:

Every Saturday-Sunday, I take a morning walk with my family or watch a movie. That makes me recharge before Monday comes again. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Mr. Faldo also highlighted the importance of community as a place to exchange ideas and maintain enthusiasm:

I am happy if I can meet other teachers, have discussions, study together. So even though I am tired, I still have enthusiasm. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

Another form of personal strategy is seen in side activities related to interests or expertise. Mr. Andi, for example, channels his calligraphy talent not only to earn additional income, but also as self-actualization:

I enjoy writing calligraphy... Besides increasing my income, it makes me satisfied because my work is used by people.” (Andi, Religion teacher, Early-career teacher, May 7, 2025)

This statement is supported by observational data, in which the researcher witnessed Mr. Andi participated in a regional calligraphy competition and won a prize. This achievement not only demonstrates his creative abilities but also affirms how personal hobbies can serve as alternative income strategies. Moreover, the researcher observed that Mr. Andi is also active in selling snacks, which he markets through social media platforms—further highlighting his entrepreneurial spirit and adaptability in managing

well-being beyond his teaching duties. Mrs. Tania also exemplifies a proactive approach by using social media to build her personal brand as a creative teacher, while simultaneously opening economic opportunities:

I create content on TikTok... then there are also those who offer endorsements... I feel appreciated as a modern teacher. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

This narrative is corroborated by field observation. The researcher saw Ms. Tania received an endorsement package during school hours, which she opened after class. On one occasion, she was observed unboxing an endorsement package together with her students, who were visibly enthusiastic and even offered suggestions for her content outside of formal class time. This reflects not only her coping mechanism and openness to side jobs, but also her ability to integrate her professional and personal life in a harmonious and creative manner.

These strategies illustrate that teachers are not merely passive recipients of educational policy but are instead active agents capable of managing their well-being in contextual and innovative ways. Through creativity, community, and personal initiative, they develop unique approaches to sustain their motivation and livelihood amid institutional constraints.

Theme 5: Social and Recreational Activities as a Means of Stress Relief and Reward

A healthy work environment is also supported by informal social activities that strengthen relationships between teachers. Activities such as going out together or annual recreation are considered to have a positive psychological impact. Ms. Maria said:

With these activities, teachers feel appreciated and their energy is not only for teaching. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

These activities strengthen the sense of togetherness and emphasize that teachers' work is not only an academic task, but also a social activity that requires recognition. This recreation creates space for emotional recovery and strengthens work solidarity.

In conclusion, these findings underline that strategies to improve teacher welfare cannot be reduced to allowance policies or administrative reforms. Teacher welfare is formed in a complex ecosystem that includes material factors (such as facilities and additional income), social (community support and professional organizations), and psychological (personal strategies and recreational activities). Teachers demonstrate high adaptive capacity in maintaining their life balance, despite facing structural limitations.

Therefore, policies to improve teacher welfare should be holistic, responsive to local contexts, and open up space for teachers to be empowered independently and collectively.

4.1.3 Findings on Opportunities in Enhancing the Well-being of Teachers

The following is an analysis of opportunities to improve teacher welfare that integrates the results of interviews with eight public elementary school teachers in Depok, namely: Mr. Karno, Mr. Budi, Mr. Andi, Mr. Faldo, Mrs. Tania, Mrs. Yana, Mrs. Ani, and Mrs. Maria. This analysis maps teachers' perceptions regarding available opportunities, both at the individual, school, and system levels, as well as the challenges in accessing these opportunities. Based on the results of in-depth interviews with eight public elementary school teachers in Depok, various forms of opportunities were identified that can be utilized to improve teacher welfare, both from psychosocial, professional, and material aspects. These teachers conveyed views that not only reflect current factual conditions, but also offer aspirations and constructive criticism of applicable policies and practices.

Themes on opportunities in enhancing the well-being of teachers:

1. Internal Opportunities through Activating Individual Potential and Personal Initiative
2. External Opportunities Through Opportunities through Government Policy and Administrative Support
3. Opportunities to Improve Teacher Well-being through Social and Community Connectivity
4. Opportunities through Improving Employee Status and Appointment Regulations

Theme 1 : Internal Opportunities through Activating Individual Potential and Personal Initiative

One of the important findings in this study is that some teachers are aware of the importance of personal initiative in creating opportunities for their well-being. They do not fully rely on the system or policies of the government, but actively create space to grow, contribute, and achieve job satisfaction from within their profession.

Mr. Karno, for example, emphasized the importance of personal reflection and the willingness to explore individual potential. Mr. Karno explained that every teacher has unique potential that can be developed to support personal and professional well-being. He saw that many teachers have additional talents—such as the ability to teach private lessons, manage extracurricular activities, or build relationships with the school committee—which can be a source of additional income and professional satisfaction. According to him, when

teachers are able to recognize their own strengths, whether in terms of teaching ability, networking, or innovation, then that can be a gateway to greater opportunities. He also highlighted the importance of school status and budget as supporters, but still returning to teacher initiative as the main driver.

The opportunity is up to the teacher, exploring their potential, what field do they want to take? For example, they take extracurricular activities or teach extra lessons. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

This statement is also supported by Mr. Budi, who said that the source of welfare does not solely come from outside (government or school), but can also arise from the enthusiasm and creativity of the teacher himself. According to him, teachers who are willing to take a bigger role or take the initiative to build new approaches in learning or social relations, have a greater chance of experiencing job satisfaction:

In my opinion, the opportunity can also come from the teacher himself. How we are active, explore potential, build relationships. Can join extracurricular activities, teach extra lessons, be active outside of school. What is important is that there is intention and movement from us. Sometimes there are teachers who are silent, yes their welfare is just like that. But if we are active, find out, take training, build relationships, it can really help increase enthusiasm. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Mr. Faldo stated that opportunities for welfare can come from the initiative of teachers themselves who have a vision and enthusiasm to build useful activities outside their main role as educators at school:

I want to create an athletic club supported by the school, even though it's called a school, I'm the one who holds it... I'm going to discuss it with the Head of Athletics of Depok City... I also like to run, yesterday I joined Bandung's running event for 10K, that's also an opportunity, besides income, it can also help children in terms of motor skills. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

The activity is not only a form of self-actualization, but also a concrete form of seeking opportunities for welfare through non-academic activities based on personal interests. Mr. Andi emphasized the importance of teacher creativity in creating activities even when faced with limitations in formal regulations:

If we, for example, create an example like an educational space competition... that's one way to improve welfare... but in public schools we often can't get help because of limited

regulations... so we teachers have to look for it from outside, those side jobs. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

His statement illustrates that structural inflexibility makes individual initiative the main route in seeking additional opportunities.

In the interview, Ms. Tania emphasized the importance of teachers' active attitude in exploring opportunities to improve welfare, especially through participation in programs and activities outside of core teaching. Ms. Tania added that maintaining enthusiasm and quality of teaching is an important internal form, because according to her, teachers who perform well will find it easier to get recognition and opportunities, both from within the school and from external parties such as professional communities or training activities.

I am a non-PNS teacher, so I have to be smart in finding my own opportunities. If I only rely on the school or the government, sometimes it is not enough. I have participated in free online training from the ministry, then I also open private tutoring at home, that is quite good for additional income and still teaching too. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Ms. Tania added that maintaining enthusiasm and quality of teaching is an important internal form, because according to her, teachers who perform well will find it easier to get recognition and opportunities, both from within the school and from external parties such as professional communities or training activities. This quote reflects that openness to training and self-development is part of an independent strategy in dealing with limited structural support.

Mrs. Maria also highlighted that opportunities often come from teachers' personal awareness in exploring their potential and skills, as well as from the ability to build good relationships:

Opportunities sometimes come from not from the government, but from ourselves. We must be able to find relationships, join teacher communities, and sometimes even get additional activities outside of school. I was once invited to help with children's activities outside of school hours because I was known to be active. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

This shows that social involvement and professional networks are also important keys for teachers in creating opportunities for improving welfare.

Mrs. Yana noted that there was untapped potential in schools because support from the surrounding environment was actually quite strong:

If it were held again, it would definitely be possible. The parents support it, especially if it was like a drum band, sports, competitions... but unfortunately there is no program for the teachers yet. Whereas in other areas, welfare is available for all teachers, not just civil servants. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Despite the limitations of the structural program, she sees opportunities still open if teachers are able to utilize the support of the community and the school environment.

Mrs. Ani talked more about administrative challenges and employee status, but still emphasized that personal activity and persistence are very necessary to be able to level up:

I also don't know what the program is like yet, but I definitely want it... if ASN PPPK is opened next year, I can compete there. I'm going after that. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

Although still limited in terms of information, the enthusiasm to take opportunities independently is very evident from her dream of becoming a PPPK teacher.

Theme 2: External Opportunities Through Opportunities through Government Policy and Administrative Support

Policy and administrative support from the government is an important foundation in improving teacher welfare. The eight teachers interviewed provided complementary perspectives, showing that inequality and limitations in terms of policy, budgeting, and recognition of teacher status are still major challenges that need to be addressed. However, on the other hand, they also see great opportunities if the government is able to design policies that are fairer, more inclusive, and responsive to real conditions in the field.

Inequality between employment statuses is a major concern for teachers, especially for those who are still honorary, APBD teachers, or who are waiting for the PPPK appointment process. Mrs. Ani, an honorary teacher who is struggling to enter the PPPK pathway, describes how complicated and inflexible the current selection system is:

I've been working for two years, but because I entered in August, not January, my name can't be included in the P3K system. Even though it's just a matter of the month. It feels really unfortunate, like I've worked hard but it's not counted. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

These administrative issues show that the policy is not fully adaptive to the variation in teacher conditions in the field. On the one hand, the P3K recruitment program actually opens up space for improving welfare, but in its implementation, the process is too bureaucratic, strict, and does not consider actual experience in schools, instead closing existing opportunities. Furthermore, Mrs. Maria emphasized the injustice in the allowance system:

PNS get various allowances. We who are APBD, sometimes don't get anything. Even though our work is the same, sometimes we even teach more because of a shortage of teachers. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Mr. Faldo, who is also in the transition period to become a civil servant, said that his hopes for the P3K selection were not just for status, but as a form of professional legitimacy and access to long-term welfare:

I want to be able to join P3K. Not just for the salary, but because I want to be recognized as a professional teacher. So far, it's like we're just teaching, even though our responsibilities are the same. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

This shows that administrative recognition is closely related to the identity and dignity of the teaching profession. When their legal status is not fully recognized by the system, then the opportunity to develop professionally and prosper is also hampered. Meanwhile, Mr. Andi highlighted that many ideas and innovations in schools often cannot be implemented due to limited budget regulations:

In the private sector, they can immediately create activities. But in the state, everything must be according to the rules. Sometimes we can't even give gifts. Even though it's an award for teachers, to motivate them. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

This shows that public education policies tend to be too bureaucratic and not flexible enough to support local initiatives. Teachers in public schools often face structural barriers that prevent them from implementing programs that could have a positive impact on their emotional and professional well-being. Ms. Yana also provided a concrete example from her hometown outside Depok, where the local government provides incentives to all teachers:

Where I used to be, all teachers got additional incentives from the region, not just civil servants. But here, only civil servants get them. The others just keep working. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

This experience shows that teacher well-being can be highly dependent on local policies, and that there are good practices in other areas that can be replicated to create a fairer system. Mr. Karno and Mr. Budi added the perspective that policies that favor teachers must also come from the active participation of teachers. Mr. Karno said:

The government must be moved. But if the teachers are passive, they won't be seen. We also have to be active, look for opportunities, submit proposals, then they will realize that teachers are also important. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Meanwhile, Mr. Budi criticized the government's overly technocratic view of the teaching profession:

If teachers are only seen from numbers, from student grades, then our welfare will be the same. The government must see teachers as human beings, not just as a measure of education. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

These two views broaden the understanding of teacher welfare as something that is not only determined by money or status, but also by recognition, trust, and space to develop personally and professionally. Finally, Ms. Tania expressed her hope that the government would make affirmative policies for honorary teachers:

Honorary teachers are clueless. There should be more attention, whether it's special training or priority in selection. Don't just let civil servants get everything. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Theme 3: Opportunities to Improve Teacher Well-being through Social and Community Connectivity

In addition to policy support, teacher welfare can also be improved through strengthening communities and professional networks. The teachers interviewed indicated that the existence of communities, both formal and informal, is an important forum for sharing experiences, increasing self-capacity, and maintaining motivation in carrying out duties as educators. In this context, the teacher community is not only a source of emotional support, but also opens up real opportunities for continuous professional development.

Mr. Faldo, for example, stated the importance of collaborative spaces that support personal interests while being relevant to student needs. He shared his ideas about building a school athletic community that is connected to the city's sports community:

I want to create an athletic club that can be fostered by school children. Although it was formed through the school, I am the one in charge. I have also discussed it with the Head of Depok City Athletics. This is also my way of contributing more and it can lift my spirits too. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

Initiatives like this show that when teachers are given the trust to create communities based on interests and expertise, they not only grow professionally, but also experience increased psychological and social well-being.

Mrs. Yana also emphasized the importance of a forum such as extracurricular activities (drumband or marching band) that can build synergy between teachers, students, and parents. She said:

If it is held again, it is definitely possible. Most parents also support it. If schools have activities like that, teachers will have space to work as a team, not just work alone. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Activities like this not only strengthen relations between education stakeholders, but also reduce individual workloads because of the collaborative division of roles and responsibilities. Mrs. Maria sees the role of teacher professional organizations such as PGRI as a potential space that has not been maximized:

PGRI is sometimes only seen at events. It should be a place to upgrade ourselves too. Outside of school, we need a place to learn from each other, not just complain. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

This criticism shows that the role of the teacher community must be directed not only as a ceremonial forum, but as a space for strengthening capacity, mentoring, and collective advocacy. Mr. Budi also emphasized that welfare strengthening initiatives should be able to start from small communities in schools:

The opportunity can come from ourselves, as long as there is a will and communication. For example, creating a teacher forum that discusses learning strategies every month, that alone is very helpful so that we don't feel like we are working alone. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

This indicates that welfare strengthening does not have to wait from the top (top-down), but can start from micro initiatives at the school level. Mrs. Tania expressed the hope that collaboration between schools would also be improved:

Often we feel like we are alone. In fact, schools can help each other, for example teachers who are experts in one thing can provide training at other schools. That is mutually beneficial. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

In other words, cross-school synergy is a potential that has not been widely facilitated by the formal education system. Meanwhile, Mr. Karno added that collaboration is not only between teachers, but also with external partners such as universities or training institutions:

If we can work together with campuses, or educational communities, teachers can also get new perspectives. So far, access to training has been limited. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

This statement shows the importance of expanding teachers' professional networks outside the school institution so that there can be a more dynamic exchange of knowledge and innovation. Mr. Andi and Mrs. Ani also stated that fellow honorary teachers rely heavily on informal networks to share information about opportunities:

Sometimes we get information about training or scholarships for teachers from WA groups with fellow honorary teachers. The government should also provide an official platform that is accessible. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

If we don't have a small community, we might miss out on information. Now there are opportunities, but not all teachers have the same access. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

In conclusion, these findings reinforce the importance of community as a medium to overcome professional isolation and improve teacher welfare collectively. In the midst of an education system that still tends to be hierarchical and bureaucratic, community becomes an autonomous space that can open up opportunities from below. However, the teacher community has not been fully facilitated by structural education policies.

The government and schools need to create a structured support system for the growth of teacher communities based on interests, competencies, and innovation. This can be in the form of funding for collaborative activities between schools, cross-institutional

training, or incentives for community initiatives that have a positive impact on the welfare and quality of education.

When teachers feel they have space to grow together in a professional community, they tend to be more optimistic, resilient, and motivated to create positive change—not only for themselves, but also for their students and the education ecosystem as a whole.

Theme 4: Opportunities through Improving Employee Status and Appointment Regulations

One crucial theme that emerged in interviews with teachers was the high hopes for improving employee status, especially for non-ASN (honorary) teachers who are still experiencing uncertainty about their work status, access to benefits, and career paths. Teachers believe that opportunities for significant welfare improvements can be realized through certainty of fair and transparent work status from the government. Mrs. Ani, who currently still has the status of an honorary APBD teacher, voiced her concerns about the process and uncertainty in the transition to P3K status. She also compared teachers with APBN and APBD status in terms of income:

I will enter in 2023, but that will be in August. Meanwhile, the P3K requirements are from the beginning of the year, so I haven't been able to enter. Even though it's only a month apart. It's a shame. The process of moving up to APBD is long, let alone ASN. The system should be made clearer, don't make it confusing. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

In terms of salary, APBD is bigger than APBN. However, the process towards APBD or ASN is long and uncertain. Whereas if the status is clearer, teachers can be calmer and more enthusiastic about teaching. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

Mr. Faldo also stated the same thing, by showing that the opportunity for increasing welfare is very dependent on an open and consistent personnel system:

If you want to become an ASN, you have to do it for 2 years first. But I am optimistic, if P3K is opened again next year, I want to try. But sometimes we are just feeling our way, not all the information is clear. If the system is transparent, honorary teachers can also be ready and compete healthily. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

This statement shows that honorary teachers have the motivation to develop, but are often hampered by a system that is not synchronized or less communicative. Mr. Andi emphasized that as long as the status of teacher employment is not improved, various welfare improvement programs will run half-heartedly:

The problem is sometimes not just in the money, but in the recognition. Honorary teachers have worked hard, but the allowances are different, the treatment is different. If the government wants to seriously improve teacher welfare, start with reforming employee status. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

Mrs. Tania also emphasized that incentives or allowances are often only enjoyed by ASN teachers, even though the workload of honorary teachers is no less heavy:

We also work full time, but still, ASN get additional, we don't. If in the future there is an opportunity for honorary teachers to get more attention, it will definitely affect work enthusiasm. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Meanwhile, Mr. Karno highlighted the need for affirmative policies from local governments so that schools have the flexibility to budget funds to support the welfare of non-ASN teachers:

Teacher statuses vary, but in schools it is sometimes difficult to budget for honorary teachers. If there could be regulations that allow schools to help more, then that would definitely be a big opportunity for prosperity. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Mrs. Yana also compared her experience with her hometown, where she said there was a fairer policy for non-PNS teachers:

In my village, non-PNS teachers also got incentives. Here, only PNS teachers get it. It should be submitted to the local government so that all teachers can feel appreciated, not just those with ASN status. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Mrs. Maria added the importance of clear recruitment and career development for all teachers:

We work, but the future direction is unclear. If we want to become ASN, the path is complicated. If we want to develop ourselves, the training is limited. If the recruitment system is improved, teachers will also have more direction and hope. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Mr. Budi also emphasized that personnel regulations often confuse teachers:

The opportunities are there, but teachers are often confused. The regulations change. The government should create a system that is permanent and supports teachers to advance, not just confusing them. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

In conclusion, these findings show that uncertainty about employment status is a serious obstacle to efforts to improve teacher welfare. Despite the great enthusiasm and initiative of teachers, the slow, unsynchronized, and less transparent bureaucratic system makes them lose direction and trust in the system. Overlapping regulations and incomplete information widen the gap between ASN and non-ASN teachers. The central and regional governments need to conduct a comprehensive evaluation of the recruitment system, employee status, and distribution of teacher allowances. Simplifying the path to ASN or P3K status, clarifying transition procedures, and expanding the reach of incentives are concrete steps that can open up more opportunities for increasing welfare evenly. Without justice and certainty of employee status, the great potential of teachers to develop and perform optimally will never be truly realized.

4.1.4 Findings on Challenge on Enhancing Teacher Well-being in Primary School

Although various strategies have been implemented to improve teacher welfare in public elementary schools, teachers in the field still face structural and practical challenges that hinder the effectiveness of these strategies. Through interviews with eight teachers from various backgrounds and employment statuses, it was found that these challenges are multidimensional—including financial, administrative, psychological, and social aspects. This subsection elaborates on four main themes that emerged from the data, accompanied by an in-depth analysis of quotes expressed by the teachers.

Themes on Challenge in Enhancing Teacher Well-being:

1. Financial Uncertainty and Employee Status Disparity
2. Additional Workload Without Adequate Support
3. Inequality of Access to Certification and Professional Development

Theme 1 : Financial Uncertainty and Employee Status Disparity

Financial challenges are the most real and direct dimension felt by teachers, especially those with non-ASN status. Uncertainty in the disbursement of additional funds, non-

transparent incentive cuts, and delays in obtaining certification create psychological tension that reduces work motivation.

We already have a salary of two and a half, for example from the APBD, but suddenly it is cut. If teachers receive two and a half, then just give them two and a half. That should be an appreciation from the government. But there are always small things that make us uneasy. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

Mrs. Tania's statement reflects the anxiety due to the lack of certainty and transparency in the incentive system. The unrest she mentioned is not just about the nominal amount, but also concerns a sense of trust in the system. This shows that teacher welfare is not only material, but also related to a sense of security and being appreciated by the bureaucratic system.

If the APBD is only two million, that's quite a lot, but not enough. Teacher certification takes a long time, depending on whether or not they are called. So, it also depends on the system. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Mrs. Yana highlighted the role of certification as the main determinant of teacher welfare. However, the non-transparent recruitment system leaves teachers in long-term uncertainty. This reinforces the finding that an overly bureaucratic and non-adaptive system exacerbates the feeling of not having control over one's own career, which has implications for burnout and low engagement.

If the honorarium from the school, it's only one to two million. That's for mothers who already have children, it's clearly not enough. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Sometimes we feel like we don't have a clear handle, for example having to make reports, learning media, but it's not facilitated, so we have to use our own money. (Maria, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

The two quotes above illustrate that honorary teachers bear a double burden: limited income and operational teaching needs that are not facilitated. This situation causes ongoing financial pressure, as well as contributing to emotional exhaustion that disrupts their overall well-being.

Theme 2 : Additional Workload Without Adequate Support

Teachers not only carry out educational functions, but are also burdened with complex administrative and social responsibilities. When these burdens are not accompanied by adequate structural support, teachers face emotional and psychological exhaustion that has the potential to reduce performance and motivation.

At that time I was the head of PPDB. There was a report, saying that entering school costs 1.8 million. In fact, it was not true. Journalists came, I faced it alone. My sleep was disturbed. If we don't have experience, we can be really down. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

This quote illustrates how the pressure of additional roles that are not supported institutionally can cause prolonged stress. The absence of assistance or crisis mechanisms from the school in dealing with serious accusations such as extortion shows the weakness of the school's managerial system. Mr. Budi personally suffered the psychological impact of the institution's reputation crisis, which should have been handled collectively.

Sometimes I use my own money to buy wooden congkak, for traditional media. Not to mention photocopying daily tests, all of that comes from my own pocket. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

Mrs. Ani conveyed the reality that learning innovation does not receive budget support. When teachers are asked to innovate but are not facilitated, their creative role becomes a burden, not a space for actualization. This directly erodes satisfaction with the profession and creates hidden financial fatigue.

Sometimes there is a lot of training, but it doesn't match what we need in class. It even adds to the burden of new administration. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

This statement shows how non-contextual training actually becomes a distraction. Instead of increasing competence, this kind of training creates a new burden and contributes to the "admin overload" that is commonly experienced by teachers. This shows that strategies for increasing teacher capacity must start from real needs in the field.

Theme 3: Inequality of Access to Certification and Professional Development

Teachers feel neglected in the career development system, either due to limited information, a closed selection system, or lack of involvement in program planning.

If there is a program, only one or two are invited. Whereas if teachers are given space to express their opinions, it could be a place to strengthen each other. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Mr. Karno emphasized the importance of involving teachers in the bottom-up process. Inequality of access to training creates a sense of alienation among teachers and weakens collaboration. Opportunities for improving welfare through capacity building programs will be more effective if formulated with active teacher participation.

Certification depends on being called or not. We wait for the call, even though we have been teaching for a long time. (Yana, Classroom teacher, Early-career teacher, May 6, 2025)

Sometimes we are enthusiastic, but if our salary is cut, and we haven't been certified yet, we end up being lazy about joining new programs. (Tania, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

These two quotes show frustration that leads to decreased motivation. Certification as a formal path to improving welfare actually becomes a source of stress when the process is not accountable. This reinforces the importance of reforming the teacher career system to be more transparent, predictable, and inclusive.

In conclusion, it can be seen that the challenges in strategies to improve teacher welfare are complex and interrelated. Uncertainty in the financial and personnel systems, unbalanced workloads, limitations in professional development, and weak structural support systems are the main obstacles. In many cases, teachers end up relying on informal networks and personal initiatives to survive. Therefore, the approach to improving teacher welfare is not merely technocratic, but must be participatory, adaptive, and based on the realities of the field experienced by teachers directly.

4.1.5 Findings on How Early-Career and Mid-to-Late-Career Primary School Teachers Differ in Their Perceptions, Challenges, and Opportunities

The results of this study indicate that there are significant differences between early-career and mid-to-late-career teachers in interpreting well-being, facing challenges, and seeing opportunities in their professional development. These differences not only reflect age or length of service, but are also influenced by employment status, financial stability, emotional experiences, and adaptation to the school ecosystem. Based on a comparative analysis of the eight teachers interviewed, three major themes were found that reflect these differences.

Themes on how early-career and mid-to-late-career primary school teachers differ in their perceptions, challenges, and opportunities:

1. Well-being Orientation and the Meaning of the Profession
2. Strategies and Barriers in Career Adaptation
3. Differences in Access and Perception of Self-Development Opportunities.

Theme 1: Well-being Orientation and the Meaning of the Profession

Early-career teachers place more emphasis on symbolic and relational aspects as sources of well-being, such as appreciation from students and support from colleagues. They tend to associate happiness with daily emotional experiences at school. Mr. Faldo, a non-ASN sports teacher, stated that despite his limited income, he felt appreciated when he received greeting cards from his students:

The kids once gave me a Teachers' Day greeting card. It was small, but when I read it, I was touched. So I felt like someone appreciated our struggle. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

Meanwhile, experienced teachers tend to see well-being as a long-term process related to the meaning of the profession, career stability, and long-term success. Mr. Karno, a teacher with 25 years of experience, emphasized that the orientation of well-being for him is no longer merely from daily appreciation, but from dedication and devotion:

Because our souls are the souls of educators, no matter how much salary we receive, we still do it. Because it is indeed a calling. (Karno, Classroom teacher, Mid-to-late career teacher, April 30, 2025)

Likewise, Mr. Budi showed that he still felt happiness in carrying out his profession as an education servant:

We are servants, we are servants, education servants... Back to each of our hearts. Calling of the heart again. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

The emphasis on the meaning of “educational servant” in Budi’s narrative underlines that well-being for him is about dedication to the values and goals of the profession.

In general, this difference indicates that young teachers tend to focus on short-term emotional aspects, while senior teachers focus more on achieving long-term meaning and stability. This difference is in line with the OECD's Teacher Well-being Framework (2021), which states that teachers' perceptions of well-being are influenced by career dynamics, employment status, and integration into the professional community.

Theme 2: Strategies and Barriers to Career Adaptation

Early career teachers face greater challenges in adapting, especially due to their uncertain employment status, unfamiliar administrative burdens, and limited access to resources. Mrs. Ani described the uncertainty of her status as an honorary APBD teacher:

I will start in 2023, but in August. The PPPK requirement is January. So I can't join yet. Even though it's only a different month. (Ani, Classroom teacher, Early-career teacher, May 6, 2025)

This uncertainty of status not only impacts financial conditions, but also self-confidence and career direction. They feel like they are working hard, but have not received the appropriate structural recognition. On the other hand, senior teachers are better able to manage this pressure because they already have ASN status and experience in dealing with bureaucratic dynamics. Mr. Budi, a teacher with more than 30 years of experience, said:

For us senior teachers, we already know the rhythm. Yes, we just have to go with it, focus on the children and stay enthusiastic. (Budi, Classroom teacher, Mid-to-late career teacher, April 28, 2025)

In addition, senior teachers tend to be more strategic in using social networks and professional communities to overcome challenges, while young teachers are often still in the stage of seeking support. This suggests that success in managing challenges is greatly influenced by experience and structural status, as emphasized in the socio-ecological

framework (Bronfenbrenner, 2005), which views well-being as a result of the interaction of individuals with the surrounding social system.

Theme 3: Differences in Access and Perception of Self-Development Opportunities

Early career teachers showed high enthusiasm for training opportunities, professional development, and status enhancement. However, they also complained about limited access to information and fair opportunities. As conveyed by Mr. Andi:

Sometimes training information comes from WA groups. If we don't have a network, we can be left behind. (Andi, Religion teacher, Early-career teacher, May 7, 2025)

Young teachers also expressed high hopes for affirmative policies, such as PPPK, but were often hampered by a rigid and less transparent administrative system. In contrast, senior teachers have more capacity to create their own opportunities, such as initiating extracurricular programs, joining communities, or becoming coaches in city-level training. Mr. Faldo, for example, although still early in his career, began to show initiative like senior teachers:

I want to create an athletic club... even though it's through the school, I'm the one who handles it. I also discussed it with the Head of Athletics of Depok City. (Faldo, Sport teacher, Early-career teacher, May 21, 2025)

This gap is also seen in perceptions of the fairness of the system. Senior teachers are generally more realistic and compromise on system limitations, while young teachers are more vocal in voicing inequalities. This is in accordance with the findings of Gu & Day (2013) who stated that teacher professional resilience develops along with experience and involvement in learning communities.

In summary, the differences between early-stage and experienced teachers reflect an adaptive journey influenced by structural, social, and psychological aspects. Young teachers rely on emotional energy, social recognition, and a passion for contribution despite challenges of status and access. In contrast, experienced teachers demonstrate resilience based on experience, adaptation to systems, and meaning in their long-standing profession.

Therefore, policies and programs to improve teacher well-being should be tailored to career stages, rather than simply being applied uniformly. This approach will enable more

targeted, sustainable, and impactful strategies for the entire spectrum of teachers in basic education. With these references in mind, it is imperative for policy makers to develop career stage-based wellbeing policies. This not only provides a more personalized and contextual approach to teacher well-being, but also promotes the sustainability of the teaching profession as a whole.

4.2 Discussion

This study aims to explore in depth the perceptions of public elementary school teachers in Depok City regarding their well-being, as well as how strategies, challenges, and opportunities are formed in an effort to realize more prosperous working conditions for teachers. In the context of the Indonesian education system which is full of administrative complexity, gaps in employment status, and limited facilities, a comprehensive understanding of teacher well-being is crucial. This is not only important in formulating public policies that favor teachers, but also as an initial step to develop a sustainable and equitable education system.

The discussion in this chapter adopts a theoretical approach from the OECD Teacher Well-being Framework (2021) and the Socio-Ecological Model of Teacher Well-being (Roffey, 2012; McCallum & Price, 2016), to analyze and explain the phenomenon of teacher well-being from various levels, starting from the individual, social, school organization, to public policy levels. Through these two frameworks, teacher well-being is understood not only as a personal psychological condition, but as the result of a complex interaction between personal, relational, structural, and policy factors.

Furthermore, this analysis also considers the local social and cultural context, and refers to international literature that highlights the psychosocial, motivational, and structural dimensions of teacher well-being. By combining contextual and theoretical approaches, this discussion is expected to contribute to academic discourse and policy formulation that is more inclusive of the real needs and experiences of teachers.

4.2.1 Intrapersonal Dimension: Meaning, Motivation, and Emotional Satisfaction (Teacher Well-being as a Calling and Inner Fulfillment)

One of the strongest findings in this study is that public elementary school teachers in Depok tend to understand their well-being not from a purely financial or instrumental

perspective, but as a form of existential and spiritual fulfillment. The teaching profession is understood as a “calling of the heart” that provides meaning in life, social identity, and psychological satisfaction, as reflected in the narratives of Mrs. Tania, Mr. Karno, and Mr. Budi.

Mrs. Tania's statement that “teaching is a calling of the heart” reflects the belief that a teacher's existence goes beyond the function of academic teaching. In the Socio-Ecological Model of Teacher Well-being, this is included in the individual/personal layer, namely the perception of the meaning of work (work meaning) which is rooted in spiritual values, culture, and life experiences. Teachers do not only teach as a job, but as part of their existence in society.

The OECD (2021) emphasizes that meaning and purpose are one of the foundations of teacher well-being, as they contribute to long-term emotional stability and motivation. The findings of this study show that teachers who feel their work is meaningful show a higher capacity for resilience to stress, such as low income or administrative burdens. This is in line with the findings of Day & Gu (2010) who emphasized that teachers with moral purpose tend to have a stronger sense of agency and stay longer in their profession, even in less than ideal working conditions.

When Mr. Budi calls himself an “education servant”, he is not showing humility, but rather a noble understanding that his profession is a medium for serving society spiritually. This shows that teacher welfare cannot be seen through economic parameters alone, but through the dimensions of values and meanings that are internalized in professional identity. Research by Klassen et al. (2012) found that intrinsic motivation and altruistic values are strong predictors of teacher well-being and sustainable work motivation.

In the Indonesian context, where structural and financial incentives for teachers are often inadequate, the meaning of the profession as a calling becomes the main psychological mechanism for survival. However, this also carries the risk of “normalizing suffering”, where teachers continue to work with high commitment without adequate protection of rights and welfare. Therefore, this spiritual meaning needs to be accompanied by equal recognition and structural support.

The finding also show that teachers who have a strong perception of the meaning of the profession tend to show a higher level of optimism and resilience to work pressure. In the Indonesian context, where facilities and incentives are not evenly distributed, a sense of calling becomes a crucial psychological capital to maintain the spirit of teaching. However, this idealism cannot be continuously used as the main support without being balanced by adequate structural support. In the long term, the balance between intrinsic

motivation and external incentives needs to be maintained so that teachers continue to have the energy to work sustainably. In conclusion, this confirms that intrapersonal aspects—especially meaning, motivation, and spiritual calling—are the psychological foundation of teacher well-being. However, this strength must be balanced with systemic support so that idealism does not lead to vulnerability.

4.2.2 Relational Dimension : Social Support and Recognition (Social Support and School Environment as a Buffer for Well-being)

The findings of this study emphasize the importance of the school social environment as one of the foundations of teacher well-being. Teachers such as Ms. Yana and Mrs. Ani explicitly stated that warm working relationships, support from the principal, and closeness to students and parents are key elements that make them feel valued, motivated, and remain in the teaching profession.

In the context of the Socio-Ecological Model of Well-being, these social relations are at the mesosystem level, namely interpersonal relations in the work environment. These relations form an informal support system that can significantly reduce work stress, increase engagement, and strengthen the professional identity of teachers. Roffey (2012) explains that a sense of belonging and emotional connection with the work community are protective factors that strengthen teachers' mental well-being.

In the OECD Teacher Well-being Framework (2021), social support from colleagues and principals is categorized as "school climate factors" that have a major influence on teachers' feelings of value and sense of professional efficacy. Teachers who feel heard, given space to develop, and respected by their colleagues tend to show higher work motivation and a lower risk of burnout.

Relationships with students also play an important role. When teachers see students developing morally, socially, and academically, as expressed by Mr. Andi, this becomes emotional feedback that strengthens the meaning of work. This supports the findings of Tadić et al. (2013) which show that positive student transformation strengthens the eudaimonic dimension of teacher well-being, namely the feeling that their professional life is valuable and makes a real contribution.

However, this relationship can also be a source of stress if not managed well. For example, if communication with the principal is authoritative or if parents' expectations are unrealistic. Therefore, it is important for school management to build a collaborative culture that is participatory and supportive. In addition, positive relationships in the work

environment also help teachers build a healthy professional identity. A sense of belonging to the school community creates an environment that supports teachers' social emotional learning, which in turn increases their capacity to accompany students more empathetically. In many cases, the emotional attachment between teachers and students and colleagues is a motivating factor for teachers to persist in their profession despite facing significant economic challenges. In conclusion, relational support from the school community, including colleagues, students, and parents, serves as a buffer against stress and contributes significantly to teachers' emotional and professional sustainability.

4.2.3 Structural Reality and Financial Inequality

Although many teachers find intrinsic meaning and meaningful relationships in their work, structural and financial conditions remain significant sources of stress. In this study, narratives from Ms. Tania, Ms. Yana, and other teachers indicate that non-ASN employment status, unequal incentives, and uncertainty about the continuation of benefits and certification are strong sources of dissatisfaction. In the OECD Teacher Well-being Framework (2021), this structural inequality is in the domain of “working conditions” and “policy environment”. When teachers face financial uncertainty, low salaries, and the absence of long-term job security, this will reduce the sense of stability which is an important component of psychological well-being.

The Socio-Ecological Model of Teacher Well-being categorizes this issue into the realm of the ecosystem and macrosystem—namely the influence of policies, bureaucratic systems, and social inequality that impact teachers even though they are beyond their direct control. Worth and Van den Brande (2020) stated that inequality in work status and unequal compensation have a negative impact on job satisfaction, even accelerating the intention to leave the profession.

In the Indonesian context, ASN teachers have status protection, fixed salaries, and access to functional and pension benefits. In contrast, many honorary or P3K teachers still face administrative and financing limitations that depend on regional policies. This inequality creates professional fragmentation that weakens solidarity between teachers and creates systemic injustice that repeats itself from year to year.

This structural gap also shows the unequal treatment of the teaching profession which should be recognized equally, regardless of their employment status. When honorary teachers have to undergo the same workload as ASN teachers but do not receive comparable rights and facilities, a sense of injustice arises which has the potential to reduce

loyalty and work motivation. In the long term, this inequality not only impacts teacher welfare, but also the quality of education received by students. Therefore, reform of the teacher employment system is an urgent need. In conclusion, structural and financial inequalities have a deep impact on teacher well-being. A fairer employment system and equitable financial treatment are key to ensuring long-term stability and job satisfaction.

4.2.4 Adaptive Strategies and Teacher Resilience

One of the interesting things about this finding is how teachers take the initiative to form adaptive strategies to maintain their mental health and emotional well-being. These strategies are seen in the form of personal activities (exercising, writing calligraphy, creating digital content), professional development (joining teacher communities, training), and informal interactions (cycling with colleagues). The OECD (2021) lists “individual coping strategies” as an important pillar in teacher well-being, which shows that individual agency plays an important role in dealing with system pressures. In the Socio-Ecological Model, this strategy is in the microsystem realm, namely the interaction between individual factors and their immediate environment.

This finding is supported by a study by Jennings and Greenberg (2009) which showed that teachers who have good emotional regulation and coping skills are better able to survive in the profession, show high performance, and avoid emotional exhaustion. However, not all teachers have access or time to develop these strategies, especially those who are burdened by a double burden (teaching and administrative). This suggests that even though teachers have agency, their resilience is heavily influenced by the structural support and organizational culture of the school. Therefore, adaptive strategies should be seen as part of a collective responsibility, not just a personal effort.

It is important to note that the adaptive strategies implemented by teachers reflect the existence of professional autonomy that grows amidst limitations. Although most of these strategies are individual, the patterns that are formed reflect collective potential if further facilitated. For example, the practice of building interest-based communities or self-help training shows that teachers are able to become agents of innovation when given space and recognition. Therefore, education policy should not only focus on providing instruction, but also support an ecosystem that allows for the emergence of teacher initiatives organically. To sum up, adaptive strategies highlight the resilience and agency of teachers, but must be supported by an enabling environment to ensure sustainability and systemic impact.

4.2.5 Opportunities and Challenges of Well-being Strategies

Teachers in this study reported that various well-being strategies carried out by schools, communities, and governments often encounter obstacles in implementation. Some of the main challenges include budget constraints, low teacher participation in planning, and uneven implementation in the field. For example, training programs are often considered inappropriate to real needs in the classroom. However, they also identified significant opportunities, especially through informal support between teachers, non-academic programs (extracurricular activities, outing classes), and personal initiatives facilitated by technology.

In the OECD Framework, this shows the important role of synergy between “school-level practices” and “policy-level innovation”. McCallum and Price (2016) emphasize that a combination of top-down (responsive policies) and bottom-up (teacher initiatives) strategies will produce a sustainable and contextual teacher welfare system. This means that teacher participation in designing strategies is crucial for the effectiveness of their implementation.

In addition to community-based and technology-based opportunities, the study also shows that there is great potential in expanding collaboration across schools and stakeholders. For example, involving businesses, training institutions, or universities can enrich the form of teacher welfare strategies in a more varied and sustainable way. However, in order for these opportunities to be optimally utilized, a transparent information system, an inclusive funding mechanism, and openness in responding to the aspirations of teachers from various backgrounds are needed. Without this, the strategies designed will have difficulty reaching the groups of teachers who need them most. To sum up, the success of well-being strategies lies in aligning top-down policies with bottom-up initiatives. Inclusive collaboration and responsive design are critical to creating strategies that are impactful and equitable for all teachers.

4.2.6 Differences in Perceptions between Beginning and Experienced Teachers

The results of this study confirm that teacher well-being cannot be understood uniformly. Early-career teachers and mid-to-late-career teachers have different perceptions, challenges, and access to opportunities. These differences are influenced by employment status, age, financial stability, and work experience that shape their orientation towards the profession. These findings strengthen the OECD's Teacher Well-being

Framework (2021), which states that teacher well-being is formed from the interaction of personal, professional, and work environment factors that change according to career phase.

Differences in Perception of Well-Being: Between Idealism and the Meaning of the Profession

Beginner teachers such as Ani and Faldo demonstrate high idealism regarding the teaching profession as a space for self-actualization and social achievement. However, this idealism quickly clashes with the reality of uncertain employment status and minimal income. This is in accordance with the concept of idealism–realism tension (Day & Gu, 2009), where young teachers experience dissonance between professional expectations and inadequate working conditions. For example, Ani said, “I have been teaching for two years, but I can’t enter the P3K system because the calculation is one month different,” indicating pressure from a rigid administrative system.

In contrast, experienced teachers such as Mr. Budi and Mrs. Maria demonstrate a more reflective and spiritual meaning of the profession. They no longer depend on formal recognition for their well-being, but rather on social meaning and spiritual relationships with students. “I am a servant of education,” said Mr. Budi, emphasizing a professional identity based on devotion. This finding is in line with Gu & Day (2013), who stated that senior teachers maintain professional commitment through perceptions of meaning, interpersonal relationships, and dedicated values.

Different Challenges: Financial Pressure vs. Institutional Pressure

Beginning teachers face the most severe challenges in the form of economic instability and status. Lack of incentives, lack of certification, and unclear career paths cause psychological stress that interferes with performance. As admitted by Mr. Andi, "Even when teaching, I sometimes still think about the kitchen at home," showing the connection between economic conditions and teaching quality. The OECD (2021) through the TALIS survey also revealed that job uncertainty is a major factor in reducing the motivation of beginning teachers.

Meanwhile, experienced teachers face more systemic challenges, such as excessive administrative burdens, institutional responsibilities, and high social expectations. Mr. Budi's experience when facing accusations of extortion in the PPDB process illustrates the emotional burden faced by senior teachers when a crisis occurs without structural support. This is in line with research by Skaalvik & Skaalvik (2017), which states that emotional exhaustion and loss of professional autonomy are the main challenges for senior teachers, especially when they occupy positions of structural responsibility.

This difference indicates that a one-way approach to supporting teacher welfare is inadequate. Novice teachers need certainty and guidance, while senior teachers need managerial protection and space for professional autonomy.

Access to Opportunities: Novice Teacher Initiatives and Senior Teacher Structural Advantages

In terms of opportunities, novice teachers tend to create their own space for growth, through non-formal channels such as creating educational content, private tutoring, or interest communities. Mrs. Tania, for example, uses TikTok to build an identity as a creative teacher and open up additional income channels. This strategy reflects Kelchtermans' (2005) findings that young teacher resilience is formed through personal initiative and informal learning.

In contrast, senior teachers such as Mr. Karno and Mrs. Maria have structural advantages in the form of social networks, formal positions in organizations such as PGRI, and access to training. However, these findings also warn that this access can be passive if not accompanied by innovation. As Mr. Karno said, "If teachers are not active, they are not visible," which shows that proactivity remains an important factor at all stages of a career. Hargreaves & Fullan (2012) stated that professional stagnation in senior teachers can occur if there are no new, relevant challenges and reflective opportunities to share good practices. Thus, although their starting points are different—novice teachers from urgent needs, senior teachers from role awareness—both need systems that encourage active participation.

4.2.7 Global Perspectives on Teacher Well-being: Financial Focus in Indonesia vs Psychosocial Focus in Other Regions

Differences in perceptions of teacher well-being in Indonesia also need to be seen in a global context. In Indonesia, the narrative of teacher well-being is still very much centered on financial aspects and employment status. This can be seen from the dominance of issues of certification, professional allowances, and ASN or P3K status in conversations about teacher well-being, both in interviews in this study and in national policies. Most teachers, especially those in the early stages of their careers, place economic stability as the main component of well-being, as conveyed by Mrs. Ani and Mr. Andi who felt that their well-being was disturbed by the unclear status and income.

In contrast, in many developed countries such as Finland, Canada, or Australia, teacher well-being is viewed more as a comprehensive condition that includes psychological, social, and professional dimensions. A study by Acton & Glasgow (2015) shows that in Australia, for example, the main issues in teacher well-being are emotional labor, stress due to workload, and lack of emotional and reflective support. Something similar happens in Scandinavian countries, where the main focus is on work-life balance, professional autonomy, and school community support for teacher mental health (OECD, 2021).

This shows that the approach to teacher wellbeing is highly contextual, influenced by the level of development of the education system, social security, and the status of the teaching profession in society. In countries with a more established social system, teachers are no longer burdened by economic uncertainty, so that the dimensions of wellbeing can develop towards fulfilling psychosocial needs, such as self-actualization, professional recognition, and healthy relationships within the school community. Meanwhile, in Indonesia, teacher wellbeing is still trapped in basic needs and job security, reflecting the context of a developing country that has not fully made the teaching profession a protected and structurally valued career.

This difference shows that in order to develop teacher wellbeing holistically, Indonesia needs to move from an incentive-based approach alone to an approach that also integrates aspects of emotional balance, self-development, and healthy work relationships. Strengthening psychosocial wellbeing will be very relevant, especially for senior teachers who have gone through the financial crisis phase, as well as for young teachers who need emotional resilience in dealing with early career pressures. Thus, the direction of future policy will not only answer the question "how much is the teacher allowance?", but also "how to support teachers to remain mentally and professionally healthy?"

In conclusion, this discussion shows that teacher well-being is not a single entity, but rather a spectrum of experiences influenced by age, status and professional journey. This study confirms that developing differentiated and career-responsive teacher well-being strategies is crucial. Without a tailored approach, education systems risk failing to retain young teachers and undervaluing the potential of senior teachers.

CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the concluding reflections drawn from the research, offering a synthesis of the main findings and their implications. It begins with a summary of the key results, organized according to the research questions, followed by the overall conclusions that can be derived from the study. The chapter then discusses practical recommendations for stakeholders, particularly in educational policy and school-level practice, aimed at improving the well-being of primary school teachers in Depok. Lastly, suggestions for future research are provided to guide further exploration on this topic.

5.1 Summary of Findings

This study examined the well-being of public primary school teachers in Depok by exploring how they perceive their well-being, the strategies they employ to maintain it, the challenges they face, the opportunities available to them, and the policy changes they consider necessary. Findings were derived from in-depth interviews with eight teachers of varying career stages and were enriched by observational data collected during school visits.

Teachers' perceptions of well-being are multidimensional, encompassing emotional, spiritual, social, and material elements. Many participants described their profession as a calling—an expression of inner satisfaction and moral purpose that goes beyond financial compensation. This sense of fulfillment is further deepened by the joy of witnessing students' growth and transformation. Teachers often derive a strong sense of pride and happiness from their role in shaping students' characters and futures. Additionally, the presence of social and environmental support—such as collegial relationships, encouragement from school leadership, and parental appreciation—contributes significantly to their psychological resilience and work satisfaction. Emotional appreciation, such as compliments from students or recognition within the community, is valued as much as, if not more than, formal incentives. Although financial challenges are universally acknowledged, well-being is not solely equated with income; Rather, it is often anchored in the meaningful and relational aspects of the profession.

The study also revealed several opportunities that schools and teachers utilize to support well-being. Schools offer some flexibility for teachers to hold extra lessons or engage in professional activities outside their main duties, which serve as avenues for

financial enhancement. Observational data confirmed the presence of after-school tutoring sessions and enrichment classes led by teachers to supplement income. Teachers also take personal initiative to manage their well-being through recreational activities, creative pursuits, and entrepreneurial efforts.

Despite these efforts, several challenges remain. Teachers, particularly those on honorary contracts, face structural limitations in income and job security. Budget constraints have reduced the frequency of extracurricular programs, limiting opportunities for additional income and professional expression. Emotional strain and the risk of burnout were also evident, particularly among early-career teachers who juggle multiple roles with limited institutional support. The study also identified distinctions in well-being perception based on career stage. Early-career teachers are more likely to express financial stress and seek emotional recognition, while mid-to-late-career teachers tend to focus more on inner satisfaction and demonstrate greater resilience. These differences underscore the importance of designing support strategies that consider the teacher's career stage and personal circumstances. Finally, the school environment plays a crucial role. The selected school was identified for its high safety climate rating, and observations confirmed that it fosters a collegial and supportive atmosphere. This positive culture contributes meaningfully to the well-being of its teachers, reinforcing the notion that institutional climate is central to sustaining professional morale and emotional well-being. Teachers also emphasized the need for improved policy support, particularly in ensuring equitable welfare and recognition for all educators, regardless of employment status.

5.2 Conclusion

This study has explored the complex and multidimensional nature of teacher well-being among public primary school teachers in Depok, Indonesia. Using a qualitative case study approach, the research investigated how teachers perceive their well-being, what strategies they use to sustain it, the challenges they face, the opportunities that exist, and the policy changes they consider necessary to improve their quality of life. The findings reveal that teacher well-being is shaped not only by financial aspects but also by a range of intrinsic, emotional, relational, and institutional factors.

Teachers perceive well-being as deeply rooted in the moral and spiritual meaning of their profession. For many, teaching is not just a job, but a calling—an act of service that brings inner satisfaction and emotional fulfillment, particularly through the impact they make on students' lives. Teachers derive happiness from student progress, character

transformation, and recognition—both from within the school community and the broader society. These non-material dimensions of well-being appear to be critical, especially when financial resources are limited or inconsistent.

In terms of support, teachers benefit from collegiality, school culture, and a positive social environment. Social bonds with peers, appreciation from parents, and emotional support from the community play a key role in sustaining teachers' motivation and psychological resilience. Opportunities for financial improvement, such as extra lessons, extracurricular involvement, and non-formal professional activities, also help mitigate economic stress. However, these opportunities remain heavily reliant on local policy contexts and individual initiatives, highlighting the informal and uneven nature of such support systems.

At the same time, the study uncovered significant challenges. Teachers—especially those in early stages of their careers and with non-civil servant status—face structural inequalities in income, limited professional growth, and the risk of burnout. The inconsistency in support mechanisms, budget cuts, and limited formal recognition for emotional labor exacerbates their vulnerability. Moreover, the difference in coping strategies and well-being perceptions between early-career and mid-to-late-career teachers emphasizes the need for differentiated support tailored to career stage and personal context.

This study concludes that teacher well-being cannot be addressed solely through salary increases or performance-based incentives. It requires a more holistic and systemic approach that acknowledges teachers' emotional and relational needs, supports their professional identity, and empowers them as active agents in managing their own well-being. Policies that recognize and invest in the psychosocial aspects of teaching, improve job security, and foster supportive school environments are essential to ensure that teacher well-being becomes a sustained and institutionalized priority in educational development.

5.2. Recommendation

Based on the findings and implications of this study, there are a number of strategic suggestions aimed at various stakeholders in the education system to strengthen teacher well-being in a sustainable manner. First, for schools and principals, it is important to develop structured teacher support programs, including the provision of reflection spaces, mentoring between teachers, and emotional counseling services that can be accessed regularly. Schools are also advised to provide more space for teachers to design and run creative projects outside of core teaching, such as extracurricular programs, community service, or the development of innovative learning media. In addition, it is important to

ensure that the division of tasks is carried out transparently and fairly, regardless of employment status, and encourage collaboration between schools through cross-institutional training to reduce professional isolation among teachers.

For teachers, it is recommended that they actively build personal well-being strategies by integrating physical, emotional, and professional development activities in a balanced manner. Teachers can utilize professional communities such as PGRI and informal networks to strengthen social support, exchange experiences, and fight for common interests. In addition, teachers also need to take advantage of various online and offline training opportunities that are available for free or subsidized, and document their contributions outside of formal teaching as part of a professional portfolio that can support career development.

For local and central governments, the main suggestion is to conduct a comprehensive reform of the teacher recruitment and career system, especially for non-ASN teachers. The PPPK selection process needs to be designed to be more transparent, fair, and responsive to the diversity of teacher contexts in the field. In addition, professional development policies must be carried out regularly and comprehensively, not only focusing on ASN teachers, but also reaching honorary teachers and APBD-based teachers. The government is also expected to provide special funding for welfare programs in schools, including for recreational activities, strengthening teacher communities, and providing work-life balance services. Furthermore, policies should be formulated in a participatory manner by involving teacher voices in policy consultation forums, so that the regulations that are born can reflect the actual needs and realities of work.

Finally, for future researchers, it is recommended to conduct longitudinal studies that explore the dynamics of teacher well-being over time, especially in relation to changes in education policy. In addition, future studies are encouraged to involve students as research participants to capture how teacher well-being is perceived from the learners' perspective. This can help validate whether the efforts to support teacher well-being are truly reflected in the school environment and affect student experiences.

Future studies should also consider engaging stakeholders such as officials from local education offices or policymakers to enrich the analysis. By involving education authorities, future research can provide a more comprehensive picture of the challenges and opportunities from a policy perspective, and contribute to a better understanding of how government programs and regulations currently support or hinder teacher well-being. By expanding the scope of research in terms of participants and perspectives, it is hoped

that more contextual, inclusive, and sustainable strategies for improving teacher well-being in Indonesia can be developed.

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APPENDICES

Appendix 1: Research Protocol and Consent Form (English Version)

Introduction

I am a master student at Universitas Islam Internasional Indonesia, currently writing my final thesis project. My research title is “Exploring Teachers’ Well-Being in a Public Primary School Located in Depok: Perceptions, Opportunities, and Challenges”. In general, the research aims to explore how policies/efforts/support at the school level improve teacher wellbeing. ‘Well-being’ term here can be a state where someone feels happy, satisfied, and physically and mentally healthy, with a good quality of life. So the ‘well-being’ in this research is not limited to the material that provide to teacher, but also other support such as social support, mental support, and other support that describes how someone lives a good life. In this reseach, I plan to carry out interviews with 8 teachers (4 early career teachers and 4 mid-to-late career teachers) as part of my master thesis.

What is the purpose of the research?

Teacher are one of the most vulnerable occupational groups to work based psychological illness. In the long term, this has been shown to be strongly related to job dissastisfaction, burnout, and staff turnover. I will use semi-structured interviews to explore the lived experience of a small group of teachers in order to find out about their wellbeing and how school support their wellbeing.

My research questions are :

1. How do primary school teachers perceive their well-being?
2. How are current efforts supporting the well-being of primary school teachers in Depok?
3. How can key opportunities be leveraged to improve the effectiveness of existing well-being support strategies for primary school teachers in Depok?
4. How do key challenges affect strategies for primary school teachers in Depok?
5. How can policy changes at the district or national level empower primary school teachers in Depok to enhance their own well-being?

It is hoped that this study will contribute to a body of research that intends to promote positive change within the teacher pfeession. I hope you feel you will be able to support this. I will go through the information sheet and consent form when we meet.

What will this involve?

The research will involve a single semi-structured interview with the researcher, which will last for approximately 1 hour.

What happens to my information?

All information will remain entirely confidential. Once data has been collected, it will be stored on a password protected computer to ensure confidentiality. Only myself and my research supervisors will have access to the data. Any personal identifiers will be removed and the audio recording securely destroyed once the data has been transcribed and the report has been written.

Thank you for reading this information.

Please feel free to contact me if you have any further questions. My email address is debby.zalina@uiii.ac.id and you can also reach me in +62812-7753-806 (Whatsapp).

Consent Form

- Have you read and understood the information pack provided? (please circle where applicable)
YES/NO
- Have you had an opportunity to ask questions and been given satisfactory responses?
YES/NO
- Are you aware that at any time, up until the formal report is completed, you can withdraw from this study?
YES/NO
- Do you give your permission for the interview to be recorded (audio recording only) and be transcribed for the purpose of this study?
YES/NO
- Are you happy to take part in this study and give your informed consent?
YES/NO

Name:

Signature:

Date:

Appendix 2 : Research Protocol and Consent Form (Bahasa Indonesia Version)

Pendahuluan

Saya adalah mahasiswa magister di Universitas Islam Internasional Indonesia, dan saat ini sedang menulis tesis akhir. Judul penelitian saya adalah "Mengeksplorasi Kesejahteraan Guru di Sekolah Dasar Negeri di Depok: Persepsi, Peluang, dan Tantangan" ". Secara umum, penelitian ini bertujuan untuk mengeksplorasi bagaimana upaya/dukungan/kebijakan di tingkat sekolah dalam meningkatkan kesejahteraan guru. Istilah 'kesejahteraan' di sini dapat diartikan sebagai keadaan dimana seseorang merasa bahagia, puas, sehat jasmani dan rohani, dengan kualitas hidup yang baik. Jadi, 'kesejahteraan' dalam penelitian ini tidak terbatas pada materi yang diberikan kepada guru, tetapi juga dukungan lain seperti dukungan sosial, dukungan mental, dan dukungan lain yang menggambarkan bagaimana seseorang menjalani kehidupan yang baik. Dalam penelitian ini, saya berencana untuk melakukan wawancara dengan 8 guru (4 guru awal karier dan 4 guru pertengahan hingga akhir karier) sebagai bagian dari tesis magister saya.

Apa tujuan penelitian ini?

Guru merupakan salah satu kelompok profesi yang paling rentan terhadap gangguan psikologis akibat pekerjaan. Dalam jangka panjang, hal ini terbukti sangat berkaitan dengan ketidakpuasan kerja, kelelahan kerja, dan pergantian staf. Saya akan menggunakan wawancara semi-terstruktur untuk mengeksplorasi pengalaman hidup sekelompok kecil guru guna mengetahui kesejahteraan mereka dan bagaimana sekolah mendukung kesejahteraan mereka.

Pertanyaan penelitian saya adalah:

1. Bagaimana guru sekolah dasar memandang kesejahteraan mereka?
2. Bagaimana upaya yang ada saat ini dalam mendukung kesejahteraan guru sekolah dasar di Depok?
3. Bagaimana peluang yang dapat dilakukan untuk meningkatkan kesejahteraan guru sekolah dasar di Depok?
4. Bagaimana tantangan dalam meningkatkan kesejahteraan guru sekolah dasar di Depok?
5. Bagaimana perbedaan persepsi, tantangan, dan peluang guru sekolah dasar di awal karier dan di pertengahan hingga akhir karier terhadap kesejahteraan mereka sendiri?

Diharapkan penelitian ini akan berkontribusi pada serangkaian penelitian yang bertujuan untuk mendorong perubahan positif dalam profesi guru. Saya berharap anda dapat menjadi bagian dalam penelitian ini.

Apa saja yang akan dilakukan?

Penelitian ini akan melibatkan satu wawancara semi-terstruktur dengan peneliti, yang akan berlangsung selama kurang lebih 1 jam.

Apa yang terjadi dengan informasi partisipan?

Semua informasi akan tetap sepenuhnya rahasia. Setelah data dikumpulkan, data tersebut akan disimpan di komputer yang dilindungi kata sandi untuk memastikan kerahasiaan. Hanya saya dan pembimbing penelitian saya yang akan memiliki akses ke data tersebut. Semua identitas pribadi akan dihapus dan rekaman audio akan dimusnahkan secara aman setelah data ditranskripsi dan laporan ditulis.

Terima kasih telah membaca informasi ini.

Jangan ragu untuk menghubungi saya jika Anda memiliki pertanyaan lebih lanjut. Anda dapat menghubungi saya melalui email berikut debby.zalina@uiii.ac.id dan nomor berikut +62812-7753-806 (WhatsApp).

Formulir Persetujuan

- Sudahkah Anda membaca dan memahami paket informasi yang diberikan? (silakan dilingkari)

YA/TIDAK

- Sudahkah Anda diberi kesempatan untuk bertanya dan mendapatkan jawaban yang memuaskan?

YA/TIDAK

- Apakah Anda mengetahui bahwa sewaktu-waktu, hingga laporan resmi selesai, Anda dapat mengundurkan diri dari penelitian ini?

YA/TIDAK

- Apakah Anda memberikan izin untuk merekam wawancara (hanya rekaman audio) dan mentranskripsinya untuk keperluan penelitian ini?

YA/TIDAK

- Apakah Anda bersedia berpartisipasi dalam penelitian ini dan memberikan persetujuan Anda?

YA/TIDAK

Nama:

Tanda tangan:

Tanggal:

Appendix 3: Interview Sheet for Teacher (English Version)

The process of developing these interview instrument involved three steps. Firstly, I consider the research questions. Secondly, I identify the pattern from samples of interview questions from various research papers with similar topics. Thirdly, I formulate new questions based on the focus of this project. The mind map of interview questions is provided following the interview sheet.

Interview Sheet for Teacher (English Version)

Participant's Data

Name :

Email :

No HP :

Age :

Gender:

Education :

Name of School :

Position :

Teaching Level :

Teacher Experience (year) :

Number of Children :

Interview Questions (English)

1. What does the term 'wellbeing' mean to you?
2. How would you perceive your own well-being as teacher?
3. In your opinion, how important is a teacher's wellbeing in schools and what impact does it have on schools?
4. In your opinion, what kind of conditions cause teachers to become stressed & burnt out and motivated to leave their jobs?
5. In your opinion, is there an influence of the teacher's well-being conditions on classroom practices and student well-being? Why do you think supporting teacher well-being in school is important? What is the impact on schools?
6. What do you think your work environment has an impact on your wellbeing as teacher?
7. How does your school currently effort to support the wellbeing of teachers?

8. Can you describe what efforts makes you feel supported in your school?
9. Is there anything else that supports the wellbeing of teachers? (please consider personal characteristics & things both inside and outside of the school environment)
10. Do you feel that this support is sufficient?
11. What do you think are the current efforts that need to be improved/opportunities for other strategies that can improve teacher well-being in school?
12. What do you think are the challenges that schools currently face in improving teacher well-being in schools?
13. What do you think about the currently a well-being policy for teachers in your school? Can you explain more about it?
14. What do you think about policy changes are needed at the district or national level to enhance teacher well-being in school?

Appendix 4: Interview Sheet for Teacher (Bahasa Indonesia Version)

Data Partisipan

Nama :

Email :

No HP :

Umur :

Jenis Kelamin :

Pendidikan:

Nama Sekolah :

Posisi :

Level Mengajar :

Lama Mengajar (tahun) :

Jumlah murid :

Pertanyaan Wawancara

1. Apa arti istilah 'kesejahteraan' bagi Anda?
2. Bagaimana Anda memandang kesejahteraan Anda sendiri sebagai guru?
3. Menurut Anda, seberapa pentingkah kesejahteraan guru di sekolah dan apa dampaknya terhadap sekolah?
4. Menurut Anda, kondisi seperti apa yang menyebabkan guru menjadi stres & kelelahan, sehingga termotivasi untuk meninggalkan pekerjaannya?
5. Menurut Anda, apakah kondisi kesejahteraan guru berpengaruh terhadap praktik di kelas dan kesejahteraan siswa? Mengapa menurut Anda mendukung kesejahteraan guru di sekolah itu penting? Apa dampaknya terhadap sekolah?
6. Menurut Anda, apa pengaruh lingkungan kerja Anda terhadap kesejahteraan Anda sebagai guru?
7. Bagaimana upaya yang dilakukan sekolah Anda saat ini dalam mendukung kesejahteraan guru?
8. Bisakah Anda menjelaskan upaya apa yang membuat kesejahteraan Anda didukung di sekolah ?
9. Adakah hal lain yang mendukung kesejahteraan Anda sebagai guru? (harap pertimbangkan karakteristik pribadi & hal-hal di dalam dan di luar lingkungan sekolah)

10. Apakah Anda merasa dukungan ini memadai?
11. Menurut Anda, apa saja upaya saat ini yang perlu ditingkatkan/peluang untuk strategi lain yang dapat meningkatkan kesejahteraan guru di sekolah?
12. Menurut Anda, apa saja tantangan yang dihadapi sekolah saat ini dalam meningkatkan kesejahteraan guru?
13. Apa pendapat Anda tentang kebijakan kesejahteraan guru di sekolah Anda saat ini? Bisakah Anda menjelaskan lebih lanjut?
14. Menurut Anda, apa saja perubahan kebijakan yang diperlukan di tingkat kota atau nasional untuk meningkatkan kesejahteraan guru di sekolah?

Appendix 5: Mind Map of Teacher’s Interview Questions

Topic	Objective	Questions	Adapted From	Note
Perception	Exploring the perception of school leaders about teacher well-being	Defining Wellbeing	Birchall, Ashley; (2021) Working on Wellbeing: An exploration of the factors that support teacher wellbeing, and the potential role for	
				How do you as school leader perceive teacher primay school teacher well-being?
Strategies in supporting TWB	What specific strategies are currently in place to support the well-being of primary school teachers in Depok?	Support TWB	Educational Psychologists. Doctoral thesis (D.Ed.Psy), UCL (University College London).	
		In your role as School Principal/Vice Principal, do you currently do anything to support the wellbeing of teachers? - Yes/No/Don't Know Please detail the support you currently offer. Please detail your reasons for this.		
Currently Strategis to Support Teacher Well-being	Exploring currently strategies in school to support teacher well-being		Haber, J. (2020). A whole school approach to wellbeing in secondary schools: The perceptions of the senior leadership team. [Doctoral thesis, University of Malta].	

Opportunities	Exploring key opportunities for improving the effectiveness of existing well-being support strategies in school		<p>How are staff supported in relation to their own health and wellbeing?</p> <p>Do you find any opportunities to enhance teacher well-being strategies?</p> <p>From your observation and experiences as leader, what are the key opportunities for improving the effectiveness of existing well-being support strategies for public primary school teachers in Depok?</p>	<p>Inter-agency Network for Education in Emergencies (2021). <i>Teacher wellbeing in emergency settings: Findings from a resource mapping and gap analysis</i>.</p> <p>Small, D. (2016). <i>An exploration of teacher wellbeing</i>. [Doctoral Dissertation, Newcastle University]</p>	
Challenges	Exploring key challenges faced in improving the effectiveness of existing well-being support strategies in school		<p>Do you find any constraints or challenge in enhancing teacher well-being strategies?</p> <p>From your observation and experiences as leader, what are the key challenges faced in improving the effectiveness of existing well-being</p>		

			support strategies for public primary school teachers in Depok?		
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Appendix 6: Observation Template (English Version)

Name:

Date :

No.	Aspects	Checklist (v)	Note
Cognitive Dimension			
1.	Teachers appear to have the capacity to concentrate on their work.		Observations were made during class visits.
2.	Teachers appear to have self-efficacy in performing: a. Classroom management b. Giving instructions c. Building student engagement		
Subjective Dimension			
3.	Teachers appear to have job satisfaction related to a. Their current profession a. b. Their current working conditions		Observations were made during the interview.
4.	Teachers appear to have satisfaction with their lives overall.		
5.	Teachers often reflect positive feelings in their daily school life (e.g. starting activities at school, being interested in daily activities at school, etc.)		Observations were conducted during interviews & following the teacher's daily activities.
6.	Teachers appear to have a purpose in their role as teachers, for example, this can be seen from: - Knowing the direction and purpose of their work - Not taking daily activities as a teacher for granted		
Physical and Mental Dimensions			
7.	The teacher did not appear to have any psychosomatic symptoms during school activities.		Observations were made during interviews

			(direct questions) and following the teacher's daily activities.
Social Dimension			
8.	Teachers appear to have a social function in their relationships with co-workers, for example, seen from: <ul style="list-style-type: none"> - Their interactions with co-workers (do they appear to get along well/do they appear to feel comfortable with co-workers/do they appear to be left behind when with co-workers) 		Observations were made while following the teacher's daily activities.
9.	Teachers appear to have a social function in their relationship with school leaders, for example, seen from the impression the principal gives of teachers.		
10.	Teachers appear to have a social function in their relationships with students, for example seen from: <ul style="list-style-type: none"> - Teachers' interest in student activities - Teachers' sensitivity to students' conditions - Teachers enjoy the teaching process in class - Students respect teachers at school 		
11.	Teachers appear to have confidence in the school climate, as seen from: <ul style="list-style-type: none"> - Teachers can rely on school management for professional support - Principal's confidence in teachers' expertise - Teachers can rely on and trust each other 		
Dimensions of Work Environment Quality – Job Demands			
12.	In terms of workload, teachers teach in a supportive physical learning environment (seen from the classroom, teaching area, etc.)		Observations were made while following the

			teacher's daily activities.
13.	In relation to workload, teachers spend time doing work in the following categories: normal / insufficient / excessive.		Observations were made during interviews (direct questions) and following the teacher's daily activities.
14.	In relation to the workload, teachers have duties in their work with the following categories: normal / insufficient / excessive.		
15.	Teachers are able to handle the teaching process with diverse class compositions.		
16.	In terms of discipline, teachers are able to apply discipline in the teaching and learning process in the classroom followed by the attitudes shown by students.		
17.	There is an evaluation of teacher performance at school which is also followed by an improvement program specifically aimed at teachers.		
Dimensions of Work Environment Quality – Job Resources			
18.	Teachers have autonomy in the areas of tasks related to their work.		Observations were made while following the teacher's daily activities.
19.	Teachers have the opportunity to take part in training and professional opportunities.		
20.	Teachers receive feedback from external individuals, principals, work colleagues and parents regarding their duties as teachers.		
21.	Teachers receive feedback from external individuals, principals, work colleagues and parents regarding their duties as teachers and receive positive impacts from this feedback.		
22.	Teachers receive social support in carrying out their roles (social support from colleagues, the principal, and also from outside the school)		
Stress and Burnout			

23.	Teachers experience stress in carrying out their roles at school (include frequency experienced)		Observations were made while following the teacher's daily activities.
24.	Teachers know the sources of stress they experience (include the frequency of the sources of stress experienced)		
Motivation to leave a job			
25.	Teachers have expectations of how long they will teach and continue their profession as teachers (both at school and in their career path).		Observations were made while following the teacher's daily activities.
26.	Teachers have considerations about planning/not planning to leave the teaching profession along with the reasons behind their decisions.		
Classroom Process			
27.	Teacher actively support students		Observations were made while following the teacher's daily activities.
28.	Teachers actively provide feedback to students		
29.	Teachers demonstrate cooperation between teachers at school		

Note:

I developed this observation instrument to focus on the first and second research question in which they need emphasis from teachers' explanation during the interview process. First, I made a draft of some aspects to be observed. Second, I explored the samples of observation aspects from various research papers with similar topics and arranged the new one adjusted to this study.

Reference:

Viac, C., & Frase, P. (2020). Teachers' well-being: A framework for data collection and analysis. *OECD Education Working Paper, 213*.

Appendix 7: Transcription (English Version)

Good morning, sir. Let me introduce myself. I'm Debby, a master's student at the International Islamic University of Indonesia, and I'm currently writing my final thesis. The title of my research is "Exploring Teacher Well-Being in Public Elementary Schools in Depok: Perceptions, Opportunities, and Challenges." In general, this research aims to explore how school-level efforts, support, and policies improve teacher well-being. The term "well-being" here can be defined as a state in which a person feels happy, satisfied, physically and mentally healthy, with a good quality of life. Therefore, "well-being" in this research is not limited to the material provided to teachers, but also includes other forms of support such as social support, mental support, and other forms of support that reflect how someone lives a good life. In this study, your identity will be kept confidential and will only be used for research purposes.

In your opinion, how do you view your well-being as a teacher?

As teachers, our profession is actually a civil servant, and we are held to the same standards as other employees. Because regardless of our rank, salary, and the size of our rank, we will receive that. That's the main thing the government provides. Furthermore, teachers also receive certification funds for those who have graduated as professional teachers. This is paid quarterly. One month is just the basic salary. So, if it's three months, just multiply it by the three months' basic salary.

As for other welfare issues, there's a lot of support from schools too. School programs actually improve the quality of the teaching profession. By improving the quality of the teaching profession, it's hoped that teachers will develop further. With the expansion of knowledge, their welfare will also improve. So, there's a connection between improving the quality of the teaching profession and improving their welfare. For example, there are webinars, workshops, and various programs like the "Teacher Mobilization" program. These are all aimed at improving welfare.

Appendix 8: Transcription (Bahasa Indonesia Version)

Selamat pagi Pak, perkenalkan saya Debby, mahasiswa magister di Universitas Islam Internasional Indonesia, dan saat ini sedang menulis tesis akhir. Judul penelitian saya adalah "Mengeksplorasi Kesejahteraan Guru di Sekolah Dasar Negeri di Depok: Persepsi, Peluang, dan Tantangan". Secara umum, penelitian ini bertujuan untuk mengeksplorasi bagaimana upaya/dukungan/kebijakan di tingkat sekolah dalam meningkatkan kesejahteraan guru. Istilah 'kesejahteraan' di sini dapat diartikan sebagai keadaan dimana seseorang merasa bahagia, puas, sehat jasmani dan rohani, dengan kualitas hidup yang baik. Jadi, 'kesejahteraan' dalam penelitian ini tidak terbatas pada materi yang diberikan kepada guru, tetapi juga dukungan lain seperti dukungan sosial, dukungan mental, dan dukungan lain yang menggambarkan bagaimana seseorang menjalani kehidupan yang baik. Dalam penelitian ini, identitas Ibu akan dirahasiakan dan hanya digunakan untuk keperluan penelitian.

Menurut Bapak, bagaimana Bapak memandang kesejahteraan Ibu sebagai sebagai guru?

Kita sebagai guru, profesi guru ini sebetulnya kalau statusnya sudah pegawai negeri, kan sama standarnya dengan pegawai-pegawai yang lain. Karena bagaimanapun juga golongan, kemudian gaji, seberapa besar golongan kita ya akan kita dapatkan seperti itu. Itu yang memang utama yang didapatkan dari pemerintah. Selain itu guru juga kan mendapatkan dana dana sertifikasi bagi mereka yang sudah lulus sebagai guru profesional. Nah, itu diberikannya tiga bulan sekali. Satu bulannya itu gaji pokoknya saja. Jadi kalau tiga bulan itu ya dikalikan saja dengan gaji pokoknya selama tiga bulan.

Nah, kesejahteraan yang lain, banyak ya dukungan dari sekolah juga. Kalau di program sekolah, sebetulnya ada peningkatan mutu profesi guru. Jadi dengan peningkatan mutu profesi guru, diharapkan guru lebih berkembang. Dengan berkembangnya pengetahuan. Tentu dia akan juga meningkatkan kesejahteraannya. Jadi ada hubungannya bagaimana peningkatan mutu profesi guru untuk meningkatkan kesejahteraan mereka. seperti contohnya adanya webinar-webinar, workshop, dan berbagai program seperti guru penggerak. Itu dalam rangka peningkatan kesejahteraan.

