

TEACHERS' WELL-BEING AS THE KEY TO SOLVING LEARNING PROBLEMS IN PRIMARY SCHOOLS

Dede Ginanjar ^{1a*}, Fitri Sholihah ^{2a}, Elsha Nurmaida Putri ^{3a}, Leli Halimah ^{4a}

^{1,2,3} Master of Elementary School Teacher Education, Universitas Pendidikan Indonesia, Bandung, West Java, 40625

ddedeginanjar@upi.edu

sol.fitri190610@upi.edu

elshanurmaidaputri@upi.edu

lelihalimah@upi.edu

(*) Lead Author

ddedeginanjar@upi.edu

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ABSTRACT

Teacher welfare is a key factor that affects the quality of learning and the effectiveness of classroom management in elementary schools. However, empirical studies that link teacher welfare to efforts to solve learning problems at the elementary school level are still limited. This study aims to analyze the welfare of teachers in overcoming problems at SDIT Mutiara Cendekia. This research uses a qualitative approach with a case study design. Data was collected through learning observations, in-depth interviews with teachers and principals, and documentation studies. The results showed that the low welfare of teachers influenced by administrative burden, work pressure, limited preparation time, and lack of institutional support had an impact on weak classroom management, limited variety of learning methods, and low student involvement. In contrast, teachers with better well-being show positive emotional regulation and more constructive learning interactions. These findings make a theoretical contribution by emphasizing that teacher welfare functions as a structural prerequisite for the effectiveness of learning in schools and not just individual conditions. Therefore, strengthening the welfare of teachers needs to be positioned as an institutional strategy in improving the quality of education in elementary schools.

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INTRODUCTION

Basic education is the main foundation in shaping students' academic abilities, character, and social skills. At this level, learning is not only oriented towards the achievement of cognitive competence, but also on the formation of attitudes, values, and learning habits that affect student development at the next stage of education. Therefore, the success of learning in elementary schools is largely determined by the role of teachers as key actors in managing classes, delivering materials, and building meaningful pedagogical interactions with students.

In practice, elementary school teachers often face various learning problems, such as low student involvement, difficulty in classroom management, limited variety of learning methods and media, and high administrative burdens that consume time and energy. This condition not only has an impact on the effectiveness of learning, but also has the potential to reduce the quality of teacher-student interaction and overall learning outcomes.

Field findings at SDIT Mutiara Cendekia show that learning problems are not solely caused by student characteristics or limited infrastructure, but are also closely related to teacher welfare. Teachers who experience emotional exhaustion, work pressure, and prolonged stress tend to show decreased emotional regulation, reduced creativity in designing learning, and inconsistencies in classroom management. On the other hand, teachers with a good level of well-being appear calmer, enthusiastic, adaptive to student needs, able to provide constructive feedback, and create a safe and conducive classroom atmosphere (research paper).

Conceptually, teacher well-being is a multidimensional construct that includes emotional, psychological, social, and professional aspects, such as job satisfaction, a sense of meaning in the profession, positive social relationships, and a balance between work and personal life. Systematic reviews and meta-analyses show a consistent relationship between teacher well-being and the quality of learning practices, classroom climate, student engagement, and learning outcomes (Hascher & Waber, 2021; Dreer et al., 2023; Ozturk et al., 2024). Teachers with good psychological well-being are better able to manage work demands, maintain professional engagement, and build supportive relationships with students and colleagues.

International research in the last five years confirms that high job demands, including excessive workload, time pressure, challenging student behavior, and limited organizational support, contribute significantly to the decline in teacher well-being (Viac & Fraser, 2020; Madigan & Kim, 2021; Li et al., 2022; Li et al., 2025). On the other hand, school leadership support, collaborative culture, professional autonomy, and availability of time for reflection have been shown to play a role as protective factors that strengthen teacher well-being and learning quality (Acton & Glasgow, 2015; Chen & Lee, 2022; Collie, 2023).

Although the study of teacher welfare is growing rapidly globally, contextual research in Indonesia that specifically analyzes the role of teacher welfare in addressing learning problems in elementary schools is still limited. Therefore, there is a research gap in understanding how teacher welfare functions as a key factor in solving learning problems in the context of elementary schools in Indonesia, especially in religious-based school settings such as SDIT Mutiara Cendekia. This research aims to fill these gaps through a case study approach, as well as provide theoretical contributions and practical recommendations for improving the quality of continuous learning through strengthening teacher welfare. The results of the research are expected to be an important basis for the development of school strategies that place teacher welfare as a top priority in improving the effectiveness and quality of learning as a whole.

RESEARCH METHODS

This study uses a qualitative approach with a case study design, the case study method is an in-depth expolarization of a limited system based on extensive data collection (Creswell, 2012), therefore to gain a deep understanding of how teacher welfare plays a role in solving learning problems at SDIT Mutiara Cendekia, then, the qualitative approach was chosen because the focus of this research is on experience, meaning, and subjective processes experienced by teachers in the real context of schools, as well as welfare dynamics that directly affect learning practices. . This research was conducted at SDIT Mutiara Cendekia for four months, from September to December 2025, to ensure that the data collected reflects the diverse learning situations that occur in one academic cycle. This location was chosen deliberately because initial reports and observations showed strong learning challenges and variations in teachers' experiences in dealing with the demands of their daily tasks. Research subjects were selected using the purposive sampling method, where informants were selected based on their direct involvement in teaching and their experience in dealing with the demands of well-being-related work. The main informants consist

of classroom teachers and subject teachers. The inclusion criteria include teachers who have at least one year of teaching experience at SDIT Mutiara Cendekia and are willing to participate in in-depth interviews and classroom observations.

The data collection technique is carried out using three main techniques that complement each other. First, semi-structured interviews were used to explore teachers' perceptions of their dimensions of well-being (emotional, psychological, social, and professional), work pressure, coping strategies, and their impact on learning practices. Interviews are recorded and transcribed in full for systematic analysis. Second, classroom observation is carried out to directly observe teachers' teaching practices, interactions with students, classroom management, and teacher welfare characteristics in a real context. Third, the study of school document documentation, such as learning schedules, school policies related to teacher development, activity reports, and meeting minutes, provides additional context that enriches understanding of teacher welfare dynamics and learning practices.

To ensure the validity and reliability of the data (trust), this study applied several validation strategies. The triangulation technique is used by comparing findings from interviews, observations, and documentation to get a more accurate picture of the phenomenon being studied. In addition, source triangulation is carried out by involving various informants (teachers and school principals) and time triangulation by collecting data at different times. The member-checking approach is also used by conveying initial findings to informants to ensure that the researcher's interpretation is in line with their experience. This approach is in line with methodological recommendations in qualitative research to improve the credibility and reliability of findings.

RESULTS AND DISCUSSION

1. Welfare Profile of SDIT Mutiara Cendekia Teachers

This difference in welfare level also affects the quality of teacher-student interaction in the classroom. Teachers with good well-being are able to create a positive and supportive learning environment that encourages students' active participation and significantly increases their engagement and motivation to learn. In contrast, teachers who experience prolonged stress tend to show decreased motivation to teach, which negatively impacts the overall effectiveness of the learning process in the classroom.

Example of a quote from an informant:

"When I was tired from a lot of administrative work, it was difficult to focus on teaching. But when there is support, I am more creative and calm." Grade 3 teacher, interview on October 12, 2025.

Classroom observations reinforce these findings: teachers with high well-being use more diverse methods, interact positively with students, and successfully maintain student engagement.

2. Factors Affecting Teachers' Well-Being

These factors include internal and external aspects that are interrelated in shaping the overall well-being of teachers. Internal aspects include intrinsic motivation, job satisfaction, and teachers' ability to manage stress and emotions while carrying out teaching tasks. Meanwhile, the external aspect is related to workload, support from school leaders and colleagues, and the availability of adequate facilities and infrastructure to support the implementation of learning.

Table. Comparison of Teacher Learning Aspects Based on Welfare Level

Aspects of Learning	Teachers with High Welfare	Teachers with Low Welfare	Quotes
Classroom management	Clear discipline, conducive atmosphere.	Difficulty managing student behavior	"When I feel well rested, I am more patient with

			students who have trouble concentrating." (Grade 6 Teacher)
Pedagogical creativity	Wide range of interactive methods and media	Repeating the old method	"I make a fun learning game when the energy level is high." (Grade 3 Teacher)
Student engagement	High active participation	Low, passive	"Students are more active when teachers seem enthusiastic about teaching." (Observation on October 14, 2025)
Teacher-pupil interaction	Be positive, supportive, and provide constructive feedback.	Less interactive, minimal feedback.	"I can listen to the needs of students and give clear instructions." (Grade 2 Teacher)

Source: Research data, 2025

3. The Impact of Teacher Welfare on Learning Issues

Teacher well-being has a significant impact on the quality of learning planning, implementation of teaching strategies, and the ability to conduct reflective and continuous learning evaluations. Teachers with high levels of well-being tend to be more adaptive in choosing learning methods and media, are able to adapt their approach to the needs of students, and consistently create a conducive learning environment. On the other hand, low teacher welfare can lead to a decrease in the intensity of pedagogical interaction, limited variation in learning methods, and decreased effectiveness in achieving learning goals.

This condition shows that the welfare of teachers is an important prerequisite for realizing a meaningful and student-oriented learning process. Teachers who are psychologically and professionally well-off are better able to innovate in learning and build positive, empathetic relationships with students. Therefore, efforts to improve teacher welfare need to be a strategic concern for schools and education stakeholders to support the continuous improvement of the quality of learning.

In addition, teacher welfare also plays a role in maintaining long-term motivation and commitment to the profession, thereby significantly reducing the risk of fatigue or energy exhaustion that can interfere with performance, effectiveness, and overall learning quality in the long term. Systemic support from schools, such as regular training, fair rewards, open communication, team collaboration, professional guidance, and a healthy, safe, and conducive work environment, are key factors in strengthening teachers' well-being comprehensively and optimally.

4. Strategies to Strengthen Teacher Well-Being

Strategies to strengthen teacher welfare can be implemented through various mutually supportive approaches. First, reducing the administrative burden is an important step, for example by providing administrative staff to assist with non-pedagogical tasks so that teachers can focus more on the learning process. Second, regular professional training and development, such as workshops on emotion regulation, stress management, and creative teaching methods, can improve teachers' competence and psychological well-being. Third, social support and collaboration between teachers are also key factors, which can be realized through mentorship, group discussions, and a culture of

sharing best practices in the school environment. Finally, professional autonomy needs to be given so that teachers have the flexibility to design learning methods, adapt strategies to the needs of students, and feel more responsible and valued in carrying out their duties. By implementing these strategies in an integrated manner, teachers' welfare can be strengthened, so that it has a positive impact on the quality of learning and student development.

5. Diagram of the Relationship Between Teacher Well-Being and Learning Problems

This flowchart illustrates how teachers' well-being affects various aspects of classroom learning. Teachers with high well-being are likely to be able to manage their classrooms effectively, choose the right methods, and motivate students to actively participate. Conversely, low teacher well-being can lead to problems such as decreased quality of pedagogical interactions, lack of innovation in learning, and an increased risk of burnout or energy exhaustion. Supporting factors such as systemic support, professional training, and collaboration between teachers are the main determinants in strengthening welfare. By understanding these relationships, schools can design more appropriate strategies to improve teacher well-being while addressing learning problems. The following flowchart illustrates this relationship:



Figure 1. Research Conceptual Framework Diagram

6. Conclusion, Results & Implications

The results of the study also show that low teacher welfare has the potential to reduce teaching motivation, slow down pedagogical innovation, and hinder the achievement of learning goals. Teacher well-being affects not only individual performance but also the overall learning environment, including student engagement and achievement. Internal factors such as stress management and emotion regulation, as well as external factors such as peer support and school facilities, influence each other in determining the level of well-being. Thus, a holistic approach that combines psychological, professional, and social aspects is essential to safeguard the well-being of teachers. Continuous improvement of teacher welfare will contribute to the creation of education that is more effective, innovative, student-centered, and relevant to the development demands of the 21st century.

In addition, high teacher welfare encourages the creation of a positive, safe, and conducive learning environment for students' social-emotional development. Teachers who feel valued and supported tend to be more motivated to innovate in their teaching methods and strategies. Improving teacher welfare also plays a role in reducing

the risk of fatigue, fatigue, and work stress that can interfere with teaching consistency. Further, teachers with higher well-being are more likely to build warm and supportive relationships with students, which positively impacts student engagement and academic achievement. They are also better equipped to manage challenges in the classroom and respond to diverse student needs with empathy, patience, and individualized attention. Ultimately, fostering teacher welfare is a strategic investment in improving the overall quality of the school and student learning outcomes.

CONCLUSION

From the results of this study, it can be concluded that the welfare of teachers plays a strategic role in overcoming learning problems in elementary schools. Teachers who have good emotional, psychological, social, and professional well-being can demonstrate more effective abilities in managing the classroom and applying varied and creative learning methods, as well as building positive pedagogical interactions with students. These conditions contribute to increased student engagement and motivation to learn. On the other hand, excessive work pressure, high administrative workload, and lack of institutional support have an impact on the decline in the quality of classroom management and student involvement in learning.

The findings of this study confirm that teacher welfare is seen as an individual problem, but rather as a structural prerequisite for learning effectiveness. Therefore, improving teacher welfare needs to be positioned as an institutional strategy through reducing administrative workload, strengthening professional and social support, and increasing teacher autonomy. These efforts are a very important foundation in creating a conducive learning environment in improving the quality of basic education in a sustainable manner.

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