

The Role of Teachers in Building Students' Psychological Resilience to Face Academic Pressure in High School Students in Kutai Kartanegara

Suid Saidi¹, Yonathan Palinggi¹, Mohammad Zainul², Khuzaini², Karwanto³ Ali Usman Hali⁶ Jaya Roza Azzukhrufi⁷

¹ Universitas Kutai Kartanegara Tenggarong

² Universitas Islam Kalimantan Muhammad Arsyad al Banjari Banjarmasin

³ Universitas Negeri Surabaya;

⁴ Zhengzhou Normal University, Zhengzhou, 450044, China

ARTICLE INFO

Keywords:

Psychological resilience;
academic pressure;
teacher's role;
senior high school students.

Article history:

Received 2025-12-17

Revised 2026-06-25

Accepted 2026-08-01

ABSTRACT

Academic pressure among senior high school students has increased in line with rising academic demands, competition for higher education, and heightened family expectations, which may negatively affect students' psychological well-being. Psychological resilience serves as a protective factor that enables students to cope with academic stress and maintain adaptive functioning. From an educational management perspective, building resilience relies heavily on how teachers manage classroom environments, coordinate instructional workloads, and execute supportive evaluation systems. This study aims to explore the role of teachers in fostering students' psychological resilience in coping with academic pressure in senior high schools in Kutai Kartanegara Regency. A qualitative approach employing a phenomenological design was used to capture the lived experiences and management practices of teachers and students. Data were collected through in-depth semi-structured interviews, participant observation, and document analysis involving four subject teachers and two students selected through purposive sampling. The data were analyzed using thematic analysis following Braun and Clarke's framework. The findings reveal that teachers play a crucial role as instructional managers and relational leaders through emotional support, the cultivation of adaptive perspectives toward academic failure, and the effective management of classroom climate. Teachers implement practical management strategies such as adjusting academic workload, coordinating assessment schedules, providing flexible evaluation opportunities, and informally guiding coping strategies. However, the effectiveness of these efforts is constrained by systemic and managerial challenges, including socioeconomic variations, limited counseling infrastructure, rigid curriculum targets, and excessive administrative workloads.

This is an open-access article under the CC BY SA license.



Corresponding Author:

Suid Saidi: Universitas Kutai Kartanegara Tenggarong; suidsaidi@unikarta.ac.id

INTRODUCTION

Various national and international reports indicate a steady increase in academic pressure among adolescents, particularly at the high school level, driven by demands for achievement, competition for university admission, and heightened family expectations (Lubis, 2025; Mahrudin et al., 2025; Musslifah et al., 2024; Putri et al., 2025; Shobihah, 2025). When this pressure becomes excessive, it can lead to stress, anxiety, emotional exhaustion, decreased learning motivation, and the emergence of maladaptive behaviors (Alviasari et al., 2025; Karmina et al., 2024; Sari et al., 2025; Sholihah et al., 2025). In this situation, understanding the factors that help students cope effectively with academic pressure becomes increasingly urgent, particularly within the school environment where students spend most of their time (Azizah et al., 2026; Hadisi et al., 2025).

Although previous studies have examined academic stress and adolescent mental health, most have primarily focused on its negative psychological impacts or on general well-being outcomes. For instance, Suseno et al. (2013), found a positive correlation between academic stress and levels of stress, anxiety, and depressive symptoms among high school students. Research by Awwaliyah et al. (2025) further highlights the importance of family and peer support in strengthening psychological resilience. Other studies have explored the role of teachers in shaping classroom climate, leadership style, and emotional support for students' well-being (Ichsan et al., 2025; Pusvitasari & Zarkasyi, 2024; Solehuddin et al., 2024; Sudarnoto, 2020; Wahyuni et al., 2024; Yuliana et al., 2025). These studies tend to treat teachers' roles in a broad sense and do not specifically analyze how teachers contribute to the development of students' psychological resilience in responding to academic pressure (Mirawati et al., 2025; Prismadianto et al., 2025; Sukirjo et al., 2025). This indicates a clear research gap regarding the concrete roles, strategies, and day-to-day practices of teachers in fostering resilience within academic contexts.

In this context, psychological resilience becomes a crucial construct. Psychological resilience refers to an individual's capacity to adapt, survive, and recover when facing adversity, stress, or significant challenges (Grygorenko & Naydonova, 2023). This ability involves emotional regulation, adaptive coping strategies, and the capacity to maintain positive functioning despite pressure, and is shaped not only by internal factors but also by external support systems, including the school environment (Mahendika & Sijabat, 2023). Schools, as formal educational institutions, therefore play a strategic role in fostering students' psychological resilience through policies, school climate, and daily learning interactions (Sulastri & Siti, 2025).

Among the various actors in the school setting, teachers hold a central position due to their direct and continuous engagement with students in teaching, assessment, and academic guidance. Teachers' attitudes, communication styles, and pedagogical approaches can either alleviate or intensify academic pressure (Anggista et al., 2025). Instructional practices that emphasize excessive workload, rigid evaluation, and authoritarian communication may increase students' psychological burden (Peng & Huang, 2024). In contrast, supportive, empathetic, and reflective teaching approaches can strengthen students' self-confidence, optimism, and ability to recover from academic setbacks (Rahman & Nasrullah, 2024). This highlights that teachers function not only as knowledge transmitters but also as facilitators and mentors who influence students' coping mechanisms and resilience development.

From a theoretical perspective, this study is grounded in resilience theory and ecological perspectives on human development, which emphasize that individual resilience is shaped through dynamic interactions between personal attributes and environmental contexts, including relationships with significant others such as teachers. Within this framework, teacher-student relationships, classroom climate, and instructional practices are viewed as key external factors that can buffer or exacerbate the negative effects of academic pressure. Kutai Kartanegara Regency, as one of the rapidly

developing regions in East Kalimantan, presents a unique context for examining this issue. Ongoing social, economic, and educational changes in the region have contributed to rising educational aspirations and increased academic competition among high school students (Azwardi & Rajab, 2021). At the same time, variations in access to educational resources, geographical conditions, and family socioeconomic backgrounds create diverse challenges for students in managing academic demands (Tanggur, 2023). These conditions suggest that students in Kutai Kartanegara may experience academic pressure in ways that differ from those in more urbanized or educationally homogeneous regions, thereby requiring context-sensitive approaches from teachers in supporting students' psychological resilience.

Despite these contextual characteristics, there is still limited research that specifically examines how teachers in Kutai Kartanegara contribute to strengthening students' psychological resilience in the face of academic demands. This lack of localized empirical evidence weakens the understanding of how broader theoretical and empirical findings apply within this specific socio-cultural and geographical setting. Therefore, a focused investigation is needed to explore how teachers' roles and practices operate within this context. Based on this background, the present study aims to analyze the role of teachers in building psychological resilience among high school students in facing academic pressure in Kutai Kartanegara. More specifically, this study seeks to (1) identify forms of academic pressure experienced by students, (2) examine teachers' roles and strategies in supporting students, and (3) analyze how these roles contribute to the development of students' psychological resilience within the school environment.

METHODS

This study employed a qualitative method with an exploratory case study approach to obtain an in-depth understanding of teachers' roles in fostering students' psychological resilience when facing academic pressure in Kutai Kartanegara Regency. This approach was selected because it enables the researcher to explore participants' experiences, interactions, and social realities within their natural school environment. The research sites were selected using purposive sampling to represent diverse school contexts, including public and private senior high schools, schools located in semi-urban and peripheral areas, and schools with varying levels of educational resource access. These variations were intended to capture different educational dynamics and provide a richer understanding of how resilience support is practiced across settings.

The informants in this study consisted of six participants, including four teachers and two students. Teachers were selected based on the following criteria: having at least three years of teaching experience, being actively involved in classroom teaching and student interaction, and demonstrating willingness to reflect on their teaching practices. Students were selected based on their current enrollment in senior high school and their experience of academic pressure. Data collection was conducted through in-depth interviews, non-participant observations, and documentation. In-depth interviews used a semi-structured guide to explore teachers' strategies in supporting students and students' responses to academic demands. Each interview lasted approximately 45–60 minutes and was audio-recorded with participants' consent. Field observations were conducted for 4–6 weeks to examine teacher–student interactions, communication patterns, classroom dynamics, and students' behavioral responses to academic pressure. Documentation included school policies, lesson materials, student assignments, and other supporting records to validate findings from interviews and observations.

Data analysis used Braun and Clarke's thematic analysis framework, consisting of six stages: familiarizing with the data, generating initial codes, developing themes, reviewing themes, defining and naming themes, and producing the final report. Data analysis was conducted simultaneously with data collection to allow iterative interpretation and early identification of emerging patterns. The researcher repeatedly compared findings from interviews, observations, and documentation to identify similarities, differences, and recurring themes. Data saturation was considered achieved when no new categories or meaningful insights emerged from subsequent field data. To strengthen the credibility and objectivity of the findings, source triangulation was applied by comparing perspectives from teachers and students, while method triangulation was performed by integrating interview, observation, and documentation results.

FINDINGS AND DISCUSSION

FINDING

The Form of the Teacher's Role in Building Psychological Resilience

The findings indicate that teachers' roles in fostering students' psychological resilience extend beyond instructional responsibilities and operate through relational and interactional processes. The data reveal a consistent pattern in which teachers function as emotional regulators, meaning-makers, and informal mentors. However, this role is not uniformly experienced, as its effectiveness depends on student characteristics and situational context.

Interview data show that teachers intentionally reframe academic performance to reduce psychological pressure. For example: *"If there are students whose grades have dropped or seem depressed, I usually talk to them quietly. I tell them that grades are important, but not the only measure of their ability."* (Math Teacher, G1).

This reflects a pattern of meaning reconstruction, where teachers attempt to shift students' interpretation of failure from a fixed outcome to a developmental process. Observational data confirm this practice. Teachers were frequently seen conducting private, low-visibility interactions after assessments, avoiding public correction and emphasizing improvement.

However, cross-data analysis suggests that this approach produces differentiated outcomes. Students who are communicative tend to respond positively, while less expressive students often remain passive during such interactions. This indicates that emotional support is interaction-dependent, not universally effective.

From the student perspective, teacher feedback contributes to lowering performance anxiety: *"When I got a bad grade, the teacher didn't get angry. He even said that this was an opportunity to learn again. From there, I wasn't too afraid of failure."* (Student, Grade XII, S1)

These findings suggest a relationship between teachers' feedback style and students' emotional regulation, supported by observational evidence showing that teachers tend to avoid direct comparisons among students, use process-oriented language, and encourage students to re-engage after making mistakes, thereby creating a low-threat classroom environment that increases students' willingness to participate after failure; however, inconsistencies were still observed, as implicit comparisons emerged in certain situations through selective praise or unequal attention, indicating that supportive practices coexist with subtle hierarchical dynamics that may weaken the overall impact on students' resilience.

Observational data further show that teachers tend to use constructive language, avoid direct comparison among students, and emphasize effort over results. While this supports the development of a positive classroom climate, it is important to acknowledge that such practices may not always be implemented consistently. Subtle forms of comparison or differential attention may still occur,

particularly in classrooms with varying student performance levels, reflecting underlying power dynamics between teachers and students.

In addition, the findings predominantly highlight positive interactions and do not sufficiently capture negative or contrasting cases. Institutional constraints such as limited instructional time, administrative workload, and pressure to complete the curriculum may restrict teachers' ability to provide sustained emotional support. As a result, teacher practices that are intended to reduce academic stress may, in some situations, inadvertently reinforce it—for example through implicit expectations, limited follow-up on student difficulties, or time pressure during instruction.

Teachers' Strategies in Helping Students Manage Academic Stress

Teachers in Kutai Kartanegara apply proactive instructional management strategies to balance academic standards with student well-being. Rather than viewing academic stress purely as an individual psychological issue, teachers treat stress management as a structural aspect of classroom leadership, curriculum delivery, and assessment design. These strategies emerge through systematic planning and real-time adjustments during the learning process.

A primary instructional management strategy implemented by teachers involves regulating assignment distribution and managing academic timelines. Teachers demonstrate high situational awareness regarding the school's academic calendar, particularly during high-stakes evaluation periods such as midterm and final examinations. To prevent task accumulation and cognitive overload, teachers coordinate assessment schedules and adjust task complexity.

A dialogical and participatory management approach is actively utilized, allowing students to communicate their current workload before new assignments are finalized: *"I usually discuss with students first if I want to give a big task. If they have a lot of exams, my task will be lightened or given more time."* (Indonesian Language Teacher, G2)

The dialogical approach in assigning assignments provides space for students to convey the conditions they are experiencing, so that academic pressure is not only perceived as a one-sided burden. Students assess that this strategy helps them manage their learning energy and reduce the stress of excessive academic demands.

Beyond direct academic instruction, teachers systematically embed practical stress-management guidance into their daily classroom routines. Stress mitigation is not treated as a separate extracurricular topic, but as an integral part of instructional time management. Teachers utilize brief transition moments—such as the beginning or end of lessons—to deliver actionable advice on time management, emotional regulation, and healthy study habits.

Students recognize these informal yet consistent managerial interventions as vital sources of support: *"The teacher often reminds us to get enough rest, don't study until we stay up late. He said that fatigue also makes it difficult to think."* (Students of grades XI, S2)

Participant observations showed that teachers also created learning spaces that provided opportunities for students to ask questions and express academic difficulties without pressure. Teachers' responses to students' questions or mistakes tend to be supportive, so students do not feel intimidated when they experience learning obstacles. This situation helps students develop the courage to try again after experiencing failure.

The practice of providing remedial and grade improvement opportunities is perceived by students as a form of support that reduces academic anxiety. Teachers interpret remedial not as punishment, but as a means of relearning that gives students the opportunity to understand the material better. Reflective discussions after the exam are also used by teachers to help students evaluate the learning strategies that have been carried out and plan for future improvements.

Evaluation and assessment policies constitute a core pillar of classroom administration. Teachers in Kutai Kartanegara manage remedial programs not as administrative penalties or symbolic bureaucratic requirements, but as structured re-learning opportunities. The evaluation framework is designed with built-in flexibility, offering re-tests, alternative assignment formats, and constructive feedback loops. When students experience academic setbacks, teachers utilize reflective discussions to analyze learning bottlenecks rather than imposing punitive measures. This managerial shift—from a high-stakes, judgment-heavy assessment system to a developmental, growth-oriented model—alleviates test anxiety and encourages risk-taking in learning. Students perceive remedial options as safe harbor mechanisms, which restores their academic confidence and motivates continuous self-improvement.

Challenges and Contextual Factors in the Role of Teachers in Kutai Kartanegara

The results of the study show that teachers' efforts in building students' psychological resilience in high school in Kutai Kartanegara Regency are faced with various challenges stemming from social, family, and educational system conditions in schools. These challenges affect the teacher's space to provide optimal psychological assistance to students who experience academic pressure.

Differences in family socioeconomic backgrounds emerged as factors that influenced the variation in students' abilities in dealing with academic pressure. Teachers observed that there were students who received high academic achievement demands from their parents, especially related to the hope of continuing their education to their favorite college. This pressure often has an impact on increased anxiety and fear of failure in students. On the other hand, some students face limited family support in the form of learning assistance and attention to their academic conditions, which affects low motivation and resilience to face school demands.

"There are students whose parents demand that they have to enter their favorite college, it makes them stressed. But there are also those whose parents don't care, so the motivation is low." (*Science Teacher, G3*)

The diverse characteristics of the Kutai Kartanegara area are also reflected in the differences in students' access to learning resources and supporting facilities. Teachers consider that these limitations add to academic pressure for some students, especially when academic assessment standards are applied uniformly. This situation requires teachers to be more sensitive in understanding the individual conditions of students so that the learning approach does not further widen the psychological and academic gap.

The limited guidance and counseling services in schools are another challenge faced by teachers. The limited number of counselors and a more administrative focus on services have caused student psychological assistance to not be carried out intensively. Subject teachers often take on the dual role of listeners and emotional supporters, even if those roles have not been fully supported by adequate time and resources. "Actually, I want to accompany students more often, but teaching hours are tight and administration is a lot. So sometimes it's just a glimpse." (*Math Teacher, G4*)

The administrative burden and demands for meeting curriculum targets also limit teachers' opportunities to provide assistance on an ongoing basis. Teachers revealed that focusing on completing the material and reporting obligations often reduce the time to interact deeply regarding students' psychological conditions. This situation makes mentoring more often carried out informally and situationally.

Adjustment efforts are still carried out by teachers through the development of personal closeness and informal communication. Teachers take advantage of moments outside of class hours, such as break time or non-academic school activities, to establish closer relationships. Students consider this

approach to help them feel cared for and more comfortable in conveying the academic pressure they are experiencing, even though the mentoring cannot be done in a structured way.

Table 1. Themes and Subthemes of Research Results the Role of Teachers in Building Students' Psychological Resilience

Theme	Subtopic	Short Description
Teacher Emotional Support	Empathy and mentoring	Teachers listen, calm down, and give students a sense of security
Stress Management Strategies	Learning flexibility	Assignment, remedial, and rhythm adjustment
Strengthening Resilience	Meaning of failure	Failure is understood as a learning process
Contextual Challenges	Family and system factors	Parents' demands, BK limitations, teachers' burden

Discussion

The discussion has established clear connections between the findings and existing theories of psychological resilience; however, the contribution of this study extends beyond merely confirming previous findings. This study offers a more process-oriented understanding of resilience by showing that teachers' roles function as dynamic, interaction-based mechanisms that continuously shape students' adaptive responses to academic pressure. Teachers are not only providers of academic instruction or external support, but also active agents who influence how students interpret challenges, setbacks, and expectations within the learning environment (Dursun & Aykan, 2025). Through daily interactions, verbal encouragement, feedback, and emotional responsiveness, teachers contribute to the formation of students' cognitive and emotional frameworks for dealing with stress (Ma'arif et al., 2025; R & Thohir, 2024; Rabbi et al., 2026; Utsman et al., 2026). This suggests that resilience should not be viewed solely as a fixed personal trait or a passive result of environmental protection, but as an evolving capacity that develops through repeated relational experiences in school contexts.

The findings indicate that resilience is continuously constructed through everyday teacher-student interactions, where meaning-making related to success, failure, self-worth, and personal ability is negotiated in real time. Students gradually internalize supportive messages, constructive feedback, and emotionally safe learning experiences, which help them build stronger coping strategies and greater psychological flexibility when facing academic challenges. This interpretation extends the perspective of Liebenberg et al. (2016) by emphasizing the micro-level relational processes through which social support is enacted, experienced, and ultimately internalized by students. In this sense, resilience emerges not merely from the presence of support systems, but from the quality, consistency, and emotional significance of interactions within those systems. Therefore, this study contributes to resilience discourse by highlighting the classroom as a critical relational space where psychological resilience is actively cultivated through meaningful social engagement.

From an educational management perspective, these micro-level relational processes represent the core of relational governance and human resource management within the classroom, where daily teacher-student interactions serve as an operational mechanism for organizational climate control. Rather than viewing classroom management merely as administrative enforcement or structural oversight, this finding highlights that effective instructional leadership relies on the intentional management of emotional safety, constructive feedback loops, and positive social architecture. When

educators systematically curate meaningful, high-quality interactions, they operationalize social support into a functional management tool that optimizes student performance, mitigates systemic academic risks, and builds sustainable human capacity within the school system.

The interpretation of these findings can be explained through the perspective of psychological resilience theory, which emphasizes the importance of external protective factors such as social support, attachment, and significant interpersonal relationships in helping individuals withstand and recover from stress (Andarmoyo, 2024). Teacher emotional support, empathic communication, and constructive feedback function as protective mechanisms that buffer the negative effects of academic pressure and reduce students' anxiety toward failure (Halawa & Akbar, 2025). Emotional security created through supportive teacher behavior allows students to feel accepted and understood, even when facing high academic expectations (Aziz et al., 2025; Mukhoiyaroh et al., 2025; Savina et al., 2025; Syamsi et al., 2024). This condition helps reduce psychological distress and encourages students to remain engaged in the learning process despite experiencing setbacks or performance difficulties.

Teacher support also contributes substantially to the development of students' positive self-perceptions, particularly self-efficacy, confidence, and optimism. Students who receive encouragement and constructive responses from teachers tend to develop stronger beliefs in their ability to overcome academic challenges (Yu et al., 2022). Positive reinforcement from teachers helps students interpret mistakes not as evidence of inability, but as opportunities for learning and improvement. Repeated exposure to this supportive interaction gradually strengthens students' adaptive coping capacities, enabling them to respond to pressure with greater persistence and emotional regulation. Resilience formation, therefore, occurs not only through major interventions but also through small, consistent interactions embedded in everyday classroom experiences (Doll & Song, 2023).

In terms of educational administration, this dynamic underscore the power of micro-level performance management and transformational leadership within the classroom, where daily teacher encouragement functions as a strategic mechanism for building human capital. Rather than relying solely on macro-level institutional interventions or rigid performance metrics, effective instructional management leverages positive reinforcement and continuous feedback loops to cultivate student self-efficacy and emotional regulation. By framing errors as developmental data rather than administrative failures, teachers operationalize a growth-oriented quality control model that optimizes individual capacity, strengthens coping resilience, and drives long-term organizational effectiveness in the learning environment.

Previous findings reinforce this explanation by showing that students' perceptions of teacher support are significantly associated with higher psychological well-being, increased engagement, and stronger academic motivation (Komalasari et al., 2025; Rahma et al., 2020). Students who perceive teachers as approachable, caring, and responsive are more likely to demonstrate perseverance when facing academic obstacles. Supportive teacher-student relationships also foster a stronger sense of belonging at school, which serves as an additional protective factor against stress and burnout (Fenizia & Parrello, 2025). Teacher support therefore serves both preventive and promotive functions, not only reducing the negative impact of academic stress but also strengthening the internal capacities needed for long-term psychological resilience.

Teachers' strategies in managing academic pressure through assignment load management, flexibility in evaluation, and the implicit teaching of coping strategies reflect the implementation of adaptive pedagogical practices in everyday learning (Maqsood et al., 2024). These strategies demonstrate teachers' awareness of students' psychological conditions and their capacity to adjust instructional demands according to students' emotional readiness and academic needs. Assignment adjustments such as deadline extensions, reduced workload during intensive examination periods, and

staged task completion help prevent excessive pressure that may trigger stress, anxiety, or academic exhaustion. Such practices create a more balanced learning environment where academic achievement remains valued without neglecting students' mental well-being. Students who experience manageable workloads are more likely to maintain concentration, motivation, and emotional stability while engaging in learning activities (Thornby et al., 2023).

Flexibility in evaluation also plays a central role in reducing academic stress and promoting healthier learning experiences (Barua & Lockee, 2025). Opportunities for remedial learning, repeated assessments, and open dialogue regarding academic difficulties allow students to perceive evaluation as part of growth rather than merely judgment of performance (Hooda et al., 2022). This condition helps shift students' mindset from fear of failure toward a more constructive orientation centered on learning progress. Research by Umaroh & Yoga Achmad Ramadhan (2025) supports this explanation by showing that structured academic load management and reflective evaluation practices contribute to stronger self-regulation and more adaptive learning behaviors. Students gradually develop the ability to manage pressure, regulate emotions, and persist despite academic setbacks because the learning environment supports reflection and recovery rather than punishment (Silaen, 2025). Nunes et al. (2024) also explain that teachers who provide space for dialogue and remedial opportunities help students understand that failure is not the end of the learning process, but part of academic growth and skill development. A distinctive contribution of this study lies in showing that these adaptive practices often emerge organically from everyday teacher–student interactions rather than being formally designed through institutional intervention programs (Smit et al., 2022). Many supportive responses occur spontaneously when teachers notice fatigue, emotional distress, declining performance, or signs of disengagement among students. This finding suggests that resilience-building practices may be deeply embedded in routine classroom interactions and informal pedagogical decisions. Daily responsiveness, empathy, and situational judgment shown by teachers become subtle yet powerful mechanisms that help students build coping capacity, sustain academic engagement, and strengthen psychological resilience when facing continuous academic demands.

Findings related to the challenges faced by teachers indicate that the effectiveness of their role in strengthening students' psychological resilience is strongly influenced by broader contextual factors, including social, family, and institutional conditions (Fu & Zhang, 2024). Teachers do not operate in isolated educational settings; rather, their ability to support students is often shaped by circumstances beyond classroom control. Variations in students' socioeconomic backgrounds and levels of parental support create unequal experiences of academic pressure among students (Kumari & Saluja, 2025). Students from families with stable economic conditions and consistent parental involvement generally receive stronger emotional and academic support at home, which helps them cope more effectively with academic demands (Xiao et al., 2025). In contrast, students from economically vulnerable households or families with limited educational engagement may encounter additional burdens, including reduced access to learning resources, emotional neglect, or limited academic guidance.

Family-related conditions also significantly influence how students respond to academic challenges (Johnels et al., 2026). Some students experience intense pressure from parents who place high expectations on academic achievement, often associating success with family pride or future economic mobility. Such expectations can generate anxiety, fear of failure, and chronic stress, especially when students feel unable to meet these standards. Other students face the opposite condition, where limited parental involvement leads to insufficient motivation, weak supervision, and minimal emotional encouragement. Efendi & Nurmina (2025) explain that both excessive parental demands and inadequate home support contribute to increased academic stress among adolescents. These contrasting conditions show that academic pressure is not solely produced by school demands but is

also deeply connected to the quality of support systems surrounding students. Teachers frequently encounter these realities in classroom interactions, making their role increasingly complex as they must respond to students with highly diverse emotional and social needs.

A distinctive contribution of this study lies in emphasizing the local characteristics of Kutai Kartanegara, where geographical diversity and unequal access to educational resources further complicate students' learning experiences. Students in semi-urban schools may benefit from better infrastructure, internet access, and academic facilities, while those in peripheral areas often face limitations that affect learning continuity and academic performance (Núñez & Valle, 2024). These disparities create additional barriers that can intensify stress and reduce students' confidence in achieving academic success. Under such circumstances, subject teachers often assume responsibilities beyond instructional duties and become informal sources of psychological support for students who lack adequate external support systems. Teachers frequently serve as listeners, motivators, and trusted adults who help students process emotional difficulties while navigating academic demands. This finding highlights that resilience-building in schools is not only dependent on formal counseling structures but also heavily relies on teachers' everyday relational roles, especially in educational settings marked by structural inequalities.

Through the lens of educational management, this regional dynamic illustrates the critical need for adaptive resource allocation and crisis-responsive leadership in school administration, where structural inequalities force teachers to operate as decentralised, frontline managers of student well-being. From a macro-governance perspective, geographical disparities and infrastructure gaps represent institutional failure modes that increase systemic academic risks for students in peripheral areas. When formal counseling infrastructure and institutional resources fall short, effective educational management relies on teachers expanding their operational scope—stepping into transformational leadership roles as informal counselors and emotional regulators to compensate for system-level deficits. This highlights that sustainable educational administration in diverse regions cannot depend solely on rigid, top-down structures, but must acknowledge and empower teachers' informal relational management as a vital protective mechanism against structural inequality.

The limitations of counseling guidance services and the heavy administrative burden on teachers reveal a structural gap between students' psychological needs and the school's capacity to address them. Many schools still operate with limited counseling personnel, inadequate mental health programs, and insufficient institutional mechanisms to identify students experiencing psychological distress. At the same time, teachers are required to complete various administrative responsibilities, including lesson planning, assessment documentation, reporting, and other bureaucratic tasks that consume substantial time and energy. These conditions reduce opportunities for teachers to provide focused emotional support, even when they recognize students' psychological struggles. As a result, the support available for students often depends more on individual teacher initiative than on structured institutional systems.

Teachers are frequently placed in dual roles as academic instructors and emotional supporters, despite often lacking sufficient training, time, or professional resources to perform both effectively. This condition reflects broader systemic challenges in educational environments where academic performance indicators tend to receive greater institutional attention than socio-emotional development. Pressure to achieve curriculum targets, improve test outcomes, and fulfill administrative demands can unintentionally shift school priorities away from students' emotional well-being. Such imbalance may weaken schools' responsiveness to stress, anxiety, burnout, and other psychological difficulties experienced by students. Even when teachers recognize warning signs such as withdrawal,

declining performance, or emotional instability, structural constraints may limit the depth of intervention they can provide.

Despite these limitations, teachers continue to adapt through relational strategies that are practical, accessible, and sensitive to students' immediate needs. Personal closeness, empathic listening, and informal communication outside formal classroom settings become meaningful approaches for maintaining emotional connection with students. Casual conversations before class, during breaks, or after school often create safe spaces where students feel more comfortable expressing concerns and emotional struggles. Marisa (2023) explains that the quality of teacher–student relationships play a crucial role in fostering psychological resilience, even in educational environments with limited systemic support. These finding highlights that while structural reforms remain necessary, relational practices carried out by teachers already function as significant protective mechanisms that help students feel supported, understood, and psychologically secure amid academic pressures.

The implications of this study highlight the need to strengthen the integration of socio-emotional support within teaching practices at the high school level. Enhancing teachers' competencies in providing basic psychological support, implementing supportive classroom management, and adopting flexible pedagogical approaches can significantly improve their effectiveness in fostering student resilience. Professional development programs that focus on emotional literacy, student mental health awareness, and relational communication skills may help teachers respond more appropriately to students experiencing academic pressure. At the same time, school policies should encourage a learning environment that balances academic achievement with psychological well-being, ensuring that students are not only evaluated based on cognitive outcomes but also supported in their emotional development.

Institutional improvements are also required to reduce administrative burdens that limit teachers' capacity to engage in meaningful student support. Strengthening counseling guidance services through increased staffing, structured intervention systems, and better coordination with teachers can help close the gap between students' psychological needs and available support mechanisms. Future research could focus on developing collaborative models involving subject teachers, school counselors, and parents to create a more holistic support system for students. Further studies are also needed to design and evaluate school-based intervention programs tailored to strengthen students' psychological resilience, particularly in regions with similar socio-cultural and educational characteristics where disparities in resources and support systems remain a challenge.

CONCLUSION

This study concludes that teachers play a pivotal role as frontline instructional managers and relational leaders in fostering the psychological resilience of high school students in Kutai Kartanegara Regency when facing academic pressure. From an educational management perspective, teachers contribute by designing adaptive classroom governance, managing assessment workloads, providing emotional support, and cultivating a low-threat learning climate that promotes safety and trust. Through these strategic managerial functions, educators enable students to reframe academic failure as a developmental learning process, regulate academic demands more effectively, and adopt sustainable coping mechanisms. Ultimately, these findings indicate that positive, well-managed teacher–student relationships serve as an essential organizational mechanism that buffers against academic stress, protects student well-being, and optimizes learning performance within the school system.

This study contributes significantly to educational administration by demonstrating that teachers function not merely as academic facilitators, but as critical organizational agents who operationalize student resilience through day-to-day classroom leadership. The findings provide practical insights for school administrators to integrate socio-emotional support into formal governance, streamline teacher administrative burdens, and design balanced curriculum policies. However, this study is limited by its small participant size and qualitative case study design, which restricts broad generalizability. Future research is recommended to utilize mixed-method or quantitative approaches across broader regions to evaluate these variables empirically. Additionally, further investigation into collaborative management models involving school leaders, guidance counselors, and families is essential for building integrated, system-wide support networks for student resilience.

Conflicts of Interest: The authors declare that there were potential conflicts of interest related to the conduct of this study; however, all such issues were appropriately addressed and resolved prior to and during the research process. These conflicts did not influence the study design, data collection, analysis, interpretation of the findings, or the reporting of results.

REFERENCES

- Alviasari, A., Fauzi, N. H. P., Aldi, M., Sofa, M. A. N., Nayara, N. S., Nabila, S., & Suresman, E. (2025). Peran Pendidikan Islam dalam Mengatasi Stres karena Tekanan Akademik Mahasiswa di Universitas Pendidikan Indonesia. *Jurnal IHSAN Jurnal Pendidikan Islam*, 3(2), 271–278. <https://doi.org/10.61104/ihsan.v3i2.923>
- Andarmoyo, S. (2024). Pengaruh Dukungan Sosial terhadap Resiliensi Psikologis pada Individu yang Mengalami Stres Pasca Trauma. *Jurnal Psikologi Dan Konseling West Science*, 2(03), 193–201. <https://doi.org/10.58812/jpkws.v2i03.1610>
- Anggista, C., Sukmana, U., & Winarsih, S. (2025). Pengaruh Gaya Komunikasi Guru dalam Pembelajaran terhadap Academic Performance Siswa pada Mata Pelajaran IPS Kelas VIII. *JlIP - Jurnal Ilmiah Ilmu Pendidikan*, 8(10), 11866–11871. <https://doi.org/10.54371/jiip.v8i10.9558>
- Awwaliyah, F., Isti'adah, F. N., & Muhajirin, M. (2025). Pengaruh Dukungan Sosial Teman Sebaya terhadap Kesejahteraan Psikologis (Psychological Well-Being) Remaja di SMKN 4 Tasikmalaya. *Jurnal Bimbingan Konseling Dan Psikologi*, 5(1), 27–38. <https://doi.org/10.56185/jubikops.v5i1.909>
- Aziz, M., Napitupulu, D. S., & Parapat, F. A. (2025). The Influence of Teacher Communication Patterns in Aqidah Akhlak Education on Students' Academic Achievement. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(1), 71–86. <https://doi.org/10.54069/attadrib.v8i1.840>
- Azizah, S. Y. N., Farida, F., & Yanti, Y. (2026). Systematic Literature Review: Pembelajaran Ekoliterasi di Sekolah Dasar: Systematic Literature Review: Environmental Literacy Education in Elementary Schools. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 9(1), 76–91. <https://doi.org/10.54069/attadrib.v9i1.1162>
- Azwari, F., & Rajab, A. (2021). Dampak Pertambangan Batubara Terhadap Sosial dan Ekonomi Masyarakat di RT. 17, Desa Loa Duri Ulu, Kecamatan Loa Janan, Kabupaten Kutai Kartanegara. *Buletin Poltanesa*, 22(1), 116–121. <https://doi.org/10.51967/tanesa.v22i1.478>
- Barua, L., & Lockee, B. (2025). Flexible Assessment in Higher Education: A Comprehensive Review of Strategies and Implications. *TechTrends*, 69(2), 301–309. <https://doi.org/10.1007/s11528-025-01039-3>
- Doll, B., & Song, S. Y. (2023). Enhancing Resilience in Classrooms. In S. Goldstein & R. B. Brooks (Eds.), *Handbook of Resilience in Children* (pp. 525–537). Springer International Publishing. https://doi.org/10.1007/978-3-031-14728-9_28
- Dursun, F., & Aykan, A. (2025). Exploring Teachers' Narratives: Challenges and Strategies for Enhancing the Teaching Process. *Sage Open*, 15(1), 21582440251332557. <https://doi.org/10.1177/21582440251332557>

- Efendi, H. F. & Nurmina. (2025). Pengaruh Dukungan Sosial Orang Tua terhadap Stres Akademik pada Siswa SMA Negeri 1 Padang. *CAUSALITA: Journal of Psychology*, 2(3), 331–337. <https://doi.org/10.62260/causalita.v2i3.391>
- Fenizia, E., & Parrello, S. (2025). School Trust and Sense of Belonging: Restoring Bonds and Promoting Well-Being in Schools. *International Journal of Environmental Research and Public Health*, 22(4), 498. <https://doi.org/10.3390/ijerph22040498>
- Fu, Q., & Zhang, X. (2024). Promoting community resilience through disaster education: Review of community-based interventions with a focus on teacher resilience and well-being. *PLOS ONE*, 19(1), e0296393. <https://doi.org/10.1371/journal.pone.0296393>
- Grygorenko, Z., & Naydonova, G. (2023). The Concept of “Resilience”: History of Formation and Approaches to Definition. *PUBLIC ADMINISTRATION AND LAW REVIEW*, (2), 76–88. <https://doi.org/10.36690/2674-5216-2023-2-76-88>
- Hadisi, L., Fua, J. L., Dirman, D., Assingkily, M. S., Harson, H., & Harisatyma, N. K. A. (2025). The Role of Spiritual Leadership in Internalizing Environmental Values in Islamic Eco-Madrasah. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 732–748. <https://doi.org/10.31538/nzh.v8i3.141>
- Halawa, W. N. H., & Akbar, R. F. (2025). Pengaruh Self Disclosure dan Dukungan Emosional Dari Dosen Pembimbing Terhadap Stres Akademik Mahasiswa Akhir Psikologi Universitas Indonesia Membangun Yang Sedang Menyusun Tugas Akhir. *Ranah Research: Journal of Multidisciplinary Research and Development*, 7(3), 1522–1534. <https://doi.org/10.38035/rj.v7i3.1463>
- Hooda, M., Rana, C., Dahiya, O., Rizwan, A., & Hossain, M. S. (2022). Artificial Intelligence for Assessment and Feedback to Enhance Student Success in Higher Education. *Mathematical Problems in Engineering*, 2022, 1–19. <https://doi.org/10.1155/2022/5215722>
- Ichsan, I., Santosa, S., Aulia, M. G., Rifai, I., & Munajat, N. (2025). Analysis of the Effect of Self-Regulation and Adversity Quotient on Resilience and Its Implications on the Psychological Well-Being of Islamic Religious Education Teachers. *Nazhruna: Jurnal Pendidikan Islam*, 8(3), 607–626. <https://doi.org/10.31538/nzh.v8i3.274>
- Johnels, J. Å., Kuja-Halkola, R., Larsson, H., Chang, Z., Brikell, I., & Lundström, S. (2026). Does the family situation impact academic achievement differently in students with versus without neurodevelopmental disorders? *British Journal of Educational Psychology*, 96(2), 765–779. <https://doi.org/10.1111/bjep.70050>
- Karmina, S., Dyson, B., & Setyowati, L. (2024). Teachers’ perspectives on implementing cooperative learning to promote social and emotional learning. *Cakrawala Pendidikan*, 43(2), 470–479. <https://doi.org/10.21831/cp.v43i2.68447>
- Komalasari, Y., Susanti, R., Husni, D., & Hadi, C. (2025). Dukungan Guru dan Resiliensi Akademik Siswa Sekolah Menengah Kejuruan di Pekanbaru. *Psikobuletin: Buletin Ilmiah Psikologi*, 6(2), 117. <https://doi.org/10.24014/pib.v6i2.32331>
- Kumari, D., & Saluja, A. (2025). The Impact of Socioeconomic Status on Student’s Academic Achievement: A Review Paper. *International Journal of Management and Development Studies*, 14(6), 01–09. <https://doi.org/10.53983/ijmds.v14n6.001>
- Liebenberg, L., Theron, L., Sanders, J., Munford, R., Van Rensburg, A., Rothmann, S., & Ungar, M. (2016). Bolstering resilience through teacher-student interaction: Lessons for school psychologists. *School Psychology International*, 37(2), 140–154. <https://doi.org/10.1177/0143034315614689>
- Lubis, R. F. (2025). Educating the Hearts of Adolescents: The Role of Islamic Education Psychology in Developing Emotional Intelligence. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(4), 993–1008. <https://doi.org/10.31538/tijie.v6i4.2232>
- Ma`arif, M. A., Sebgag, S., Syamsi, M., & Alai, A. (2025). Religious Families as Sources of Islamic Cultural Capital: Social Analysis in Islamic Religious Education, Analysis of Bourdieu’s Social

- Theory. *Dirasah International Journal of Islamic Studies*, 3(2), 101–114. <https://doi.org/10.59373/drs.v3i2.65>
- Mahendika, D., & Sijabat, S. G. (2023). Pengaruh Dukungan Sosial, Strategi Coping, Resiliensi, dan Harga Diri Terhadap Kesejahteraan Psikologis Siswa SMA di Kota Sukabumi. *Jurnal Psikologi Dan Konseling West Science*, 1(02), 76–89. <https://doi.org/10.58812/jpkws.v1i02.261>
- Mahrudin, A., Ginanjar, M. H., Rahman, R., Suherman, I., & Maryani, N. (2025). The Role of Islamic Religious Education in Preventing Sexual Deviance among Urban Adolescents: A Qualitative Psycho-Religious Study Based on the Educational Ecosystem. *Jurnal Pendidikan Islam*, 14(1), 91–103. <https://doi.org/10.14421/jpi.2025.141.91-103>
- Maqsood, A., Gul, S., Noureen, N., & Yaswi, A. (2024). Dynamics of Perceived Stress, Stress Appraisal, and Coping Strategies in an Evolving Educational Landscape. *Behavioral Sciences*, 14(7), 532. <https://doi.org/10.3390/bs14070532>
- Marisa, R. O. (2023). Teacher's Resiliency: Menumbuhkan Ketahanan Dalam Menjaga Kualitas Pembelajaran Guru PAUD Di Bandung. *AL-IBANAH*, 8(2), 119–134. <https://doi.org/10.54801/ibanah.v8i2.202>
- Mirawati, M., Musslifah, A. R., Abbasov, R., & M. Suud, F. (2025). Educating in the Midst of Digital Flow: Teachers' Perspectives on Progressive Islamic Education and the Formation of a Resilient Generation. *At-Tadzkir: Islamic Education Journal*, 4(2), 178–193. <https://doi.org/10.59373/attadzkir.v4i2.209>
- Mukhoiyaroh, M., Mujiono, M., & Mukaromah, L. (2025). Training Activity Program in Teacher Competency Development Marasa Ibtidaiyah. *Attaqwa: Jurnal Ilmu Pendidikan Islam*, 21(1), 44–56. <https://doi.org/10.54069/attaqwa.v21i1.971>
- Musslifah, A. R., Tjahjono, H. K., Khilmiyah, A., & Suud, F. M. (2024). Forms of Self-Harm Behavior in Adolescent Students at Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, 7(2), 338–356. <https://doi.org/10.31538/nzh.v7i2.4788>
- Nunes, K., Ross, J., Eastman, A., Guadagnolo, D., Laliberte, N., Rawle, F., Bakaj, A., Crupi, L., Liu, S., & Petrei, M. (2024). Can instructor feedback and failure dialogues reduce the stigma of failure and encourage help-seeking? An interdisciplinary undergraduate perspective. *Collected Essays on Learning and Teaching*, 15(1). <https://doi.org/10.22329/celt.v15i1.8309>
- Núñez, G. V., & Valle, E. D. V. (2024). Asistencia escolar de niños, niñas y adolescentes migrantes internos en la frontera noroeste de México. *Frontera Norte*, 36. <https://doi.org/10.33679/rfn.v1i1.2337>
- Peng, S., & Huang, Y. (2024). Teachers' authoritarian leadership and students' well-being: The role of emotional exhaustion and narcissism. *BMC Psychology*, 12(1), 590. <https://doi.org/10.1186/s40359-024-02110-z>
- Prismadianto, G., Endrawati, L., & Putra, F. (2025). The Importance of Educational Attainment and Premarital Counseling in Building Family Harmony and Preventing Domestic Violence to Strengthen National Resilience. *Tafkir: Interdisciplinary Journal of Islamic Education*, 6(2), 305–321. <https://doi.org/10.31538/tijie.v6i2.1324>
- Pusvitasari, R., & Zarkasyi, A. (2024). Holistic Approaches to Bullying Prevention: The Mediating Role of School Well-Being, Self-Management, and Empathy. *At-Tadzkir: Islamic Education Journal*, 3(2), 104–119. <https://doi.org/10.59373/attadzkir.v3i2.63>
- Putri, N. N., Daulay, W., & Marlindawani, J. (2025). Kecemasan akademik yang dialami oleh remaja. *Holistik Jurnal Kesehatan*, 19(6), 1435–1442. <https://doi.org/10.33024/hjk.v19i6.972>
- R, A. A. M., & Thohir, M. (2024). Cognitive Disputation Through Sholawat Burdah To Overcome Stress of a Santri In Pesantren. *Interdisciplinary Journal of Social Sciences*, 1(2), 67–78. <https://doi.org/10.59373/ijoss.v1i2.62>
- Rabbi, M. F., Pranto, U. H., & Sheikh, M. L. (2026). Beyond Deadlines: Academic Stress, Mental Health Risks, and Coping Inequities at Khulna University. *At-Tadzkir: Islamic Education Journal*, 5(1), 82–100. <https://doi.org/10.59373/attadzkir.v5i1.233>

- Rahma, U., Pramitadewi, K. P., Faizah, F., & Perwiradara, Y. (2020). Pengaruh persepsi dukungan sosial terhadap kesejahteraan di sekolah siswa SMA. *Jurnal Psikologi Ulayat*, 7(2), 163–176. <https://doi.org/10.24854/jpu106>
- Rahman, S. & Nasrullah. (2024). Empowering Students: The Hidden Impact of Academic Optimism on Self-Awareness and Communication. *Qlantic Journal of Social Sciences*, 5(3), 324–329. <https://doi.org/10.55737/qjss.550097521>
- Sari, N. K., Wicaksana, M. F., & Rahman, M. A. (2025). Adaptive AI-Driven Formative Assessment in Early Childhood Education: A Systematic Review and Meta-Analysis on Cultivating Social-Emotional Learning and Early Moderatio. *Child Education Journal*, 7(3). <https://doi.org/10.33086/cej.v7i3.8412>
- Savina, E., Fulton, C., & Beaton, C. (2025). Teacher Emotional Competence: A Conceptual Model. *Educational Psychology Review*, 37(2), 40. <https://doi.org/10.1007/s10648-025-10018-2>
- Shobihah, I. F. (2025). School Well-Being Among Children and Adolescents: Assessing Strategies for Bullying Prevention in Madrasahs. *Attadrib: Jurnal Pendidikan Guru Madrasah Ibtidaiyah*, 8(3), 566–574. <https://doi.org/10.54069/attadrib.v8i3.1023>
- Sholihah, M., Pradana, C. R., & Fatikh, M. A. (2025). Application of Client-Centered Theory Using Positive Regard (Acceptance) Techniques to Manage Anxiety in Students Who Are Studying While Working. *Dirasah International Journal of Islamic Studies*, 3(1), 77–87. <https://doi.org/10.59373/drs.v3i1.38>
- Silaen, S. M. J. (2025). Advancing Academic Resilience through Emotion Regulation in Digital Learning Environments. *Journal La Edusci*, 6(3), 422–437. <https://doi.org/10.37899/journallaedusci.v6i3.2437>
- Smit, N., Van Dijk, M., De Bot, K., & Lowie, W. (2022). The complex dynamics of adaptive teaching: Observing teacher-student interaction in the language classroom. *International Review of Applied Linguistics in Language Teaching*, 60(1), 23–40. <https://doi.org/10.1515/iral-2021-0023>
- Solehuddin, M., Budimansyah, D., & Dahliyana, A. (2024). Tracing Pancasila: Unveiling the impact of the Pancasila student profile strengthening project on student well-being in Indonesia. *Cakrawala Pendidikan*, 43(3), 773–787. <https://doi.org/10.21831/cp.v43i3.78328>
- Sudarnoto, L. F. (2020). Faktor-Faktor Antecedents Kesejahteraan Psikologis para Guru di Sekolah “X.” *Psibernetika*, 12(2). <https://doi.org/10.30813/psibernetika.v12i2.1858>
- Sukirjo, Dwiningrum, S. I. A., Purwanta, E., Sholeh, B., & Sutikno. (2025). The importance of change management in increasing school resilience: Insights from Indonesian schools in Saudi Arabia. *Cakrawala Pendidikan*, 44(1), 144–155. <https://doi.org/10.21831/cp.v44i1.57779>
- Sulastri, A., & Siti, N. (2025). Pendidikan Karakter dalam Meningkatkan Kualitas Moral Siswa di Sekolah Menengah Atas. *Journal Central Publisher*, 1(10), 1214–121. <https://doi.org/10.60145/jcp.v1i10.231>
- Suseno, A., Hartati, S., & Astuti, T. P. (2013). Kecenderungan Perilaku Agresif Ditinjau dari Stres Akademik pada Siswa SMA Negeri 1 Pemalang. *Jurnal EMPATI*, 2(3), 233–242. <https://doi.org/10.14710/empati.2013.7324>
- Syamsi, K., Zuchdi, D., Kusmiatun, A., Purbani, W., & Harun, A. (2024). Developing a culture-based Indonesian language for academic purposes textbook for non-native speakers. *Cakrawala Pendidikan*, 43(1), 115–126. <https://doi.org/10.21831/cp.v43i1.60321>
- Tanggur, F. S. (2023). Tantangan Implementasi Kurikulum Merdeka bagi Guru Sekolah Dasar di Wilayah Pedesaan Pulau Sumba. *HINEF: Jurnal Rumpun Ilmu Pendidikan*, 2(2), 23–29. <https://doi.org/10.37792/hinef.v2i2.993>
- Thornby, K.-A., Brazeau, G. A., & Chen, A. M. H. (2023). Reducing Student Workload Through Curricular Efficiency. *American Journal of Pharmaceutical Education*, 87(8), 100015. <https://doi.org/10.1016/j.ajpe.2022.12.002>

- Umaroh, M. & Yoga Achmad Ramadhan. (2025). Optimalisasi Regulasi Belajar untuk Mengatasi Academic Burnout pada Siswa SMA X Kota Samarinda. *MONSU'ANI TANO Jurnal Pengabdian Masyarakat*, 8(1), 48–55. <https://doi.org/10.32529/tano.v8i1.3890>
- Utsman, A. F., Mu'awanah, E., Kojin, K., & Puspitasari, E. (2026). Balancing Competition and Collaboration in Early Childhood Through the Values of Fastabiqul Khairat and Ta'awun. *Dirasah International Journal of Islamic Studies*, 4(1), 16–32. <https://doi.org/10.59373/drs.v4i1.74>
- Wahyuni, E. N., Efiyanti, A. Y., Baharuddin, B., Maksum, A., & Aziz, R. (2024). Neglected Students' Subjective Well-Being in World-Class Universities: A Qualitative Study. *Jurnal Ilmiah Peuradeun*, 12(3), 963–986. <https://doi.org/10.26811/peuradeun.v12i3.1245>
- Xiao, F., Akhter, S., & Aberash, A. (2025). My Parents Are There: A Look Into the Impacts of Parental Support on Psychological Well-Being, Academic Resilience and Language Learning Progress at Lower Intermediate Level. *European Journal of Education*, 60(2), e70133. <https://doi.org/10.1111/ejed.70133>
- Yu, J., Kreijkes, P., & Salmela-Aro, K. (2022). Students' growth mindset: Relation to teacher beliefs, teaching practices, and school climate. *Learning and Instruction*, 80, 101616. <https://doi.org/10.1016/j.learninstruc.2022.101616>
- Yuliana, L., Prasojo, L. D., Akalili, A., & Firdaus, F. M. (2025). Development of a learning leadership model for vocational high school principals to foster student well-being within the framework of Merdeka Belajar. *Cakrawala Pendidikan*, 44(1), 1–8. <https://doi.org/10.21831/cp.v44i1.78373>