



Understanding Teacher Resilience and Students' Psychosocial Aspects in Islamic Primary Education: Evidence from a Madrasah Ibtidaiyah in Central Java

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ABSTRACT

This study examines the relationship between teachers' resilience levels and their understanding of students' psychosocial aspects at Madrasah Ibtidaiyah Ihsaniyah 01 Debong Tengah using a correlational quantitative approach with a sample of all teachers (n=18). The instruments used were based on the Connor & Davidson resilience scale and Mitchell's psychosocial indicators. The Cronbach's alpha reliability results for the resilience scale were 0.925, and for the psychosocial understanding scale were 0.836, indicating that the scales were reliable for use. The results showed that most teachers had moderate levels of resilience and psychosocial understanding. Pearson's correlation analysis produced a coefficient of 0.471 with a p-value = 0.049 at a 95% confidence interval, indicating a significant positive relationship between teacher resilience and students' psychosocial understanding, with teacher resilience contributing 22% to the variation in psychosocial understanding. This study emphasizes the importance of strengthening teacher resilience through training and psychological support, especially in Islamic education. Developing teacher resilience not only supports the well-being of teachers themselves but also has a positive impact on student development and well-being.

ABSTRAK

Penelitian ini mengkaji hubungan antara tingkat resiliensi guru dan pemahaman terhadap aspek psikososial siswa di Madrasah Ibtidaiyah Ihsaniyah 01 Debong Tengah menggunakan pendekatan kuantitatif korelasional dengan sampel seluruh guru (n=18). Instrumen yang dipakai berbasis skala resiliensi Connor & Davidson dan indikator psikososial Mitchell. Hasil reliabilitas alpha cronbach skala resiliensi sebesar 0,925 dan skala pemahaman psikososial sebesar 0,836, sehingga skala tersebut dinyatakan reliabel untuk digunakan. Hasil penelitian menunjukkan bahwa sebagian besar guru berada pada tingkat resiliensi dan pemahaman psikososial sedang. Analisis korelasi Pearson menghasilkan koefisien 0,471 dengan nilai p-value = 0,049 pada interval kepercayaan 95%, mengindikasikan hubungan positif signifikan antara resiliensi guru dan pemahaman psikososial siswa, dengan resiliensi guru memberikan kontribusi 22% terhadap variasi pemahaman psikososial. Penelitian ini menegaskan pentingnya penguatan resiliensi guru melalui pelatihan maupun dukungan psikologis khususnya pada pendidikan Islam, pengembangan resiliensi guru bukan hanya mendukung kesejahteraan guru sendiri tetapi juga berdampak positif pada perkembangan dan kesejahteraan siswa.

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Introduction

Childhood is the initial phase in the journey toward adulthood and plays an important role in shaping the foundations of individual development. In addition to rapid physical growth, psychosocial aspects play a central role in shaping a child's character, attitudes, and perceptions of themselves and their social environment. At this stage, children begin to recognize and understand various emotions, build social interactions with peers, and form a moral foundation that will guide them in more complex life situations. (Ratnasartika Aprilyani et al., 2023). Given the complexity of students' diverse characteristics, effective teaching cannot be uniform for all children. Therefore, teachers must master various perspectives and learning strategies and be able to apply them flexibly. (Suralaga, 2021).

Surveys show that poor mental health in childhood, especially among elementary school students, contributes significantly to an increased risk of mental health problems in adolescence and young adulthood. The importance of early intervention and preventive strategies as efforts to support children's mental health and reduce long-term negative impacts. These findings align with Wahyuni's study (in Sumilat et al., 2024), which revealed that mental health during childhood plays a crucial role in the developmental process during adolescence and adulthood, making early detection and reinforcement essential. Meanwhile, stress, anxiety, and other mental health issues can trigger long-term behavioral and emotional disorders, such as attention deficit hyperactivity disorder (ADHD), post-traumatic stress disorder (PTSD), and other psychosocial behavioral disorders. (Sumilat et al., 2024).

Psychosocial is a concept that refers to the interaction between psychological and social aspects. Psychosocial also includes an individual's ability to manage emotions, communicate, and adapt to the social environment. (Nurhabibah & Zulhiddah, 2024). Healthy psychosocial development is very important in supporting an individual's adaptation to the social environment and achieving optimal psychological and social well-being. Psychosocial problems that are not detected early on have the potential to negatively impact a child's emotional, behavioral, social, and academic development, as well as their well-being in the short and long term. (Sitepu et al., 2024).

The psychosocial development of elementary school-aged children is at the Industry vs. Inferiority stage, where children have the ability to produce work, interact, and achieve in learning based on their own abilities. The behavioral characteristics of children at this age are closely related to the tasks assigned to them, which ultimately enable them to produce something of value, follow rules, cope with fear and stress, socialize with peers, and participate in group games. (Budi et al., 2023). If children cannot successfully navigate this developmental stage, it may trigger developmental task mismatches, such as reluctance to complete tasks, defiant behavior toward parents, lack of motivation to compete with peers, laziness, reluctance to join groups, and a tendency to isolate oneself, which may ultimately lead to low self-esteem in students' (Khotimah et al., 2021).

Ramakrishna & Singh's research highlights that teacher resilience is essential as a skill that encompasses various dimensions, particularly in accessing personal resources and social support contexts to face challenges, while also experiencing enthusiasm, commitment, satisfaction, and professional development. Furthermore, if resilience is viewed as a collective response, then schools and their leadership are responsible for providing support to teachers and ensuring the availability of professional affiliations and shared resources that support teachers' ongoing efforts to maintain their psychological balance. (Ramakrishna & Singh, 2022).

This study is also relevant to Oktradiksa's findings, which state that the concept of resilience is not merely a theoretical framework but should be interpreted as a key factor in addressing the dynamics of innovation diffusion to enhance Islamic education services, particularly in Madrasah Ibtidaiyah. The efforts that need to be undertaken include fostering resilience through a positive attitude toward challenges, core values, flexibility, commitment to achieving goals, the courage to take concrete actions, creating internal and environmental conditions that support high expectations for teachers, students, and parents, as well as developing a participatory attitude and a sense of responsibility (Oktradiksa et al., 2020).

In a preliminary study through interviews with homeroom teachers at MI Ihsaniyah 01 Debong Tengah, it was found that there were a number of students' with introverted tendencies that prevented them from interacting effectively with their social environment. These students' showed low participation in group activities, limitations in building social relationships, and low self-confidence. This phenomenon reflects challenges in students' psychosocial development that require appropriate intervention and guidance from teachers.

Teachers' understanding of students' psychosocial aspects includes recognizing students' emotional conditions, attitudes, and self-perceptions, which are formed through social interactions and personal experiences. Teachers who have a deep understanding of these aspects will find it easier to guide the learning process in a way that is responsive to individual needs. An inclusive and open school culture that embraces diversity will strengthen the implementation of inclusive education policies, which in turn serve as guidelines for adaptive and inclusive teaching practices. (Hardiani & Hendriani, 2025). Therefore, the role of teachers with high levels of resilience is very important in developing adaptive learning strategies and approaches, as well as in adequately understanding the psychosocial aspects of students'.

This study aims to analyze the relationship between teacher resilience and understanding of the psychosocial aspects of students', while also contributing theoretically and practically to the development of teacher professionalism in Madrasah Ibtidaiyah. The findings of this study have significant implications in the context of education, both theoretically and practically, particularly in efforts to improve the quality of learning that addresses the emotional and social needs of students' comprehensively. Thus, this study makes an important contribution to the development of effective educational approaches in responding to the dynamics of student development holistically. In this study, it is hypothesized that there is a positive and significant relationship between teachers' resilience levels and their understanding of students' psychosocial aspects at MI Ihsaniyah 01 Debong Tengah. In other words, the higher the teachers' resilience, the better their understanding of students' psychosocial conditions. The conceptual framework of the study is presented in the following figure:

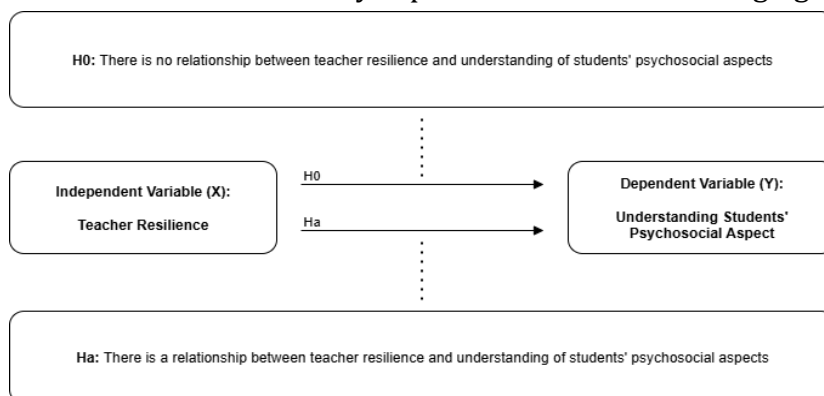


Figure 1. The conceptual framework of the study

Methods

This study employed a correlational quantitative design with the aim of examining the relationship between teacher resilience and understanding of students' psychosocial aspects. The independent variable in this study was teacher resilience (X), while the dependent variable was understanding of students' psychosocial aspects (Y). The research population consisted of all 18 teachers at MI Ihsaniyah 01 Debong Tengah. The sample was determined using a saturated sampling technique (total sampling), so that all members of the population were included in the study.

The instrument used in this research was a questionnaire consisting of a teacher resilience scale and a student psychosocial aspect understanding scale. The teacher resilience scale consisted of 30 items developed based on the dimensions of resilience proposed by Connor and Davidson: (1) personal competence, (2) tolerance for stress, (3) positive acceptance of change, (4) self-control, and (5) spiritual influence (Connor & Davidson, 2003). The Connor-Davidson Resilience Scale (CD-RISC) had been previously tested for validity and reliability by Connor and Davidson, showing adequate psychometric properties for measuring individual resilience. It was proven effective in detecting variations in resilience levels across populations and in assessing post-intervention changes, making it a significant tool in both clinical and scientific research (Connor & Davidson, 2003).

Meanwhile, the scale for understanding students' psychosocial aspects consisted of 24 items developed based on the framework proposed by Mitchell, which includes: (1) understanding of emotions, (2) understanding of attitudes, and (3) understanding of self. Psychosocial understanding is generally defined as the study of interactions between individuals and groups, encompassing domains such as emotions, attitudes, and self-concept that shape interpersonal relationships (Mitchell in Julianti, 2025). Both scales were assessed using a five-point Likert scale with favorable and unfavorable items. Scores for favorable items ranged from strongly disagree = 1 to strongly agree = 5, while unfavorable items were scored inversely, from strongly disagree = 5 to strongly agree = 1.

Data analysis included instrument validity and reliability testing, descriptive statistics, data categorization, classical assumption tests (normality and linearity), hypothesis testing, and coefficient of determination testing. Instrument validity was tested using Pearson's correlation, reliability was assessed with Cronbach's Alpha, and normality was tested using the Shapiro-Wilk test. A 95% confidence interval was applied. All statistical analyses were conducted using SPSS version 24 for Windows.

Results

This study was conducted at Madrasah Ibtidaiyah (MI) Ihsaniyah 01 Debong Tengah, located in Debong Tengah Village, Tegal Selatan Subdistrict, Tegal City, Central Java Province, Indonesia. The study began on July 8, 2025, and ended on August 9, 2025, so the data collection process lasted for one month. Data collection was carried out in accordance with the school's academic schedule, ensuring that data collection activities did not disrupt classroom learning processes. The research instruments used were two questionnaires: a teacher resilience questionnaire and a student psychosocial understanding questionnaire, which were distributed to all teachers at MI Ihsaniyah 01 Debong Tengah. The questionnaires were distributed directly by the researcher to all participants. Prior to distributing the questionnaires, the researcher conducted a briefing for all teachers regarding the objectives and procedures of the study to minimize subjectivity in the data obtained. The research findings are systematically outlined as follows:

a. Testing the validity of research variables

Validity is a measure of the accuracy and consistency of a scale in performing its measurement function. An instrument is said to be valid if the measuring tool used is truly capable of measuring data in accordance with the desired objectives. (Sugiono et al., 2020). In this study, the validity test on the items used the Pearson Product-Moment method. The interpretation guidelines for the Pearson validity test were carried out by comparing the item-total correlation coefficient (r_{xy}) with the critical correlation coefficient (r -table) at a significance level of 5%. If r_{xy} is greater than r -table, then the item is categorized as valid. Conversely, if r_{xy} is less than r -table, the item is considered invalid. In this study, the r -table value used was 0.468, resulting in the following outcomes:

Table 1. Results of Resilience Variable Validity Test

Item	r-table	r-count	Description
1	0,468	0,524	Valid
2	0,468	0,081	Invalid
3	0,468	0,038	Invalid
4	0,468	0,436	Invalid
5	0,468	0,586	Valid
6	0,468	0,813	Valid
7	0,468	0,204	Invalid
8	0,468	0,495	Valid
9	0,468	0,432	Invalid
10	0,468	0,714	Valid
11	0,468	0,541	Valid
12	0,468	0,667	Valid
13	0,468	0,032	Invalid
14	0,468	0,156	Invalid
15	0,468	0,526	Valid
16	0,468	0,764	Valid
17	0,468	0,757	Valid
18	0,468	0,760	Valid
19	0,468	0,439	Invalid
20	0,468	0,504	Valid
21	0,468	0,401	Invalid
22	0,468	0,896	Valid
23	0,468	0,762	Valid
24	0,468	0,831	Valid
25	0,468	0,578	Valid
26	0,468	0,590	Valid
27	0,468	0,636	Valid
28	0,468	0,803	Valid
39	0,468	0,808	Valid
30	0,468	0,688	Valid

Based on the validity test results using Pearson's correlation on the resilience scale, analyzed using SPSS version 24, there are nine items that do not meet the validity criteria. These items include item 2 ($r = 0.081$), item 3 ($r = 0.038$), item 4 ($r = 0.436$), item 7 ($r = 0.204$), item 9 ($r = 0.432$), item 13 ($r = 0.032$), item 14 ($r = 0.156$), item 19 ($r = 0.439$), and item 21 ($r = 0.401$). Thus, 21 items were deemed valid for use in the scale.

Table 2. Results of Psychosocial Variable Validity Testing

Item	r-table	r-count	Description
1	0,468	0,769	Valid
2	0,468	0,274	Invalid
3	0,468	0,343	Invalid
4	0,468	0,679	Valid
5	0,468	0,695	Valid
6	0,468	0,172	Invalid
7	0,468	0,687	Valid
8	0,468	0,701	Valid
9	0,468	0,709	Valid
10	0,468	-0,527	Invalid
11	0,468	0,333	Invalid
12	0,468	0,195	Invalid
13	0,468	0,304	Invalid
14	0,468	0,748	Valid
15	0,468	0,545	Valid
16	0,468	0,637	Valid
17	0,468	0,511	Valid
18	0,468	0,511	Valid
19	0,468	0,605	Valid
20	0,468	0,610	Valid
21	0,468	0,676	Valid
22	0,468	0,089	Invalid
23	0,468	0,105	Invalid
24	0,468	0,702	Valid

Based on the validity test results table, using Pearson's correlation coefficient on the resilience scale analyzed with SPSS version 24, nine items were found not to meet the validity criteria. These items include item 2 ($r = 0.274$), item 3 ($r = 0.343$), item 6 ($r = 0.172$), item 10 ($r = -0.527$), item 11 ($r = 0.333$), item 12 ($r = 0.195$), item 13 ($r = 0.304$), item 22 ($r = 0.089$), and item 23 ($r = 0.105$). Thus, the total number of items deemed valid is 15.

b. Testing the reliability of research variables

Reliability refers to the consistency or level of confidence in measurement results, which can be understood as accuracy in the measurement process. (Anggraini et al, 2022). In this study, the reliability of the instrument was tested using SPSS software version 24 with the Cronbach's Alpha method. In general, an instrument is considered reliable if its reliability value is greater than 0.6 (Danar et al., 2021). Reliability testing is carried out after invalid items are removed. The results of the reliability test can be seen in the following table:

Table 3. Results of Testing the Reliability of Research Variables

Variable	Alpha Table	Alpha Count	N of Items
Teacher Resilience	0,600	0,945	21
Psychosocial Understanding	0,600	0,904	15

Based on the reliability analysis results, the teacher resilience scale showed a coefficient of 0.945, while the psychosocial understanding scale obtained a coefficient

of 0.904. These values indicate that both research instruments have good reliability levels, with Cronbach's Alpha coefficients exceeding the threshold of 0.600.

c. Descriptive analysis of research variables

Hasan (in Nasution, 2017) states that descriptive analysis is a method of analyzing research data used to test the generalization of research findings based on the sample taken. (Nasution, 2017). Descriptive analysis aims to present research data systematically and provide a comprehensive overview of the distribution of the data obtained. Based on the results of the descriptive analysis conducted using SPSS software version 24, the data obtained can be presented as follows:

Table 4. Descriptive Statistics of Research Variables

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Teacher Resilience	18	50	102	79,11	13,881
Psychosocial Understanding	18	34	71	56,11	8,764
Valid N (listwise)	18				

Based on the results of statistical analysis of the research questionnaire, it was found that the minimum score for the teacher resilience variable was 50, the maximum score was 102, the mean was 79.11, and the standard deviation was 13.881. Meanwhile, for the students' psychosocial understanding variable, the minimum score was 34, the maximum score was 71, the mean was 56.11, and the standard deviation was 8.764.

In descriptive statistical analysis, researchers identify the presence of outliers because outliers can be one of the causes of inaccurate classical assumptions. Outliers are data points that deviate significantly from the other values in a data set. Therefore, outliers should not be discarded arbitrarily, as they can affect the quality of predictive models and the accuracy of parameter estimates. (Ihsan et al., 2018). Efforts to identify the presence of outliers in data can be done using visual methods, one of which is the boxplot. (Sihombing et al., 2023). The outlier results for the research variables are explained in the following data visualization:

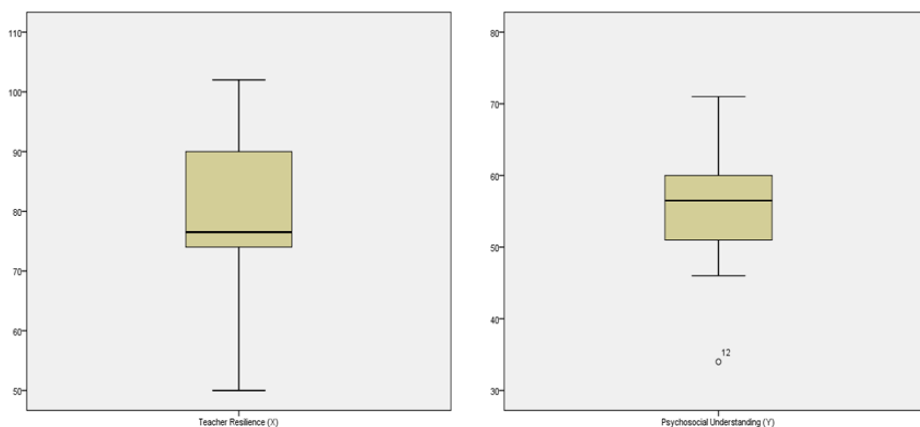


Figure 2. Visualization of Outliers in Research Variables

Based on the data visualization, there is an outlier in the psychosocial understanding variable (Y) for sample 12. The researcher chose not to eliminate this outlier because its presence is considered to provide significant information on natural population variability or rare phenomena relevant to the research context. Removing outliers can eliminate important information and bias analysis results.

Additionally, data analysis in this study was also conducted using categorization methods. Categorization is the process of assigning meaning or interpretation to scale scores. This categorization provides an overview of the distribution of scores in the measured group. It serves as a source of information about the condition of the subjects in relation to the variables being studied. The measurement of teacher resilience and understanding of students' psychosocial aspects is classified into three categories: high, medium, and low. The formula used to determine these categories is presented as follows:

Table 5. Data Categorization Formula

Category	Score
High	$(M + 1,0 \text{ SD}) \leq X$
Medium	$(M - 1,0 \text{ SD}) \leq X < (M + 1,0 \text{ SD})$
Low	$X < (M - 1,0 \text{ SD})$

1) Categorization of Teacher Resilience Variables

Table 6. Data Categorization Formula for Resilience Variables

Category	Score
High	$92,991 \leq X$
Medium	$65,229 \leq X < 92,991$
Low	$X < 65,229$

Based on calculations using the categorization formula, the following categorization scores were obtained for the teacher resilience variable:

Table 7. Categorization of Teacher Resilience Levels

		Teacher Resilience Level			Cumulative
		Frequency	Percent	Valid Percent	Percent
Valid	Low	3	16.7	16.7	16.7
	Medium	12	66.7	66.7	83.3
	High	3	16.7	16.7	100.0
	Total	18	100.0	100.0	

The results of the data categorization analysis show the frequency distribution and percentage of teacher resilience levels at MI Ihsaniyah 01 Debong Tengah. The majority of respondents were classified in the moderate resilience category, namely

12 respondents (66.7%). Additionally, three respondents (16.7%) were classified in the high resilience category, while the remaining three respondents (16.7%) were categorized in the low resilience category.

2) Psychosocial Understanding Categorization

Table 8. Data Categorization Formula for Psychosocial Variables

Category	Score
High	$64,874 \leq X$
Medium	$47,346 \leq X < 64,874$
Low	$X < 47,346$

Based on the categorization formula for psychosocial variables, it can be concluded that the results of the categorization of psychosocial aspect comprehension scores in the respondents of this study are as follows:

Table 9. Psychosocial Understanding Level Categorization

Students' Psychosocial Understanding Level					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Low	3	16.7	16.7	16.7
	Medium	11	61.1	61.1	77.8
	High	4	22.2	22.2	100.0
	Total	18	100.0	100.0	

Based on the results of data categorization, the frequency and percentage of teachers' understanding of students' psychosocial development at MI Ihsaniyah 01 Debong Tengah were obtained. The majority of teachers demonstrated a moderate level of understanding of students' psychosocial development, with a percentage of 61.1% (11 people). Furthermore, 22.2% of teachers (4 people) had a high level of psychosocial understanding, while 16.7% of teachers (3 people) showed a low level of psychosocial understanding. These results illustrate the variation in psychosocial understanding among teachers, with a predominance in the moderate category.

d. Results of classical assumption test

1) Normality Test

The normality test is a procedure used to evaluate whether the data obtained is normally distributed or not. (Muhammad Isnaini et al., 2025). In this study, the normality test was carried out using the Shapiro-Wilk method, because this method is considered appropriate for small samples (Ismail, 2022). The decision-making criteria in this study are based on significance values, where a significance value greater than 0.05 indicates a normal data distribution. Conversely, a significance value below 0.05 indicates that the regression model does not meet the assumption of normality. The results of the normality test in this study are as follows:

Table 10. Results of Normality Test of Research Variables

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Teacher resilience	0,143	18	.200*	0,959	18	0,587
Psychosocial Understanding	0,162	18	.200*	0,957	18	0,551
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

The results of the normality test indicate that variable X has a p-value of 0.587 and variable Y has a p-value of 0.551. Since both values are greater than 0.05, the data for both variables are normally distributed and meet the normality assumption.

2) Linearity Test

The linearity test aims to determine whether there is a significant linear relationship between two or more variables being tested (Roy, 2024). Decisions are based on the significance value (sig.) of the Deviation from Linearity. If the sig. value is > 0.05, the relationship between the variables is considered linear. The results of the linearity test are presented in the following table:

Table 11. Results of Linearity Test of Research Variables

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Psychosocial Understanding * Teacher Resilience	Between Groups	(Combined)	947,778	14	67,698	0,567	0,800
		Linearity	289,471	1	289,471	2,426	0,217
		Deviation from Linearity	658,307	13	50,639	0,424	0,881
	Within Groups		358,000	3	119,333		
	Total		1305,778	17			

Based on the linearity test results, the deviation from linearity value obtained was 0.881. This significance value is greater than 0.05, so it can be concluded that there is a linear relationship between teacher resilience and psychosocial understanding.

The linearity of the research variables can be tested by examining the scatter plot. If the points on the graph form a straight line with a certain slope, then the variable pair shows a linear relationship. This linear relationship can be a positive relationship, indicated by an increasing line gradient, or a negative relationship, indicated by a decreasing line gradient (Wijana et al., 2023). The results of the linearity test are shown in the following graph:

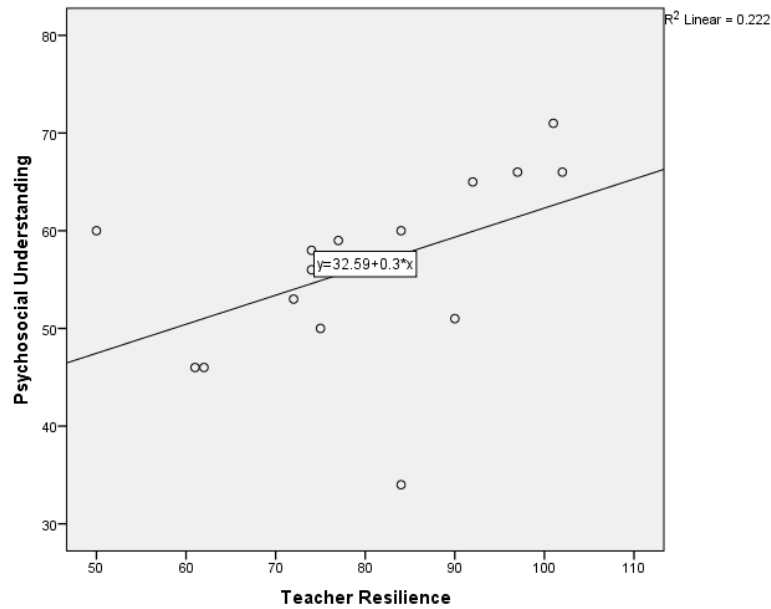


Figure 3. Scatter Plot Graph

Based on the scatter plot graph, the data form a straight line pattern from the lower left to the upper right, indicating a positive linear relationship between the variables of Teacher Resilience (X) and Psychosocial Understanding (Y). This relationship indicates that an increase in teacher resilience contributes to an increase in students' understanding of psychosocial aspects.

e. Hypothesis test results

The hypothesis testing method applied in this study was the Pearson product-moment correlation. (Setyawan, 2022). The testing criteria used stated that if the p-value was < 0.05 , there was a significant correlation between the independent and dependent variables. Conversely, if the p-value was > 0.05 , there was no significant correlation between the two variables. The results of the hypothesis test can be seen in the following table:

Table 12. Hypothesis Test Results for Research Variables

Correlations			
		Teacher Resilience	Psychosocial Understanding
Teacher Resilience	Pearson Correlation	1	.471*
	Sig. (2-tailed)		0,049
	N	18	18
Psychosocial Understanding	Pearson Correlation	.471*	1
	Sig. (2-tailed)	0,049	
	N	18	18

*. Correlation is significant at the 0.05 level (2-tailed).

Based on SPSS data processing, a correlation coefficient (r_{xy}) of 0.471 was obtained, with a p-value of 0.049 ($p < 0.05$), indicating a positive correlation between teacher resilience (X) and students' understanding of psychosocial aspects (Y). This finding indicates a significant relationship between teacher resilience and understanding of students' psychosocial aspects; thus, the alternative hypothesis (H_a) in this study can be accepted.

f. Results of the coefficient of determination test

The coefficient of determination (R^2) is used to measure the proportion of variation in the independent variable that can explain the variation in the dependent variable in percentage form (Sari et al., 2022). The coefficient of determination test in this study shows the extent of the influence of teacher resilience (X) on students' understanding of psychosocial aspects (Y). The results of the coefficient test are explained in the following table:

Table 13. Results of the Coefficient of Determination Test

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.471 ^a	0,222	0,173	7,970
a. Predictors: (Constant), Teacher Resilience				

Based on the results of the coefficient of determination test, the R^2 value is 0.222, indicating that teacher resilience accounts for 22% of the variation in students' understanding of psychosocial aspects. Meanwhile, the remaining 78% of variation is explained by external factors not included in the variables of this study.

Discussion

Empirical Insights on Resilience as a Key Factor in Teacher Performance

Teachers' activities in the learning process include planning, implementing, and evaluating learning outcomes. Through teachers' performance, it is possible to measure the extent to which the established learning objectives can be achieved, which is an integral part of the implementation of teachers' professional duties. (Utami & Putra, 2020). Moreover, elementary school teachers play a strategic role in the early education of students', as this level serves as the main foundation for further education. Therefore, improving teacher performance is crucial in order to improve the overall quality of education.

The heavy burden of responsibility and the complexity of the teacher's role have the potential to increase the risk of high work stress. Various professional challenges, such as heavy workloads, classroom management, teacher unpreparedness, lack of support, and limited resources, are risk factors that can cause teachers to experience difficulties in maintaining their performance. In this context, resilience is identified as an important psychological ability that teachers must possess in order to effectively face and complete work demands. (Utami & Putra, 2020).

Teachers with positive psychological capital tend to show high motivation and maximum effort in achieving optimal performance. This psychological capital is

characterized by self-efficacy, optimism, hope, and resilience. In line with Farida's findings, strengthening aspects of resilience and prosocial behavior contribute significantly to teachers' ability to manage stress and professional challenges. (Farida et al., 2024).

Based on the above discussion, it can be concluded that teacher performance plays a central role in achieving learning objectives, particularly at the elementary school level, which serves as the foundation for further education. Improving teacher performance not only affects the quality of education but also reflects the professionalism of teachers themselves. However, the complexity of teachers' responsibilities often causes work pressure and stress that can hinder performance if not managed effectively. Therefore, resilience emerges as an important psychological ability to support teachers in persevering, adapting, and remaining productive in the face of work challenges.

Based on the results of the study at MI Ihsaniyah 01 Debong Tengah, variations in teachers' resilience levels were found, with 16.7% of respondents having low resilience, 66.7% at moderate resilience levels, and 16.7% showing high resilience. This data indicates that the majority of teachers have a fairly good level of resilience (moderate category), reflecting adaptive abilities in facing pressure and changes in the work environment. This aligns with Wirabrata's view, stating that resilience enables individuals to rise and adapt in difficult situations. (Gede et al., 2024). Irawan (in Gede et al., 2024) also emphasizes that teachers with good resilience are an important factor in determining the success of student learning outcomes and are a key resource in ensuring the effectiveness of learning. (Gede et al., 2024). Therefore, strengthening teacher resilience is crucial for improving various aspects of students' lives. (Akbar & Tahoma, 2018).

Although some teachers have low levels of resilience, these findings indicate positive potential for further development through training and psychological support programs. Nafiati & Hendaryati suggest that teachers' resilience needs to be nurtured continuously through initial training and management throughout their professional career cycle. The government plays a crucial role in establishing conducive national policies and providing opportunities for teacher resilience development to support quality learning. (Nafiati & Hendaryati, 2024).

The findings of this study are highly relevant to the teaching context at Madrasah Ibtidaiyah Ihsaniyah 01 Debong Tengah, which faces not only academic challenges but also specific challenges related to the integration of religious values into the learning process. As an Islamic-based educational institution, madrasahs are required not only to transfer knowledge but also to shape the character and personality of students in accordance with Islamic teachings that emphasize resilience, patience, and sincerity in facing various trials in life.

The capacity and support for developing and maintaining teacher resilience are important, given that teachers' vulnerability to stressors specific to this profession tends to increase over time. Addressing problems inherent in the education system requires comprehensive reform of the system in general. In this context, resilience is presented as a strategic professional competency for teachers with an approach that emphasizes solutions in dealing with various factors caused by various stressors during the learning process. (Baatz & Wirzberger, 2025).

These findings are also relevant to national and madrasah education policies that emphasize character building and the development of teachers' psychological and spiritual well-being as efforts to improve the quality of education. Thus, teacher resilience is not only important from a psychological perspective but also aligns with the mission of madrasahs, which is oriented towards shaping a generation that is intellectually superior

and has noble character, so that they can respond comprehensively to today's educational challenges.

Teachers' Level of Psychosocial Understanding at MI Ihsaniyah 01 Debong Tengah: Findings and Implications

According to Erikson, psychosocial development in school-age children begins with the formation of self-confidence (industry), marked by an increase in creativity and the exploration of individual talents and abilities. At this stage, children begin to interact with their environment and family, contributing to physical, social, and emotional changes. Children will explore their environment, develop a sense of competition with peers, interact with siblings, and hone effective coping skills, thereby fostering self-reliance. However, if children fail to navigate this phase, the likelihood of losing interest in their environment and exhibiting inappropriate behavior increases. This phase is known as inferiority or low self-esteem. (Simatupang et al., 2023).

During this developmental period, students' demonstrate a high intensity of exploration, with many questions and a strong curiosity about the social environment around their home and school. The dominance of environmental influences implies that children tend to mimic and follow the social environment rather than develop independent thinking patterns. (Budiarti et al., 2022). A conducive and positive environment contributes to the formation of children into creative individuals with positive character, which has a significant impact on their development into the next age stage.

In line with the findings of research by Septianti & Afiani, in an effort to improve the quality of learning, teachers need to make the characteristics of individual students' and their culture the main foundation in designing learning principles and programs. Learning activities that do not focus on students' characteristics as subjects of learning will lose their meaning and relevance for students' (Septianti & Afiani, 2020).

According to Buzan (in Silalahi & Naibaho, 2023), the teaching profession demands high social intelligence, given its responsibility for direct interaction with students', colleagues, and parents, all of which require interpersonal social skills to support the primary role as educators. (Silalahi & Naibaho, 2023). In this context, teachers play a central role in creating a learning environment that supports students' mental health, for example, by integrating mental health education into the curriculum and teaching coping strategies and emotion management. (Sanusi, 2024).

Thus, in addition to considering learning strategies, approaches, and methods, teachers must also consider the psychological characteristics of students' that reflect their personalities and behavior in the classroom. Adjusting learning based on these characteristics is important to ensure the relevance and alignment of the learning process with students' interests and needs. (Haryadi & Cludia, 2021).

Based on data analysis, it shows that the majority of teachers at MI Ihsaniyah 01 Debong Tengah have a moderate understanding of students' psychosocial conditions (61.1%), with a small proportion in the high category (22.2%) and low category (16.7%). These findings reflect that teachers already have basic awareness and knowledge regarding the psychological and social conditions of students', but systematic efforts are still needed to improve their understanding to an optimal level. Based on this data, it indicates that the majority of teachers have basic awareness and knowledge about the psychological and social conditions of students, although improvements are needed so that more teachers achieve an optimal level of understanding.

Theoretically, these results are in line with Erikson's view, which emphasizes the importance of the psychosocial development phase in school-age children in shaping self-

confidence, independence, and social skills. Therefore, improving teachers' psychosocial understanding is a priority through training programs, strengthening social competencies, and developing learning strategies that are responsive to students' developmental needs. These efforts are expected to ensure the sustained psychosocial well-being of students', enabling them to grow and develop optimally both academically and socially-emotionally.

Teachers' psychosocial understanding is an important aspect that supports the success of the learning process at Madrasah Ibtidaiyah Ihsaniyah 01 Debong Tengah. This aspect includes the ability of teachers to recognize, understand, and respond to the psychological and social conditions of students, including emotions, learning motivation, social interactions, and behavioral challenges that affect the overall academic and psychological development of students. Teachers who understand psychosocial aspects can adjust teaching strategies and interpersonal approaches to create a conducive classroom atmosphere according to students' needs. Research shows that teachers with high resilience tend to be better able to manage emotions, show empathy, and adapt to student dynamics, so that teachers' mental-emotional readiness plays an important role in carrying out educational tasks amid the complexity of roles and challenges faced.

This is in line with the statement by Garrido, Salcedo, and Levicán that classroom well-being includes three main characteristics, namely student emotion management, a sense of security created in the classroom, and mutual trust between students and teachers. These conditions enable teachers to make the right decisions and avoid fatigue, thereby creating a safe classroom environment and optimal learning motivation. It should be emphasized that classroom well-being is the result of mutually beneficial cooperation between students and teachers, where the development of teacher resilience has a direct influence on the micro-system of students in the classroom. (Salvo-Garrido et al., 2025).

Students' responses to teachers' resilience and understanding of psychosocial aspects are generally positive. Resilient teachers are able to build communicative and warm relationships so that students feel emotionally supported. Students who receive attention from resilient teachers are better able to manage their emotions and develop interpersonal intelligence. An inclusive learning environment that respects diversity and the special needs of students is also created through teachers' patient and sensitive responses to students' emotional needs and behavior. Teacher resilience plays an important role as a source of psychosocial support in the holistic development of students, especially in facing various learning challenges in madrasahs.

Analysis of Correlation between Teacher Resilience and Teacher Understanding of Students' Psychosocial Aspects

Teacher resilience is a crucial aspect in efforts to improve the quality of learning. The American Psychological Association identifies several factors that support the development of teacher resilience, including: building positive interpersonal relationships, developing an optimistic attitude, adapting to change, being dynamic in achieving goals, the ability to make appropriate decisions, and seeking opportunities for self-development. Additionally, factors such as harmonious relationships, social concern, realistic goals, and physical and mental balance also strengthen teachers' resilience. (Nafiati & Hendaryati, 2024). Teachers with high levels of resilience tend to be more persistent in striving for the success of the learning process at school.

This aligns with the findings of Muhaimin & Rofiqoh, who state that elementary school teachers, whether prepared or unprepared, must be able to adapt positively to various changes and challenges. Resilience becomes a primary need when individuals face

significant obstacles and are able to demonstrate positive adaptation to such difficulties (Muhaimin & Rofiqoh, 2022).

Resilience in the context of teaching demonstrates the ability that allows individuals to maintain optimal performance amid challenges. (Rachman et al., 2024). In this case, teacher resilience is closely related to internal strength and confidence in carrying out teaching duties and a commitment to serve. Analysis using Pearson's correlation model yielded a correlation coefficient of 0.471 with a significance value of 0.049 ($p < 0.05$), indicating a positive and significant relationship between teacher resilience and their understanding of students' psychosocial aspects. This coefficient indicates a moderate correlation based on general criteria (0.40–0.59). These findings support the hypothesis that resilience contributes to an increase in teachers' understanding of students' psychosocial conditions, where resilient teachers are better able to manage their emotions, have higher empathy, and are responsive to students' social-emotional needs.

Theoretically, these results are consistent with resilience theory, which states that resilient individuals are better able to cope with stress while maintaining personal competence. Individuals with superior personal competence and strong self-confidence tend to view work as important, thus focusing on achieving goals (Antonio & Kurniawan, 2024). In an educational context, teachers with resilience are better able to maintain the quality of their relationships with students', recognize psychosocial indicators, and provide appropriate responses to classroom dynamics and student behavior.

Understanding students' psychosocial aspects depends not only on teachers cognitive abilities but also on their mental and emotional readiness to face various challenges. A study by Sentana & Wiyasa (in Mahendra & Hariyati, 2024) shows that teachers with high resilience levels are able to cope with work-related stress, such as administrative burdens, classroom management, and policy changes, with a positive and adaptive attitude. Conversely, teachers with low resilience are prone to emotional exhaustion, stress, and decreased motivation, which can potentially reduce the quality of learning (Mahendra & Hariyati, 2024). Therefore, resilience is an important factor that influences the effectiveness of teachers in comprehensively understanding and responding to student needs.

The findings of this study reveal the important role of teacher resilience in improving students' psychosocial understanding at Madrasah Ibtidaiyah Ihsaniyah 01 Debong Tengah. Teachers with high resilience are not only better able to manage work pressure, but also more sensitive to the social and emotional needs of students, especially in the context of Islamic education that balances character and academic aspects. In line with Qingchen Fu and Xing Zhang, teacher resilience, both psychologically and physically, greatly determines the effectiveness of learning. Resilient teachers are also able to create a positive classroom environment and set an example in dealing with pressure and change adaptively (Fu & Zhang, 2024).

In the context of madrasahs, the role of teachers is not limited to being academic educators, but also moral and spiritual guides. Teacher resilience is an important factor in maintaining the quality of interaction and responding to the complex psychosocial dynamics of students. These findings have significant practical implications for the development of teacher training programs in madrasahs, which need to emphasize mental and emotional resilience in addition to improving teaching skills. Strengthening resilience through comprehensive training is believed to help teachers maintain psychological balance, increase empathy, and adaptability in facing learning challenges. Therefore, this study makes an important contribution to the development of Islamic basic education and forms the basis for recommendations for the continuous development of teacher competencies in madrasahs.

Conclusion

This study demonstrated that most teachers at MI Ihsaniyah 01 Debong Tengah exhibited moderate levels of resilience (66.7%) and a moderate understanding of students' psychosocial aspects (61.1%). Pearson's correlation analysis revealed a positive and significant relationship between teacher resilience and understanding of students' psychosocial aspects ($r = 0.471$; $p = 0.049 < 0.05$). The coefficient of determination ($R^2 = 0.222$) further indicated that teacher resilience accounted for 22% of the variation in understanding students' psychosocial aspects, while the remaining 78% was explained by factors beyond the scope of this study.

Theoretically, these findings enrich the growing literature on teacher resilience by highlighting its importance within the context of Islamic education. They provide empirical evidence that resilience is not only a personal trait but also a determinant of teachers' ability to understand the psychosocial dimensions of their students. From a policy perspective, the results align with the Ministry of Religious Affairs' ongoing efforts to improve teacher welfare, suggesting that strengthening teacher resilience could contribute to improving the quality of religious education at the Madrasah Ibtidaiyah level. Practically, this research offers a basis for designing professional development programs that integrate resilience-building strategies to support teacher performance and student outcomes.

Despite its contributions, this study has several limitations. The findings were derived from a single institution, which restricts generalizability to other schools and regions. The use of a purely quantitative approach limited exploration of the deeper contextual and psychological processes that shape the relationship between resilience and psychosocial understanding. Furthermore, the reliance on teachers' self-reports introduced potential perceptual bias, as students' perspectives and alternative data sources were not incorporated. Future research should therefore employ larger and more diverse samples, adopt mixed-methods designs, and triangulate perspectives from students, administrators, and parents to develop a more comprehensive understanding of teacher resilience in Islamic education settings.

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