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| <br>— FAI UNISMUH MAKASSAR — | International Conference on Actual Islamic Studies |            |                 |
|                                                                                                               | Vol. 4 No. 1                                       | April 2026 | ISSN: 2988-7925 |

## Membangun Lingkungan Belajar yang resiliensi melalui strategi Manajemen Pendidikan Berbasis Well-Being

### *Build Environment Learn The Resilience through Well-Being-Based Education Management Strategy*

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#### Abstrak

**Kata Kunci:**  
Resiliensi,  
Manajemen  
Pendidikan , Well  
Being

Fenomena Pendidikan yang terjadi pada zaman sekarang ini, merupakan hal yang sangat menarik untuk menjadi sorotan dan sekaligus juga merupakan agenda penting untuk dijadikan sebagai prioritas utama, khususnya permasalahan pada pendidik dan peserta didik. Begitu banyak tantangan dan tekanan yang harus dialami oleh mereka. Padahal sebenarnya, proses pendidikan itu sendiri adalah investasi jangka panjang bagi kelangsungan masa depan peserta didik. Tantangan dan tekanan bukan saja muncul dari faktor internal melainkan juga dapat muncul dari faktor eksternal. Begitu banyak permasalahan yang sebenarnya menjadi problematika yang harus dihadapi, seperti keterbatasan sarana prasarana yang menunjang proses pendidikan, kesulitan peserta didik akan kemampuan berkonsentrasi, kurangnya ilmu pendidik dalam menyampaikan materi serta lingkungan yang tidak mendukung dalam kegiatan proses pembelajaran. Sementara itu, suatu lembaga pendidikan yang dapat menyediakan kenyamanan fisik maupun psikologis akan diharapkan menjadi suatu bentuk kontribusi bagi mereka, sehingga mereka dapat sanggup menerima segala bentuk tantangan yang akan dihadapi kemudian hari. Oleh karena itu, konsep resiliensi dan well-being saling mendukung satu sama lain dalam dunia pendidikan yang berlaku bagi pendidik maupun peserta didik sekalipun, sehingga penelitian ini dibuat agar dapat memberikan gambaran seberapa pentingnya Konsep Resiliensi dan Well-being yang dapat ditanamkan dalam dunia pendidikan dengan menjadikan Metode literature review sebagai Metode yang dipilih dalam penelitian ini.

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### Abstract

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**Keywords:**

Resilience,  
Management  
Education, Well-  
Being

The phenomenon of education that occurs in today's era is very interesting to be highlighted and at the same time is also an important agenda to be made a top priority, especially problems for educators and students. There are so many challenges and pressures that must be experienced by them. In fact, the education process itself is a long-term investment for the sustainability of the future of students. Challenges and pressures not only arise from internal factors but can also arise from external factors. There are so many problems that are actually problematic that must be faced, such as limited facilities and infrastructure that support the education process, students' difficulties in concentrating, lack of educator knowledge in delivering material and an environment that does not support learning process activities. Meanwhile, an educational institution that can provide physical and psychological comfort will be expected to be a form of contribution to them, so that they can be able to accept all forms of challenges that will be faced in the future. Therefore, the concepts of resilience and well-being support each other in the world of education that applies to educators and students, so this study was conducted in order to provide an overview of how important the concepts of resilience and well-being can be instilled in the world of education by using the literature review method as the method chosen in this study.

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**INTRODUCTION**

According to Law No. 20 of 2003 concerning the National Education System listed in Chapter 1 Article 20, it is stated that learning is the process of interaction between students and educators and learning resources in a learning environment. Thus, the process of comfortable teaching and learning activities will create a good learning atmosphere so that it will directly stimulate the brains of students to easily accept all sources of information provided by educators without feeling pressured and burdened, while according to

Law No. 14 concerning Teachers and Lecturers, it is stated even though it is not directly about the development of educators.

In discussing problems about students, *The National Mental Health Association* has reported several important things about mental problems in children and adolescents, namely: 1) less than 1 in 3 children under 18 years old who have mental health experience receive mental health services, and 2) every day 1 in 33 children experience depression. Data from basic health research from the

Indonesian Ministry of Health written in a 2008 report by the Health Research and Development Agency of the Ministry of Health of the Republic of Indonesia, noted that mental health problems in Indonesia increased by 20% every year (Novi et al., 2021)

According to Sahari (2018), in psychology, education is the application of psychology that should not be one of the functions of children's psychology, for example, the function of thinking alone, or the function of taste alone, because it will result in unbalanced psychological development. With the imbalance in the psychological development of the student, it will result in many problems experienced by students at school.

There are several factors that cause students to become lazy to learn at school that result in a lack of happiness when learning and in the school environment, including internal factors that cause learning laziness due to psychology, such as mental health factors, and external factors such as: 1) Family factors, where parents are the cause of students' laziness in the teaching and learning process at school caused by lack of attention from parents themselves; 2) Environmental factors, where in a condition the school environment feels noisy and crowded which makes students lazy

to learn at school; 3) Teacher factors. Teachers can be the cause of children's learning laziness if teachers in taking methods are not appropriate and lack mastery of the material and are difficult for students to understand; 4) Curriculum factors, poor curriculum such as too high materials, unbalanced distribution of materials and lack of discipline at school also cause students to become bored to follow learning (Suharwati, 2019). Research has proven that the academic load experienced by students such as students experiencing academic stress (Putri, 2018), anxiety (Bahrodin & Widiyati, 2021), decreased learning achievement (Rahmawati & Indriayu 2017), low motivation to learn (Alawiyah, 2020), and *academic burnout* (Damayanti, 2021).

Based on previous research conducted by Jaya and Irawan (2022) which proved that students feel pressured by many tasks, do not understand online learning, are unable to manage demands, arise anxiety and anxiety and are unable to control emotions. If you look back, it can be seen that there has been a moral, social, and academic decline among students. This was even more clearly seen when the pandemic occurred in Indonesia. When the pandemic occurred, all schools no longer studied in their respective schools or classrooms. Instead, they learned

online/online by utilizing smartphone technology. The impact of the pandemic can be seen until now in the surrounding environment, especially for schools, namely students. Not a few students are able to face the impact of the pandemic. So that after the pandemic, problems arose that many students experienced, especially in the academic field. Thus, several studies that have proven the low academic resilience of students during the pandemic are due to the many demands of tasks (Harahap, et al., 2022), network instability and difficulty understanding lessons (Tambunan, 2021), inability to adapt to difficulties, self-blame, and inability to control oneself and emotions that can cause symptoms such as self-blame, stress, and depression (Fakhriyani, 2021).

Academic achievement is a picture of student knowledge, which is a benchmark for students' education and knowledge competencies as well as a tangible indicator of student learning, consisting of scores from student achievement and ability tests that can be shown by the student's *Grade Point Average* (GPA) or the results of student grades at the final results of the learning process (Sanusi et al., 2020). In fact, the academic success of a student is very closely related to the ability of the student himself. With this inhibition,

the cognitive process will automatically be hampered. Therefore, it is very important that a student has the ability to face all forms of challenges even in finding the most difficult situations. This ability is usually called Resilience.

Likewise with educators, the high workload, task and emotional demands, and many challenges for teachers can provide pressure so that if educators are unable to handle it, educators will perceive their work negatively (Sekar and Airin, 2020). Lecturers who experience burnout will lose their work morale, get tired easily, decrease in work performance, have difficulty focusing, be emotionally unstable, and can even make them hate their work (Sunaryo, et.all, 2024).

In line with Government Regulation No. 19 of 2005 concerning learning process standards that are being developed, the teacher's duties in teaching consist of 3 activities, namely: 1) preparing learning plans, 2) presenting/implementing learning, and 3) carrying out learning evaluations. (Supardi, 2016) explained the indicators to see whether the teacher's performance is optimal enough or there are not yet six, namely (1) the ability to prepare a learning plan; (2) the ability to carry out learning; (3) the ability to

establish interpersonal relationships; (4) the ability to carry out learning outcome assessment; (5) the ability to carry out enrichment; and (6) the ability to carry out remedial".

Davis, 1999 in (Harahap, et al., 2022) said that a person who is resilient, especially in the academic field, is based on several factors. First, it arises from oneself, which can be in the form of how to relate to the environment, how to solve problems and socialize. Second, from other people, both the bond with parents and how a person gets support from his family and surroundings. Third, from the environment, which is especially the positive things obtained from his environment.

Resilience is a basic strength as the foundation of all positive traits in building emotional and psychological strength. If resilience increases, then courage, perseverance, rationality, and insight are also good for individuals. In fact, some studies state that resilience is a benchmark for a person's mindset and success in life, including success in learning (Sabila & Aulia, 2019). The ability to survive in the academic field is called academic resilience, which means that the way individuals move in displaying their resilience to get out of negative emotions felt when facing pressure or obstacles in learning activities

(Harahap, et al., 2020). If individuals have good academic resilience, they can adapt to the difficulties experienced (Hendriani, 2022).

According to Bernard (in Rosito, 2022), the characteristics of academically resilient people are socially competent, have skills such as the ability to solve problems, think critically, and have initiative in their learning. A resilient person generally has a goal for his future because he has interests, goals and motivation for his education to succeed.

## LITERATURE STUDY

### *Definition of Resilience*

Resilience is defined as a form of adaptive response showing that individuals can respond in accordance with the pressure/problem that occurs. A positive adaptive response is a situation when an individual can analyze and adjust the thoughts, behaviors, and feelings shown in the difficulties faced. For example: when an individual experiences academic difficulties, the individual will be aware of the fear, anxiety that he feels as a form of emotional reaction that arises to the difficulties faced. After realizing the emotions felt, he will move to analyze the situation to find a solution. This response is a form

of adaptive response. The adaptive response ability is also beneficial for the dynamic response shown.

Dynamic responses are shown by proactive responses to move to prevent, overcome and minimize the impact of the pressures/problems faced. Adaptive responses are a great capital to show dynamic responses. Individuals who can flexibly adjust to the difficult situations faced will easily move to prevent further problems/pressures as well as overcome and minimize the impact that can be felt due to the current situation. Adaptive and dynamic responses interact with each other and work with each other to produce forming individual resilience skills (Azizatul. Et.al, 2024).

Resilience can also be interpreted as a person's capacity to go through, learn, and develop in the face of change, challenges or difficulties, threats and sources that make individuals in a depressed condition (Nashori and Saputro, 2021). Furthermore, Garnezy gives an idea that resilience is not a permanent trait in the individual, but is the result of a dynamic transaction between external and internal forces of individuals (Hendriani, 2022).

Resilience is a person's effort to be able to adapt to stressful situations, so that they can return well and optimally and be able to resist these difficulties. Resilience according to Reivich & Shatte is the ability to overcome and adjust to problems that occur (Missasi & Izzati, 2019).

In general, resilience is important for students because the social, biological, and psychological changes experienced by students require students to adapt to solve problems. Based on previous research by Sari & Suhariadi, it is explained that strong academic resilience can make students have responsibility in overcoming problems in their academic fields (Akmal & Kumalasari, 2020).

The benefits of resilience for students have also been proven from several previous studies, such as: increasing self-esteem (Sholichah, Paulana & Fitriya, 2019), helping student learning satisfaction (Kumalasari & Akmal, 2020), being able to adapt positively (Mir'atannisa, et al., 2019), being able to forgive academic failures (Setyawan, 2021), helping to reduce stress (Budiyati & Oktavianto, 2020), and helping to increase interest

in learning (Cahyani, et al., 2018).

### ***Pengertian Psychological Well-Being***

The definition of psychological well-being in Indonesian means that the word well-being is prosperous or well-being, the word prosperous in KBBI is safe, sentosa and prosperous; safe (regardless of any disorder) (KBBI online, 2020). The theory of psychological well-being emphasizes that individuals who have good psychological well-being have a positive perception of their lives, have good social relationships, and have a sense of meaning and purpose in their lives (Yalçın et al., 2021).

According to Fitriani (2016), psychological well-being is defined as a condition where a person can accept himself as he is, be independent of social pressure, be able to form warm relationships and control the external environment, have meaning in life and be able to realize his potential periodically.

Riff revealed that the only factor that can affect *psychological well-being* is proper education. The higher the quality of education, the easier it will be for the individual to find

solutions to the problems he or she faces compared to low-quality educated individuals. This educational factor is also closely related to the dimension of an individual's life goals (Kholifatus and Amiruddin, 2020).

Psychological Well Being in students is an important aspect that must be considered. Not only psychological well-being, but students' academic saturation is currently a determinant of how psychological well-being. The negative impact of academic boredom is that it interferes with students' mental health and causes stress due to lack of comfort in the student's academic process (Chang et al., 2016; Rehman et al., 2020). Students whose psychological well-being is disturbed has an impact on students' academics. In addition, students with low psychological well-being also have an impact on low social interaction and grades that tend to drop. The opposite happens if students have high psychological well-being, social interaction tends to be high and students' academic grades tend to be good. Students' psychological well-being can be influenced by race, ethnicity, gender, age, and also certain conditions, for example

students with special needs (K. K. Koo, 2021). Meanwhile, research on *student well-being* has been conducted by Eva Nur Rachmah entitled "*Scholl well-be to students' learning motivation.*" In the study, it was stated that the influence of *well-being learning* on students' learning motivation has found significant results. This means that well-being and happiness in learning play an important role in the world of education (Eva, 2019).

In addition, Psychological Well-being for educators is also an important aspect to be known together, because educators have a very crucial role, not only teaching, but educators also educate, guide, assess, and evaluate at all levels of education. In other words, educators have heavy responsibilities and burdens that must be carried. Therefore, Well-Being in educators is important in the world of education. *Teacher well-being* is defined as a positive evaluation of individuals about healthy functioning and success in working as a teacher (Renshaw, Long, & Cook, 2015).

*Teacher well-being* has an impact on the relationship between teacher and student. A positive relationship between

teacher and student can be felt if the teacher has a high *level of teacher well-being*. When teachers have a high *level of teacher well-being*, teachers will provide more examples related to their personal lives so that students will feel closer to the teacher which will also make students want to be open with the teacher, students will also feel that they are given more open-ended questions, teachers will use more humor in the classroom so that students are comfortable learning, and students feel more appreciated which is certainly good for students (Kansu, 2018).

### *Aspects of Resilience*

In their theory, Reivich and Shatte (in Hendriani, 2018) explain seven aspects of resilience:

#### a) Emotion Regulation

Emotion regulation is the ability of individuals to remain calm even in stressful or depressed conditions. Individuals with good regulatory conditions will have calm and focused characteristics in dealing with problems. Individuals with good regulation will also not be easily anxious, angry, or sad. Regulating emotions is important to deal with negative situations that may be

unavoidable, so that self-adjustment is affective.

b) Impulse Control

Impulse control is the ability that individuals have to control desires and impulses or pressures that arise from within the individual. This impulse control functions to regulate desires from within themselves that occur when individuals have desires or likes for something but the individual does not fulfill his desires due to conditions, for example due to prohibitions or illnesses, so that individuals withhold them from their inner consciousness for good.

c) Optimism

Optimism is the belief from within the individual to change the things he is facing for the better. When an individual sees his bright future, how the individual views it with positive belief. The nature of this aspect is related to the cognitive or logical understanding of what the individual is facing.

d) Causal analysis

Causal analysis is the ability to identify exactly the cause of the problem faced. This is closely related

to the way an individual thinks about something good or bad. Individuals with causal analysis have flexibility in thinking, self-control to focus on solving problems, can recognize the cause of the problem, and are able to slowly overcome the problem, so that they can return to their original life or rise from the problem and become better.

e) Emphaty

Empathy or empathy is an aspect related to the ability of individuals to read the signs of other people's emotional and psychological conditions. Individuals can recognize something that others think and feel either through facial expressions, tone of voice, and body language displayed. Individuals with high empathy are able to build positive relationships between individuals because individuals can feel what others feel.

f) Self Efficacy

Self Efficacy is an aspect that presents a belief that the individual recognizes his or her abilities. Individuals are able to solve the problems they experience effectively

and can achieve success. So that individuals do not have to be downset by the circumstances or problems that occur.

g) Reaching Out

Reaching Out is the ability of individuals to achieve positive aspects of life after facing pressure, namely the individual's desire to progress and improve themselves. Reaching out is also a way for individuals to accept their situation even in a pressure and courage to face risks. In this aspect, it allows individuals to continue to try to improve the positive aspects of their lives so that individuals are able to distinguish realistic risks or those that have no meaning and purpose in life.

### ***Factors affecting Resilience***

According to Grotberg (in Rahayu, 2019) it is stated that there are three factors that affect resilience, namely:

h) I Have

It is a source of resilience that is related to how individuals interpret the support they get from

the social environment. Individuals need and also external sources to build a sense of comfort and security which is the core of building resilience (I have). According to Grotberg, resilient individuals in this source are individuals who have:

- Trusting relationship
- Structure and rules
- Role models
- Encouragement to be autonomous
- Access to health, education, welfare, and security services

i) I Am

I am is a characteristic of resilience that comes from an individual's personal strength. This is in line with the opinion of Blascovich & Tomaka (in Lubis 2016: 74) about self esteem, which is an individual's view of one's worth or how a person judges, acknowledges, appreciates, or likes oneself. This source includes individual feelings, attitudes, and beliefs. Some of the personal qualities that affect I am are:

- Lovable and my

temperament is appealing

- Loving, empathic, and altruistic
- Proud of myself
- Autonomous and responsible
- Filled with hope, faith, and trust

j) I can

It is an individual's social and interpersonal ability. I can come from what an individual can do in relation to social and interpersonal skills. This is in line with Grotberg's opinion is that individuals learn this ability by interacting with others, then individuals who are resilient in this resource are individuals who have:

- Communicate
- Problem solving
- Manage my feelings and impulses
- Gauge the temperament of myself and others
- Seek trusting relationships

### ***Aspects of Well-Being***

Sujana in Prameswari and Muhid (2022) stated that the aspects of psychological well-being are:

k) Self-accepted

Individuals can be positive about themselves, can recognize and acknowledge everything that is in them, and can accept the good and bad of their past.

l) Have a relationship

The relationship in question is a relationship that is positive, comfortable, free, and trusting each other and involves a reciprocal relationship.

m) Autonomy

Individuals can master the social pressures that occur in their lives by acting and standing up in accordance with their beliefs and evaluating based on personal standards.

n) Environmental mastery

A person's attitude in building an environment is in line with their mental condition.

o) Life purpose

Individuals are beneficial and have a direction in their feelings, intentions, and direction that participates in the emotional aspect of a meaningful life.

p) Self development

The need to self-actualize

and realize the potential of the self is important in personal growth to the experience and the main characteristics of the psycholo

### ***Factors that affect Well-Being***

Various studies on psychological well-being have been conducted and it can be found that there are differences in factors that affect a person's psychological well-being. Prameswari and Muhid (2022) explain the factors of psychological well-being, namely:

- q) Personal control is a person's ability to control both emotions and impulses that can arise in a person.
- r) Self esteem or self-esteem is having a balanced self-esteem.
- s) Positive effect is a positive feeling or emotion, either pleasure or joy, which is better than in men.
- t) Manage tension is the ability to manage calmness out of the inside such as anger or happiness so that it cannot appear excessively.

u) Positive thinking is positive thinking in dealing with a new event, atmosphere, or individual.

v) Efficient ideas and feelings are to bring out ideas and feelings that are right and appropriate to the context that is not excessive.

### ***The Relationship of Resilience and Well-being in Education***

(Qumairi, 2021)

explained that resilience is one of the factors that affect a person's well-being. Resilience is an individual's ability to respond well to difficulties faced. Eddington and Shuman (2008, in Wicaksana (2017)) concluded several factors that affect a person's well-being, including: personality, temperament, self-esteem, self-efficiency, competence, age, socioeconomic status, culture, religion, gender, activities carried out, education, health, job satisfaction and social support. From the results of his research, a person's level of education is one of the factors that affect a person's well-being.

Academic resilience

can have a significant impact on academic stress when strengthened by internal and external support conditions, such as support from family, learning environment, and better adaptability to life at school (Shin, 2016). Another similar study related to the influence of academic stress and resilience is the study by Kennet, et al., which found that individuals who have high academic stress are more likely to be less resilient and have lower stress control (Kennett et al., 2020).

There are five factors that are significantly correlated with academic resilience, namely, high self-efficacy, self-control, effective planning skills; perseverance, and low anxiety (Beale, 2020). Another factor that can also affect resilience is emotional intelligence, emotional intelligence can predict resilience positively (Trigueros et al., 2020).

## RESEARCH METHODS

Literature review is the research approach used in this research. Literature review is a methodological approach to research that involves

collection, analysis, and assessment of library resources relevant to the research topic. According to (Cahyono et al., 2019) Literature review is a scientific approach that provides an overview of the evolution of a certain subject and is used in research that focuses on that problem. Using Google Scholar, researchers search for literature using this strategy. Data collection techniques are carried out by identifying discourses from several sources including theoretical books, articles or scientific papers, accredited journals, research reports or other information that is closely related to the research. The research process was carried out within 2 months, namely May and June 2025 by not utilizing Field Data sourced from the direct subject and place of the research.

## DISCUSSION RESULTS

1. By having strong resilience skills, a person can more easily adapt to change and better deal with unexpected situations. Resilience can also improve a person's quality of life by improving their ability to deal with stress, improving their ability to adapt to unexpected situations, and improving their ability to survive pressures and challenges. It is very important for a person to be able to face and overcome life's challenges adaptively, learn from them, and adapt to difficult situations (Kusuma et al., 2023).

2. Individuals who are able to understand their life goals, have great self-control, display a sense of well-being, feel capable of living their lives, and are able to receive support reflect those who have achieved psychological well-being (Enggar & Hertinjung, 2019).

## CONCLUSION

Based on the results of the analysis, it can be concluded that there is a significant and positive relationship between resilience and the concept of *well-being* for students and educators. Resilience has a significant role between the two. Resilience is an individual's ability

to overcome the difficulties they experience. While well-being is a condition in a person that describes the existence of a feeling of happiness physically and mentally. The higher the resilience a person has, the higher his psychological well-being. In the world of education, resilience and well-being factors are needed to create conducive conditions for educational institutions that have an impact on improving the quality of academic performance. With good Resilience and Well-Being, it will strengthen the relationship between educators and students, so that they can synergize very well.

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