

Mental Well-Being and Teaching Quality as Predictors of Educator Performance: Implications for Early Childhood Educators

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Abstract

The performance of educators is a decisive determinant of educational quality in Islamic educational institutions, yet it is shaped simultaneously by internal psychological conditions and external instructional practices that are rarely examined together. Although teacher welfare and professional development have attracted growing scholarly attention, empirical studies that test mental well-being and teaching quality jointly as predictors of educator performance in Islamic educational institutions, within which early childhood provision (RA/TK) is nested, remain scarce. This study examines the extent to which mental well-being and teaching quality, individually and jointly, predict the performance of educators at Baitun Naim Islamic Education Institute. Mental well-being was conceptualised through Ryff's six dimensions of self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy, whereas teaching quality was operationalised through lesson planning, instructional implementation, assessment of learning outcomes, classroom management, and interpersonal relations with students. A cross-sectional quantitative survey design was employed. Sixty educators were drawn from a population of 82 through purposive sampling, and data were collected using a five-point Likert questionnaire whose reliability coefficients ranged from .904 to .951. The data were analysed using multiple linear regression in SPSS after classical assumption testing. Mental well-being ($\beta = .398, t = 3.619, p = .001$) and teaching quality ($\beta = .487, t = 4.428, p < .001$) were each positively and significantly associated with educator performance, and together the two predictors accounted for 68.2% of its variance, $F(2, 57) = 61.03, p < .001$. Teaching quality carried the larger standardised coefficient, although the confidence intervals of the two estimates overlap and the ordering is therefore reported as indicative rather than conclusive. Because the design is cross-sectional and all measures were self-reported, the findings are interpreted as associations rather than causal effects. The study integrates psychological and pedagogical predictors within a single multivariate framework and informs welfare and instructional-quality policy across the units of Islamic educational institutions, including early childhood provision.

Keywords: early childhood educators; educator performance; mental well-being; teaching quality

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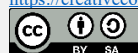
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1. Introduction

Education constitutes one of the principal pillars of nation building, and its quality is decisively shaped by the role of educators (Purwaningsih et al., 2022). In Indonesia, and particularly within Islamic educational institutions, the role of teachers extends beyond the transmission of academic material to encompass moral cultivation and the formation of student character (Muslimin, 2020). In many Islamic educational institutions this mandate is discharged within a single educational ecosystem that runs from early childhood provision (RA/TK) through to the senior levels under one management structure, so that the working conditions of the teaching body as a whole help to shape the environment in which the youngest learners are taught. In the course of fulfilling this dual mandate, however, many educators experience low levels of mental well-being. Within the present study, mental well-being is modelled as an exogenous variable hypothesised to predict educator performance, the latter serving as the endogenous variable of the model; because the data are cross-sectional, this directional wording denotes a hypothesised rather than a demonstrated causal relation.

Psychological well-being denotes a condition in which individuals are able to recognise their own potential, cope with the ordinary pressures of life, work productively, and contribute meaningfully to

their community (Ahsan & Rizal, 2014). Ryff (Ryff, 1989) and Ryff and Keyes (Ryff & Keyes, 1995) identify six principal dimensions of psychological well-being: self-acceptance, personal growth, purpose in life, positive relations with others, environmental mastery, and autonomy. The variable examined in this study is therefore identified as psychological well-being, adopting Ryff's theoretical framework as its conceptual and measurement foundation. This model has been widely adopted in contemporary research on the psychological well-being of educators. A systematic review of two decades of scholarship confirms that teacher well-being is a multidimensional construct with consistent links to occupational functioning (Hascher & Waber, 2021), while empirical work indicates that higher levels of mental well-being among teachers are consistently linked with motivation, resilience, and teaching quality, and with lower levels of stress and burnout, particularly where teachers receive psychological support and are able to develop these dimensions of psychological maturity (Arinda et al., 2025). Meta-analytic evidence further indicates that structured interventions targeting occupational well-being produce measurable improvements in teachers' psychological functioning (Wang et al., 2025).

Teaching quality refers to the effectiveness of teachers in delivering instructional material, managing classrooms, and cultivating constructive relationships with students (Nurhayati et al., 2024). Models of teaching effectiveness are typically developed multidimensionally, encompassing instructional orientation, structure, use of time, classroom assessment, learning facilitation, and management of the learning climate (Simonson et al., 2022). The key dimensions of teaching quality therefore include lesson planning, instructional implementation, assessment of learning outcomes, classroom management, and interpersonal relations with students. High teaching quality contributes to the success of student learning and development and is in turn reflected in stronger indicators of educator performance (Omayra, 2021).

The performance of educators reflects the professional achievements of teachers in discharging their duties, encompassing mastery of subject matter, implementation of learning, evaluation of learning outcomes, and sustained self-development. Such performance may be assessed through supervisory appraisal, student learning outcomes, and feedback from students and colleagues. Recent scholarship adopts the Job Demands–Resources (JD-R) model as a foundation for understanding the relationship between mental well-being, teaching quality, and educator performance (Aini et al., 2023). The JD-R model emphasises the importance of job resources, such as psychological support and capacity building, which function as a buffer against burnout and performance decline under conditions of high job demand (Molino et al., 2016). Evidence drawn from both teaching and general working populations confirms that job resources relate positively to subjective well-being, whereas job demands relate negatively to it (Claes et al., 2023).

Empirically, the performance of educators in Indonesia remains a matter of considerable concern. The National Survey on Teacher Welfare conducted by the Ministry of Education, Culture, Research, and Technology of the Republic of Indonesia in 2023 reported that 48% of teachers experience high levels of work-related stress and that approximately 32% exhibit symptoms of mental fatigue that directly impair their teaching performance (Aditomo, Anindito, Amani, Nya' Zata, Widiawati, Dewi, Arizal, 2021). In the same year, the Ministry of Religious Affairs found that more than 35% of Madrasah Aliyah teachers reported excessive workload and insufficient psychological support, conditions closely associated with declining performance indicators among educators in Islamic educational institutions (Keputusan Menteri Agama Republik Indonesia, 2019). Comparable findings in the Indonesian literature confirm that teacher welfare is significantly associated with motivation and teaching performance (Hasanah & Zainuddin, 2024; Sari et al., 2024), and that the capacity to manage work-related pressure directly affects instructional quality in madrasah settings (Amarullah et al., 2025).

A number of previous studies have underscored the importance of mental well-being for educators. Rosyidah (2024) reported a significant positive relationship between psychological well-being and

teacher performance, with teachers reporting higher levels of psychological well-being consistently demonstrating superior professional outcomes. Teaching quality is likewise significantly related to educator performance: teachers who enjoy good mental well-being tend to be more enthusiastic, creative, and professional in delivering instructional material (Novianda et al., 2023). Taken together, these findings indicate, first, that psychological well-being is positively and significantly associated with educator performance (bivariate); second, that teaching quality is significantly associated with educator performance (bivariate); and third, that the two variables, considered jointly, may be expected to account for a significant proportion of the variance in educator performance (multivariate).

These relationships, however, have been established separately rather than jointly, Arinda et al. (2025) and Rosyidah (2024) examined psychological well-being and teacher performance in isolation. Annisa et al. (2025) related teacher well-being to teaching quality without including performance as an outcome variable, and Novianda et al. (2023) and Omayra (2021) each addressed a single predictor at a time. To date, no study has tested psychological well-being and teaching quality as joint predictors of educator performance within a single multivariate framework, and none has done so in an Islamic educational institution such as Baitun Naim, whose integrated management model, comparatively intensive teacher workload, and dense interweaving of academic instruction with character formation across all units, from early childhood provision upwards, mean that findings generated in general school settings are not transferable without qualification. The present study addresses precisely this gap: it models a psychological and a pedagogical predictor simultaneously, does so in a context rarely examined, and reports findings intended to be applicable both theoretically and to policy development in Islamic educational institutions.

Accordingly, this study examines the extent to which mental well-being and teaching quality, individually and jointly, predict the performance of educators at Baitun Naim Islamic Education Institute. Three research questions guide the inquiry: (1) Is mental well-being a significant unique predictor of educator performance when teaching quality is held constant? (2) Is teaching quality a significant unique predictor of educator performance when mental well-being is held constant? (3) Do mental well-being and teaching quality jointly account for a significant proportion of the variance in educator performance? Practically, the findings are expected to inform managers of Islamic educational institutions, including those responsible for the early childhood units embedded within them, in designing programmes that support teachers' mental welfare while strengthening teaching quality, so that educator performance may become optimal and sustainable.

2. Methodology

2.1 Research Design

This study applies a quantitative design with a survey method in order to obtain an empirically grounded account of the relationship between mental well-being, teaching quality, and the performance of teaching staff at Baitun Naim Islamic Education Institute. This design was selected because it permits the objective measurement of relationships between variables on the basis of numerical data collected from respondents, and because the research objectives are explanatory rather than exploratory: the study seeks to estimate the magnitude and significance of the contribution made by two predictor variables to a single criterion variable. Because all data were collected at a single point in time, the design supports predictive and associative inference; it does not permit the establishment of causal direction.

2.2 Research Context and Setting

The research was conducted at Baitun Naim Islamic Education Institute, an Islamic educational institution characterised by an integrated management model, an intensive teacher workload, and close integration between academic instruction and student character formation. The institution operates as

an integrated educational ecosystem in which the early childhood unit (RA/TK) functions alongside the higher levels under a single management structure and a shared teaching workforce, so that the working conditions examined here are those of the ecosystem within which its youngest learners are also taught. Teaching duties in this setting extend beyond the instructional hours recognised in formal workload regulations (Keputusan Menteri Agama Republik Indonesia, 2019) to encompass student supervision outside timetabled hours and evening tutorial responsibilities. These contextual features distinguish the setting from conventional general schools and constitute part of the rationale for the study.

2.3 Operational Definition of Variables

The operational definitions of the variables are derived from established scholarly literature and official regulations. The mental well-being variable refers to the model of Ryff and Keyes (1995), comprising six principal indicators: self-acceptance, positive interpersonal relations, autonomy, environmental mastery, purpose in life, and personal growth. The teaching quality variable is measured against UNESCO standards and the Indonesian National Education Standards (Standar Nasional Pendidikan), encompassing lesson planning, the implementation of active and interactive learning, competency-based assessment, the capacity to create a positive classroom atmosphere, and the delivery of material appropriate to student needs (UNESCO, 2018). The teacher performance variable is adapted from the relevant ministerial regulation and from the performance indicators contained in the Education Report Card (Rapor Pendidikan), which include the orderliness of the classroom atmosphere, the application of positive discipline, the provision of constructive feedback, attentiveness to students, expectations held for students, interactive activity, and instruction that is adaptive and consistent with the lesson plan (Aditomo, Anindito, Amani, Nya' Zata, Widiaswati, Dewi, Arizal, 2021). Because both sets of indicators refer to classroom activity, the two constructs were deliberately distinguished at the level of reference: the teaching quality items capture the instructional process as designed and delivered, whereas the performance items capture the professionally appraised discharge of the teacher's overall duties, including subject mastery, evaluation of learning outcomes, and continuing self-development. A degree of conceptual proximity nevertheless remains between them, and its implications for the magnitude of the explained variance are considered in the Discussion.

2.4 Participants and Sampling Procedure

The population comprised 82 educators at Baitun Naim Islamic Education Institute, of whom 60 met the inclusion criteria and were designated as the research sample. This number is considered adequate for quantitative statistical analysis and takes account of the principle of sample representativeness in educational research. The sample was selected using a purposive sampling technique. The inclusion criteria specified educators who had been actively teaching for at least one year at the institution, who were directly involved in learning activities during the current academic year, and who were willing to participate as respondents. The exclusion criteria comprised teachers on extended leave and those holding daily honorarium status. With two predictors, $N = 60$ satisfies conventional minimum-sample rules for multiple regression and affords adequate power to detect a large joint association, but it yields relatively wide confidence intervals around individual coefficients. Comparisons between the two standardised coefficients are therefore treated throughout as indicative rather than conclusive.

2.5 Ethical Considerations

Prior to completing the questionnaire, all respondents received an explanation of the purpose of the research and of their right to confidentiality of data. Participation was voluntary, informed consent was obtained from every respondent, and no personally identifying information was recorded in the dataset. Responses were aggregated for analysis, and the data were used exclusively for the academic purposes of this study.

2.6 Data Collection Procedures and Instruments

The data collected in this study are primary data obtained through a survey questionnaire designed to measure the level of mental well-being, the quality of teaching, and the performance of educators. The survey was administered to the teaching staff at Baitun Naim Islamic Education Institute and captured both psychological and professional aspects of the educators' work, including stress levels, job satisfaction, and their perceptions of the quality of teaching provided and of their own performance within the institution. Because all three constructs were measured through self-report from the same respondents on a single occasion, the design is exposed to common method variance. The assurance of anonymity and the undertaking that responses would not be used for institutional appraisal were intended to reduce evaluation apprehension, but no marker variable or statistical remedy for common method bias was incorporated; this limitation is revisited in the Discussion.

The research instrument took the form of a closed questionnaire employing a five-point Likert scale, on which a score of 1 indicated "strongly disagree" and a score of 5 indicated "strongly agree". The instruments were developed from established theoretical frameworks: (1) the psychological well-being scale was adapted from the Psychological Well-Being Scale developed by Ryff and Keyes (1995), which measures six dimensions of psychological well-being; (2) the teaching quality scale was constructed on the basis of the Teacher Competency Framework established by UNESCO (2018) in conjunction with the Indonesian National Education Standards; and (3) the teacher performance scale was adapted from the performance indicators set out in the relevant ministerial regulation and the Education Report Card issued by the Indonesian Ministry of Education, Culture, Research, and Technology.

2.7 Validity and Reliability of the Instruments

Content validity was established through expert judgement by specialists in education, who assessed the suitability and representativeness of the indicators for each measured variable. An empirical validity test conducted on the initial data showed that all items yielded an r -count value exceeding the r -table threshold of .254. Instrument reliability was assessed using Cronbach's alpha, which returned coefficients of .951 for the mental well-being scale, .904 for the teaching quality scale, and .906 for the teacher performance scale. All three coefficients exceed the conventional threshold of .70 and indicate excellent internal consistency.

2.8 Data Analysis

The collected data were analysed using multiple linear regression in order to estimate the unique and joint contribution of the mental well-being and teaching quality variables to variance in teacher performance. This technique was selected on the grounds of its capacity to quantify the contribution of each independent variable to the dependent variable while controlling for the other. All analyses were performed using IBM SPSS Statistics. Prior to regression analysis, classical assumption tests were conducted to verify the validity and adequacy of the model: a normality test of the residuals using the Kolmogorov–Smirnov statistic, a multicollinearity test based on tolerance and variance inflation factor (VIF) values, with a VIF below 10 taken as indicating the absence of problematic correlation between predictors, and a heteroscedasticity check conducted through visual inspection of the residual scatterplot. Statistical significance was evaluated at the .05 level, and results are reported in accordance with APA 7th Edition conventions. Because the data are cross-sectional and observational, the regression coefficients are interpreted throughout as estimates of association and predictive contribution, and no causal inference is claimed. Where the relative magnitude of the two predictors is discussed, 95% confidence intervals for the unstandardised coefficients are reported so that the precision of the comparison remains visible to the reader.

3. Results

This section reports the empirical findings in the sequence in which the analyses were conducted. The classical assumption tests are presented first, followed by the multiple linear regression model, the partial (t) test, and the simultaneous (F) test. Interpretation of these findings in relation to existing literature is reserved for the Discussion.

3.1 Classical Assumption Testing

Before conducting the multiple linear regression analysis, several classical assumption tests were performed to ensure that the regression model satisfied the necessary statistical criteria and that the estimated coefficients could be interpreted validly.

3.1.1 Normality of Residuals

Testing for residual normality forms part of the classical assumption testing applied to regression analysis. Its purpose is to establish that the residuals of the regression model are normally distributed, this being a precondition for valid estimation and appropriate interpretation of the regression parameters. The results are presented in Table 1.

Table 1
Results of the One-Sample Kolmogorov–Smirnov Test of Residual Normality

Statistic	Unstandardised residual
N	60
Normal parameters: M	-.0058
Normal parameters: SD	2.8647
Most extreme differences: absolute	.096
Most extreme differences: positive	.096
Most extreme differences: negative	-.091
Test statistic	.096
Asymp. Sig. (2-tailed)	.200

Note. N = number of respondents; M = mean; SD = standard deviation. The test distribution is normal and was calculated from the data. Lilliefors significance correction applied; .200 represents a lower bound of the true significance.

Based on the Kolmogorov–Smirnov test conducted on the residual data, an asymptotic significance value (2-tailed) of .200 was obtained. Because this value exceeds the .05 significance threshold, the residual data may be concluded to be normally distributed.

3.1.2 Multicollinearity

The multicollinearity test was conducted to establish that no excessively strong relationship exists between the independent variables in the multiple linear regression model, since multicollinearity renders the estimation of regression coefficients unreliable and disrupts interpretation of the model. The test was carried out by examining the variance inflation factor (VIF) and tolerance values reported in the SPSS output, as summarised in Table 2.

Table 2
Collinearity Diagnostics for the Predictor Variables

Predictor	Tolerance	VIF
Mental well-being	.461	2.170
Teaching quality	.461	2.170

Note. VIF = variance inflation factor. Dependent variable = educator performance.

The results show that both independent variables, mental well-being and teaching quality, returned a VIF of 2.170 and a tolerance of .461. According to conventional guidelines, multicollinearity is absent

where all VIF values fall below 10 and tolerance values exceed .10. Both independent variables in this model are therefore declared free of multicollinearity.

3.1.3 Heteroscedasticity

The heteroscedasticity test seeks to establish that the residual variance, that is, the prediction error of the regression model, remains constant across all predicted values, so that the model satisfies the assumption of homogeneity. The test was conducted by analysing the pattern of the scatterplot relating standardised residuals to standardised predicted values, as displayed in Figure 1.

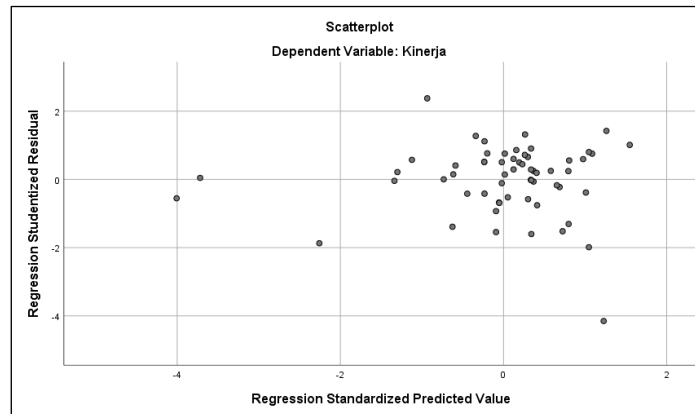


Figure 1

Scatterplot of standardised residuals against standardised predicted values of educator performance

As shown in Figure 1, the residual points are randomly dispersed around the zero horizontal line and form no discernible pattern, whether fan-shaped or constricted. This distribution indicates no evidence of heteroscedasticity. The residuals of the regression model may therefore be declared to satisfy the assumption of homogeneity.

3.2 Multiple Linear Regression Analysis

Multiple linear regression analysis was conducted to determine the influence of mental well-being and teaching quality on educator performance. The results are presented in Table 3.

Table 3
Multiple Linear Regression Predicting Educator Performance

Predictor	<i>B</i>	<i>SE</i>	β	<i>t</i>	<i>p</i>
(Constant)	3.107	2.476	—	1.255	.215
Mental well-being	0.334	0.092	.398	3.619	.001
Teaching quality	0.508	0.115	.487	4.428	< .001

Note. *N* = 60. Dependent variable = educator performance. *B* = unstandardised coefficient; *SE* = standard error; β = standardised coefficient. R^2 = .682; adjusted R^2 = .671.

On the basis of these coefficients, the estimated regression model may be expressed as follows: $\hat{Y} = 3.107 + 0.334X_1 + 0.508X_2$ where $\hat{Y}$ denotes educator performance, X_1 denotes mental well-being, and X_2 denotes teaching quality. As Table 3 shows, both predictors were positively and significantly associated with educator performance when the other was held constant. The standardised coefficient was larger for teaching quality ($\beta = .487$) than for mental well-being ($\beta = .398$), but the 95% confidence intervals of the corresponding unstandardised coefficients overlap substantially (mental well-being [0.150, 0.518]; teaching quality [0.278, 0.738]), so the ordering of the two predictors is treated as indicative rather than established. The intercept was not statistically significant ($p = .215$). Jointly, the two predictors accounted for 68.2% of the variance in educator performance ($R^2 = .682$; adjusted $R^2 = .671$), leaving 31.8% attributable to variables outside the model.

Both variables therefore make a statistically significant unique contribution to explaining variation in performance; interpretation of this pattern in relation to prior literature is presented in the Discussion.

3.3 Partial Test (t Test)

The t test evaluates the unique contribution of each predictor. As reported in Table 3, mental well-being ($t = 3.619, p = .001$) and teaching quality ($t = 4.428, p < .001$) each make a statistically significant unique contribution to educator performance when the other predictor is held constant. The larger t value obtained for teaching quality is consistent with the pattern of standardised coefficients, subject to the precision caveat noted above.

3.4 Simultaneous Test (F Test)

The F test evaluates whether the two predictors jointly account for a significant proportion of the variance in educator performance. The analysis of variance generated by SPSS, with teaching quality and mental well-being entered as predictors, is presented in Table 4.

Table 4

Analysis of Variance for the Regression Model

Source	<i>SS</i>	<i>df</i>	<i>MS</i>	<i>F</i>	<i>p</i>
Regression	1320.320	2	660.160	61.025	< .001
Residual	616.613	57	10.818		
Total	1936.933	59			

Note. *SS* = sum of squares; *df* = degrees of freedom; *MS* = mean square. Dependent variable = educator performance; predictors = (constant), teaching quality, mental well-being.

The model was statistically significant, $F(2, 57) = 61.03, p < .001$, indicating that mental well-being and teaching quality jointly account for a significant proportion of the variance in educator performance and that the model is statistically adequate for the analytical purposes of this study.

4. Discussion

The results are consistent with theoretical accounts holding that mental well-being and teaching quality are closely bound up with the performance of educators. They align with Khair (2025), who reported that teachers with good mental well-being tend to demonstrate higher performance, and with Annisa et al. (2025), who found teaching quality to depend substantially upon teacher well-being. The proportion of variance accounted for here (68.2%) is high by the standards of survey research on teacher performance, and two features of the design help to explain it. First, the indicators of teaching quality and those of educator performance both describe classroom conduct, so that a degree of construct overlap is likely to inflate the shared variance beyond what would be obtained with fully independent operationalisations. Second, all three measures were self-reported by the same respondents, which further raises common variance. The magnitude of R^2 should therefore be read as an upper-bound estimate of the association rather than as a precise measure of explanatory power.

One of the more notable findings is that teaching quality is more strongly associated with teacher performance than mental well-being is. This is consistent with the research of Nasution and Zainarti (2025), which emphasised the importance of teaching quality in supporting learning outcomes and teacher performance, and with international evidence indicating that instructional quality is among the strongest school-level predictors of educational outcomes (Engida et al., 2024). A plausible pedagogical reading is that good teaching quality requires planning, dedication, and creativity, and thus draws on a higher level of technical skill and accumulated experience than mental well-being alone.

The evidence base is not uniform, however, and the ordering observed here should not be generalised without qualification. The systematic review by Hascher and Waber (2021) reports considerable heterogeneity across two decades of studies of teacher well-being, with the strength and

even the direction of reported associations varying according to how well-being and performance are operationalised and to the rigour of the designs employed. Evidence from resource-constrained systems similarly indicates that the strength of the relationship between instructional quality and educational outcomes is contingent on context rather than constant across settings (Sanfo & Malgoubri, 2023), and studies conducted under atypical working conditions report that environmental and psychological stressors can come to dominate the picture (Zhang et al., 2022). The relative ordering of the two predictors reported here is therefore best regarded as specific to this institution and this measurement approach, and as a hypothesis for replication rather than a settled finding.

A plausible theoretical interpretation of the stronger association is that teaching quality encompasses aspects operating directly within the teaching and learning process, from planning through implementation to evaluation. Interpreted through the Job Demands–Resources model, teaching quality functions as a resource closely tied to performance attainment, particularly where it is supported by professional competence and a supportive work environment (Demerouti et al., 2001). The present pattern, in which a resource operating proximally to the work task is more strongly associated with the criterion than a more distal psychological condition, is consistent with evidence that job resources relate more strongly to occupational outcomes than job demands do (Claes et al., 2023).

Mental well-being remains the foundation upon which professional functioning rests, but teaching quality, realised through active methods, pedagogical interaction, and adaptability to student needs, is more readily observable and measurable in performance output. Teachers possessing high instructional skill influence student learning outcomes directly, enhance the reputation of the institution, and make a tangible contribution to the achievements of Islamic educational institutions.

Mental well-being nonetheless remained a significant predictor, albeit with a smaller coefficient than teaching quality. This indicates that teacher well-being remains important in creating a learning atmosphere that supports and motivates teachers to give of their best in the instructional process. The finding corroborates evidence from the Indonesian context that teacher welfare is significantly associated with motivation and teaching performance (Hasanah & Zainuddin, 2024), and it extends that literature by showing that the association persists when instructional quality is controlled for statistically.

The theoretical contribution of this study lies in showing that teacher performance is a multidimensional phenomenon associated simultaneously with internal factors, in the form of mental well-being, and external factors, in the form of teaching quality and institutional management systems. Prior scholarship has established these relationships bivariately (Arinda et al., 2025); the present study establishes that both associations survive joint estimation within a single multivariate model and that their relative magnitudes can be specified, subject to the precision limits noted above. Successful integration of the two dimensions constitutes both a challenge and an opportunity for Islamic educational institutions.

These findings also carry implications beyond the levels at which the data were collected, and in particular for early childhood provision within the institution. In an institution of this type the early childhood unit is not administratively separate from the rest of the ecosystem: RA/TK teachers share the same management, workload norms, supervisory arrangements, and spiritual routines as colleagues at higher levels, and the youngest learners are taught by staff formed within the same professional culture. The pattern reported here, in which instructional quality is the stronger correlate of performance while psychological well-being remains a significant one, is particularly consequential at this level, where teaching is heavily relational and where the emotional availability of the teacher is itself part of the pedagogy. For early childhood educators, the practical reading of these results is that investment in the planning–implementation–assessment cycle and investment in the psychological conditions of teaching should proceed together rather than sequentially, since the quality of adult–child interaction

depends on both. Sustaining the well-being and instructional capacity of the teaching body as a whole is thus a condition for the quality of early childhood education delivered within the same institution.

The practical implications of these findings are that the management of Islamic education should emphasise two priorities: strengthening the professionalism of teachers through training and instructional supervision, and attending seriously to their mental well-being. Concretely, three measures follow from the profile of demands observed in Islamic educational institutions of this type. First, workload accounting should recognise the dual role of teachers who typically combine classroom instruction with student supervision outside timetabled hours and evening tutorial duties; formal workload norms (Keputusan Menteri Agama Republik Indonesia, 2019) count instructional hours but not the supervisory responsibilities that extend the working day, and a rotation scheme guaranteeing recovery periods between supervisory shifts is therefore a realistic first step. Second, instructional supervision can be embedded in structures the institution already possesses, notably peer review within existing forums of collective study (*halaqah* and *musyawarah*) and mentoring by senior teachers, rather than being imported as an external inspection routine; this is likely to be both cheaper and more culturally acceptable than a parallel supervisory apparatus. Third, psychological support is more likely to be taken up where it is offered in forms congruent with the institution's culture, for example guided reflection with a trusted senior figure operating alongside, rather than instead of, referral to professional counselling. Because the present design is cross-sectional, these recommendations are advanced as plausible directions consistent with intervention and meta-analytic evidence (Wang et al., 2025) rather than as demonstrated causal remedies.

In Islamic educational institutions such as Baitun Naim, religious factors additionally function as a buffer and as a principal source of motivation in sustaining mental well-being and teaching quality. A spiritually conducive environment, the practice of communal worship, and the internalisation of monotheistic values and noble character strengthen the social relations between teachers and students. These conditions may plausibly reduce psychological pressure and strengthen professional commitment and the teacher's affective attachment to the task of educating, although the present data do not test this proposition directly and it remains an avenue for further inquiry. Looking ahead, strengthening the religious dimension within Islamic education management may render institutions more adaptive and resilient, encouraging the emergence of a harmonious and productive work culture.

Several limitations qualify these findings. First, the sample was drawn from a single Islamic educational institution and comprised 60 respondents, which constrains the generalisability of the results and limits the precision with which individual coefficients, and comparisons between them, can be estimated. Second, the cross-sectional design permits the estimation of association rather than the establishment of causal direction; reverse causation cannot be excluded, since educators who perform well may in consequence experience better psychological functioning, and unmeasured institutional factors may account for part of the observed relationships. Third, all three variables were measured by self-report from the same respondents on a single occasion, so common method variance may have inflated the associations reported here, and no marker variable or Harman-type diagnostic was included to gauge its extent. Future work should therefore triangulate across sources: supervisory or headteacher appraisal ratings, classroom observation using a structured instructional-quality protocol, and, where available, student learning data would allow predictor and criterion to be drawn from different sources and would provide a considerably more stringent test of the present findings. Fourth, the conceptual proximity between the teaching quality and performance instruments means that part of the explained variance may reflect shared item content, and subsequent studies should sharpen the boundary between the two constructs, for example by restricting performance measurement to externally appraised indicators. Future research is accordingly recommended to employ larger samples drawn from a range of Islamic educational institutions, including their early childhood units, to incorporate longitudinal or mixed-methods designs, and to examine mediating or moderating variables such as work motivation

and instructional leadership, so that the mechanisms linking mental well-being and teaching quality to performance may be understood more comprehensively.

5. Conclusion

On the basis of multiple linear regression analysis and classical assumption testing, this study concludes that mental well-being is positively and significantly associated with the performance of educators at Baitun Naim Islamic Education Institute ($\beta = .398, p = .001$) and that teaching quality is likewise positively and significantly associated with performance ($\beta = .487, p < .001$), carrying the larger of the two standardised coefficients. The simultaneous test confirmed that the two predictors jointly account for a significant proportion of the variance in educator performance, $F(2, 57) = 61.03, p < .001$, together explaining 68.2% of that variance.

These findings demonstrate that the research objectives were attained and that the research hypothesis, holding that mental well-being and teaching quality are significant predictors of educator performance, is supported. Mental well-being shows a positive relationship with teacher performance, confirming the importance of psychological support within the educational environment, while teaching quality emerged as the stronger of the two predictors of instructional performance, consistent with the existing literature. Because the design is cross-sectional and the confidence intervals of the two coefficients overlap, these conclusions are stated in associative terms and the ordering of the predictors is offered as indicative.

The study contributes to scholarship in education and the social humanities by integrating psychological and pedagogical predictors of teacher performance within a single multivariate framework and by situating that framework in an Islamic educational institution, a context rarely examined in previous research. Practically, it indicates that educational institutions should prioritise not only the improvement of teaching quality through professional training and development, but also serious attention to the mental well-being of teachers, since programmes supporting teacher welfare are associated with a better working environment and stronger instructional performance. Because the teaching workforce of an institution of this kind spans a single ecosystem, these priorities extend to the early childhood unit within it, where relational teaching makes the instructional and psychological conditions of the educator especially consequential for the quality of provision.

The principal limitations of the study lie in its reliance on a single institution and a modest sample, in its cross-sectional design, and in its exclusive use of self-report measures, which together constrain generalisability and preclude causal inference. Further research employing larger and more diverse samples, longitudinal or mixed-methods designs, multi-source measurement of performance, and additional mediating or moderating variables is recommended in order to broaden understanding of how these factors operate across other educational institutions and across the levels of provision they contain.

6. References

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