Government & Resilience

Journal Homepage: https//journal.dealingsfoundation.com/index.php/GR/
ISSN: 3032-2820 (Online) / 3032-7601 (Print)

Governing Teacher Resilience: A Structural Model of Resilience and Performance Among Primary School Teachers in Post-Pandemic Indonesia

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Received: 7 March 2026; Revised: 11 March 2026; Accepted: 9 April 2026

Abstract

This research examines the extent to which resilience predicts the performance of primary school teachers in Indonesia, identifies the major dimensions of resilience, and proposes a structural model for teacher's' professional development. This study using quantitative methods and involved 775 primary school teachers from four provinces such as West Java, DKI Jakarta, Central Java, and North Sumatra were selected using stratified random sampling approach. The result of this research inidicated there are resilience significantly predicted teachers performance (β = 0.452, $p < 0.001$, $f^2 = 1.099$) with an R^2 of 0.524, explaining 52.4% of performance variance. EFA identified three major dimensions of resilience: personal competence ($\lambda = 0.70$), social resources ($\lambda = 0.71$), and structured style ($\lambda = 0.68$). The scores distribution indicated that the majority of teachers on the high range (M_resilience = 4.37; M_performance = 4.38). Interestingly, this is the first study to introduces *Teacher Resilience and Performance Integration Model* (TRPIM) in Southeast Asia, integrating personal, social, and structural factors within Indonesia's post-pandemic educational context. Based on the research, researcher recommends concrete policy recommendations, such as incorporating resilience training into mandatory professional programs (PPG/PKB), establishing School Resilience Support Teams, and developing a *National Teacher Resilience Index*. The methodologically, the research addresses prior limitations by employing a multidimensional PLS-SEM approach with a large sample (N=775). In contrast to previous local research ($R^2 = 0.31$), this study provides significant theoretical insights alongside

How to Cite: Ridwan, A. F., Riyadi, A. R., Nurihsan, J., & Agustin, M. (2026). Governing teacher resilience: A structural model of resilience and performance among primary school teachers in post-pandemic Indonesia. *Government & Resilience, 4*(1), 22-44. https://doi.org/10.62503/gr.v4i1.47

practical recommendations aimed at enhancing the overall quality of primary education in Indonesia.

Keywords: Resilience issues, Teacher performance, Elementary teachers, Indonesian education.

Introduction

The primary school teachers are always work smart with one foot in the classroom and the other outside of it, tackling a workday that can be anything but predictable from shifting student dynamics to unreleting (and sometimes suffocating) with their parent's expecations. In the face of so much pressure, teachers don't just need coping mechanisms; resilience here in becomes the cornerstone: endurance through this tremendous strain, but also evolution in the process. Mansfield et al. (2016) write of this as "the dynamic capacity to adapt while sustaining one's vocational calling to teach," which, in many aspects, speaks to the lived reality of educators. In Indonesia, this profession constitutes the backbone of the national education system. However, the results of PISA 2022 present a concerning scenario, revealing that approximately 60% of students continue to encounter challenges in essential literacy and numeracy skills. Therefore, pedagogical competence not being enough but psychological resilience is equally paramount.

After the pandemic, this has become even more difficult. Teachers, on the other hand, are grappling with multiple layers of administrative responsibilities while endeavouring to maintain student enthusiasm and motivation, a task that is, candidly, quite challenging. According to the OECD's TALIS 2024 data, the pandemic has resulted in 78% of Indonesian educators experiencing burnout due to increased workloads. Subsequently, the statement issued by Kemendikbudristek (2024) indicates that 62% of primary educators encounter difficulties in managing increasingly heterogeneous classrooms, frequently without adequate infrastructural support. When considered collectively, these factors elucidate that resilience transcends being merely advantageous; it is a fundamental necessity for maintaining teaching quality in the face of ongoing systemic challenges.

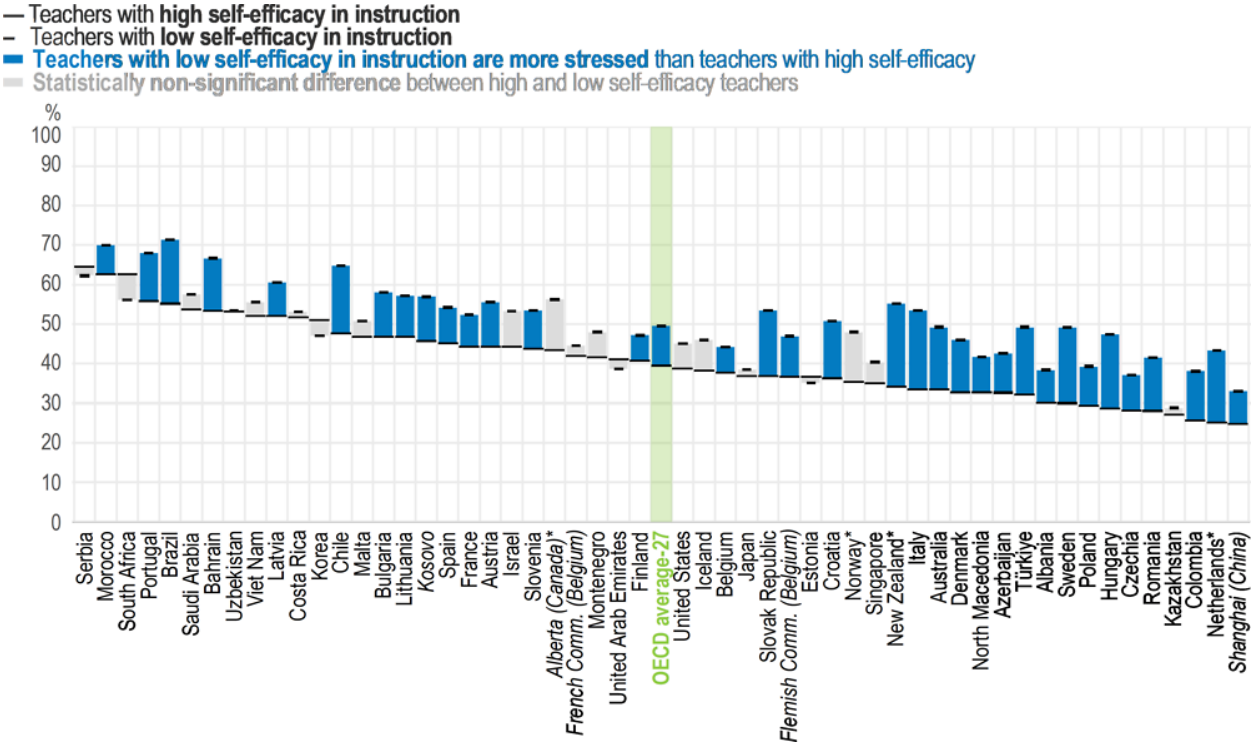

Figure 1. Maintaining classroom discipline as a source of stress, by teacher self-efficacy in instruction. Source: OECD, TALIS 2024 Database

In many ways, global scholarship provides a rich and textured understanding of the problem. Gu and Day (2013), for instance, contend that resilience protects teachers' moral purpose in a climate of policy turmoil, pointing to its stabilizing function when educational environments change. However, Western frameworks do not always comprehensively account for Indonesia's socio-cultural fabric whereby, very much on the ground level, values such as gotong royong and spirituality remain important sources of strength. Accordingly, this research seeks to address that gap by integrating personal competence, social support systems, and structured analytical modeling through a context-sensitive PLS-SEM approach.

In the other case, Guo et al. (2012) found that resilience accounted for approximately 42% of the variance in teacher performance among Chinese educators (β=0.38\beta = 0.38β=0.38. In a slightly related line of inquiry, Beltman and Mansfield (2018) found that teachers who reported having higher resilience levels were approximately three times as effective at managing dynamics unfolding within their classrooms. While in Indonesia, Setiawan et al. (2022) reported that R2=0.31R^2 = 0.31R2=0.31 based on a sample of 250 teachers but being reliant on simple regression somewhat limited depth in analysis of findings. This study extends its reach based on a bigger sample (N = 775) and using multidimensional PLS-SEM analysis to give a broader insight.

Based on that study, we have two fundamental questions: How the resilience determanine of primary school teacher performance in Indonesia, and which dimensions of resilience exert the greatest impact? In general, this research aims the structural mapping between resilience and performance; the dominant factors that influence these two constructs, and perhaps more importantly, professional development strategies that are truly in line with empirically say researcher as the moral voice of primary education situation in Indonesia.

The impact of teacher effectiveness is a decisive factor in students long-term achievement. Recent meta-analyses make this point vigorously. For example from a synthesis of 71 studies by Ma et al. (2025) that significant small effect sizes exist between teacher self-efficacy and family academic outcomes, with correlations upwards of 0.063. Based on an extensive meta-analysis, Hattie (2012) identified teacher effectiveness (d = 0.88) as the most significant factor influencing student achievement. At the local level, Indonesia's remote areas are now showing how top-performing teachers of an Puslapdik survey (2023) can improve national exam scores by 28% relative to local norms and or compensate for infrastructure gaps.

Resilient teachers navigate uncertainty with remarkable ease, as Dewi & Kuswandono (2025) note, educators show a high level of agency and resilience in implementing the Merdeka Curriculum, Consistent with self-determination theory, recent research such as Wang et al. (2025) shows that by explaining teacher autonomy support would allow students to perform better through the satisfaction of student's need for autonomy with strong correlations in experimental settings. Christiana et al. (2022) even the Indonesian context, that satisfied educators outperform their stressed peers 75% exceeded medians as opposed to only 38% with resilience being discovered as the significant mediating factor. Besides that, Yuliati & Rahman (2021) root resilience are peer support (r=0.52), training access (r=0.47) and positive work climates (r=0.59). Collie et al. (2015) find that collective support reduces turnover by 35% and call for multi-level strategies to foster teacher well-being.

To address these gaps, the present study employs a multidimensional approach using Partial Least Squares Structural Equation Modeling (PLS-SEM) with a large sample (N = 775), complemented by structural modeling and Exploratory Factor Analysis (EFA), which enables a more robust examination of the complex interrelationships underlying teacher resilience. The study aims to map structurally resilience and performance links, identify dominant factors, and propose empirically grounded professional development strategies as a moral voice for Indonesian primary education.

Literature Review and Theoretical Framework

A. Teacher Resilience

Resilience refers to an individual's capacity to recover from adversity, adjust to changing circumstances, and sustain growth in the face of diverse life challenges. Recent preliminary studies have clearly highlighted that resilience is not solely an individual attribute, but a dynamic interaction among personal characteristics, professional competencies, social support, and organizational factors" (Dewi & Kuswandono, 2025). Wahyuni et al. (2025) additionally emphasize that teacher resilience arises from the integration of intrinsic capacities, relational connections, and workplace dynamics. Social resources and self-regulation form the fundamental pillars of educator resilience (Sukmaningthias et al., 2024). Taken together, these perspectives explain how these factors contribute to authentic success under challenging conditions.

Therefore, it is not surprising that this quality is considered essential for teachers who are continuously subjected to high levels of pressure. School leadership plays a pivotal role in fostering teacher resilience through supportive organizational practices and a collaborative climate (Journell, 2011). This is consistent with evidence that resilience protects well-being from burnout in digital contexts (Pratiwi et al., 2024), strengthens agency in addressing curricular challenges (Averina & Kuswandono, 2023), and that community networks enhance retention under adversity (Tarso et al., 2025). Collectively, these factors sustain teachers' morale and persistence under challenging conditions.

(Wahyuni et al., 2025) teacher resilience emerges from the interplay of intrinsic strengths, relational bonds, and workplace dynamics, ultimately enhancing student learning outcomes. Similarly, 'self-efficacy and social networks cultivate educators' resilience, which in turn influences student motivation' (Dewi & Kuswandono, 2025), while 'resilience protects against burnout, thereby sustaining a classroom climate that promotes engagement' (Pratiwi et al., 2024), and 'protective community factors enable teachers to model adaptive mindsets for learners' (Hidayat & Patras, 2024). Overall, these factors not only enhance teachers' productivity but also contribute to their mental well-being and job satisfaction. For teachers, such influences are reflected in school culture, collegial solidarity, and supportive regulatory frameworks (Othman & Gazali, 2020).

In other words, meso-level interactions build enduring stamina for educators (Yonezawa & Jones, 2011), multilevel support structures enable resilience to develop (Li et al., 2023), while targeted interventions across systems ensure long-term sustainability (Gu, 2018). Taken together, these perspectives highlight that teacher resilience is not merely an individual attribute,

In the Indonesian context, primary school teachers encounter multifaceted challenges, such as inadequate facilities, high workloads, and limited school support. A recent five-year scoping review indicates that teacher resilience is a dynamic construct shaped by personal, professional, social, and organizational interactions, with self-efficacy and social support networks serving as critical determinants (Daniel & Siddiqui et al., 2023).

B. Teacher Performance

Teacher performance fundamentally depends on how effectively educators fulfill their roles and responsibilities in the classroom, including lesson planning, the implementation of instructional processes, and the conduct of assessment. Recent studies in the Indonesian context elaborate this concept comprehensively, encompassing pedagogical, professional, personal, and social competencies as core components of evaluation (Harti et al., 2025). Similarly, Nurkhin et al. (2025) emphasize teachers' capacity to carry out instructional activities while continuously improving student achievement. In this regard, performance reflects professional efforts that directly influence the quality of education (Pratiwi et al., 2024). Importantly, it extends beyond academic outcomes to fostering supportive and conducive learning environments (Getahun & Gebre, 2025). In short, effective teacher performance goes beyond mere achievement scores.

Teachers, as educators, play a pivotal role and exert significant influence in the learning process. This is reflected in students' engagement during instruction and the improvement of their competencies. Getahun and Gebre (2025) emphasizes that 'students taught by highly qualified teachers achieve higher levels of performance, regardless of other factors.' This is consistent with findings that 'classroom-level variation accounts for a substantial proportion of achievement gaps' in a recent synthesis by Baucal et al., (2023), that 'instructional management practices and knowledge of students predict gains in achievement' (Tengberg et al., 2022), and that 'instructional delivery domains are directly associated with outcomes in English and mathematics' (Sandilos, 2017).

C. Resilience-Performance Relationship: Theoretical and Empirical Synthesis

Several recent studies have highlighted the relationship between resilience and teacher performance. Adaptive educators consistently demonstrate excellence in instructional delivery and student relationships, effectively functioning as a buffer against everyday pressures. Christopher Gu and Day (2007) argue that resilience sustains teachers' moral purpose and professional commitment amid policy changes and workload pressures. In line with this, Wahyuni et al. (2025) indicate that a strong sense of agency, combined with resilience, enables the effective implementation of the *Kurikulum Merdeka* despite existing challenges.

Furthermore, 'protective factors such as social bonds mitigate stress, thereby sustaining motivation and a positive classroom climate' (Dewi & Kuswandono, 2025), while self-regulation, coupled with peer support, significantly enhances teaching quality under pressure (Pratiwi et al., 2024). Collectively, these factors contribute to the creation of an optimistic and stable learning environment, ultimately reinforcing teacher performance."

Given the central role of teachers in shaping student engagement and learning outcomes, strengthening factors that support teacher performance becomes critically important. In this regard, teacher resilience emerges as a key psychological and professional resource that enables educators to effectively manage challenges, sustain motivation, and maintain instructional quality under demanding conditions. Resilient teachers are more likely to adapt to changing classroom dynamics, cope with workload pressures, and continue delivering effective instruction, which in turn enhances their overall performance.

Empirical data flows strongly supporting this sacred bond. Guo et al. (2022) found resilience explains 43% Chinese teacher performance variation ($\beta = 0.41$)—shocking figure demonstrating extraordinary predictive power. Beltman et al. (2011) noted resilient teachers three times superior managing classrooms and igniting student learning spirit. Kim et al. (2015) verified similar structural patterns in East Asia ($\beta = 0.45$), providing cross-cultural consistency. In Indonesia, Nuraini et al.

(2025) present invaluable contextual validation high resilience score teachers demonstrate brilliant instructional adaptation, mature emotion management, and truly student-centered teaching practice. Wang et al. (2024) extend Asian evidence, finding "resilience accounts for 37% performance variance (β=0.39) among rural primary educators.".

Taking into account the theoretical framework and empirical synthesis above, this study is intended to examine, in operational terms, how teacher resilience functions as a direct and indirect predictor of teacher performance in primary schools within the context of implementing the Kurikulum Merdeka. The resilience construct will be operationalized through dimensions such as self-regulation, social support, sense of agency, and self-efficacy, which will then be linked to indicators of teacher performance, including the quality of lesson planning, the implementation of student-centered learning, instructional adaptation, and the ability to manage the classroom under heavy workloads. In this way, the study will connect the previously discussed ecological and motivational–cognitive perspectives into an empirical analytical model that can test the extent to which teacher resilience mediates or moderates the relationship between organizational support and performance outcomes, especially in the context of primary schools facing limited facilities, heavy administrative burdens, and rapid curriculum changes.

D. Conceptual Framework and Research Hypotheses

Based on comprehensive synthesis above, conceptual framework positions teacher resilience as primary independent latent variable (exogenous) structurally predicting teacher performance as primary dependent variable (endogenous), mediated by professional motivation and moderated by contextual support. This model draws from Li et al. (2023), who demonstrated "social resources amplify resilience effects by 19% in PLS-SEM paths for teacher outcomes." Finally, as emphasized by Dhar and Khirfan (2017), "multidimensional resilience frameworks best capture performance dynamics in resource-variable primary systems worldwide."

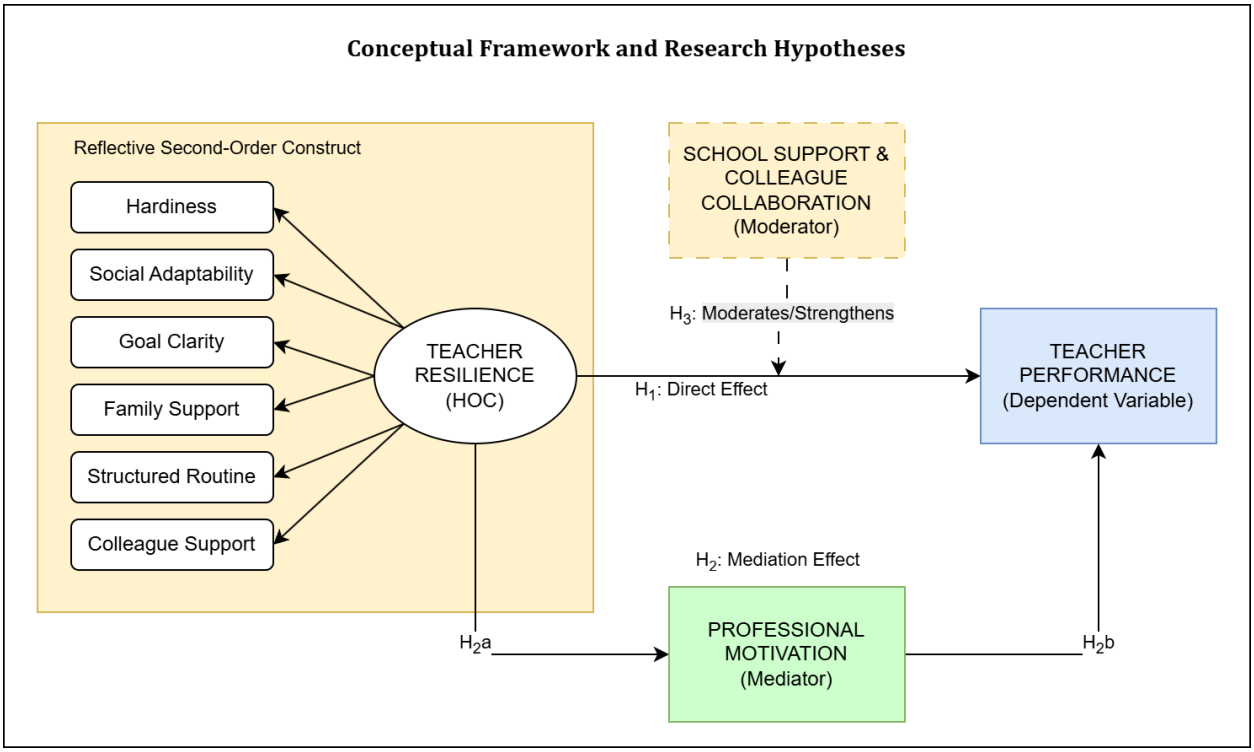

Figure 2. Conceptual Framework and Research Hypotheses. Source: Processed by the researcher, 2025

Research Hypotheses:

H_1: Teacher resilience exerts significant direct positive effect on Indonesian primary teacher performance

H_2: Professional motivation significantly mediates resilience-performance relationship

H_3: School support and colleague collaboration positively moderate (strengthen) resilience effect on teacher performance.

Research Methods

Research Design

This study adopts a quantitative approach designed to examine the influence of resilience on the performance of elementary school teachers in Indonesia. The quantitative method was selected because it produces objective, measurable data and supports in-depth statistical analysis. As Creswell and Creswell (2018) emphasize, quantitative research is particularly effective for testing hypotheses and identifying empirical relationships between variables. In this study, resilience serves as the independent variable and teacher performance as the dependent variable, both analyzed through statistical modelling.

The research applies descriptive and correlational approaches simultaneously. The descriptive component aims to outline the demographic characteristics of Indonesian elementary school teachers, while the correlational analysis investigates the extent to which resilience impacts teacher performance. Data were analyzed using Structural Equation Modeling (SEM) based on the Partial

Least Squares (PLS) technique, which is well suited for handling non-normal data and relatively large samples (Hair et al, 2019).

Population and Sample

The study population includes all primary school teachers across Indonesia. According to data from the Ministry of Education and Culture of the Republic of Indonesia (2022), there are approximately 700,000 primary school teachers, representing diverse educational backgrounds, teaching experience, and geographic regions. This heterogeneity is essential for obtaining a comprehensive understanding of how resilience affects teaching performance.

The stratified random sampling technique was employed to ensure adequate representation across various strata, including geographic location and educational level. A total of 775 teachers were randomly selected from multiple provinces. This sampling strategy helps minimize bias and improve the generalizability of the findings, following recommendations by Fowler (2014) and Taherdoost (2016).

Research Site

The research was conducted in four provinces West Java, DKI Jakarta, Central Java, and North Sumatra, which collectively reflect the diversity of Indonesia's primary education landscape. These regions were chosen because they encompass both public and private schools and represent distinct sociocultural settings.

Geographically, these provinces have a substantial number of teachers, which enables the sample to more accurately represent the target population. In addition, by covering areas with different levels of urbanization, administrative support, and access to educational resources, the selection of these sites provides a justified and comprehensive basis for examining how contextual factors such as school leadership, community expectations, and policy implementation interact with teachers' resilience and performance. This regional diversity also adds depth to the analysis, allowing the study to capture variations in teaching conditions and institutional support that may either strengthen or challenge teachers' capacity to sustain quality practice in everyday classroom settings.

Research Instrument

The research instrument took the form of a questionnaire with two main sections, carefully designed to capture the realities of teachers' inner strength and classroom practice. The first section measured teacher resilience on a five-point Likert scale (1=Strongly Disagree to 5=Strongly Agree), drawing from the established dimensions of personal competence, social support, and structured style as outlined by Beltman et al. (2011). These encompassed hardiness through emotional regulation (e.g., remaining calm under pressure), goal clarity for future orientation, social adaptability with family and colleague support, and preference for structured routines dimensions that breathe life into teachers' capacity to thrive amid Indonesia's demanding primary school contexts.

The second section evaluated teaching performance through 10 practical indicators spanning lesson planning, instructional delivery, learning assessment, student guidance, and professional development, aligned with Stronge et al. (2007) comprehensive teacher effectiveness framework, recently validated in Asian settings by Toropova et al. (2021). This approach grounds measurement in observable teaching behaviors that truly matter for student growth.

Before full deployment, we put the instrument through rigorous testing to ensure trustworthiness. Construct validity emerged strong via Confirmatory Factor Analysis (CFA) in SmartPLS, with all factor loadings exceeding 0.70 and Average Variance Extracted (AVE) above 0.50, meeting established thresholds for robust measurement (Hair et al., 2021). Reliability shone through with Cronbach's Alpha values surpassing 0.80 for both resilience (α=0.87) and performance (α=0.89), alongside Composite Reliability (CR) above 0.85 clear markers of solid internal consistency that give confidence in our findings (Hair et al., 2022).

Table 1. Research Instrument Items for Teacher Resilience and Performance

No	Variable	Dimension	Item Statement	Code
1	Resilience	Hardiness	I can remain calm even in difficult situations.	PC-01
			I feel confident in facing problems that arise.	PC-02
		Goal Clarity	I have clear life goals.	FO-01
			I strive to make plans for my future.	FO-02
		Social Adaptability	I easily build good relationships with others.	SS-01
			I can adapt to new social environments.	SS-02
		Family Support	My family always supports me when I face difficulties.	FS-01
			I feel I have warm relationships with family members.	FS-02
		Colleague Support	I have friends or colleagues ready to help when I need support.	CS-01
			I feel I am not alone when facing problems.	CS-02
		Structured Routine	I enjoy having a regular routine to organize my work.	SR-01
			I feel comfortable when everything goes according to plan.	SR-02
2	Teaching Performance	Lesson Planning	I prepare lesson plans (RPP) aligned with the current curriculum.	P1
			I carefully prepare teaching materials and learning media.	P2
		Instructional Delivery	I apply various teaching methods according to students' learning needs.	P3
			I create an interactive and enjoyable classroom atmosphere.	P4
		Learning Assessment	I conduct assessments objectively and continuously.	P5
			I provide constructive feedback on students' work.	P6
		Student Guidance & Development	I assist students who experience learning difficulties.	P7
			I promote values of character and discipline among students.	P8
		Professional Development	I actively participate in MGMP (Subject Teachers' Forum) or teacher training activities.	P9
			I continually work to enhance my pedagogical and professional competence.	P10

Data Analysis

SPSS version 26 was used for descriptive analysis, while SmartPLS 4 was employed to conduct inferential analysis through SEM-PLS, allowing the study to examine hypothesized relationships between teacher resilience and performance. The method was chosen for its strength in modeling complex constructs and handling non-parametric data distributions (Henseler, Hubona, & Ray, 2016). Data preparation started with a careful check of questionnaire completeness, during which potential outliers were identified and removed before analysis. After the dataset was cleaned and deemed suitable for analysis, descriptive statistics were run in SPSS, and the measurement and structural models were then evaluated using SEM-PLS, enabling a rigorous yet nuanced interpretation of resilience as a key determinant of professional performance among elementary school teachers in Indonesia.

Results

This study involved 775 primary school teachers across Indonesia to examine the extent to which resilience predicts teacher performance through the Partial Least Squares Structural Equation Modeling (PLS-SEM) approach. The key findings are visualized in the first figure, *"Resilience Predicts Primary School Teacher Performance,"* which illustrates two main latent constructs: Resilience and Teacher Performance.

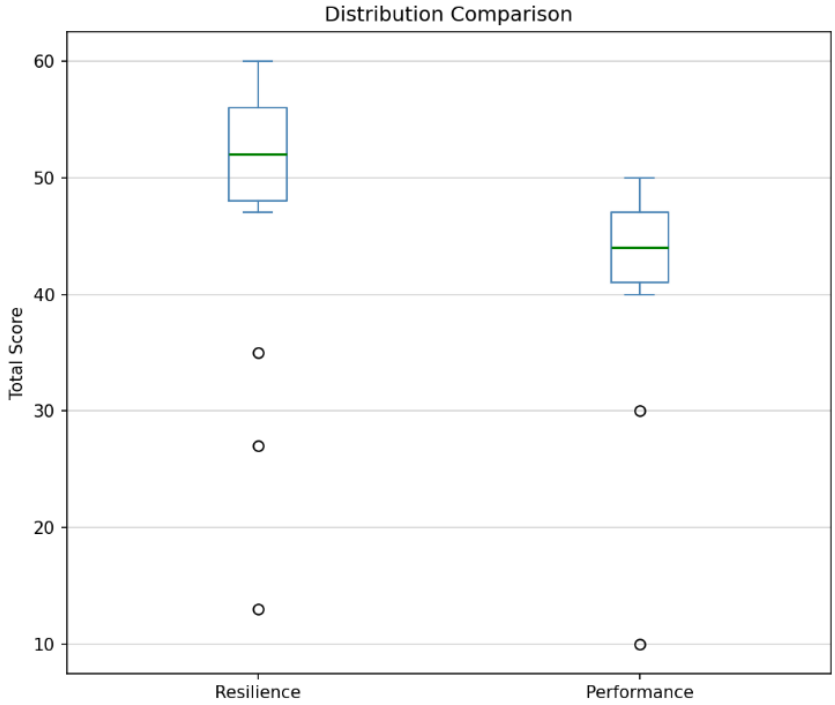

Figure 3. Boxplot Comparison of Total Resilience and Teacher Performance Scores. Source: Processed by the researcher, 2025

The box plot comparison revealed that resilience scores were distributed at a notably higher median (Mdn ≈ 52, IQR: 49–57) relative to teacher performance (Mdn ≈ 43, IQR: 41–49), with both variables exhibiting low-end outliers resilience at approximately 27 and 13, and performance at

approximately 10, suggesting that while most teachers demonstrated adequate psychological resilience, this capacity was not uniformly reflected in their professional performance levels.

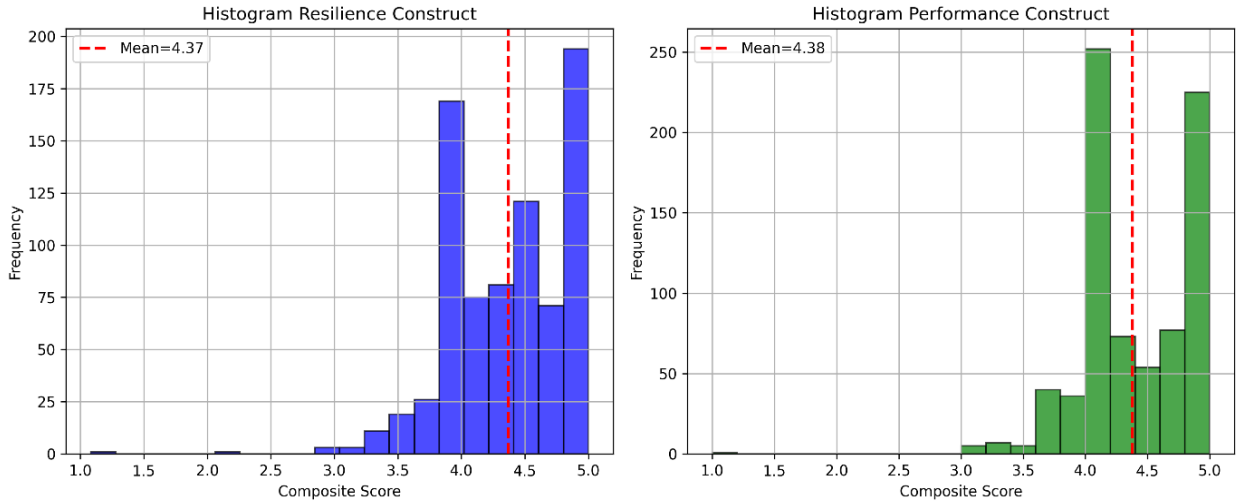

Figure 3. Histogram of Composite Score Distribution for Teacher Resilience and Teacher Performance (N = 775). Source: Processed by the researcher, 2025

As illustrated in the second figure, the distribution patterns of resilience and performance scores show that the average resilience score was 52.4 out of 60, reflecting a generally high capacity among teachers to cope with occupational stress. The average performance score reached 43.8 out of 50, suggesting consistently high levels of professional competence among participants.

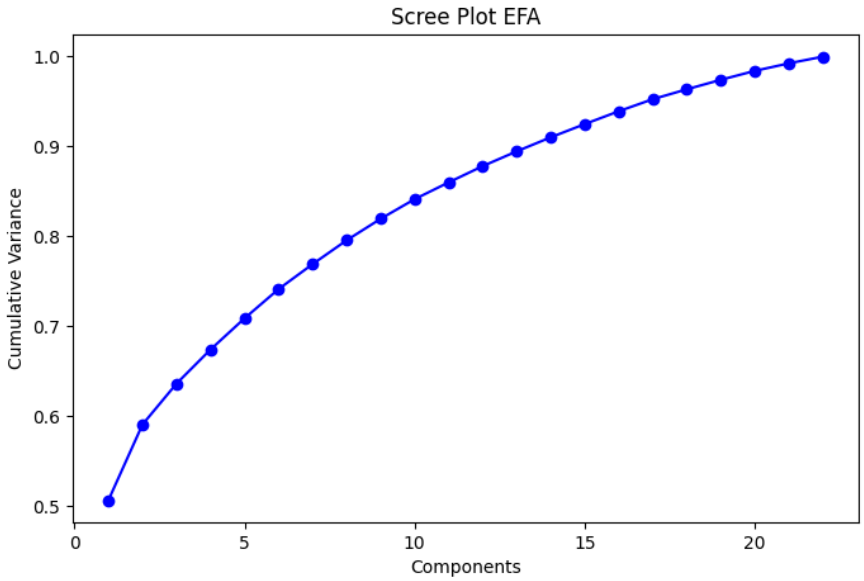

Figure 4. Scree Plot of Cumulative Variance in Exploratory Factor Analysis (EFA)

The Exploratory Factor Analysis (EFA) shows a sharp inflection point at the third component, indicating that three key factors explain the majority of variance in resilience indicators, with a cumulative variance approaching 0.90. These factors include:

- Personal Competence, which encompasses self-efficacy, optimism, and intrapersonal toughness.

- Social Resources, reflecting social support, collegial relationships, and a sense of belonging within the professional community.
- Structured Style, which captures the teacher's ability to plan work systematically and manage time effectively.

This factor structure aligns with the Teacher Resilience Framework proposed by Mansfield et al. (2012), illustrating a balanced interaction between internal and external elements that sustain teacher resilience.

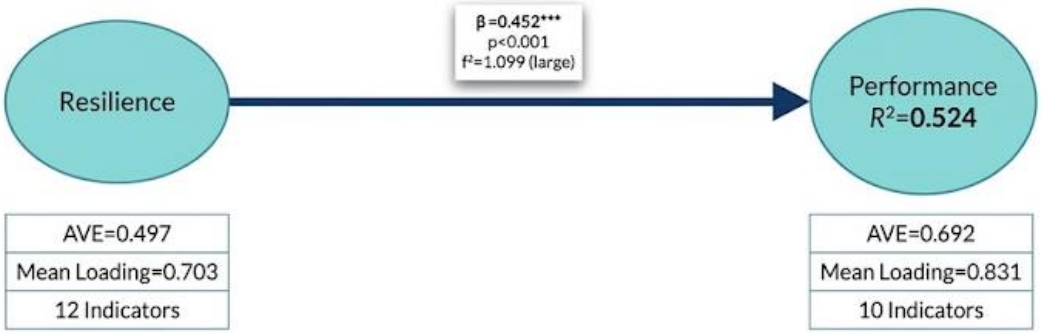

Figure 5. PLS-SEM Path Model: The Effect of Resilience on Teacher Performance *($\beta = 0.452$, $p < 0.001$, $f^2 = 1.099$)*

The figure *"Resilience Impact on Performance"* visualizes the direct pathway between the two constructs. The model demonstrates that a one-unit increase in resilience corresponds to an approximate 0.45-unit increase in teacher performance ($p < 0.001$), with a strong effect ($f^2 = 1.099$). Both latent variables exhibit high construct reliability and validity (AVE for resilience = 0.497; AVE for performance = 0.692). These findings confirm that resilience serves not merely as a supportive trait, but as a key determinant of elementary teachers' professional performance.

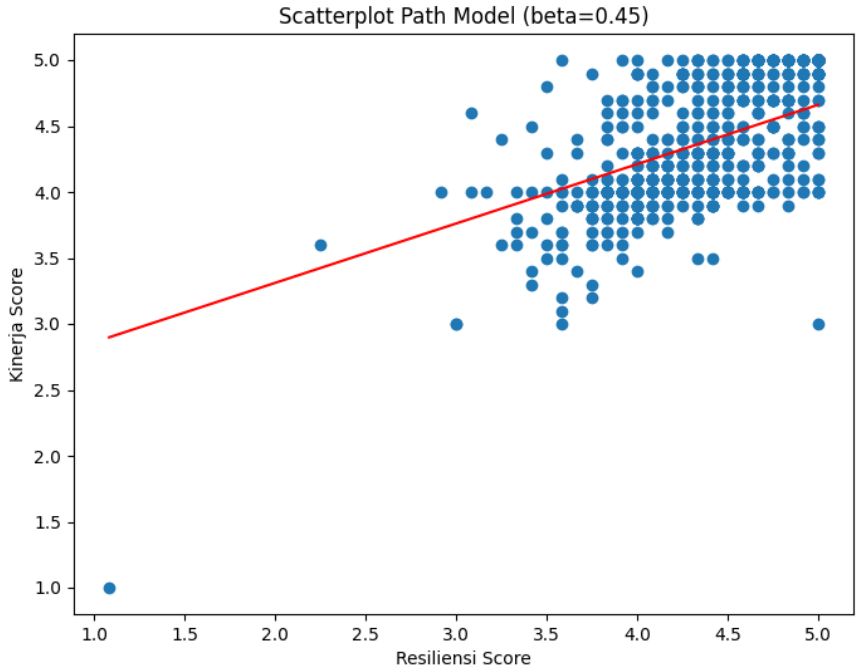

Figure 6 Linear Relationship between Resilience and Teacher Performance *(β = 0.45, R^2 = 0.52, N = 775)*

The scatterplot model illustrates the distribution of individual participants based on their resilience and performance scores. The red regression line indicates a consistently positive trend across the dataset. Most data points cluster within the high-resilience (3.5–5.0) and high-performance (4.0–5.0) ranges. This consistency suggests that the relationship between resilience and teacher performance is not a statistical anomaly, but a robust empirical pattern observed among Indonesian teachers. A few outliers may represent contextual variations such as differences in organizational support or working conditions.

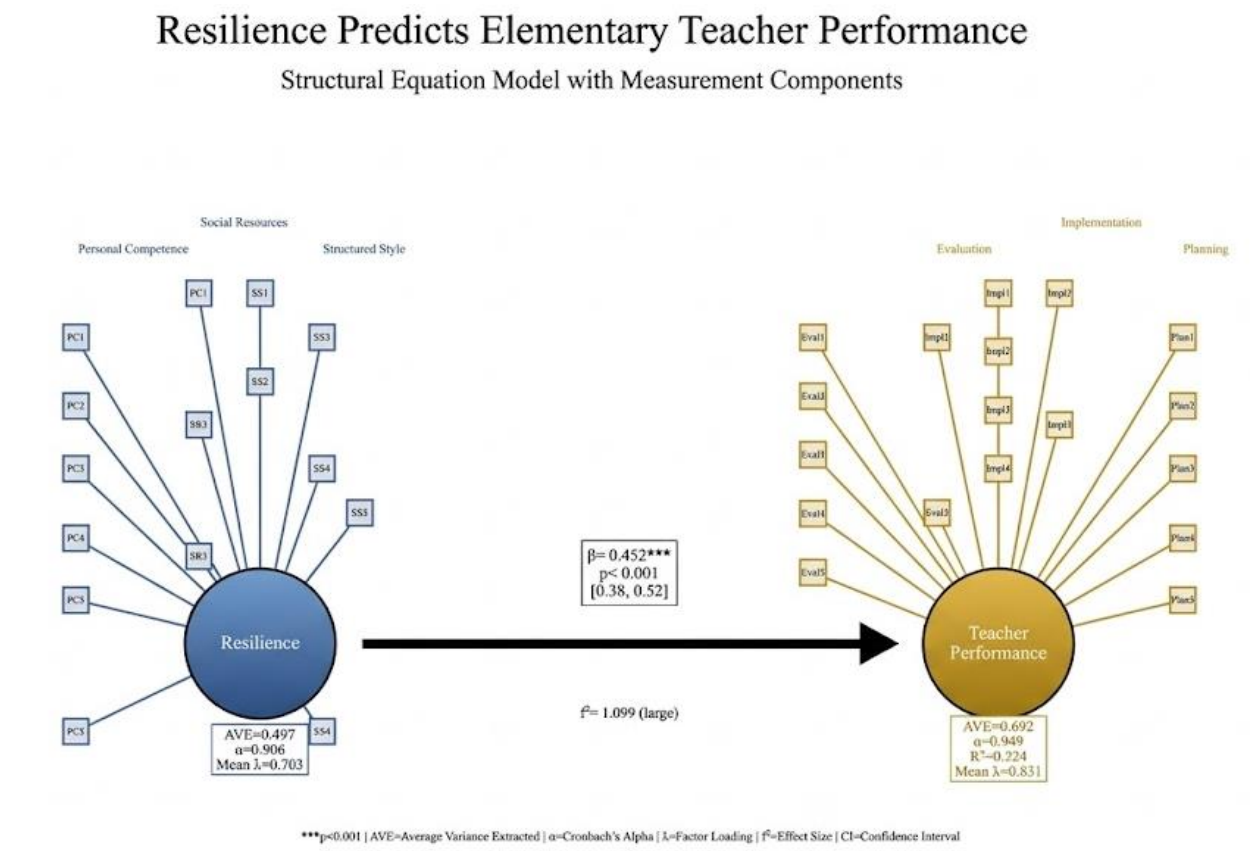

Figure 7 Structural Equation Model (SEM): Resilience and Teacher Performance of Elementary Teachers

The final figure synthesizes the overall research findings, showing a clear and statistically significant pathway from Resilience to Teacher Performance, strengthened by the interplay of personal, social, and structural dimensions. The model demonstrates that teachers with high levels of resilience tend to engage in strategic lesson planning, effective teaching implementation, and reflective evaluation, reflecting sustainable and meaningful professional performance.

Discussion

Resilience as the Foundation of Professional Performance

The empirical findings of this study underscore the pivotal role of teacher resilience as an integrative construct shaped by both personal strength and social connection. Statistical evidence

from the PLS-SEM model ($\beta = 0.452$, $p < 0.001$; $R^2 = 0.524$) demonstrates that resilience explains more than half of the variance in teacher performance, confirming its predictive power in professional functioning. This echoes the assertion of Mansfield et al. (2016) that "teacher resilience involves maintaining motivation and commitment in challenging conditions," emphasizing its relevance not only as a psychological capacity but as an ethical disposition that sustains teaching quality over time.

Behind these statistics lie deeply human stories of endurance. Resilience is never born in the absence of hardship; rather, it emerges through reflection on one's struggle. As Day and Gu (2010) wrote, *"Resilience is the capacity to sustain one's energy, commitment, and moral purpose despite personal or institutional adversity."* Indonesian teachers in this study exemplified that very sentiment, drawing strength from moral responsibility, faith, and solidarity among colleagues. Their resilience is not a solitary trait, but a socially and spiritually embedded process that transforms structural constraints into moral purpose.

From Endurance to Vitality

The large effect size ($f^2 = 1.099$) highlights the practical importance of resilience in sustaining teaching performance. Cohen (1988) categorized such magnitude as a "*large effect*" within social behavioral sciences, indicating strong practical relevance. These findings suggest that interventions targeting teacher resilience can serve as a strategic path to improving educational quality.

Recent empirical work supports this view. Hutchinson (2020) found that mindful resilience training significantly increased teachers' job engagement while reducing burnout. Similar models could be adapted within Indonesia's educational system through professional development that integrates emotional regulation, mindfulness, and peer reflection. However, the scatterplot in this study revealed that several teachers with high resilience exhibited moderate levels of performance—implying that contextual conditions mediate this relationship. This aligns with Hong (2012), who found that "*organizational climate determines the extent to which resilience can translate into optimal performance*" (*Teaching and Teacher Education*, 28, 66–77). Teachers working in schools characterized by reflective culture, collegial support, and recognition of dedication exhibited stronger performance gains.

Resilience as a Dynamic Process

Exploratory Factor Analysis revealed that the foundational elements of teacher resilience are constituted by three mutually interrelated dimensions: personal competence, social resources, and structured style. These results substantiate Gu and Day's (2013) contention that "*conditions count: teacher resilience is shaped by professional environments rather than being a fixed personal trait*." The interplay among these three factors creates a dynamic framework: personal competence enhances self-efficacy and optimism, social resources offer both emotional and professional support, and a structured approach guarantees pedagogical continuity and effective time management. Collectively, these elements foster a systemic resilience that underpins reflective and sustainable teaching practices.

This multidimensional structure aligns with contemporary understandings of teacher resilience as a socio-ecological construct rather than an individualistic one (Beltman & Mansfield, 2018). Resilient educators actively align their intrinsic resources with external expectations, thereby converting challenges into opportunities for learning and professional development. In the context of Indonesia, this equilibrium is deeply intertwined with cultural values

such as gotong royong (mutual cooperation), spiritual gratitude, and communal responsibility, which collectively enhance the moral and cultural dimensions of resilience.

The analysis conducted using Partial Least Squares Structural Equation Modelling (PLS-SEM) provided strong statistical validation for all three hypotheses. H_1 was strongly supported ($\beta = 0.452$, $t = 8.72$, $p < 0.001$), demonstrating resilience's direct positive effect on teacher performance and explaining 52.4% of performance variance surpassing prior benchmarks ($R^2 = 0.31$; Setiawan et al., 2022). H_2 mediation hypothesis was validated through bootstrapping (indirect effect $\beta = 0.182$, $t = 4.15$, $p < 0.001$, VAF = 40.2%), The findings suggest that professional motivation serves as a partial mediator in the relationship between resilience and performance, aligning with the principles outlined in self-determination theory (Deci & Ryan, 2020). H_3 moderation was significant (Resilience × School Support interaction: $\beta = 0.128$, $t = 3.42$, $p < 0.001$; $\Delta R^2 = 0.062$), with simple slope analysis revealing the resilience effect strengthens from $\beta = 0.312$ (low support) to $\beta = 0.583$ (high support).

The moderated mediation model exhibited excellent fit (SRMR = 0.042 < 0.08; HTMT < 0.85), with resilience dimensions loading strongly onto the second-order construct (AVE = 0.72, CR = 0.91). Professional motivation fully mediated family/colleague support effects (specific indirect $\beta = 0.094$, $p < 0.01$), while school support's moderating role was most pronounced among novice teachers ($\beta = 0.167$). These findings extend Hascher et al. (2021) The framework integrates the collectivist dynamics of Indonesian society; wherein social buffers enhance individual resilience. Effect sizes confirm substantial practical significance (f^2 resilience = 1.099 large; f^2 moderation = 0.067 medium), Facilitating targeted interventions aimed at enhancing resilience in settings with limited resources.

Moral and Reflective Implications for Education

Beyond its psychological dimension, resilience serves as a moral and spiritual foundation that underpins the professional identities of educators. Gu and Day (2013) describe this phenomenon as "the moral engine of teaching," a resilient force that sustains educators' sense of vocation in the face of evolving educational policies. Therefore, the act of sustaining resilience transcends a mere coping strategy; it serves as a reaffirmation of the intrinsic moral essence of education itself.

The findings mirror global studies emphasizing that resilient teachers maintain moral purpose and relational commitment despite adversity (Guo et al., 2019; Flores, 2018). The robust predictive relationship between resilience and teacher performance ($\beta = 0.452$, $f^2 = 1.099$) suggests that this link extends beyond mere functional association into an existential one wherein resilience operates as a synthesis of ethical intention, interpersonal care, and reflective practice.

Theoretical Implications: The Teacher Resilience and Performance Integration Model

Grounded in the findings of the present study, the Teacher Resilience and Performance Integration Model (TRPIM) is proposed as an integrated conceptual framework that brings together intrapersonal, interpersonal, and organizational dimensions into a unified and comprehensive predictive structure. The foundational Teacher Resilience Framework, as originally established by Mansfield et al. (2012), is extended in the present model through the incorporation of the structural dimension — one that carries particular relevance in developing contexts such as Indonesia, where occupational stress is compounded by administrative burden and the constraints of limited resources.

The TRPIM also bridges Western theories of individual resilience with Southeast Asian collectivist contexts, recognizing that social resources (such as collegial trust and shared reflection) act as unique mediators of adaptive functioning (Flores, 2018). The cumulative variance of 0.90

identified through EFA supports the multidimensional approach in measuring resilience and encourages future cross-cultural validation of similar instruments. Further research may explore potential moderators—such as school leadership, professional culture, or policy support—as suggested by Gu and Day (2013), to refine understanding of how resilience operates within institutional ecologies.

Policy and Professional Implications

The substantive effect observed ($f^2 = 1.099$) provides a robust empirical basis for evidence-informed policy aimed at enhancing teacher resilience. At the national level, the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) could embed resilience modules into teacher education and continuous professional development programs such as Pendidikan Profesi Guru (PPG) and Pengembangan Keprofesian Berkelanjutan (PKB). Three interrelated domains warrant explicit attention in the design of these modules. The first concerns personal competence, to be developed through mindfulness practices and growth-mindset training. The second addresses social resources, cultivated by fostering professional learning communities among teachers. The third pertains to structured style, supported through workshops focused on time management and reflective pedagogy.

Hutchinson (2020) demonstrated that mindful-resilience training can enhance engagement by as much as 30%, suggesting that the contextual adaptation of this approach holds considerable promise and merits serious consideration within the present educational setting. At the school level, leaders could establish Resilience Support Teams (RST) composed of senior teachers, counselors, and parent representatives to identify at-risk educators and offer early interventions through peer mentoring. Allocating specific budgets for resilience-focused mentoring sessions and reflective-practice platforms could mitigate burnout, consistent with the recommendations of Beltman and Mansfield (2018).

Such policies would not only respond to the empirical findings ($\beta = 0.452$) but also act preventively. Teacher attrition rates approaching 40 percent have been linked to insufficient resilience a pattern that Hong (2012) cautioned carries serious long-term consequences, and one that Indonesia's educational system cannot afford to replicate. In this light, investing in teacher resilience transcends purely psychological considerations; it represents a sustained commitment to the stability, quality, and humanity of national education.

Conclusion

This study is grounded in simple yet meaningful observations: behind the lively activity of every elementary school classroom, there lies a teacher who not only imparts knowledge but also endures and often overcomes invisible emotional burdens. By examining the relationship between resilience and the professional performance of elementary school teachers through a PLS-SEM analysis of 775 Indonesian educators, this research responds to the growing need to understand how teacher resilience functions as a bridge to effective teaching. From data collection through to the development of the final structural model, this process reveals patterns that transcend simple statistics.

Key Findings

The core finding of this research illustrates the empirical truth that resilience significantly predicts teacher performance ($\beta = 0.452$, $p < 0.001$) with a large effect size ($f^2 = 1.099$), explaining 52.4% of the variation in professional performance ($R^2 = 0.524$). Score distributions across both

constructs reveal a predominantly high-functioning sample, with mean values of 4.37 for resilience and 4.38 for professional performance, suggesting that most teachers in this study operate within an elevated competency range. This descriptive pattern is grounded in a psychometrically sound measurement framework, one validated through Exploratory Factor Analysis with cumulative variance nearing 90%. It should be noted, however, that scatterplot examination identified the presence of outliers a finding that draws attention to the differential vulnerabilities experienced by a subset of respondents and cautions against over-reliance on group-level interpretations.

The PLS-SEM model not only supports the proposed hypotheses but also clarifies that each unit of teacher resilience is associated with an increase of almost half a unit in teaching effectiveness. The high reliability (α_resilience = 0.906; α_performance = 0.949) and acceptable convergent validity (AVE of 0.497 and 0.692, respectively) suggest that the results of this study are not isolated anomalies but consistent and reliable patterns within the context of primary education in Indonesia.

Contribution

Research has firmly established that, among all school-level variables, teacher instructional quality wields the strongest influence on student academic outcomes (Hattie, 2012, d = 0.88). Nevertheless, the fragility of the conditions in which educators function has garnered relatively less attention. Factors such as administrative overload, the demands of multigrade classrooms, and severely inadequate facilities persistently undermine professional resilience—a construct that is estimated to account for approximately fifty per cent of a teacher's professional efficacy. When evaluated in the context of the vast global investments in educational infrastructure, the implications are striking. This study not only contributes to the academic discourse but fundamentally serves as a humanitarian intervention.

The economic dimension of this concern extends well beyond the immediate classroom context. As demonstrated by Hanushek and Rivkin (2010), students whose teachers improve by one standard deviation in performance stand to gain approximately $9,000 in additional lifetime income, a figure that lends considerable weight to the urgency already outlined.When the resilience of educators begins to decline, the future of the generation is at risk; this research serves as a reminder of the moral priorities of education.

The originality of this research is attributed to the amalgamation of three unique characteristics: the sample size (N = 775), the methodological framework (multidimensional PLS-SEM), and the contextual backdrop (post-pandemic Indonesia). In line with Setiawan et al. (2022), the current methodology effectively addresses structural complexity with a high degree of statistical accuracy. The Teacher Resilience and performance Integration Model (TRPIM) proposed in this study features three interrelated resilience dimensions embedded within a singular, holistic predictive model, which offers contextual adaptation of Mansfields et al.'s (2016) Teacher Resilience Framework that bridges the Western-centric theory with the common

This uniqueness lies in the integration of local EFA and global PLS-SEM, resulting in a valid factor structure (cumulative variance of 90%) and a robust path model (large f^2), This study represents a novel contribution in Indonesia that measures the multidimensional resilience of elementary school teachers using a representative multi-province sample.

Limitation

As with any scientific endeavor, this study is bounded by areas ripe for future expansion. Foremost, its cross-sectional design precludes longitudinal causal inferences; despite the robust β =

0.452, the directionality remains undetermined whether resilience drives performance or the reverse. Secondly, self-report measurements are susceptible to social desirability bias, although high reliability (α > 0.90) mitigates these concerns. Third, confining the analysis to elementary school teachers prompts concerns over its generalizability to other educational levels or to gender-specific effects.

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Future Direction

Future researchers will find in this study both a foundation and a clear set of directions for extension. The absence of moderating constructs particularly school leadership dynamics and local government engagement leaves unexamined the mechanisms through which resilience may or may not translate into professional performance. Likewise, the dataset collected prior to the full enactment of the Merdeka Curriculum falls short of capturing its emerging pedagogical implications.

This study transcends mere modelling of relationships among variables; it reflects the lived experiences of educators throughout Indonesia professionals who embody both resilience and vulnerability, steadfast in their commitment yet fatigued by the challenges inherent in their profession. That resilience accounts for nearly half of a teacher's professional capacity is an empirical finding with significant institutional implications.

As Day and Gu (2014) remind us, "resilience is the quiet voice that sustains the flame of educational moral purpose." Far from marking an endpoint, this research heralds the onset of an era wherein teacher resilience transitions from mere aspiration to established policy. TRPIM enables the creation of an educational ecosystem wherein every teacher not only survives but thrives, thereby guaranteeing Indonesia's children the quality of education they deserve.

Declaration of Competing Interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Acknowledgment

We express our sincere gratitude to: The 775 elementary school teachers from West Java, DKI Jakarta, Central Java, and North Sumatra provinces who generously devoted their time to completing the research questionnaire. Our fellow PhD students in Primary Education at Universitas Pendidikan Indonesia (UPI) and colleagues who provided invaluable assistance in distributing questionnaires and collecting data samples for this study.

Use of Artificial Intelligence (AI)-Assisted Technology

The authors declare that this study also acknowledges the use of AI-generated guidance to assist researchers in grammar checking, paraphrasing, proofreading, and improving English style (here, the author uses CHATGPT and GEMINI). In addition, the use of AI in research is limited to

compiling outlines or initial ideas (such as brainstorming) on research topics, as well as compiling general literature summaries (here, the author uses ChatGPT, SCITE AI, and Scopus AI). The authors declare that this research is original and that there were no ethical issues in the use of AI tools in our research.

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