



THE ROLE OF SPIRITUAL INTELLIGENCE IN TEACHERS' MENTAL WELL-BEING WHEN COPING WITH WORK-RELATED STRESS

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Abstract

This study aims to examine the role of spiritual intelligence in helping teachers cope with work-related stress and maintain their mental well-being. This study employed a descriptive qualitative approach and was conducted at Madrasah Ibtidaiyah Negeri 27 Bireuen. The research informants consisted of several teachers selected through purposive sampling based on their teaching experience and active involvement in the school activities. Data were collected through semi-structured interviews, observations, and document analysis. Data were analyzed using qualitative descriptive analysis techniques, including data reduction, data presentation, and drawing conclusions. The results of the study indicate that spiritual intelligence helps teachers interpret work-related stress positively through attitudes of patience, gratitude, self-control, and a sense of professional responsibility. Teachers with strong spiritual values tend to demonstrate emotional stability, mental resilience, and positive interpersonal relationships in the school environment. Thus, spiritual intelligence plays a crucial role in supporting teachers' mental well-being and mitigating the negative effects of work-related stress.

Keywords: Spiritual Intelligence, Mental Well-Being, Work-Related Stress

A. Introduction

The teaching profession is a demanding job academically, emotionally, and socially. Teachers are not only responsible for delivering instructional content in the classroom but also play a broader role as character educators, mentors, and role models

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for their students. In practice, teachers are expected to shape students' attitudes, values, and behaviors so that they become individuals who are not only intellectually intelligent but also possess good character traits. This complex role makes teachers' jobs increasingly challenging and requires readiness that is not only professional but also mental and emotional.

In addition, the demands of the teaching profession continue to evolve in tandem with curriculum changes, technological advancements, and rising expectations from various stakeholders, such as schools, parents, and the community. Teachers are expected to continually adapt, develop their competencies, and effectively utilize technology in the learning process. However, a significant administrative burden, such as the preparation of teaching materials, assessments, and performance reports, often adds to the daily work pressures they face (Amarullah et al., 2025).

In the social context, teachers are faced with a diverse range of students from various backgrounds. This requires teachers to possess strong communication and classroom management skills to ensure that the learning process remains effective. It is not uncommon for teachers to have to deal with student behavioral issues, a lack of support from the family environment, and even interpersonal conflicts within the school setting. These conditions can lead to emotional exhaustion if not balanced by strong self-management skills. (Octavia, 2021)

The complexity of their roles and the high demands placed on them often put teachers in high-pressure situations. If this pressure persists without support or effective coping strategies, it has the potential to lead to work-related stress among employees. Unmanaged stress can lead to decreased performance, reduced motivation, and impaired physical and mental health among teachers. In the long term, this condition can also affect the quality of learning and the relationship between teachers and students.

Therefore, it is important to pay attention to teachers' working conditions, whether by providing a supportive work environment, ensuring a fair distribution of workloads, or strengthening teachers' ability to manage stress. In this way, teachers can fulfill their roles to the best of their ability without neglecting their own well-being (Silalahi and Marpaung, 2025).

Work-related stress among teachers can stem from various factors, such as excessive administrative burdens, curriculum demands, student behavior, limited facilities and resources, and pressure from parents and the school environment. If work-related stress persists over time, it can negatively impact teachers' mental well-being, manifesting as emotional exhaustion, anxiety, decreased motivation, and burnout (Rohmanudin, 2025).

Teachers' mental well-being is crucial for ensuring the smooth operation of the educational process. Teachers with good mental health are generally better able to

perform their duties effectively, build positive relationships with students, and create a comfortable and conducive learning environment. Furthermore, good mental health helps teachers better prepare for various challenges in the school environment, such as job demands, curriculum changes, and diverse student personalities. Thus, teachers' mental well-being impacts not only themselves but also the quality of learning that takes place in classrooms (Yamkee et al., 2023).

Conversely, if a teacher's mental well-being is compromised, this can affect the quality of instruction and students' development, both academically and emotionally (Ryff, 2019). Teachers experiencing excessive stress or emotional exhaustion typically lose motivation more easily, struggle to manage their classrooms, and are less able to give their students their full attention. If this condition persists over a long period, the classroom learning environment can become less comfortable and less conducive to students' optimal development (Tanjung & Namora, 2022).

In addition, mental well-being is linked to job satisfaction and teachers' commitment to their profession. Teachers who feel mentally at ease tend to be more enthusiastic about their work, have a strong sense of responsibility, and are motivated to improve their skills continuously. Conversely, poor mental health can cause teachers to feel fatigued, lack enthusiasm, and even develop a desire to leave the profession. Therefore, schools and relevant parties must provide support, such as creating a positive work environment, ensuring a balanced workload, and offering psychological support when needed (M.Pd, n.d.).

Therefore, efforts to maintain and improve teachers' mental well-being must be a shared priority—not only for the teachers themselves but also for schools and education policymakers. If teachers' mental well-being is well maintained, the learning process will be more effective and have a positive impact on students (*Kesehatan Mental Guru Dalam Dinamika Lingkungan Kerja Dan Manajemen Stres | Dawuh Guru: Jurnal Pendidikan MI/SD*).

In recent years, the positive psychology approach has increasingly been used to understand work-related stress, including in education. This approach views stress not merely as a threat but also as an opportunity for growth and self-development when interpreted constructively (Sunarno, 2023). One internal factor that plays a significant role in the positive interpretation of work-related stress is spiritual intelligence (Davin, 2026).

Spiritual intelligence refers to an individual's ability to find meaning in life, transcendental values, and a deeper purpose in every experience. In the context of the teaching profession, spiritual intelligence helps individuals view their work as a form of service and devotion, so that work-related stress is not always perceived as a burden but rather as a means of self-development and spiritual growth (Savithri, 2025).

Several studies have indicated that spiritual intelligence is strongly linked to mental health and psychological well-being. Teachers with high spiritual intelligence are generally better able to maintain inner balance—emotionally, mentally, and in their attitudes toward various situations. They do not merely focus on the demands of their work but also view their profession with a deeper sense of purpose, seeing it as a form of service or calling in life. This makes them tend to remain calmer and less prone to stress when facing challenges in the workplace (Fadila 2025).

In addition, spiritual intelligence helps teachers manage their emotions adaptively. Teachers with a high level of spiritual intelligence are typically able to control negative emotions, such as anger, disappointment, and frustration, and replace them with more positive and constructive attitudes. They are also better able to demonstrate patience, empathy, and wisdom when interacting with their students and colleagues. These skills are crucial for fostering healthy interpersonal relationships and creating a comfortable learning environment (Lipu, 2025; Mawadda, 2025).

Furthermore, spiritual intelligence enhances teachers' psychological resilience. When facing workplace pressures, such as administrative burdens, performance demands, and various classroom dynamics, teachers with strong spiritual intelligence are less likely to give up easily. They view challenges as part of the learning process and continue to seek solutions in a positive manner. This attitude makes them more resilient to stress and better able to bounce back from difficult situations (Samsuddin, 2025).

In addition, spiritual intelligence is linked to an individual's ability to find meaning and purpose in life. Teachers who possess this understanding typically find their work more meaningful, which enhances their motivation and job satisfaction. A sense of having a clear purpose in their work helps teachers remain committed and less prone to mental burnout. Thus, spiritual intelligence contributes not only to mental health but also to the quality of teachers' performance and their professional sustainability (Sahartian, 2018).

Based on this, it is clear that spiritual intelligence is a key factor supporting teachers' psychological well-being. Therefore, the development of spiritual intelligence deserves attention, whether through self-reflection, religious or spiritual activities, or a work environment fostering positive values. With good spiritual intelligence, teachers are expected to perform their roles more effectively and maintain a healthy mental state amidst various job demands (Aryani, 2021; Ramadhani et al., 2024).

Various studies have shown that how a person perceives their work has a significant impact on their psychological well-being. In the teaching profession, a spiritual perspective on work has been shown to help reduce stress levels while increasing job satisfaction. This is because when work is viewed not merely as a duty but also as part of

a deeper sense of purpose in life, individuals tend to demonstrate greater resilience in the face of pressure (Mariyati et al., 2024).

In line with this, Anita et al. (2025) found in their study that teachers who view their work as a calling and a form of service demonstrate more stable levels of mental well-being. They tend to be better at managing their emotions, have a more positive attitude toward work challenges, and are less likely to feel overwhelmed by professional demands. Conversely, teachers who view their work solely as a duty or formal obligation tend to be more prone to stress, emotional exhaustion, and decreased job satisfaction.

These findings suggest that psychological factors, particularly those related to spiritual intelligence, play a significant role in shaping teachers' responses to work-related stress. Spiritual intelligence not only helps individuals find meaning in their work but also fosters a sense of sincerity and patience and enhances their ability to accept the various challenges they face in the workplace (Tisno, 2024).

Nevertheless, research on the relationship between spiritual intelligence and teachers' mental well-being requires further exploration. Some previous studies, such as those cited by Fauzi (2023) and Yusuf (2021), have examined the connection between spiritual aspects and psychological well-being. However, these discussions remain limited and have not specifically examined how teachers interpret work-related stress from a positive and constructive perspective.

Therefore, further research is needed to understand how spiritual intelligence helps teachers interpret work-related stress not merely as a burden but also as part of their personal and professional growth. By understanding this, it is hoped that more effective approaches can be identified to support teachers' mental well-being while enhancing their ability to fulfill their roles as educators (Satria et al., 2025).

Based on the above discussion, it is important to conduct a study on teachers' spiritual intelligence and their mental well-being. Several other studies have also confirmed that spiritual and religious aspects positively contribute to an individual's ability to manage stress and maintain mental health. Koenig (2018) showed that spirituality serves as an effective coping resource for dealing with psychological pressure, including work-related stress. Similar findings were reported by Pargament et al. (2020), who confirmed that spiritual meaning-making regarding life experiences enhances psychological well-being and reduces distress.

In the context of education, research by (Lasjupanma, n.d.) revealed that teachers with a high level of spirituality tend to be better able to manage their emotions and experience higher job satisfaction. Another study by Haryadi et al. (2025) found that spiritual intelligence is significantly associated with the mental resilience of elementary school teachers in coping with professional demands. Furthermore, a study by Syafruddin (2025) confirms that integrating spiritual values into teachers' professional lives can

enhance mental well-being and foster a more positive learning environment. Thus, spiritual intelligence is not only conceptually relevant but also has practical implications for maintaining teachers' mental well-being amidst the complexities of their professional demands.

Based on the above studies, it can be concluded that work-related stress is a serious issue that has the potential to disrupt teachers' mental well-being if not managed properly. Spiritual intelligence has been shown to play a crucial role in helping teachers interpret work-related stress positively, thereby enhancing their psychological resilience and mental well-being. However, studies specifically examining the relationship between spiritual intelligence, the interpretation of work-related stress, and teachers' mental well-being remain limited, particularly within the context of education in Indonesia. Therefore, this study is important for gaining a deeper understanding of the role of spiritual intelligence in interpreting work-related stress and its implications for teachers' mental well-being, thereby serving as a foundation for developing holistic strategies to improve teachers' mental health.

B. Method

This study employed a qualitative approach using descriptive field research to understand teachers' experiences regarding work-related stress and mental well-being. This study was conducted at Madrasah Ibtidaiyah Negeri 27 Bireuen. The research participants consisted of six teachers selected using purposive sampling based on their teaching experience and their active involvement in school activities.

Data were collected through semi-structured interviews, direct observation, and documentation. Interviews were conducted to obtain in-depth information regarding teachers' perspectives on work-related stress, spiritual intelligence and mental well-being. Observations were conducted to understand the work environment, teacher-student interactions, and situations related to teachers' work-related stress.

The data collected were analyzed using qualitative descriptive analysis techniques involving the stages of data reduction, data presentation, and drawing conclusions. To ensure data validity, the researcher employed triangulation by comparing the results of interviews, observations, and documentation.

C. Finding and Discussion

The research findings were obtained through interviews, observations, and documentation conducted with teachers at Madrasah Ibtidaiyah Negeri 27 Bireun, who served as the primary informants. The collected data were analyzed using qualitative descriptive methods to describe the role of spiritual intelligence in understanding work-

related stress and its implications for teachers' mental well-being. The research findings and discussion are outlined below.

1. Work-Related Stress Among Islamic Elementary School Teachers

a. Administrative Burden

One of the main causes of work-related stress among teachers is the heavy administrative workload they must handle outside their teaching duties. Teachers are not only responsible for delivering instructional content, but they must also develop teaching materials, prepare assessment reports, and complete various school administrative tasks.

This was stated by Ms. Siti Aisyah, S.Pd.I, a fifth-grade teacher, who noted that administrative work often takes up a lot of teachers' time and energy:

"As elementary school teachers, we do not just teach in the classroom; we also handle administrative tasks, develop teaching materials, and guide students with diverse personalities. It can be exhausting at times, but that is part of our responsibility as teachers".

This indicates that administrative workload is a source of work-related stress for teachers. Excessive administrative tasks can lead to physical and emotional exhaustion if not properly managed. This finding is consistent with Amarullah et al. 's (2025) research, which explains that high administrative demands can affect teachers' psychological well-being and reduce their work effectiveness.

b. Work Pressure

In addition to administrative burdens, work pressure is another factor contributing to teachers' work-related stress. Teachers are expected to meet learning objectives, improve student learning outcomes, and maintain the quality of the learning process in schools.

Based on the interview, Ms. Ruwaida, S.Pd., stated that work-related stress often arises when teachers have to complete multiple tasks simultaneously. "Sometimes, we have to juggle multiple tasks simultaneously within a limited timeframe. That leaves us feeling tired and stressed."

Constant work-related stress can lead to emotional exhaustion and dampen teachers' morale. Therefore, teachers need strong self-management skills to cope with work-related stress positively.

c. Student Behavior and Characteristics

Differences in students' personalities and behaviors are also factors that influence teachers' levels of work-related stress. Teachers must deal with students with varying learning abilities, emotional states, and family backgrounds.

Mr. Ahmad Fauzi, S.Pd.I, a sixth-grade teacher, explained that teachers often feel overwhelmed when dealing with unruly students or those who struggle academically:

“We feel a great sense of responsibility for our students’ development. When a student is difficult to manage or falling behind in their studies, we often feel emotionally burdened.”

The results of the study indicate that these conditions can cause emotional stress for teachers, especially when the learning process does not go as expected. These findings are consistent with Octavia (2021), who stated that the diversity of students’ personalities requires teachers to possess strong communication and classroom management skills.

d. Time Limitations

Time constraints are also a factor contributing to teachers’ work-related stress. The sheer volume of tasks teachers must complete makes it difficult for them to balance their time between work, family, and personal needs.

Based on observations, some teachers still have to complete schoolwork at home because of their heavy workload. This reduces the amount of time teachers have for rest and can lead to physical and mental exhaustion.

Research findings indicate that teachers’ work-related stress is influenced not only by job demands at school but also by an imbalance between work and personal life. If this situation persists over the long term, it can affect teachers’ mental well-being and the quality of education at school.

Overall, the research findings indicate that teachers’ work-related stress is influenced by various interrelated factors, ranging from administrative demands and job pressures to student behavior and time constraints. Therefore, support from the work environment, stress management skills, and mental and spiritual resilience are necessary to enable teachers to perform their professional duties to the best of their abilities.

2 The Role of Spiritual Intelligence in Understanding Work-Related Stress Among Elementary School Teachers

a. Patience in Dealing with Work Pressure

One aspect of a teacher’s spiritual intelligence is the ability to remain patient when facing work-related stressors. Teachers recognize that the teaching profession carries significant responsibilities, which is why patience is essential for carrying out their daily duties.

This was stated by Ms. Siti Aisyah, S.Pd.I, who noted that patience is one way to cope with the various pressures of schoolwork. The results of the observation indicate that teachers with a strong sense of spirituality tend to remain calmer when facing

difficult situations in the classroom. They are not easily provoked and can resolve problems using a wise approach.

“When we are faced with a heavy workload and students with different personalities, we have to be very patient. If we aren’t patient, we’ll naturally get angry easily and feel overwhelmed.”

This statement suggests that patience helps teachers manage negative emotions when facing work-related stress. Patient teachers tend to remain calm when solving problems and are less likely to experience excessive stress.

This finding is consistent with Savithri’s (2025) view that spiritual intelligence can help individuals improve their self-control and cope with life’s pressures positively.

b. Viewing Work as a Form of Worship

In addition to patience, teachers view their work as a form of worship and service. This understanding enables teachers to carry out their responsibilities with greater sincerity, even when faced with various challenges.

Based on the interview, Ms. Ruwaida, S.Pd., stated that the teaching profession is not merely a job but also a trust that must be carried out with the utmost responsibility.

“We view this work as a form of worship. Even though we’re tired, we still strive to do our jobs well because teaching is also a form of service.”

The research findings indicate that a spiritual perspective on work helps teachers develop a more positive mindset toward their work. Teachers become better able to accept their circumstances and are less likely to give up when facing work-related stress.

This is consistent with Tisno’s (2024) research, which explains that spiritual values can help boost teachers’ work motivation and mental resilience in coping with professional pressure.

c. Managing Emotions When Dealing with Students

Spiritual intelligence is also evident in a teacher’s ability to manage their emotions when dealing with students with diverse personalities. Teachers strive to remain calm and use thoughtful approaches to resolve issues in the classroom.

Mr. Ahmad Fauzi, S.Pd.I, explained that teachers must be able to control their emotions so that the learning process continues to run smoothly.

This indicates that emotional control is an important aspect of teachers’ spiritual intelligence. Teachers who can control their emotions tend to find it easier to create a comfortable and harmonious learning environment.

The findings of this study support Zohar and Marshall’s view that spiritual intelligence is related to an individual’s ability to make sense of life, exercise self-control, and build positive relationships.

d. Gratitude and Positive Thinking

In addition to patience and emotional control, teachers strive to maintain an attitude of gratitude and positive thinking when facing various challenges at work. This attitude helps teachers reduce mental stress and maintain their enthusiasm for their work.

Based on the observations, some teachers continued to display a friendly demeanor, enthusiasm for teaching, and the ability to build good relationships with students despite facing demanding work conditions.

The study findings indicate that teachers with strong spiritual intelligence tend to be better able to maintain emotional stability and think positively when facing challenges. An attitude of gratitude makes it easier for teachers to accept their circumstances and not become too overwhelmed by work-related stress.

Overall, the study's findings indicate that spiritual intelligence plays a significant role in helping teachers cope with work-related stress. Spiritual values such as patience, sincerity, emotional control, and gratitude help teachers maintain mental stability and perform their professional duties positively and meaningfully.

3. Spiritual Intelligence and Mental Well-being of Elementary School Teachers

a. Teachers' Emotional Stability

Research findings indicate that spiritual intelligence helps teachers maintain emotional stability when facing work-related stress. Teachers with strong spiritual values tend to be calmer and less prone to emotional outbursts when dealing with problems in school environments.

This was stated by Ms. Siti Aisyah, S.Pd.I, who said that a spiritual approach helps her to be more patient and calmer in carrying out her duties.

“When we draw closer to God and think positively, our hearts become more at peace. Even though we face a lot of work-related stress, we try to remain patient and not get angry easily.”

This statement indicates that spiritual intelligence helps teachers manage negative emotions, such as anger, anxiety, and disappointment. This attitude positively impacts teachers' mental well-being as they carry out their daily activities at school.

This finding is consistent with Ryff's (2019) view that mental well-being is characterized by an individual's ability to accept themselves, manage their emotions, and cope with life's pressures positively.

b. Positive Social Relationships

Spiritual intelligence also helps teachers build better social relationships with colleagues and students. Teachers with strong spiritual awareness tend to understand others more easily, demonstrate empathy, and maintain harmonious communication within the school environment.

Based on the interview results, Ms. Ruwaida, S.Pd., stated that good relationships with fellow teachers helped reduce the work-related stress she experienced.

“When you have a good relationship with your co-workers, the work feels easier. We help each other out and remind each other when there are difficulties.”

The study findings indicate that positive social relationships can create a comfortable work environment that supports teachers' mental health and well-being. Social support from colleagues helps teachers feel valued and prevents them from facing work-related stress alone.

This finding is consistent with a 2022 WHO study, which explained that healthy social relationships are one of the key factors in maintaining an individual's mental well-being.

c. Boosting Work Enthusiasm and Motivation

In addition to helping maintain emotional stability, spiritual intelligence influences teachers' work motivation. Teachers with strong spiritual intelligence tend to be more sincere and highly motivated in their profession.

Mr. Ahmad Fauzi, S.Pd.I, explained that spiritual values enable teachers to continue performing their duties with a strong sense of responsibility despite facing various challenges.

“Even though teaching is a demanding job, we still strive to do it well because we believe it is a responsibility we've been entrusted with.”

This suggests that spiritual intelligence helps teachers find meaning and purpose in their work. Teachers do not simply work to fulfill their duties; they view their profession as a form of service and moral responsibility.

This is consistent with Tisno's (2024) research, which states that spiritual intelligence can boost work motivation and help individuals cope with high-pressure situations.

d. Supporting Teachers' Mental Health

Based on the findings of this study, teachers with strong spiritual intelligence appear to be better able to maintain their mental well-being while coping with the demands of their daily work. These teachers continue to demonstrate a friendly demeanor, enthusiasm for teaching, and the ability to create a comfortable learning environment despite a fairly heavy workload.

Spiritual intelligence helps teachers think more positively, accept situations with grace, and not become easily overwhelmed by work-related stress. This mindset enables teachers to maintain a better balance between their work, personal lives, and emotional well-being.

Overall, the study's findings indicate that spiritual intelligence makes a significant contribution to teachers' mental health. Spiritual values such as patience, gratitude, self-

control, and sincerity help teachers cope with work-related stress more positively, thereby ensuring that their mental health and work performance remain well-maintained.

D. Conclusion

Based on the research findings and discussion, it can be concluded that work-related stress is an integral part of the teaching profession in Pakistan. Teachers' work-related stress stems from various demands, such as administrative burdens, academic and moral responsibilities toward students, and limitations in time and learning resources. These conditions have the potential to affect teachers' mental well-being if they are not understood and managed properly. The prospects for developing research findings and future research applications (based on the findings and discussion) can also be added.

Research findings indicate that spiritual intelligence plays a significant role in helping teachers interpret work-related stress positively. Teachers with strong spiritual intelligence tend to view their work as a form of service and worship; therefore, work pressure is not perceived merely as a burden but rather as part of the learning process and personal development. This spiritual perspective fosters attitudes of sincerity, patience, and trust in God when facing the various demands of the profession.

In addition, spiritual intelligence contributes to maintaining teachers' mental health. Teachers who can find spiritual meaning in their work demonstrate greater mental stability, manage their emotions adaptively, and maintain positive interpersonal relationships with students and colleagues. Thus, spiritual intelligence can be viewed as an important protective factor in maintaining teachers' mental well-being amidst the profession's high demands.

Based on these findings, fostering spiritual intelligence deserves attention in the field of education as a strategic effort to help teachers view work-related stress positively and improve their mental well-being sustainably.

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