



STRENGTHENING TEACHERS' MENTAL HEALTH IN BUILDING SUPERIOR PERFORMANCE IN MADRASAH

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Abstract:

Teachers' mental health in building superior performance needs to be considered. This will affect teacher performance in the future. This research aims to strengthening teachers' mental well-being, which is considered essential for creating a superior work environment. The method used is qualitative by conducting a case study. With data analysis using data triangulation by looking for sources research information through reading scientific journals, reference books, news and related publication materials. The results of this research are, the importance of efforts to strengthen mental health, is a collaboration and must be integrated into the overall madrasa organizational culture. Providing good attention to teachers' mental health indirectly enables madrasas to create a positive and supportive educational environment for all parties involved. The aim of strengthening mental health in teachers is to motivate teachers psychologically to face busy work demands. The conclusion is that awareness of the importance of teacher mental health can also create a superior work environment, thereby having a positive impact on the quality of education in madrasas. By having a strong mentality, teachers can more easily synergize with fellow teachers, students and related parties in achieving the goals of madrasah education.

Keywords: *Mental Health, Teachers, Superior Performance*

INTRODUCTION

As technology develops in education, the influence of mental health on Madrasah Tsanawiyah Mambaul Ulum teachers can involve various aspects that reflect the impact on mental health and teacher performance. Some of the impacts on teacher performance that are caused by damaging their mental health occur in the field, including: disappointment over the lack of guaranteed prosperity. Such as the honorarium or salary and allowances received are not sufficient for daily needs. Conflicts at work with other personnel, for example with the principal, fellow teachers, even students. Sometimes the work he is doing does not match his passion and abilities.

Besides that, too heavy a workload can increase teachers' stress or anxiety levels. This is caused by an inconsistent curriculum. In this case, many teachers complain when education policies continue to change. Meanwhile, many teachers, especially senior teachers, do not yet master technology. This results in them having less rest time and less holidays compared to their busy work routine. The points above have a very significant impact on teacher performance. This causes mental health problems for teachers.

As reported by Kompas.com- Mr. Ir. Joko Widodo as the president of the Republic of Indonesia made a speech citing an international research institute from the RAND Corporation in 2022, "*That teachers' stress levels are higher than other jobs*". Mr Jokowi said while attending the 78th anniversary of the Indonesian Teachers' Association (PGRI) in Kelapa Gading, Jakarta, Saturday (25/11/2023).

Because of this, gTeachers need to continue to learn and adapt to the changes that

occur in this modern era. Increased awareness of the importance of mental health and its impact on productivity and happiness has increased the demand for mental health support in the workplace, including in school settings. Poor mental wellbeing can have a direct impact on teacher performance. Teachers who feel stressed or burned out may experience decreased motivation, creativity, and productivity, which ultimately affects the quality of their teaching and interactions with students.

Like research that has been carried out by Nur Faisal & Asfar (2023), The result of his research is to become a professional educator, especially school principals, must utilize the knowledge and experience of senior teachers to improve the quality of education in schools. Principals must establish methods to optimize the performance of these senior teachers, and approach strategies. Other research with a similar theme from Lubis et al., (2023). The results of the research are analyzing the efforts made by driving teachers to increase the distribution of the quality of teacher performance at Pegajahan School. Then, research from Zahroh & Zumrotun, (2023), from the results of his research, namely shows that driving teachers play an important role in improving teacher performance and the quality of learning. By inviting teachers to collaborate and learn from each other, mobilizing teachers can help change the way teachers think and build their self-confidence.

Further research on mental health, carried out by Asbari et al., (2023), revealed that mindfulness is an effective alternative for individuals in maintaining a healthy mind. In line with the results of his research, this study also states that mindfulness is a guide that can help people manage their mental health. The same research from Sub'haan et al., (2023), The results of his research show that music therapy can help individuals express difficult emotions, such as pain, sadness, or anger. In Freud's theory, healthy self-expression and emotional expression are essential for good mental health. Music therapy promises to improve mental health by providing an integrated experience with the emotions that occur when music is played.

Then pre-research from Isrokatun et al., (2022), Based on the results of his research, from the teacher's perspective, he explains that online learning, on the other hand, can make the teaching and learning process more effective and efficient by using various media that have been provided by the school and the teacher himself. However, from the students' point of view, not all of them can accept direction and guidance from their teacher gracefully. A small number of students feel pressured by the assignments given at each online learning meeting. Then, research from Savitri & Gunawan, (2023), The results of the research show that work-life balance and employee mental health have a positive influence on employee performance and job satisfaction. Employees who have good work-life balance and mental health will work well and be satisfied with their work. According to this research, companies need to pay attention to work-life balance and employee mental health in order to improve employee performance and job satisfaction.

Based on previous research, the novelty in this research lies in the focus on the importance of strengthening mental health for teachers as educators in an effort to build superior performance. If the teaching staff is qualified, it can be said that the students will also be qualified. This is proven by the recent hot news, which discusses teachers' stress levels more than other jobs. Therefore, this title is very interesting to study in more depth to build superior teacher performance. Then the theory that will be used in this research is mental health theory to provide theoretical and clear discussion results.

By understanding this background, the aim of this research will be focused on strengthening teachers' mental well-being, which is considered essential for creating a superior work environment. This aims to ensure that teachers can make maximum contributions in building supportive performance in the field of education. The object of this research is the Mambaul Ulum Tsanawiyah Madrasah. Therefore, several steps that can be taken, such as mental health support programs, resilience training, and policies that support work-life balance, have been identified as efforts to improve teachers' mental well-being.

RESEARCH METHODS

Qualitative is used in this research by conducting case studies in the field. A case study is a research design that can be carried out in various fields where the researcher analyzes a case in depth, collects complete information using various data collection procedures based on a predetermined time. This case can be an event, activity, process and program (Creswell, 2016)

Observations and interviews were carried out for the data collection process. Researchers carry out direct observations in the field, to ensure that the intended informants are correct and accurate. Apart from that, interviews were conducted to find answers about what kind of mental strengthening the teacher's performance is expected to be. The information sources consist of several of them, namely a sample of 14 teaching staff with a focus on professional teachers such as teachers who have educational certificates and civil servants.

Data analysis uses pileulation analysis, this technique is data collection techniques that combine various existing data and sources (Sugiyono, 2019). Supported by library research by searching for research data or information through reading scientific journals, reference books, news and publication materials available in the library (Assyakurrohim et al., 2022). The validity of the data is obtained through the information obtained and the findings are collected, managed, then reviewed critically. The aim is to examine the situation and strategies for handling teachers' mental health in madrasas to improve superior performance.

RESULTS AND DISCUSSION

Mental health disorders are a condition where a person experiences difficulty in adapting to the surrounding environment (Joyce et al., 2023). Unresolved problems and excessive stress can make a person's mental health increasingly vulnerable and ultimately lead to mental illness. In the book *Mental Hygiene*, mental health is related to several things. First, how a person thinks, feels and lives daily life. Second, how a person views themselves and others, and third, how a person evaluates various alternative solutions and how to make decisions regarding the circumstances faced (Cahyono & Fathan, 2023)

Currently, mental health is a problem that cannot be fully resolved, both at the global and national levels. Moreover, the Covid-19 pandemic has caused various negative impacts such as an increase in mental problems and mental disorders. Basic Health Research (Riskesmas) 2018, shows that more than 19 million people aged over 15 years experience mental emotional disorders, and more than 12 million people aged over 15 years experience depression. Ridlo et al., (2023). This data shows that Indonesia has not been able to solve mental health problems properly and the pandemic has actually increased people suffering from mental disorders, which if left unchecked will have a negative impact.

Each individual's mental health is different and experiences dynamics in its development. Because in essence humans are faced with conditions where they have to solve them with various alternative solutions. Sometimes, quite a few people at certain times experience mental health problems in their lives (Adisty et al., 2023). It is also important for teachers to face changing policy problems in education.

Furthermore, WHO (World Health Organization) defines mental health as a state of well-being of individuals who realize their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and are able to make a contribution to their community. According to Suffel et al., (2023) "*Mental health issues do not only lower well-being and quality of life directly, but also affect physical health and life expectancy*". This means that mental health problems not only directly reduce well-being and quality of life, but also affect physical health and life expectancy.

Strengthening Mental Health in Madrasah Teachers

Strengthening the mental health of teachers in madrasas is essential to ensure that they can provide effective teaching and create a positive learning environment for students (Mawaddah & Prastya, 2023). The following are the results obtained from interviews with 14 teachers at the Tsanawiyah Mambaul Ulum madrasah, with several

efforts that can be used to strengthen their mental health at the madrasah:

Table 01. Interview

No.	Initials of the informant's name	Field of interest	Position
1.	M.F.A	Social Studies Teacher	Serdik teacher
2.	NDN	Arabic Language Teacher	Serdik teacher
3.	DH	Religious teacher	Serdik teacher
4.	MJK	Civics Teacher	Serdik teacher
5.	MND	Science teacher	Civil servant teacher
6.	DK	Math teacher	Civil servant teacher
7.	TR	Math teacher	Serdik teacher
8.	SDRs	Science teacher	Serdik teacher
9.	HOW	Religious teacher	Serdik teacher
10.	FWS	English teacher	Civil servant teacher
11.	RH	English teacher	Serdik teacher
12.	MKN	Physical Education teacher	Serdik teacher
13.	FIL	Indonesian language teacher	Civil servant teacher
14.	MM	Physical education teacher	Serdik teacher

According to MFA as a teacher IPS, he said that "strengthening mental health for teachers in madrasahs can be done by organizing mental health training programs for teachers". For example, this training takes the form of understanding stress, time management, and strategies for handling workload. NDN added that as an Arabic language teacher, he said by "giving teachers access to psychological support, either through counseling or group sessions". Maybe in this way, it can help us overcome stress, anxiety or other personal problems.

Meanwhile, DH, as a religious teacher, agrees with "establishing policies that support flexibility in workload and schedules". For example, by providing additional leave, time flexibility, or the opportunity to work from home if possible. Such as filling out digital madrasah report cards, etc. Then MJK, a PKN teacher, said "by forming a support group between teachers in madrasahs". This usually takes the form of exchanging experiences (sharing) and support from fellow teachers to help reduce isolation and improve mental well-being. Mrs. MND, as a science teacher, said she was "aware of the importance of balance between work and personal life. We ourselves must ensure and allocate time so that teachers also have time for rest, recreation and personal activities which can help reduce pressure."

Apart from that, Mr. DK and TR as mathematics teachers said "*By providing rewards such as additional honorarium bonuses, so that teachers are more enthusiastic in carrying out the demands of their work. Providing honorariums that are in line with our busy schedules at the madrasah will probably improve our performance.*" Mrs. SDR as a science teacher said something different, "we need motivation to be able to build our will to carry out our duties as teachers." According to Abraham Maslow, in his theory of motivation, it is said that, "We really need motivation in learning activities." According to him, providing motivational support will improve the quality of performance to become superior. Teachers who demonstrate superior performance can also be a source of inspiration and motivation for students. Teachers will create a fun and motivating learning environment, increasing student satisfaction with the learning process.

According to religious teacher Mrs. GMN, she said "the principal or superior encourages teachers to develop self-empowerment skills, such as stress management, meditation, or exercise." For example, by providing resources or training to increase their independence in dealing with intense performance pressure. According to Mrs FWS and RH as English teachers, she said "perhaps by holding educational sessions about

mental health for teachers and madrasa staff". With this, teachers will have a good understanding of mental health problems which can help reduce stigma and open the door to discussing these issues more openly.

Mr. FIL as an Indonesian language teacher, he said that *"by carrying out regular assessments of teachers' mental health and responding quickly to any signs of trouble."* This may involve surveys, interviews, or observations by support staff. According to Mr. MM as a physical education teacher, he said that, "madrasah leaders have a key role in creating a culture that supports mental health". They need to demonstrate commitment to teacher well-being and engage in concrete steps to improve it. You can provide motivation with small things, namely giving constructive praise to teachers.

Figure 01
Performance assessment of teachers and madrasah principals



Figure 02
The validity of the data is taken from the screenshot video



From the interviewees' answers and the data above, it can be concluded that there are variations in their responses to the importance of strengthening mental health. It is important to remember that this effort is collaborative and must be integrated into the overall madrasa organizational culture. Providing good attention to teachers' mental health, as stated by several informants, indirectly enables madrasahs to create a positive and supportive educational environment for all parties involved.

As superiors, school principals are expected to provide efforts and initiatives to improve teacher performance so that it can be categorized as superior performance. The aim is to motivate teachers psychologically to face dense work demands. The strengthening of mental health expected by teachers at madrasahs will have a significant impact on various aspects of their professional and personal lives. This is not only related to professional performance, but also affects the overall quality of life. Teachers will feel more prosperous if there is initiative from related parties. Therefore, efforts to strengthen the mental health of teachers in madrasahs should be a priority in creating an empowering and sustainable educational environment.

The discussion of the results above is very significant with the theory of mental health from Adisty et al., (2023), he said that the meaning of mental health is having harmonious characteristics and paying attention to all aspects of human life and in relationships with other humans. . So it can be concluded that mental health is an integral part of health and is a condition that allows optimal physical, mental and social development of individuals, and which is in harmony with the development of other people. Meanwhile, the characteristics of a mentally healthy person include being able to

face situations, being satisfied with their work, being satisfied with daily life, setting realistic life goals, and being able to accept new ideas and experiences (Meiliani et al., 2023). This is the goal that teachers hope for so that their performance is superior in madrasas.

According to Resawati and Larashati, (2023) providing mental support for teacher performance in madrasas has many benefits, both for the teachers themselves and for the educational environment as a whole, not only does it create an effective environment but can also improve emotional well-being, increase motivation and enthusiasm. work, it will even prevent burnout. By understanding the causes of stress, you can reduce the possibility of teachers experiencing excessive fatigue.

CONCLUSION

The importance of psychological aspects of mental health in facing learning challenges for teachers requires special attention. Teachers who have a strong mentality tend to be better able to handle pressure, adapt to change, and make a positive contribution to learning in madrasas. Mental strengthening of teachers can also increase motivation, creativity and endurance in dealing with various situations that may arise in the madrasa environment. Through training, psychological support, and developing stress management skills, teachers can optimize their potential in providing superior learning.

Awareness of the importance of teacher mental health can also create a positive work environment, which in turn has a positive impact on the quality of education in madrasas. By having a strong mentality, teachers can more easily synergize with fellow teachers, students and related parties in achieving the goals of madrasa education. Strengthening teachers' mentality not only has an impact on individual performance, but also contributes to improving the overall quality of madrasas as Islamic educational institutions. Therefore, efforts to strengthen teachers' mental health should be an integral part of the human resource development strategy in madrasas to achieve superior and sustainable performance.

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