

## DEVELOPMENT OF AN EDUCATION MANAGEMENT MODEL BASED ON THE MENTAL WELL-BEING OF TEACHERS AND STUDENTS

Jihan Tamamah<sup>1</sup>, Baharuddin<sup>2</sup>

<sup>1,2</sup>Universitas Muhammadiyah Indonesia, Bekasi

[jeehantee@gmail.com](mailto:jeehantee@gmail.com)

[baharuddin@unismabekasi.ac.id](mailto:baharuddin@unismabekasi.ac.id)

### ABSTRAK

Tingginya tekanan psikologis yang dialami guru dan siswa dalam dunia pendidikan modern menimbulkan kebutuhan akan pendekatan manajemen pendidikan yang memperhatikan aspek kesejahteraan mental. Penelitian ini bertujuan untuk mengembangkan model manajemen pendidikan yang berorientasi pada kesejahteraan mental guru dan siswa. Penelitian ini menggunakan metode studi literatur dengan menganalisis berbagai sumber ilmiah terkait manajemen pendidikan, kesehatan mental, dan pendekatan psikologis dalam lingkungan sekolah. Hasil kajian menunjukkan bahwa kesejahteraan mental berdampak signifikan terhadap efektivitas pembelajaran, keterlibatan siswa, serta kinerja dan ketahanan guru. Model manajemen yang diusulkan mencakup lima komponen utama: dukungan psikososial, pelatihan kesehatan mental, komunikasi empatik, evaluasi berbasis kesejahteraan, dan kolaborasi sekolah-orang tua. Kesimpulannya, integrasi kesejahteraan mental dalam sistem manajemen pendidikan sangat penting untuk menciptakan lingkungan belajar yang sehat, adaptif, dan berkelanjutan. Penelitian merekomendasikan implementasi kebijakan berbasis kesejahteraan serta pelatihan intensif bagi tenaga pendidik dan manajer sekolah.

**Kata kunci:** manajemen pendidikan; kesejahteraan mental; guru dan siswa.

### ABSTRACT

*The growing psychological pressure faced by teachers and students in modern education highlights the need for an educational management approach that considers mental well-being. This study aims to develop an education management model oriented towards the mental well-being of both teachers and students. A literature review method was employed by analyzing scholarly sources related to educational management, mental health, and psychological approaches in school environments. The findings indicate that mental well-being significantly influences learning effectiveness, student engagement, as well as teacher performance and resilience. The proposed model consists of five key components: psychosocial support, mental health training, empathetic communication, well-being-based evaluation, and school-parent collaboration. In conclusion, integrating mental well-being into education management systems is crucial for fostering a healthy,*

*adaptive, and sustainable learning environment. The study recommends implementing well-being-based policies and providing intensive training for educators and school managers.*

*Keywords: educational management; mental well-being; teachers and students.*

## INTRODUCTION

The increasing mental pressure in the educational environment, both on teachers and students, has become a major focus in contemporary educational management discourse. Various studies show that administrative burdens, demands for academic performance, and lack of emotional support have created an atmosphere vulnerable to chronic stress and burnout among teachers, as well as declining motivation and mental health among students (Afifah & Nasution, 2023; Erlangga, 2025). This phenomenon indicates an urgent need to integrate mental well-being into the educational management system, not just as a complement, but as a fundamental foundation. Previous research has highlighted the importance of the teacher's role in creating a learning environment that supports the emotional and spiritual development of students (Mewet & Rangga, 2025; Siagian, 2025), as well as how managerial strategies can be directed to empower schools and improve the quality of educational services (Nasir et al., 2023).

However, most managerial approaches in educational institutions today still focus on structural and cognitive aspects, neglecting the psychosocial and emotional dimensions that are actually at the core of a healthy teaching-learning dynamic. In this context, it is important to develop an educational management model that is not only adaptive to the times but also responsive to the kebutuhan kesejahteraan mental dari semua aktor pendidikan. Several studies have proposed relevant concepts such as self-efficacy-based management, self-acceptance, and emotion regulation (Erlangga, 2025), as well as the application of organizational psychology in the management of educational institutions (Nugraha, 2024; Aidah & Nugraha, 2024).

Additionally, innovative approaches in learning such as mental and physical fitness-based learning (Yamin, 2024), the development of environmentally friendly infrastructure (Setiabudi et al., 2024), and the strengthening of self-confidence through counseling (Afifah & Nasution, 2023) have shown promising results in supporting

a positive school climate. In an effort to address this need, this research will specifically examine and develop a mental well-being-based educational management model using a literature review method on relevant scientific works in the fields of educational management, educational psychology, and counseling. This model is expected to provide theoretical and practical contributions in building a more humane, emotionally healthy education system, as well as supporting the long-term growth and achievements of both teachers and students (Rizqa & Nahda, 2023). This research not only offers a new managerial approach but also paves the way for a more inclusive and sustainable transformation of the educational paradigm

## **METHOD**

This research uses a qualitative approach with a literature study type of research focused on the collection and analysis of secondary data from various scientific sources related to educational management and the mental well-being of teachers and students. The research was conducted from May to June 2025 using data sources such as accredited national journals, academic books, and relevant official educational policy documents. Because it is based on a literature study, this research does not have a field location and direct subjects, but rather examines theories and previous research findings in depth. Data collection techniques were carried out thru systematic searches using academic databases, while data validity was ensured thru source triangulation and content validity by selecting literature that had undergone the peer-review process. Data analysis was conducted using content analysis techniques with the following stages: (1) identification and classification of relevant literature; (2) thematic coding to group important concepts; (3) synthesis analysis of patterns, findings, and gaps in the literature; and (4) drawing conclusions based on the integration of findings with the framework of management theory and educational psychology. This approach allows for an in-depth interpretation of various academic perspectives to develop a conceptual and applicative mental well-being-based educational management model.

## **DISCUSSION**

Mental Well-being as the Basis for Developing Educational Management  
Improving the mental well-being of teachers and students is a crucial foundation in developing a holistic and sustainable educational management model. Saputra and Suryadi (2022) emphasize that mental health-based education management must be grounded in the values of spirituality, empathy, and a humanistic approach that can create a positive psychological climate in the school environment. When teachers and students feel valued, safe, and emotionally understood, academic performance and professional performance also improve.

In the current context, digital literacy integrated with mental health literacy also becomes a strategic element in designing an adaptive education system. Paramartha, Dharsana, and Syah (2024) demonstrate that improving digital literacy among teachers can strengthen their psychological resilience, while also serving as an effective means of education and mental support for students in the technological era. This reinforces the argument that modern educational management strategies should facilitate training in digital-emotional balance.

One of the relevant models to be included in educational management is the trauma healing approach based on local culture. Adiwinata et al. (2025) demonstrate the effectiveness of this approach in rebuilding students' resilience after educational or social trauma. This model places emotional well-being as the primary goal, not just as a supporting instrument for academic activities. School leadership also plays a central role in ensuring inclusive and empathetic managerial policies. Gera, Ganjarjati, and Purbaningrum (2024) adapted Greenleaf's servant leadership principles for the educational context, prioritizing the emotional and spiritual needs of school community members. This model is considered capable of fostering a school culture that is supportive, collaborative, and psychologically healthy.

Mental well-being is also an important indicator in the implementation of curriculum policy. Prima (2024) revealed that teacher burnout increased during the implementation of the Merdeka Curriculum if not accompanied by adequate strategic management. Therefore, educational policies must be supported by a systematic work stress management system aligned with the psychological needs

of teachers and students. The strength-based counseling approach integrated into the Learning Management System has proven effective in enhancing students' psychological well-being. Suranata et al. (2021) explain how strength-based interventions can enhance students' optimism and learning motivation thru a structured online system. This serves as an important reference in the integration of educational technology with mental health.

Agustin and Hidayah (2024) also highlight the importance of inclusive and relevant Islamic education in strengthening students' mental foundations. Spiritual and moral values developed contextually have proven capable of reducing burnout levels and enhancing a sense of meaning in the teaching and learning process. Mental well-being cannot be considered a peripheral issue, but rather the center of all educational managerial decisions. The development of a mental well-being-based educational management model must integrate psychological, spiritual, digital, and cultural approaches to ensure the sustainability and effectiveness of the educational process.

### **Strategi Implementasi Model Manajemen Pendidikan Berbasis Kesejahteraan Mental**

The implementation of a mental well-being-based education management model requires synergy between administrative, pedagogical, and psychosocial aspects. One of the main strategies is strengthening teacher professionalism thru administrative management that is adaptive to psychological needs and the transformation of the Society 5.0 era. Zafira, Khomis, and Hidayatullah (2024) emphasize the importance of teacher-needs-based administration in creating a flexible, supportive, and empowering work system.

The school-based management (SBM) model can also serve as a policy instrument to encourage collective participation in supporting the mental health of the school community. Rosadi, Alwi, and Riva'i (2024) demonstrate that the implementation of MBS at MTs Al-Falahiyah successfully improved the quality of education by prioritizing the well-being of students thru a participatory and collaborative approach among stakeholders. The democratic leadership of the principal also becomes an important determinant in shaping a psychologically healthy work culture.

Jayadi, Muhammad, and Citriadin (2025) found that teacher well-being is significantly influenced by the inclusive leadership style of the principal, which supports the personal development of teachers, ultimately enhancing collective performance. The integration of strategic management oriented toward mental well-being also requires the formulation of flexible, responsive, and contextual policies. School policies need to provide spaces for reflection and counseling as part of the school routine, as well as offer regular training for emotional capacity development for teachers.

Empowering the school community as a key actor in maintaining mental health also needs to be emphasized. For example, the establishment of a school psychological services unit that collaborates with professional counselors and involves the active role of parents can expand the reach of psychosocial interventions in the educational environment. It is also important to adopt periodic well-being evaluations to monitor the psychological dynamics of students and teachers.

This system can include well-being assessments based on surveys and observations, as well as the preparation of psychopedagogical reports that serve as the basis for adjusting learning strategies and managerial policies. The development of welfare-based reward and recognition policies also contributes to creating a supportive and mentally healthy work environment. Recognition of the achievements of both teachers and students, not only in academic aspects but also in social-emotional aspects, will strengthen intrinsic motivation and attachment to the educational institution.

The sustainability of this model's implementation must be supported by government regulations and cross-sector synergy. Structural interventions in the form of national policies and special funding for mental wellness programs in schools are concrete steps in ensuring the success of an educational management model that is psychologically healthy and academically productive. The management model of the boarding school-based educational unit at SMA Islam Terpadu Al Qalam Gowa presents a holistic approach to education management that integrates academic aspects, character, and students' mental health (Utami et al., 2025). Boarding school not only serves as a place for students to reside but also

as a conducive learning environment for the formation of strong mental and character development.

This approach is highly relevant in building students' mental resilience through intensive social interactions and consistent spiritual guidance. Karoso and Cahyono (2024) reinforce this with the Ta'an Tou management concept, which emphasizes collaboration and the continuity of school culture to create a supportive and sustainable learning climate. Education on mental health literacy becomes an important strategy in enhancing the resilience of adolescent mental health. Tasijawa, Herwawan, and Jotlely (2025) emphasize that understanding mental health helps students recognize symptoms of stress and depression, enabling them to manage psychological issues independently or seek appropriate help. Mubarak et al. (2024) add that conditions of depression and self-efficacy affect student engagement in blended learning, indicating the importance of managing mental resources as part of contemporary learning strategies. Religious stigma as a factor influencing mental resilience also needs special attention.

Sajidin et al. (2023) explain how Islamic psychology can be an effective approach in strengthening the mental resilience of individuals facing such stigma, by instilling religious values as a solid mental foundation. A clear and strong foundation of character education becomes an inseparable basis in shaping positive student behavior (Hakim, 2023). Teacher training in creating healthy schools is one of the keys to the success of education management that focuses on student well-being. Syamsuddin et al. (2025) showed that strategies to improve student welfare through health and nutrition education in Makassar City successfully enhanced the quality of the school environment.

The integration of regular exercise and the use of family medicinal plants (TOGA) has also been proven to enhance students' immunity, contributing to their physical and mental health (Lestari et al., 2025). An empathetic learning environment that supports the social-emotional development of students has become the main focus of the training conducted by Fatimah et al. (2023). This empathetic approach strengthens interpersonal relationships within the school and enhances students' psychological well-being. Visionary leadership and effective management are determining factors in improving school quality, as explained by

Azizah (2025). This leadership prioritizes innovation and strategic planning that is responsive to the needs of the entire school community.

**Table 1. Main aspects in the educational management model**

Management Aspect	Description
Boarding School	A holistic environment that integrates academics, character, and spirituality
Collaborative School Culture	Ta'an Tou management for the continuity of a supportive school culture
Mental Health Literacy Depression Management & Efficacy	Education to recognize and manage mental health The influence of psychological conditions on learning engagement
Islamic Psychology & Stigma	Strengthening mental resilience based on religious values
Character Education	The foundation of character education for positive behavior
Teacher Training	Improving student welfare thru health and nutrition training
Healthy Schools & Immunity	Integration of sports and TOGA for physical and mental health
Empathy Environment	Social-emotional support for students thru empathy training
Visionary Leadership	Innovation and responsive management enhance school quality

This comprehensive management model shows that educational success is not only measured by academic achievements but also by the overall mental well-being and character development of students. Thus, schools as educational units must implement various integrated and contextual strategies to optimally meet the needs of students and teachers.

### **Innovation in Character Education in the Context of Value Education and Emotion Regulation in the Digital Era**

Curriculum-based character education becomes the main foundation in facing the challenges of the digital era, which is rife with value disruptions. The educational model developed by Yusgiantara et al. (2024) emphasizes a holistic approach for elementary, middle, and high school levels by integrating cognitive, affective, and psychomotor aspects. The curriculum no longer only delivers academic material, but also shapes the moral integrity, social empathy, and resilience of students in facing the pressures of the digital world. This approach is

important for building a young generation that is not only intellectually smart but also strong in character.

Islamic values have great potential in shaping a competitive and inclusive educational ecosystem. Research by Shofiyah, Komarudin, and Ulum (2023) shows that educational leadership practices that integrate Islamic values can create a productive and harmonious learning environment. The concepts of justice, compassion, and social responsibility taught in Islam can strengthen learning motivation and strengthen the relationships between teachers, students, and parents. The exemplary behavior of leaders becomes a crucial element in ensuring that these values are consistently instilled.

Extracurricular activities are not just a complement to the curriculum, but rather a strategic arena in the character formation of students. Cerlin, Utami, and Iswara (2024) explain that extracurricular activities at MTsN 3 Subang are capable of enhancing students' empathy, discipline, and communication skills. Activities such as scouting, cultural arts, and scientific debates train students to think critically, work in teams, and appreciate diversity. The role of the supervising teacher in guiding extracurricular activities also determines the effectiveness of character building thru non-formal activities. Generation Z teenagers exhibit complex emotional dynamics due to intense exposure to technology and social media.

Sudirman et al. (2024) emphasize the importance of character education management that is responsive to these emotional challenges. A personal and humanistic approach is needed in the development of adolescents, especially in building self-awareness and emotional management skills. Character education cannot be delivered dogmatically, but rather thru a dialogical and reflective process that connects values with the students' daily life realities.

Islamic mindfulness has become an innovative approach in religious education that is relevant for the digital technology era. Manan (2024) shows that self-awareness practices linked to Islamic values, such as muraqabah (awareness that Allah is always watching) and tafakur (contemplation), help students regulate their emotions more stably. This spiritually-based emotional regulation not only enhances mental well-being but also strengthens the Islamic identity of students amidst the strong currents of secularization and digital hedonism.

Anti-bullying programs in Islamic educational institutions need to be designed based on Islamic values to effectively address the moral and spiritual aspects of students. Sholeh (2023) explains that the internalization of values such as *ukhuwah* (brotherhood), patience, and justice can transform violent behavior into social concern. This value-based preventive approach can create a safer, healthier school climate that supports the overall social development of students. Guidance and Counseling Teachers (GCT) play a central role in assisting students in facing academic stress.

Bariyyah et al. (2024) emphasize the importance of Cognitive Behavior Stress Management (CBSM) training to strengthen the competencies of guidance and counseling teachers in mentoring peer counselors. Peer support has proven effective in reducing anxiety and enhancing students' academic resilience, as they are more open to peers considered equals in understanding the learning pressures they experience. The Indonesian education system still needs to learn from the successes of the education systems of other countries such as Finland and England. Annur, Azhari, and Haqqi (2024) in a comparative study show that curriculum flexibility, teacher quality, and a humanistic approach are key to the success of education in those countries.

While Indonesia still tends to emphasize exams and completion of learning, Finlandia instead highlights student happiness, which naturally encourages academic achievement. Classical Islamic educational that offers a concept of value and character-based education that is relevant to modern needs. Haris (2024) emphasizes that figures such as Al-Ghazali, Ibn Khaldun, and Imam Al-Shafi'i have long highlighted the importance of moral integrity in education.

Values such as honesty, responsibility, and humility are not only the foundation of personal character but also the foundation of social ethics that can guide students to become visionary and just future leaders. The development of educational staff has become a strategic priority to ensure the quality of educational services in elementary schools. Windasari, Kharisma, and Hanifah (2024) show that at SD Lidah Wetan 4, the improvement of service quality is carried out thru teacher professionalism training, strengthening the character of educators, and the utilization of technology in learning. This initiative shows that educational

transformation can only occur if teachers, as the main actors, receive serious attention in terms of competency development and work welfar

## CONCLUSION

The results of this study affirm that adaptive parenting in the digital era significantly contributes to the socio-emotional development of children, particularly in fostering emotional resilience, empathy, and interpersonal communication skills. The integration of value, spirituality, and technology approaches in modern parenting has proven capable of addressing the challenges of the times while also supporting the holistic optimization of children's growth and development. The implications of these findings indicate the need for synergy between families, schools, and communities in creating a nurturing ecosystem that is responsive to digital dynamics. The limitations of this study lie in the lack of longitudinal data and a broader empirical context, so future research is recommended to adopt a quantitative approach and cross-cultural studies to enrich the understanding of children's socio-emotional variables in a more diverse global context.

## REFERENCES

- Adiwinata, A. H., Rusmana, N., Rohman, Y. N., & Fadhilah, R. (2025). Pengembangan Model Trauma Healing Berbasis Kearifan Budaya Lokal. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 5(4), 3-3.
- Afifah, N., & Nasution, F. (2023). Peran guru Bimbingan dan Konseling (BK) dalam mengembangkan kepercayaan diri dan kesejahteraan (well being) siswa. *Munaddhomah: Jurnal Manajemen Pendidikan Islam*, 4(2), 368-380.
- Agustin, M., & Hidayah, U. (2024). Optimalisasi Pendidikan Islam Dalam Meningkatkan Kesejahteraan Mental Serta Mengurangi Burnout di Kalangan Pelajar. *Al-Qalam: Jurnal Kajian Islam Dan Pendidikan*, 16(2), 198-212.
- Aidah, A., & Nugraha, M. S. (2024). PENERAPAN PSIKOLOGI ORGANISASI DALAM MENINGKATKAN EFEKTIVITAS MANAJEMEN DI LEMBAGA PENDIDIKAN. *Jurnal Tahsinia*, 5(4), 568-582.

- Annur, S., Azhari, I., & Haqqi, A. (2024). Sistem Pendidikan di Indonesia, Inggris, dan Finlandia: Sebuah Studi Perbandingan. *EDU SOCIETY: JURNAL PENDIDIKAN, ILMU SOSIAL DAN PENGABDIAN KEPADA MASYARAKAT*, 4(3), 1634-1644.
- Azizah, R. N. N. (2025). Kepemimpinan Visioner dan Manajemen Efektif dalam Meningkatkan Mutu Sekolah. *Indo-MathEdu Intellectuals Journal*, 6(1), 251-260.
- Bariyyah, K., Atmoko, A., Zen, E. F., Apriani, R., & Maizura, N. (2024). Optimalisasi Peran Guru Bimbingan dan Konseling melalui Cognitive Behavior Stress Management untuk Mendukung Peer Counselor dalam Penanggulangan Stres Akademik Siswa. *Abdimas Pedagogi: Jurnal Ilmiah Pengabdian Kepada Masyarakat*, 7(2), 116-125.
- Cerlin, A., Utami, G. D., & Iswara, S. (2024). Peran Ekstrakurikuler dalam Pembentukan Karakter Siswa MTsN 3 Subang. *Journal of Education Research*, 5(1), 450-459.
- Erlangga, E. (2025). Model manajemen pendidikan berbasis efikasi diri, penerimaan diri, dan regulasi emosi untuk optimalisasi kinerja guru bimbingan dan konseling. *Jurnal Konseling dan Pendidikan*, 13(1), 102-119.
- Fatimah, S., Burhamzah, M., Asri, W. K., & Azizah, L. (2023). Pelatihan Menciptakan Lingkungan Belajar yang Empati dan Mendukung Perkembangan Sosial-Emosional Siswa. *Jurnal Gembira: Pengabdian Kepada Masyarakat*, 1(06), 1469-1479.
- Gera, I. G., Ganjarjati, N. I., & Purbaningrum, D. (2024). Kepemimpinan Pelayanan Robert K. Greenleaf sebagai Model Manajemen Pendidikan yang Efektif dan Humanis. *Indonesian Research Journal on Education*, 4(3), 1465-1472.
- Hakim, A. R. (2023). Konsep landasan dasar pendidikan karakter di Indonesia. *Journal on Education*, 6(1), 2361-2373.
- Haris, A. G. (2024). REVITALISASI PEMIKIRAN PENDIDIKAN ISLAM KLASIK DALAM KONTEKS PENDIDIKAN INDONESIA MASA KINI MENUMBUHKAN PENDIDIKAN ISLAM YANG BERBASIS NILAI DAN KARAKTER. *Mandarras: Jurnal Studi Pemikiran Pendidikan Islam*, 1(2), 74-89.
- Jayadi, S., Muhammad, M., & Citriadin, Y. (2025). Pengaruh Kepemimpinan Demokratis Kepala Sekolah, Kesejahteraan Guru dan Budaya Sekolah Terhadap Kinerja Guru di Sekolah. *Al-Riwayah: Jurnal Kependidikan*, 17(1), 59-78.
- Karoso, S., & Cahyono, B. (2024). Integrasi Manajemen Ta'an Tou dalam Pendidikan Sebagai Upaya Pembentukan Budaya Sekolah yang Kolaboratif

dan Berkesinambungan. *JIIP-Jurnal Ilmiah Ilmu Pendidikan*, 7(7), 7617-7626.

- Lestari, I., Rahmi, L., Sumarjo, S., Ramadhan, U. K., & Ramadhan, S. (2025). STRATEGI MANAJEMEN SEKOLAH SEHAT: INTEGRASI OLAHRAGA RUTIN DAN PEMANFAATAN TOGA UNTUK MENINGKATKAN IMUNITAS SISWA. *Jurnal Gembira: Pengabdian Kepada Masyarakat*, 3(02), 669-679.
- Manan, A. (2024). Pengaruh Mindfulness Islami dalam Pendidikan Agama Islam terhadap Regulasi Emosi Siswa di Era Teknologi. *SCHOLASTICA: Jurnal Pendidikan dan Kebudayaan*, 6(2), 67-74.
- Mewet, M., & Rangga, O. (2025). Spiritualitas dalam kurikulum untuk menciptakan lingkungan belajar yang memupuk iman dan pengetahuan. *Imitatio Christo: Jurnal Teologi dan Pendidikan Agama Kristen*, 1(2), 111-129.
- Mubarok, A. S., Machsunah, Y. C., Isma, A., Abi Faturrohman, M., & Rahmasari, F. (2024). Pengaruh Depresi, Efikasi Diri, dan Pengelolaan Sumber Daya pada Keterlibatan dalam Pembelajaran Berbasis Campuran Selama Pandemi COVID-19. *Jurnal Pendidikan Terapan*, 1-9.
- Nasir, M., Mahmudinata, A. A., Ulya, M., & Firdaus, F. A. (2023). Strategi pemberdayaan sekolah sebagai upaya peningkatan manajemen pendidikan. *Journal of International Multidisciplinary Research*, 1(2).
- Nugraha, M. S. (2024). PENERAPAN PSIKOLOGI ORGANISASI DALAM MANAJEMEN PENDIDIKAN ISLAM. *AL-MUNADZOMAH*, 4(1), 123-136.
- Paramartha, W. E., Dharsana, I. K., & Syah, M. J. (2024, December). PENGUATAN LITERASI DIGITAL DAN KESEHATAN MENTAL PADA GURU SEKOLAH DASAR. In *Seminar Nasional Pengabdian kepada Masyarakat* (Vol. 9, No. 1, pp. 1228-1235).
- Prima, A. (2024). Integrasi Manajemen Strategis dan Kebijakan Penyelenggaraan Sekolah Dasar Inklusi dalam Mengatasi Burnout pada Implementasi Kurikulum Merdeka. *Alifbata: Jurnal Pendidikan Dasar*, 4(2), 49-65.
- Rizqa, M., & Nahda, A. (2023). Upaya Guru dalam Manajemen Kelas untuk Meningkatkan Kecerdasan Emosional Siswa. *An-Nizom: Jurnal Penelitian Manajemen Pendidikan Islam*, 8(3).
- Rosadi, N. A., Alwi, R., & Riva'i, F. A. (2024). Implementasi Manajemen Berbasis Sekolah dalam Upaya Meningkatkan Mutu Pendidikan di MTs Al-Falahiyah Puraseda. *TADBIRUNA*, 3(2), 35-49.
- Sajidin, Z. N., Kambali, K., Ridwan, W. A., Astuti, A. W., & Sayudin, S. (2023). Analisis psikologi islam tentang ketahanan mental pada individu yang

- menghadapi stigma agama. *Jurnal Locus Penelitian Dan Pengabdian*, 2(9), 911-923.
- Saputra, A., & Suryadi, A. (2022). Prinsip pengelolaan pendidikan kesehatan mental berbasis islam. *Perspektif*, 1(4), 412-427.
- Setiabudi, D. I., Kohar, D. A., Setiawan, D., & Zaqiah, Q. Y. (2024). Inovasi Pengembangan Infrastruktur Madrasah Berbasis Ramah Lingkungan. *Didaktika: Jurnal Kependidikan*, 13(3), 3759-3768.
- Shofiyyah, N. A., Komarudin, T. S., & Ulum, M. (2023). Integrasi Nilai-Nilai Islami dalam Praktik Kepemimpinan Pendidikan: Membangun Lingkungan Pembelajaran yang Berdaya Saing. *El-Idare: Journal of Islamic Education Management*, 9(2), 66-77.
- Sholeh, M. I. (2023). Implementasi nilai-nilai keislaman dalam program anti-bullying di lembaga pendidikan Islam. *Al Manar*, 1(2), 62-85.
- Siagian, A. P. (2025). Efektivitas Lingkungan Pembelajaran Berbasis Psikologi Pendidikan Kristen di STIKES PGI Cikini. *Edukris: Jurnal Pendidikan Agama Kristen*, 1(01), 35-54.
- Sudirman, N. A., Rahayu, A. P., Pattipeilohy, P., & Mutmainnah, I. (2024). Manajemen Pendidikan Karakter pada Remaja Generasi Z dalam Mengelola Kondisi Emosional. *Jurnal Kolaboratif Sains*, 7(5), 1862-1873.
- Suranata, K., Dharsana, I. K., Paramartha, W. E., Dwiawati, K. A., & Ifdil, I. (2021). Pengaruh model Strength-based Counseling dalam LMS Schoology untuk meningkatkan kesehatan mental dan kesejahteraan psikologis siswa. *JUPI (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 137-146.
- Syamsuddin, A. F., Abdullah, M. N., Faisal, M., Rahman, H., & Natsir, S. Z. M. (2025). Pelatihan Guru dalam Menciptakan Sekolah Sehat: Strategi Meningkatkan Kesejahteraan Siswa Melalui Pendidikan Kesehatan dan Gizi di Kota Makassar. *Jurnal Akselerasi Merdeka Belajar dalam Pengabdian Orientasi Masyarakat (AMPOEN): Jurnal Pengabdian kepada Masyarakat*, 2(3), 1245-1256.
- Tasijawa, F. A., Herwawan, J. H., & Jotlely, H. (2025). Meningkatkan Ketahanan Kesehatan Jiwa Remaja Melalui Edukasi Mental Health Literacy. *Karya Kesehatan Siwalima*, 4(1), 25-33.
- Utami, S. E., Wahyuni, S., Walfadillah, S., Munandar, A., & Ansar, A. (2025). POTRET MODEL MANAJEMEN SATUAN PENDIDIKAN BERBASIS BOARDING SCHOOL DI SMA ISLAM TERPADU AL QALAM GOWA. *Tadbir: Jurnal Manajemen Pendidikan Islam*, 13(1), 29-49.
- Windasari, W., Kharisma, A. N., & Hanifah, N. K. (2024). Mengembangkan Model Pengembangan Tenaga Kependidikan untuk Meningkatkan Mutu

Pelayanan di SD Lidah Wetan 4. *Jurnal Pendidikan Guru Sekolah Dasar*, 1(3), 13-13.

Yamin, M. N. M. (2024). PEMBELAJARAN SENAM IRAMA UNTUK MENINGKATKAN KEBUGARAN JASMANI DAN MENTAL SISWA KELAS 4C SDN KASIN MALANG. *Jurnal Pembelajaran, Bimbingan, dan Pengelolaan Pendidikan*, 4(3), 4-4.

Yusgiantara, A., Gunarsih, A. I., Basiroh, S., & Khuriyah, K. (2024). Inovasi Pendidikan Karakter Berbasis Kurikulum: Pendekatan Holistik untuk SD, SMP, dan SMA di Era Digital. *Journal of Education Research*, 5(4), 6023-6030.

Zafira, G. M., Khomis, R., & Hidayatullah, R. (2024). Pengembangan Profesionalisme Guru Melalui Administrasi Pendidikan Berbasis Kebutuhan Dan Strategi Era Society 5.0. *At-Tarbiyah: Jurnal Penelitian dan Pendidikan Agama Islam*, 2(1), 166-173.