

**MINDFULNESS AND TEACHER RESILIENCE AMONG SECONDARY SCHOOL
TEACHERS IN INDONESIA: A CROSS-SECTIONAL STUDY**
*Hubungan Mindfulness dan Resiliensi Guru pada Sekolah Menengah di Indonesia: Studi
Cross-Sectional*

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ABSTRACT

Background: Teachers face various occupational pressures, including academic demands, administrative workloads, and interactions with students and parents. These challenges require the ability to remain focused and adapt to stress through mindfulness and resilience. **Purpose:** This study examined the relationship between mindfulness and resilience among secondary school teachers in Indonesia. **Methods:** A quantitative correlational design was employed. The sample consisted of 300 secondary school teachers in Banda Aceh selected through proportionate stratified random sampling. Data were collected using the Mindful Attention Awareness Scale (MAAS) and the Multidimensional Teacher Resilience Scale–Indonesia (MTRS-I) and analyzed using Pearson’s correlation. **Results:** Mindfulness was positively associated with resilience ($r = 0.238$; $p < 0.05$). Significant correlations were also found between mindfulness and motivational ($r = 0.213$; $p < 0.001$), social ($r = 0.126$; $p = 0.029$), professional ($r = 0.159$; $p = 0.006$), and emotional ($r = 0.243$; $p < 0.001$) dimensions of resilience. **Conclusion:** Higher mindfulness is associated with higher resilience among teachers. Mindfulness training may be considered to strengthen teachers’ psychological resilience.

Keywords: mindfulness, resilience, teachers, secondary school, banda aceh

ABSTRAK

Latar Belakang: Guru menghadapi berbagai tekanan kerja, seperti tuntutan akademik, beban administrasi, dan interaksi dengan siswa serta orang tua. Kondisi tersebut menuntut kemampuan untuk tetap fokus dan beradaptasi terhadap stress melalui mindfulness dan resiliensi. **Tujuan:** penelitian ini bertujuan mengetahui hubungan antara mindfulness dan resiliensi pada guru sekolah menengah di Indonesia. **Metode:** penelitian menggunakan pendekatan kuantitatif dengan desain korelasional. Sampel terdiri atas 300 guru sekolah menengah di Banda Aceh yang dipilih menggunakan proportionate stratified random sampling. Instrumen yang digunakan adalah Mindful Attention Awareness Scale (MAAS) dan Multidimensional Teacher Resilience Scale-Indonesia (MTRS-I). Data dianalisis menggunakan korelasi Pearson. **Hasil:** Terdapat hubungan positif yang signifikan antara mindfulness dan resiliensi ($r = 0,238$; $p < 0,05$). Mindfulness juga berkorelasi signifikan dengan dimensi resiliensi motivasi ($r = 0,213$; $p < 0,001$), sosial ($r = 0,126$; $p = 0,029$), profesional ($r = 0,159$; $p = 0,006$), dan emosional ($r = 0,243$; $p < 0,001$). **Kesimpulan:** Semakin tinggi mindfulness guru, semakin tinggi resiliensi nya. Pelatihan mindfulness dapat dipertimbangkan sebagai upaya meningkatkan ketahanan psikologis guru.

Kata Kunci: mindfulness, resiliensi, guru, sekolah menengah, banda aceh

INTRODUCTION

Teachers are the main actors in the educational process who are not only responsible for delivering instructional materials, but also for shaping students' character, morals, and social skills. In carrying out their roles, teachers often face various complex demands, ranging from heavy administrative workloads, academic performance pressures, curriculum policy changes, to social dynamics with students and parents (Hamid, 2017; Sharp & Jennings, 2016).

Various studies show that the teaching profession is among the occupations most vulnerable to stress. In Indonesia, around 30% of teachers are reported to experience work-related stress (Arismunandar, 2008), and international data further confirm a high prevalence of anxiety, depression, and burnout among educators (Agyapong *et al.*, 2022). Continuous work pressures experienced by teachers can reduce their psychological well-being, which in turn affects the quality of learning and teacher–student relationships (Falk *et al.*, 2022; Cui, 2022).

Cases of physical violence by teachers in Surabaya, Bogor, and Aceh, as well as the death of a student in Deli Serdang (Kompas TV, 2022; Kompas, 2024), can contribute to increased occupational stress and emotional strain among teachers (Burić *et al.*, 2019). Similar incidents have also been reported in Indonesia, where teachers have become targets of parental complaints and public criticism (Permadi, 2024). This phenomenon reflects high psychosocial pressure and a lack of adaptive capacity among some teachers in responding to the complexity of today's educational environment.

Preliminary data obtained through interviews with six secondary school teachers

in Banda Aceh show differences in levels of psychological resilience. Teachers with more than five years of experience demonstrated adaptive capacity, emotional stability, and strong professional commitment, consistent with findings by Beltman *et al.* (2011) and Chen (2024). In contrast, teachers with less than five years of experience tended to report higher levels of distress, emotional exhaustion, and intentions to leave the profession (Arnold & Rahimi, 2025).

To address these challenges, teachers need resilience, defined as the ability to adapt positively in the face of pressure and to maintain healthy psychological functioning amid difficulties (American Psychological Association, 2020; Hascher *et al.*, 2021). In the educational context, Mansfield *et al.* (2012) developed the Multidimensional Teacher Resilience model, which includes four main dimensions: emotional, motivational, professional, and social resilience. Resilient teachers are able to manage emotions, maintain high intrinsic motivation, develop professional skills, and build strong social support to sustain their careers (Bagdžiūnienė *et al.*, 2023; Li *et al.*, 2023; Zhang & Lou, 2023).

However, resilience does not stand alone. It is influenced by various factors, one of which is personal resources such as self-efficacy, optimism, and mindfulness (Bakker & Demerouti, 2016; Mansfield, 2021). In this context, mindfulness has increasingly been studied due to its role in reducing stress and supporting emotion regulation.

Mindfulness is psychologically defined as present-moment awareness that is intentionally cultivated and non-judgmental (Kabat-Zinn, 2003). Brown and Ryan (2003) conceptualized mindfulness as a unidimensional construct consisting of two main components: attention (focused awareness of present experiences) and awareness (a stable consciousness of ongoing

activities). In education, mindful teachers tend to be more capable of attending to both internal and external conditions and responding to challenges in a reflective rather than reactive manner (Jennings & Greenberg, 2009).

Several theoretical mechanisms explain how mindfulness supports resilience. Shapiro *et al.* (2006), through the reperceiving model, suggest that mindful individuals are able to “step back” from difficult emotional experiences and process them more objectively. This enhances emotional regulation and cognitive flexibility, both of which are key components of resilience (Bajaj & Pande, 2016; Raugh *et al.*, 2024).

In the field of education, research shows that mindfulness practices among teachers can reduce burnout, improve well-being, and enhance the quality of teacher–student interactions (Hidajat *et al.*, 2023; Neumann & Tillott, 2021). Teachers with higher levels of mindfulness are better able to manage work pressure, maintain meaning in their profession, and demonstrate strong professional commitment (Tao, 2022)

However, findings on the relationship between mindfulness and resilience are not entirely consistent. Some studies, such as Widyaningrum and Mansoer (2023), found no significant relationship between mindfulness and resilience. Meanwhile, meta-analytic findings suggest that the relationship between the two variables is indirect and influenced by mediating factors, namely self-compassion and difficulties in emotion regulation (Turan *et al.*, 2026).

These inconsistent findings indicate the need for further exploration in different cultural and professional contexts. Research on mindfulness and resilience among secondary school teachers in Indonesia, particularly in western regions such as Banda

Aceh, remains limited. Therefore, this study aims to examine the relationship between mindfulness and resilience among secondary school teachers in Banda Aceh. It is expected that the results of this study will contribute to the development of psychological intervention programs, particularly mindfulness-based interventions, to enhance teachers’ psychological resilience in facing the complexity of their professional roles.

METHOD

Research Design

This study used a quantitative approach with a correlational design to examine the relationship between mindfulness and resilience among secondary school teachers. The research was conducted in Banda Aceh from May to June 2025.

Population and Sample

The sampling technique used was proportionate stratified random sampling, with strata based on school level, namely junior high school, which typically covers Grades 7-9 for students aged approximately 12-15 years, and senior high school, which typically covers Grades 10-12 for students aged approximately 15-18 years in the Indonesian education system. The study population consisted of 1,869 teachers, comprising 978 senior high school teachers and 891 junior high school teachers. The sample size was determined proportionally according to the ratio of teachers in each educational level relative to the total population. Based on this calculation, from a total sample of 289 teachers, 151 were senior high school teachers, and 188 were junior high school teachers as research respondents. This allocation was made to ensure that the sample composition accurately reflected the population proportions. Furthermore, schools within each level were selected randomly, and all teachers in the selected schools were

included as respondents until the targeted sample size was reached.

Research Variables

The independent variable in this study is mindfulness, defined as present-moment awareness without judgment, based on the theory of Brown and Ryan (2003). The dependent variable is teacher resilience, defined as the ability of teachers to persist and adapt when facing professional challenges, based on the framework proposed by Mansfield *et al.* (2012). In this study, resilience is operationalized into four dimensions: emotional, social, professional, and motivational resilience. In addition to the main variables, this study also considers respondents' sociodemographic characteristics, such as age, gender, length of work experience, educational background, and school level (junior high school / senior high school). These variables are used as descriptive data to provide a general profile of the research sample

Research Instruments

The research instruments consisted of the Indonesian version of the Mindful Attention Awareness Scale (MAAS), which comprises 15 items, and the Indonesian version of the Multidimensional Teacher Resilience Scale (MTRS-I), which consists of 13 items across four dimensions: professional, emotional, motivational, and social. Each item was measured using a 5-point Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Scores were calculated by summing the responses to the relevant items, with higher scores on the MAAS indicating higher levels of mindfulness and higher scores in the MTRS-I indicating higher levels of teacher resilience. For the MTRS-I, scores for each dimension were obtained by summing the items representing that dimension, while the

total resilience score was calculated by summing all items.

Prior to use in the main study, the instruments underwent a pilot test (try-out) involving 35 respondents to assess their validity and reliability. The reliability analysis showed that the Mindful Attention Awareness Scale (MAAS) had a Cronbach's Alpha coefficient of 0.846. At the same time, the Multidimensional Teacher Resilience Scale-Indonesia (MTRS-I) demonstrated reliability values for each dimension, namely emotional (0.807), professional (0.673), motivational (0.656), and social (0.748). In the main study data (N = 300), the reliability of the MAAS increased to 0.881, while the MTRS-I showed good reliability across all dimensions: emotional (0.794), professional (0.844), motivational (0.749), and social (0.734). In addition, all items demonstrated acceptable item discrimination indices (>0.20), indicating that the instruments used in this study had good internal consistency and were suitable for data collection.

Data Collection

To ensure data quality and validity, the data collection process was conducted in person under the researcher's supervision at the research site. The researcher provided explanations regarding the purpose of the study, the questionnaire completion procedure, and ensured that respondents understood all instructions before participating. The questionnaires were completed independently by respondents without external interference to minimize bias. In addition, the researcher directly checked the completeness of responses after data collection, allowing incomplete questionnaires to be clarified immediately. The confidentiality of respondents' identities was also maintained to encourage honest responses.

Data Analysis

Data analysis was conducted using JASP version 0.19.0.0. Normality testing was performed using the One-Sample Kolmogorov–Smirnov Test and supported by Exploratory Data Analysis (EDA) through skewness and kurtosis values, with data considered approximately normally distributed when falling within the range of ± 1.96 (Howell, 2010). If the results indicated non-normality, the decision to use parametric analysis was not based solely on the Kolmogorov–Smirnov test but also considered EDA results and sample size.

The relationship between mindfulness and resilience was analyzed using the Pearson Product-Moment correlation coefficient. Prior to this analysis, linearity between variables was assessed through visual inspection of scatterplots to ensure that the assumption of linearity was met.

A data screening process was conducted to ensure data quality prior to analysis. This included identifying incomplete or inconsistent responses, such as straight-lining (repetitive identical answers), extreme response patterns, and

inconsistencies across items with similar meanings. Responses identified as inconsistent and that could not be clarified were excluded from the analysis. Additionally, data verification and review were carried out by a supervising lecturer to ensure the eligibility of the dataset for statistical analysis.

Ethical Clearance

This study obtained ethical approval from the Health Research Ethics Committee (KEPK) of the Faculty of Medicine, Syiah Kuala University, with approval number 039/EA/FK/2025 dated March 26, 2025. All respondents were provided with an informed consent form containing information regarding the study objectives, procedures, benefits, and participants' rights, and they voluntarily provided their consent before participating in the study.

RESULT

This study involved 300 secondary school teachers in Banda Aceh, with an age range of 24 to 58 years, representing the productive adult age group. The demographic characteristics of the respondents are presented in Table 1.

Table 1. Demographic characteristics of Respondents

Category	N	Percentage
Gender		
Male	42	14
Female	258	86
Age		
<30 Years	97	32.2
30-50 Years	136	45.3
>50 Years	67	22.3
Length of Employment		
<5 Years	114	38
>5 Years	186	62
Employment Status		
Civil Servant (PNS)	205	68.3
Government Employee with a Work Agreement (PPPK)	11	3.7
Honorary Teacher	45	15
Contract Employee	39	13
Teaching Level		
Junior High School	120	40
Senior High School	180	60

As shown in Table 1. The respondents were predominantly female, reflecting the relatively higher proportion of female teachers in the profession. In terms of age distribution, most respondents were in the 30–50-year age range, indicating that the majority were in a mature phase of their professional careers. In addition, most participants had more than five years of teaching experience, indicating a relatively long duration of professional practice. Regarding employment status, the majority of respondents were civil servants (PNS), suggesting relatively stable job security compared to other employment categories.

The results of the normality test revealed that only the mindfulness variable

met the assumption of normality ($p = 0.340$), while all four dimensions of resilience (motivational, social, emotional, and professional) had significance values below 0.01, indicating non-normal distributions. Because the Kolmogorov–Smirnov test has limitations in detecting normality in large samples ($N < 500$), the researcher supplemented the analysis with Exploratory Data Analysis (EDA) using skewness and kurtosis values. The EDA results indicated that all resilience dimensions had skewness and kurtosis values within the ± 1.96 range (Howell, 2010), suggesting that the data distribution still met the assumption of normality.

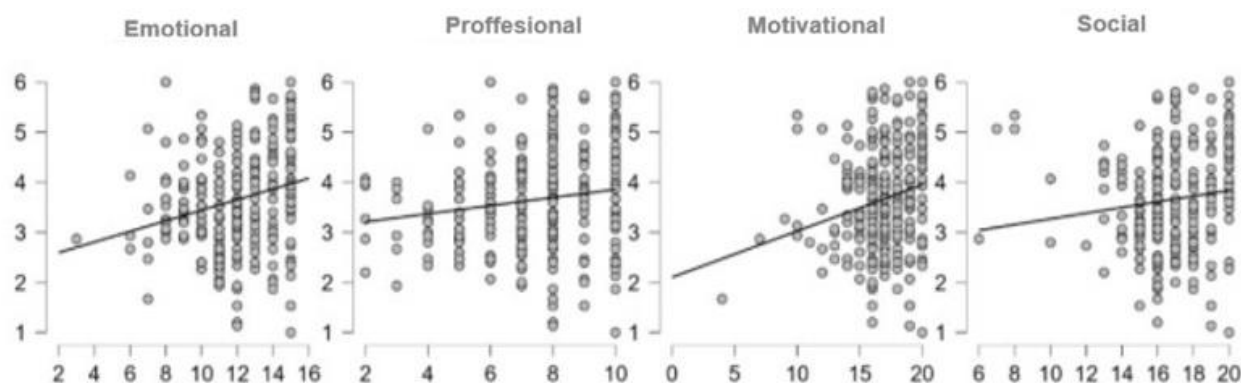


Figure 1. Scatterplot of the linearity test

The results of the linearity test showed that the X-axis (horizontal) represented mindfulness, while the Y-axis (vertical) represented resilience. The relationship between mindfulness and all

resilience dimensions (social, motivational, professional, and emotional) formed a pattern indicating a positive linear relationship between the two variables.

Table 2. Pearson Correlation between Mindfulness and Resilience Dimension (N = 300)

Resilience Dimension	R (Correlation coefficient).	P-Value
Motivational	0.213	<0.001
Social	0.126	0.029
Professional	0.159	0.0006
emotional	0.243	<0.0001

The results of the hypothesis testing in this study indicated that there is a significant positive relationship between mindfulness and the four dimensions of

teacher resilience, namely motivational, social, professional, and emotional resilience (Table 2). Pearson Product-Moment correlation analysis showed that mindfulness

was significantly correlated with the motivational dimension ($r = 0.213$; $p < 0.001$), social dimension ($r = 0.126$; $p = 0.029$), professional dimension ($r = 0.159$; $p = 0.0006$), and emotional dimension ($r = 0.243$; $p < 0.001$). All significance values were below the 0.05 threshold, indicating that these relationships are statistically significant. Although the correlation coefficients were relatively low, they consistently indicate a positive association between mindfulness and each dimension of teacher resilience. Thus, it can be concluded that higher levels of mindfulness among teachers are associated with higher levels of resilience across motivational, social, professional, and emotional aspects.

DISCUSSION

The findings of this study demonstrate a significant positive relationship between mindfulness and teacher resilience among secondary school teachers in Banda Aceh. Pearson correlation analysis revealed that higher levels of mindfulness are associated with higher overall resilience. These findings support the main hypothesis that present-moment awareness (mindfulness) is closely related to teachers' psychological adaptability in facing occupational demands (resilience).

Further analysis of the resilience dimensions shows that mindfulness is significantly associated with all measured aspects of resilience. In the emotional dimension, teachers with higher mindfulness tend to be more capable of recognizing and managing negative emotions, making them less likely to be overwhelmed by emotional stress in challenging work situations. This aligns with the concept of emotion regulation in mindfulness theory, where mindful individuals develop the capacity for perceiving or decentering from emotional experiences, allowing them to respond to

challenging situations in a calmer and more adaptive manner (Shapiro *et al.*, 2006).

Within the social dimension, mindfulness enables teachers to be more fully present during interpersonal interactions, which facilitates the development of positive social support from both students and colleagues. Mindful teachers are typically less reactive, engage in more active listening, and exhibit higher levels of empathy. These qualities are essential for establishing supportive social relationships (Moyano *et al.*, 2023).

In the professional dimension, teachers exhibiting higher levels of mindfulness demonstrate improved performance in fulfilling their professional roles, such as classroom management, lesson planning, and problem-solving. Being fully present during task execution reduces errors caused by distraction and enhances work efficiency (de Carvalho *et al.*, 2021). Furthermore, within the motivational dimension, mindfulness is linked to an intrinsic drive for ongoing development, sustained teaching enthusiasm, and more constructive coping with fatigue. Mindful teachers often experience a deeper sense of meaning in their profession, which supports sustained motivation despite demanding workloads (Tao, 2022).

These findings were consistent with previous studies that have also reported significant relationships between mindfulness and resilience, such as the meta-analytic study by Zhang *et al.* (2022) and the findings of Neumann *et al.* (2021), which suggest that mindfulness can reduce teacher burnout and support occupational persistence. However, other studies, such as Widyaningrum and Mansoer (2023), reported no significant relationship between the two variables, indicating that findings may vary depending on participant characteristics,

cultural context, and measurement instruments.

The mechanisms explaining the relationship between mindfulness and resilience include emotion regulation, cognitive flexibility, and the ability to remain present in the current moment without becoming entangled in negative thoughts or future worries (Brown & Ryan, 2003; Raugh *et al.*, 2024). Nevertheless, this study has several limitations, including the use of self-report surveys, which may introduce social desirability bias, and the Cross-sectional design, which does not allow for causal inferences. Furthermore, because the study was conducted only in Banda Aceh, generalization to other regions should be made cautiously due to possible differences in cultural, social, and institutional educational contexts.

The strength of this study lies in the use of empirically validated instruments and proportional sampling between junior and senior high school teachers. The stratified sampling approach allowed for a more representative sample distribution. With the same design and instruments, this study has the potential to be replicated in other regions with similar secondary school characteristics, both at provincial and national levels.

The findings of this study have important policy implications for the development of the education system, particularly in supporting teachers' psychological well-being. Given that mindfulness is positively associated with resilience, schools and educational authorities may consider integrating mindfulness-based programs into teachers' professional development through training, workshops, or ongoing psychological support. In addition, schools should develop policies that foster a supportive work environment for teachers' mental health, such as providing spaces for reflection, managing

workload more adaptively, and strengthening social support within schools. At a broader level, these findings may serve as a basis for policymakers to include teacher psychological well-being as an indicator of educational quality improvement.

In conclusion, this study demonstrates that mindfulness is positively associated with resilience among secondary school teachers in Banda Aceh. However, as this study is correlational in nature, causal relationships cannot be inferred. Therefore, future research is recommended to employ experimental or longitudinal designs to examine the effectiveness of mindfulness-based interventions in enhancing teacher resilience.

Nevertheless, this study has several limitations. First, its correlational design does not allow for conclusions regarding causal relationships between mindfulness and resilience. Second, the use of self-report measures may introduce subjective bias from respondents. Third, the sample was limited to teachers in a specific region; therefore, caution is needed in generalizing the findings.

CONCLUSION AND SUGGESTION

Based on the results of the study, it can be concluded that there is a significant positive relationship between mindfulness and resilience among secondary school teachers in Banda Aceh. Teachers with higher levels of mindfulness tend to demonstrate better adaptive capacity in dealing with work-related stress, both emotionally, socially, professionally, and motivationally. These findings indicate that mindfulness serves as a personal resource that supports teachers' psychological resilience in carrying out their professional roles and responsibilities.

The results of this study also show that mindfulness is positively associated with

teacher resilience. Therefore, educational institutions may consider developing mindfulness training programs as part of efforts to enhance teachers' psychological resilience. The Education Office may also integrate mindfulness-based activities into teacher professional development programs to support teachers' psychological well-being and the sustainability of their performance.

Future research is recommended to focus on each dimension of mindfulness and resilience to obtain a more in-depth understanding of secondary school teachers' characteristics in Banda Aceh. In addition, further studies using experimental or longitudinal designs are needed to examine the direct effects of mindfulness training on improving teacher resilience, so that program recommendations can be based on stronger empirical evidence.

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AUTHOR CONTRIBUTION

Author Dinda Isnaini was responsible for developing the research idea, designing the study, collecting and analyzing the data, as well as writing and revising the manuscript. Author Cut Athika Rani as the supervising lecturer provided conceptual and methodological guidance, reviewed and

edited the manuscript, and gave final approval of the submitted version of the article.

CONFLICT OF INTEREST

The authors declare that there is no conflict of interest in the conduct of this research, manuscript preparation, or publication of this article.

DECLARATION OF ARTIFICIAL INTELLIGENCE (AI)

The authors affirm that no artificial intelligence (AI) tools, services, or technologies were employed in the creation, editing, or refinement of this manuscript. All content presented is the result of the independent intellectual efforts of the authors, ensuring originality and integrity.

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