

The Effect of Emotional Exhaustion on Teachers' Adversity Quotient at State Senior High Schools in Padang City

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ABSTRACT

This research is motivated by problems related to teacher's fighting spirit and emotional exhaustion as influencing factors. The purpose of this study is to analyze the effect of emotional exhaustion on teacher's adversity quotient at Padang State Senior High School. The method used is quantitative. The study population consisted of 343 Padang State Senior High School teachers. The sample was determined using a cluster stratified sampling technique by calculating the sample size using the Cochran formula, which is 201 teachers. Data collection used a Likert scale questionnaire. Data analysis was carried out descriptively by calculating the mean, median, mode, and standard deviation. The results of the normality test showed $0.200 > 0.05$, and the linearity test showed $0.087 > 0.05$. The simple linear regression test showed a constant value of 130.002 and a regression coefficient of 0.300, which were positive, indicating that emotional exhaustion has a positive influence on teacher's adversity quotient. The t-test result is $4.197 > 1.652$, and the R^2 test result shows that emotional exhaustion contributes 22.7% to teacher adversity quotient. The results of the study show that: 1) teacher emotional exhaustion in Padang State Senior High School is in the high category with an achievement score of 84.5% 2) teacher adversity quotient in Padang State Senior High School is in the high category with an achievement level of 90% 3) emotional exhaustion affects teacher adversity quotient, where low emotional exhaustion contributes to a high level of teacher adversity quotient in Padang State Senior High School.

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1. INTRODUCTION

Teacher adversity quotient is one of the important factors that influences the success of the learning process and the sustainability of teachers' professional duties in schools. In the field of education, teachers' adversity quotient is an essential aspect that determines teachers' ability to persist, adapt, and continue striving when facing various work challenges. Teachers are not only responsible for delivering learning materials, but also play a role in guiding, directing, and shaping students' character so that they can develop optimally. Therefore, teachers are required to have perseverance, endurance, and a strong spirit in carrying out their professional duties within the school environment.

Teachers' adversity quotient can be understood as an individual's ability to persist, strive, and not easily give up when facing various difficulties at work. Individuals who have a high adversity quotient tend to be able to maintain motivation, demonstrate perseverance, and remain optimistic in completing the tasks they encounter. Pietarinen et al. (2018) explain that teachers' psychological resilience and perseverance

play an important role in maintaining the continuity of teaching performance amid various job demands. Similarly, Collie et al. (2019) state that teachers' ability to persist and demonstrate perseverance in facing work challenges is one of the important factors supporting the success of the learning process in schools.

However, in practice, teachers are often faced with various professional demands that require both physical and emotional readiness in carrying out teaching duties. In the context of education in public senior high schools in Padang City, teachers are confronted with various professional responsibilities that require them to maintain motivation, perseverance, and enthusiasm in performing their duties continuously. This condition indicates that teachers' adversity quotient is an important aspect that needs attention so that the learning process can run optimally in the school environment.

One factor that is suspected to influence teachers' adversity quotient is emotional exhaustion. Emotional exhaustion is a condition in which individuals experience a decrease in emotional energy due to continuous job demands (Bakker & Demerouti, 2017). In the educational context, emotional exhaustion can arise as a response to various work demands that require intensive emotional involvement. If this condition persists for a long period of time, emotional exhaustion has the potential to affect motivation, concentration, and individuals' ability to maintain effort when facing various work (Skaalvik & Skaalvik, 2017).

Theoretically, the relationship between emotional exhaustion and teachers' adversity quotient can be explained through the Job Demands–Resources (JD-R) theory, which states that high job demands without adequate resources may trigger psychological exhaustion and reduce individuals' capacity to perform their tasks optimally (Bakker & Demerouti, 2017). Under such conditions, individuals experiencing emotional exhaustion tend to experience a decline in psychological energy, which may reduce their ability to maintain perseverance, optimism, and enthusiasm in facing work challenges.

Several previous studies indicate that teachers' emotional conditions are related to their ability to carry out professional duties sustainably. Research by Yin et al. (2018) shows that poorly managed emotional pressure can affect teachers' psychological resilience in dealing with job demands. Research by von der Embse et al. (2020) also found that emotional exhaustion is associated with teachers' psychological well-being and their ability to manage work stress effectively. These findings indicate that teachers' emotional conditions play an important role in determining their ability to persist and demonstrate perseverance in carrying out educational roles.

Although various studies have examined teachers' emotional conditions in relation to the implementation of professional duties, research that specifically investigates the influence of emotional exhaustion on teachers' adversity quotient remains relatively limited. Most previous studies have focused more on aspects of burnout, teacher well-being, or resilience in general. In addition, studies examining the relationship between emotional exhaustion and teachers' adversity quotient in the context of public senior high schools in Padang City are still scarce. Therefore, this study offers novelty in terms of both variables and research location, and is expected to contribute to the development of educational psychology studies, particularly those related to teachers' emotional conditions and adversity quotient.

This study is important to understand how emotional exhaustion affects teachers' adversity quotient in public senior high schools in Padang City. The purpose of this study is to analyze the influence of emotional exhaustion on teachers' adversity quotient in public senior high schools in Padang City. The research question proposed is: *"Is there a significant influence of emotional exhaustion on teachers' adversity quotient in public senior high schools in Padang City?"* The results of this study are expected to provide theoretical contributions to the development of educational psychology studies and practical benefits for schools and stakeholders in understanding the importance of managing teachers' emotional conditions in order to maintain their adversity quotient in carrying out professional duties in schools.

2. METHOD, DATA, ANALYSIS

This study employed a quantitative research method to examine the effect of emotional exhaustion on teachers' adversity quotient at State Senior High Schools in Padang City. The population of this study consisted of 343 teachers, with a sample of 201 teachers. The sample was selected using a cluster stratified sampling technique. The sample size was determined using the Cochran formula. The research instrument used for data collection was a questionnaire developed based on the Likert scale. As cited from Sugiyono (2018), the Likert scale is used to measure attitudes, views, and perceptions of individuals or groups toward a social phenomenon. Five response options were used, namely Always (AL), Often (OF), Sometimes (ST), Rarely (RA), and Never (NV).

The research procedure began with the preparation of a questionnaire framework, which required guidance from the academic supervisor in formulating statement items for each indicator. A pilot test of the

questionnaire was conducted with 30 teachers who were not included in the research sample. The results of the pilot test were then analyzed using SPSS (Statistical Package for the Social Sciences) version 26 to examine the validity and reliability of the instrument. After testing and analysis, the questionnaire was distributed to the research respondents. The collected data were analyzed by calculating the mean score of respondents' answers. The research results were then processed to determine the level of achievement using classification and category scales. Subsequently, classical assumption tests were conducted, including the normality test and linearity test, followed by simple linear regression analysis and, finally, hypothesis testing using the t-test and the coefficient of determination (R^2).

3. RESULT AND DISCUSSION

Result

The results of this study on the effect of emotional exhaustion on teachers' adversity quotient at State Senior High Schools in Padang involve two variables, namely emotional exhaustion as the independent variable (X) and teachers' adversity quotient as the dependent variable (Y).

Description of Emotional Exhaustion Research Data

Data collection for the emotional exhaustion variable was obtained through the distribution of questionnaires to 201 teachers at State Senior High Schools throughout Padang City. The emotional exhaustion questionnaire consisted of 40 items with a maximum score of 5 and a minimum score of 1. Based on the overall data processing, emotional exhaustion obtained a mean score of 169.65, a median value of 169.00, a standard deviation of 16.05, a maximum score of 200, and a minimum score of 121. Emotional exhaustion was measured based on five aspects, namely: (1) exhaustion of energy, (2) emotional depletion, (3) loss of enthusiasm, (4) difficulty concentrating, and (5) feelings of helplessness. The results of the study conducted to determine the effect of emotional exhaustion on teachers' adversity quotient at State Senior High Schools in Padang City are described as follows:

Table 1. Research Results on Emotional Exhaustion Variables

No	Indicator	Average	%TCR	Classification
1	Energy depletion	4.04	81%	Good
2	Emotional drain	4.41	86%	Good
3	Loss of motivation	4.41	88%	Good
4	Difficulty concentrating	4.19	83%	Good
5	Feelings of helplessness	4.26	85%	Good
Average Score		4.26	84,5%	Good

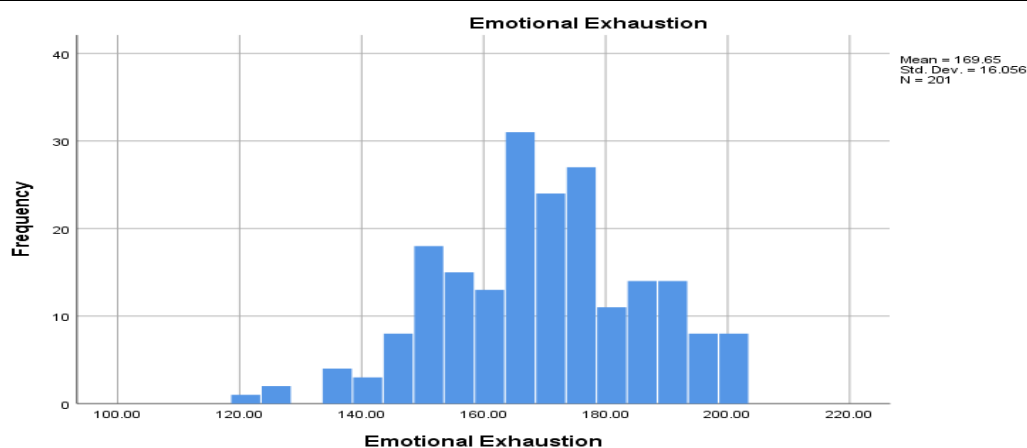


Figure 1 Histogram of Emotional Exhaustion

Table 1 shows that the highest mean score, at 4.41 with a percentage of 88%, is found in the indicator of loss of enthusiasm, while the lowest mean score, at 4.04 with a percentage of 81%, is found in the indicator of energy depletion. Overall, the achievement level of the emotional exhaustion indicators at State Senior High Schools in Padang is 84.5% and falls into the high category, which indicates that teachers' level of emotional exhaustion is relatively low.

Description of Teacher Adversity Quotient Data

Data collection for the teachers' adversity quotient variable was conducted through the distribution of questionnaires to 201 public senior high school teachers in Padang City. The teachers' adversity quotient

questionnaire consisted of 40 items, with a highest score of 5 and a lowest score of 1. Based on the overall data analysis, the teachers' adversity quotient obtained a mean score of 180.92, a median of 181.00, a standard deviation of 10.11, a maximum score of 200, and a minimum score of 150.

The teachers' adversity quotient was measured through five aspects, namely: (1) perseverance, (2) endurance, (3) optimism, (4) fighting spirit, and (5) mental toughness. The results of the study conducted to examine the effect of emotional exhaustion on teachers' adversity quotient in public senior high schools in Padang City are presented as follows:

Table 2. Research Results on Teachers' Adversity Quotient Variables

No	Indicator	Average	%TCR	Classification
1	Perseverance	4.66	93%	Very Good
2	Endurance	4.49	89%	Good
3	Optimism	4.53	90%	Very Good
4	Fighting spirit	4.58	91%	Very Good
5	Mental toughness	4.4	87%	Good
Average Score		4.53	90%	Very Good

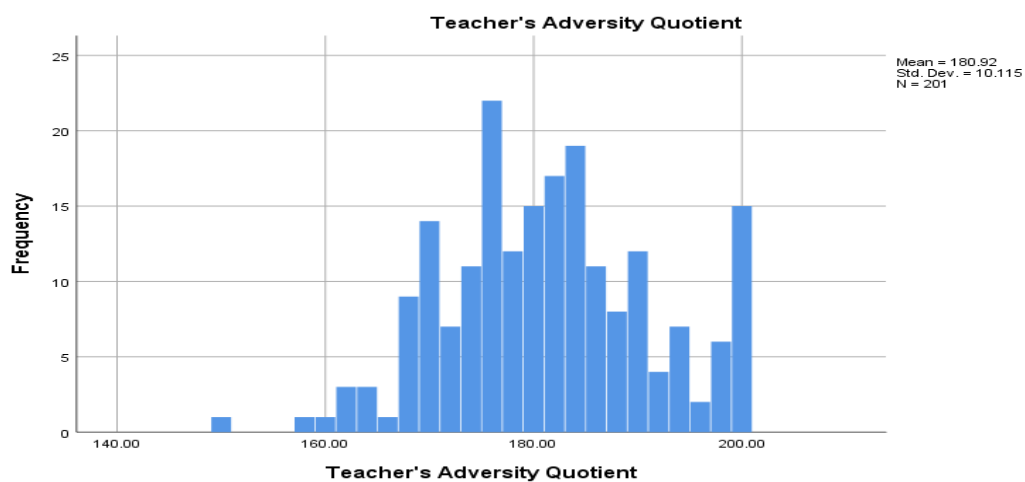


Figure 2. Teacher Adveristy Quotient

Table 2 shows that the highest mean score of 4.66, with a percentage of 93%, is found in the perseverance indicator, while the lowest mean score of 4.40, with a percentage of 87%, is found in the mental toughness indicator. Overall, the achievement level of teachers' adversity quotient at public senior high schools in Padang City is 90%, which falls into the high category. This indicates that teachers in public senior high schools in Padang City have a strong level of adversity quotient in dealing with work-related challenges.

The Effect of Emotional Exhaustion on Teachers' Adversity Quotient

The prerequisite tests and hypothesis tests in this study are as follows:

a. Prerequisite Test

1) Normality Test Results

The normality test aims to determine whether the data in the study is normally distributed. If the distribution is normal, then alternative non-parametric tests can be used. The normality test in this study was processed using SPSS version 26. To obtain an overview of the normality test for teacher's adversity quotient and emotional exhaustion, see the following table:

Table 3. Normality Test Results

Emotional Exhaustion and Teachers' Adversity Quotient	
Asymp. Sig. (2- tailed) ^c	Sig
0.200	0.05

If the significance number is > 0.05, the data is normally distributed; if the significance number is < 0.05, the data is not normally distributed. Normality testing using SPSS version 26 found that the data for the teacher's adversity quotient and emotional exhaustion variables were 0.200, which is greater than 0.05, so the data is normally distributed.

2) Linearity Test Results

The linearity test aims to determine whether the data from the emotional exhaustion variable tends to form a linear relationship with the teacher's adversity quotient variable. If the

significance value is greater than 0.05, this indicates a linear regression line. However, if the significance value is less than 0.05, this indicates a non-linear regression. To determine whether the regression equation is linear or not, see the following table:

Table 4. Linearity Test Results

Emotional Exhaustion and Teachers' Adversity Quotient	
Sig Deviation from Linearity	Sig
0.087	0.05

Based on the results of the linearity test, it shows a significant value. At a deviation from linearity of 0.087, it can be concluded that there is a linear influence between variable X (emotional exhaustion) and variable Y (teachers' adversity quotient) because the deviation from linearity (0.087) > significance level (0.05) so there is a linear influence.

b. Hypothesis Testing

1) Simple Linear Regression Test Results

A simple linear regression test is used to test or predict the effect of a single independent variable (emotional exhaustion) on a dependent variable (teacher's adversity quotient). The results of the simple linear regression test can be seen in the following table:

Table 5. Results of Linear Regression Analysis of Emotional Exhaustion and Teacher's Adversity Quotient Variables

Model		Coefficient				Significance
		Unstandardized Coefficients		Standardized Coefficient	T	
		B	Standard Error	Beta	T	
1	(Constant)	130,002	6,690		19,431	.000
	Emotional Exhaustion	.300	.039	.476	7,645	.000

a. Dependent Variable: Teachers' Adversity Quotient

Based on the simple linear regression analysis in the constant value column of table 3 is 130,002, while the value of the regression direction coefficient is 0.300. Thus, the equation $Y = 130,002 + 0.300 X$ is obtained. The coefficient b, which is called the regression direction coefficient, shows the average change in variable Y (Teachers' Adversity Quotient) for every one unit change in variable X (emotional exhaustion). If b is positive, it has a positive effect, namely an increase in X will increase Y. Based on this equation, it can be interpreted that the constant of 130,002 suggests that if the value of emotional exhaustion (X) is zero, then the teacher's adversity quotient (Y) has a value of 130,002.

2) T-Test Results

To see the significance of the influence of the independent variable (emotional exhaustion) partially or individually on the dependent variable (teacher's adversity quotient), a significance test (t) is conducted. The decision making in this t test is if the sig value < 0.05 or t count > t table then there is an influence of variable X on Y. In addition, if the sig value > 0.05 or t count < t table then there is no influence of variable X on variable Y. The t table value with a confidence level of 0.05 (N = 201) in the distribution of t table values is 1.652. To see the t value again, it can be seen in the following table:

Table 6. T-Test Results

Emotional Exhaustion and Teachers' Adversity Quotient	
t count	t table
4,197	1,652

Based on the table above, the significance value is $0.000 < 0.05$ and the calculated t value is $4.197 > t \text{ table } 1.652$. It can be concluded that emotional exhaustion (X) has a positive and significant influence on Teachers' Adversity Quotient (Y) at Padang City State Senior High School. Thus, the hypothesis that states that there is an influence of emotional exhaustion on teachers' adversity quotient is proven true.

3) Coefficient of Determination Test (R²)

The coefficient of determination (R²) test used to determine the extent to which the independent variable (emotional exhaustion) explains the dependent variable (teacher's adversity quotient). If the coefficient of determination is around zero, the relationship between the two variables is considered weak. Similarly, if the coefficient approaches one, the relationship between

the two is considered strong. The results of the coefficient of determination test can be seen in the following table:

Table 7. R2 Test Results

Emotional Exhaustion and Teachers' Adversity Quotient		
R	R Squared	Adjusted R Squared
0.476	0.227	0.223

Based on the table above, the percentage of influence of the independent variable (emotional exhaustion) on the dependent variable (teacher; adversity quotient), or what is known as the coefficient of determination (R Square), is 0.227 or 22,7%. This means that emotional exhaustion is able to influence teachers' adversisty quotient by 22.7%, and the remaining 77.3% is influenced by other variables outside of the study.

Discussion

Emotional Exhaustion

The results of the study indicate that the emotional exhaustion of teachers at public senior high schools in Padang City is in the good category, with an average achievement score of 84.5%. This finding suggests that teachers are still able to manage emotional demands while carrying out instructional duties, despite facing sustained work-related pressures. This condition indicates that the level of emotional exhaustion experienced by teachers has not yet reached a stage that interferes with their professional functioning in the teaching and learning process (Skaalvik & Skaalvik, 2017). Recent research by Siu et al. (2019) and Gruman et al. (2020) also highlights that individuals with strong self-regulation and coping strategies are less likely to progress toward severe emotional exhaustion in high-demand professions. The attainment of this good category may be influenced by teachers' ability to adapt to job demands as well as their work experience, which helps them develop more adaptive emotional regulation strategies. Teachers who are able to manage emotional pressure effectively tend to maintain emotional stability and long-term work engagement (Benevene et al., 2018).

The indicator with the highest achievement within the emotional exhaustion variable is loss of enthusiasm. This result indicates that teachers are still able to maintain enthusiasm and engagement in instructional activities, even under emotionally demanding working conditions. The high achievement of this indicator suggests that teachers do not experience a significant decline in motivation in carrying out their professional roles (Salmela-Aro et al., 2019). This condition reflects that teachers continue to possess internal motivation to perform teaching tasks consistently and meaningfully. Teachers who are able to sustain work enthusiasm tend to remain emotionally and cognitively engaged in the learning process, preventing emotional exhaustion from developing into decreased performance or disengagement (Madigan & Kim, 2021). Furthermore, Schaufeli & Taris (2018) emphasize that sustained engagement is a key buffer against burnout progression, particularly in educational settings. Nevertheless, emotional exhaustion still needs to be managed continuously to prevent escalation over the long term. Schools should provide adequate organizational support, create a supportive work climate, and pay close attention to balancing job demands and teachers' work resources. Sustained support has been shown to play a crucial role in helping teachers manage emotional exhaustion and maintain work engagement (Bakker & Demerouti, 2017). In addition Peeters et al. (2021) highlight that contextual support, such as collegial networks and leadership practices, significantly reduces emotional exhaustion risks among educators.

Thus, teachers' emotional exhaustion is relatively well controlled, as indicated by the sustained level of work enthusiasm in the implementation of instructional activities. This condition is an important factor in maintaining the continuity of teachers' professional roles and the quality of the educational process in schools.

Teachers' Adversity Quotient

The results of the study indicate that teachers' adversity quotient at public senior high schools in Padang City is in the very good category, with an average achievement score of 90%. This achievement demonstrates that teachers possess strong psychological capacity to remain resilient and consistently carry out instructional duties despite facing work demands and emotional pressure. A high level of adversity quotient reflects the presence of positive psychological capital that supports the sustainability of teachers' performance in the long term (Luthans, 2015). Zhang & Luo (2023) emphasize that teacher resilience plays a critical role in sustaining performance under challenging conditions. The high level of teachers' adversity quotient is attributed to self-confidence, work optimism, and the ability to recover from pressures experienced during the teaching process. Teachers with strong psychological capital tend to view challenges as part of their professional responsibilities and maintain stable work engagement (Luthans,

2015). Recent studies also highlight that teachers with strong resilience and psychological resources are better able to maintain professional effectiveness and adapt to work-related challenges (Mansfield et al., 2020). Lu et al. (2024) highlight that structured psychological resources enhance teachers' ability to cope with work demands and maintain consistent engagement.

The indicator with the highest achievement in the teachers' adversity quotient variable is perseverance. This finding indicates that teachers have the ability to sustain effort, consistency, and work commitment over a long period of time. Perseverance is closely related to high work engagement, in which teachers continue to demonstrate energy and dedication in carrying out instructional tasks despite facing pressure (Schaufeli, 2017). Research also indicates that resilient teachers tend to maintain persistence and motivation when encountering professional challenges and demanding classroom situations (Beltman et al., 2018). The high level of teacher perseverance is driven by a strong commitment to professional goals as educators. Teachers with clear goal commitment tend to consistently strive to achieve optimal learning quality, even when encountering emotional challenges and demanding classroom situations (Locke & Latham, 2019). Widodo et al. (2022) show that teachers with higher adversity quotient exhibit greater perseverance and professional competence, even under pressure.

To maintain teachers' adversity quotient, schools need to create a work environment that supports the strengthening of teachers' psychological resources. Efforts may include providing emotional support, reinforcing teachers' professional roles, and offering opportunities for reflection and self-development. A supportive work environment has been shown to strengthen teacher resilience and sustain perseverance in the long term (Day & Gu, 2014). Furthermore, supportive organizational environments have been found to enhance teachers' psychological well-being and resilience, enabling them to sustain professional engagement despite work pressures (Acton & Glasgow, 2015). Thus, teachers' adversity quotient is categorized as very good, with perseverance as the most prominent indicator. This condition indicates that teachers are able to maintain consistency and work commitment in carrying out instructional duties on an ongoing basis.

Emotional Exhaustion Towards Teachers' Adversity Quotient

The results of this study indicate that emotional exhaustion has a positive and significant effect on teachers' adversity quotient in State Senior High Schools in Padang, with a t-value of 4.197; $p = 0.000 < 0.05$ and a coefficient of determination (R^2) of 0.227. This means that emotional exhaustion contributes 22.7% to teachers' adversity quotient. These findings suggest that teachers' emotional conditions are closely related to their ability to persist, remain resilient, and consistently perform their professional duties. Emotional exhaustion in this study includes dimensions of energy depletion, emotional drain, loss of motivation, concentration difficulties, and feelings of helplessness, while teachers' adversity quotient consists of perseverance, endurance, optimism, fighting spirit, and mental toughness. This result is consistent with Hobfoll (2018) *Conservation of Resources Theory*, which explains that individuals facing emotional pressure tend to mobilize internal psychological resources to maintain functioning and performance. In the educational context, teachers who are able to manage emotional demands adaptively tend to maintain a high level of adversity quotient in carrying out their teaching responsibilities.

4. CONCLUSION

From the results of the research and discussion presented previously, it can be concluded that teachers' adversity quotient in State Senior High Schools in Padang is in the very high category, with an average score of 4.53 and an achievement percentage of 90%. This indicates that teachers have a very strong ability to persist, strive consistently, and cope with various challenges in carrying out teaching and learning tasks. Furthermore, teachers' emotional exhaustion in State Senior High Schools in Padang is classified in the high category, with an average score of 4.26 and an achievement percentage of 84.5%. This finding indicates that teachers are still able to manage their emotional conditions in performing their professional duties, so that work demands have not significantly hindered their professional functioning.

The results also show that there is a significant influence between emotional exhaustion and teachers' adversity quotient in State Senior High Schools in Padang. The correlation significance test yielded a t-value of 4.197, which is greater than the t-table value at a significance level of 0.05 ($4.197 > 1.657$). Based on the criteria of the correlation significance test, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. Therefore, it can be concluded that emotional exhaustion has a significant influence on teachers' adversity quotient in State Senior High Schools in Padang.

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