

TEACHER WELFARE: THE KEY TO EFFORTS TO MAINTAIN THE PROFESSION AT THE EARLY CHILDHOOD EDUCATION (PAUD) LEVEL

Widy Cahyaningtyas Alpiana, Master of Education Administration Study Program,
Tanjungpura University, Pontianak City, Indonesia
Email: f2171251014@student.untan.ac.id.

Abstract: The welfare of Early Childhood Education (PAUD) teachers is the main foundation in ensuring the sustainability of the profession as well as the quality of early childhood education. In the context of education, teachers not only play the role of teachers, but also facilitators of children's psychological, emotional, and cognitive development. The welfare of teachers in Indonesia still faces serious challenges, especially related to low incomes, high workloads, and lack of institutional support. This research uses a qualitative approach based on literature studies. A total of 10 scientific articles from accredited national and international journals were selected through validation that assessed public access, methodological quality, relevance of studies, and novelty of reference sources in the last five years. Then, the data was selected using national journal sources, with a focus on teacher welfare, communication between teachers and children, and commitment to maintaining the profession. The results of the study show that the welfare of PAUD teachers includes emotional, psychological, physical, and professional aspects that are interrelated. The dominant factors that affect are the low salaries of honorary teachers, the high risk of burnout, and the ineffective welfare policy. This study concludes that the welfare of teachers cannot be seen as just a personal need, but a strategic investment for the sustainability of early childhood education in Indonesia.

Keywords: *Teacher Welfare; Early Childhood Education; Profession*

Introduction

Early Childhood Education (PAUD) is a process of assisting the growth and development of children from the age of 0 to the age of 6 years, which is carried out comprehensively, covering all aspects of development by providing stimulation to physical and spiritual development so that children can grow and develop optimally Mutiasari & Isnaeni, (2024). In order to get growth and development properly, coaching is needed from internal and external sources. Internal coaching is carried out by parents, while external coaching is carried out by formal and non-formal institutions. Non-formal or formal institutions in the field of education need the role of educators. Teachers are a source of strength in education. The role of teachers varies, from teaching young children to teaching students in a formal education environment. The role of teachers is not only functional, they also determine the quality and duration of education, so their participation in the learning process is very important Iskandar, (2022). Likewise, the task of Early Childhood Education (PAUD) teachers is to develop children's personalities, so that they can live together in harmony. In contrast to primary or secondary education, the PAUD teaching method examines teachers as empathetic facilitators for children. Through fun yet challenging activities, teachers are encouraged to pay attention to the needs of students during the learning process without using physical or verbal cues. Therefore, to achieve education that can accommodate the growth and development of students to the maximum, the existence of professional teachers is needed who can instill basic principles as a foothold for self-development at the next stage. Therefore, to create a superior generation of children, superior teachers are also needed.

A teacher must have academic abilities and four competencies: pedagogical, personality, social, and professional. Permendiknas Number 16 of 2007 "The academic requirements for prospective early childhood education teachers have increased, with a minimum requirement for a bachelor's degree now mandatory." Setting a minimum academic qualification of S1/D4, this policy encourages the improvement of the quality of prospective teachers from the recruitment stage. This standardization also serves as a reference in the preparation of teacher education curriculum, training, and performance assessment, so that the entire capacity building process is in line with the needs of the quality of education and the generation of superior students.

The welfare of PAUD teachers is the main causal variable that affects various educational outputs and professional sustainability. Theoretically and empirically, the welfare dimension includes economic, psychological, and professional aspects that directly contribute to work motivation, teacher stability, quality of pedagogical interactions, and child development. Logically, if the level of financial well-being of teachers is low, especially for non-ASN teachers who receive incomes below the

standard of living, economic pressure will increase the risk of decreased professional commitment, having to work multiple jobs, and burnout. This condition has an impact on the weakening of the quality of learning planning, instructional creativity, and emotional response to children.

Research shows that better levels of well-being are related to a stronger work ethic and survival intentions, while income uncertainty is directly related to turnover. Teachers who have better levels of well-being tend to show higher performance and commitment, while uncertain income and lack of social security are associated with educator turnover and instability. Policy interventions such as incentives, wage subsidy assistance, qualification affirmation programs, or the allocation of regional welfare funds play a mediator or moderator role in reducing financial pressure while strengthening professional capacity. Field evidence shows that the allocation of welfare funds at the district level directly improves the living conditions of PAUD teachers and improves the stability of education services.

In addition to economic aspects, psychological well-being including social support, professional recognition, and access to competency development play a role as a non-financial causal pathway that improves the quality of teacher-child interaction. Better regulation of emotions allows for more consistent and responsive classroom management, thus making a positive contribution to the social-emotional development of children. Systemically, these cause-and-effect linkages form a positive reinforcement loop: improving welfare increases teacher retention and quality, which in turn improves the quality of early childhood education services and strengthens policy legitimacy for continued investment.

However, the causal relationship is not deterministic. Structural factors such as national regulations, fund distribution mechanisms, regional leadership, and access to professional development programs moderate the power of welfare influence. Therefore, research and policy need to examine multilevel causal models, including the direct influence of financial well-being on retention and performance, indirect pathways through psychological well-being, and local context effects. The findings of the last five years affirm the urgency of state and local government support for the welfare of PAUD teachers, as reflected in the statement that welfare allowances are a form of state alignment and in the significant allocation of regional budgets to support the condition of PAUD teachers.

Methods

This study applies a qualitative approach and literature study method (*Literature Review*). The qualitative approach is considered appropriate because of the

characteristics of in-depth analysis research regarding the relationship with teacher welfare, and the context of the professionalism of early childhood education (PAUD) teachers through literature review Surahman et al., (2020). The collection, analysis, and synthesis of information from various academic references is a fundamental method in literature studies to obtain a detailed understanding. Therefore, this method not only helps a handful of researchers find patterns, themes, and spaces in previous research, but also strengthens the theoretical framework to produce the right recommendations.

The data collection mechanism in this study was carried out by searching literature in a structured manner from academic databases, namely Google Scholar, DOAB, DOAJ, Research Gate, and registered journals such as Sinta and Scopus. Then, the research population includes 10 scientific articles that have been published in national journals indexed by SINTA (1–5). The use of the SINTA database was chosen to ensure coverage of various levels of quality of scientific publications in Indonesia, ranging from the highest level (SINTA 1) to the intermediate category (SINTA 5). Findings are limited by publication within a period of 5 years from the year (2020-2025) to ensure the validity of the data, although some references such as before that period must be included if they are considered accurate. The criteria include; 1) scientific articles, books, or proceedings published in trusted journals; 2) research that discusses teacher welfare, and the professional context of early childhood education (PAUD) teachers.

Results And Discussion

Through thematic analysis of the literature collected from literature studies, this study found the dominant main theme of the data synthesis results. The analysis process is carried out in a structured manner by organizing findings from various sources, both at the national and international levels, which include journals, books, and the latest research reports until 2025. The main focus of this topic lies in the relationship between teacher well-being (*Teacher well-being*), and the profession of Early Childhood Education (PAUD) teachers. This empirical approach used refers to the theory of subjective well-being (*subjective well-being*) and the education profession, with the emphasis that teacher welfare is not only understood as a personal issue, but also a systemic factor in creating educational effectiveness Kahfi, (2022). Meanwhile, the education profession is an important component in the progress of the nation itself. These results are relevant to the research Purba et al., (2024), to the conditions in Indonesia, where PAUD often has a high level of burden, and that the welfare of teachers has a strategic position in supporting the quality of education and encouraging the achievement of optimal sustainability of professional performance.

Relevant Research

No	Full Title	Journal Name	Author & Year	Key Findings Focus
1	<i>Mindfulness-Based E-Module to Improve the Well-Being of Early Childhood Teachers</i>	Scientific Journal of Counseling Guidance Undiksha	Sari Wardani Simarmata, Dony Darma Sagita, Azizah Batubara, Juliana Simangunsong, Erwita Ika Violina: (2024)	Mindfulness-based e-modules have been proven to significantly improve the psychological well-being of PAUD teachers.
2	<i>Overview of the Psychological Welfare of Non-Education Honorary Teachers at the Early Childhood and Kindergarten Levels in North Aceh Regency</i>	INSIGHT: Journal of Psychological Research	Nur Balqis, Dwi Iramadhani, Ika Amalia : (2023)	Honorary PAUD teachers have low psychological well-being due to irregular employment status and high financial burden.
3	<i>Instrument of Work Happiness Factors in Early Childhood Education Teachers</i>	Journal of Obsession: Journal of Early Childhood Education	Anisa Utamiyanti Tri Rumpoko, Yuli Kurniawati Sugiyo Pranoto, Diana : (2023)	Five factors of early childhood education teachers' happiness were identified: the meaning of work, social support, appreciation, spirituality, and working conditions.
4	<i>The Meaning of Welfare in Early Childhood Education Teachers</i>	Journal of Integrative Psychology	Desi Maulia, Ellya Rakhmawati, Agus Suharno, Suhendri : (2024)	The welfare of PAUD teachers is interpreted as a spiritual, social, and emotional balance in carrying out the role of educators.
5	<i>The Influence of Teachers' Welfare on Teachers' Work Ethic (Case Study of PAUD Teachers in Tegalrejo</i>	Journal of Management and Social Sciences	Zailani, R., Nisa, C., & Suhartini, E. S, (2022)	Welfare has a significant positive effect on the work ethic and motivation of early childhood education teachers.

No	Full Title	Journal Name	Author & Year	Key Findings Focus
	<i>Village, Gunung Kidul)</i>			
6	<i>Analysis of the Financial Welfare of Early Childhood Education Teachers in Supporting the Transition of Early Childhood Education: A Study on Early Childhood Education Institutions in West Binjai</i>	Journal of Obsession: Journal of Early Childhood Education	Bantali, A. et al., 2025	Low financial well-being has a negative impact on teachers' motivation and readiness to support children's transition to elementary school.
7	<i>Perception of PG-PAUD Students of the University of Muhammadiyah Sukabumi on the Teaching Profession as a Factor of Interest in Becoming an Early Childhood Education Teacher</i>	Scientific Journal of Education	Alfiantini, S. N., Elnawati, & Hurri, I. : (2024)	Positive perceptions of welfare and professional appreciation increase the interest of prospective teachers to become PAUD teachers.
8	<i>Improving Teacher Professionalism in Early Childhood Education</i>	Indonesian Journal of Early Childhood: Journal of the World of Early Childhood	Shawn, A.; Darmiyanti, A.; Munafiah, N., 2023	Teachers' professionalism is increased through training and supervision accompanied by improved work welfare.
9	<i>"Legowo": A Portrait of Gratitude and Psychological Well-Being of Early Childhood</i>	Journal of Psychology: Yudharta University of Pasuruan	Scarvanovi BerlianaWidi, Aditya Nanda Priyatama, : (2023)	Gratitude and self-acceptance ("legowo") improve the psychological well-being and stress resilience of early childhood teachers.

No	Full Title	Journal Name	Author & Year	Key Findings Focus
	<i>Education Teachers</i>			
10	<i>The Influence of Teachers' Qualifications and Competencies on Early Childhood Learning Achievement in Early Childhood Education Schools</i>	Thufuli: Journal of Early Childhood Islamic Education	Greria Tensa Novela , (2023)	The high qualifications and competencies of teachers contribute to the improvement of early childhood learning achievement.

The results of a synthesis of ten local studies show that attention to the welfare of early childhood education teachers in Indonesia is increasing, but existing studies are still fragmented. Sari wardani simarmata et al., (2024) and Scarvanovi & Priyatama, (2023), highlighting psychological and emotional well-being through mindfulness and gratitude approaches, while Maulia et al., (2024), emphasizing the importance of spiritual, social, and emotional balance in the context of Indonesian culture. Research Balqis et al., (2023), Bantali et al., (2025) and Rinawati Zailani et al., (2022), identifying financial well-being and work well-being as the main determinants of teacher motivation, retention, and work ethic. Meanwhile, Sahadatunnisa et al., (2023) and Alfiantini et al., (2024), emphasizing the role of professional support, training, and positive perceptions of the profession in strengthening teacher welfare.

Research from Rumpoko et al., (2023), contribute through the development of work happiness instruments, while Novela et al., (2023), emphasizing the relationship between teacher competence and the quality of early childhood learning. The general consensus of these findings is that the welfare of early childhood education teachers plays a vital role in the sustainability of the profession and the improvement of the quality of early childhood education. The conceptual novelty that emerges is the need for an integrative approach to teacher welfare that combines financial, psychological, spiritual, and professional aspects, replacing the partial approach that is still dominant in previous research.

Based on the analysis of 10 relevant scientific articles, it can be concluded that the welfare of PAUD teachers in Indonesia has not been optimally achieved because there is still a gap between meeting emotional, spiritual, and financial needs. Previous studies have provided significant empirical evidence on the urgency of teacher well-

being, but most still focus on one dimension of well-being separately. Therefore, an integrative and contextual approach is needed by combining all dimensions of welfare including psychological, spiritual, financial, and professional aspects as a comprehensive strategy to strengthen the sustainability of the PAUD teacher profession in Indonesia.

Table 1. Topic Names and Descriptions

No	Name	Description
1.	Definition and factors that affect the welfare of PAUD teachers	From an academic perspective, teacher well-being is defined as a comprehensive condition that includes emotional, psychological, physical, and professional aspects, which is characterized by a sense of support, motivation, and the ability to manage work pressure. Findings in the literature of the dominant factors that affect the welfare of PAUD teachers include; high workload due to the diversity of children's emotional needs, the phenomenon of emotional fatigue symptoms (<i>burnout</i>), and lack of optimal support from educational institutions (Osasuyi & Matthew, 2024). The latest research in the 2024-2025 period confirms that teachers' well-being is greatly influenced by workload, work climate conditions, and leadership support. Based on a survey by Randi A. Bates and Jaclyn M. Dynia (Bates & Dynia, 2025), 63% had major depressive disorder and 41% met the criteria for general anxiety disorder. As a result, in this case it can be detrimental to a single child's experience by 80%. The type of work and environmental conditions as demographic factors also determine the level of resilience, with teachers who receive optimal emotional support showing better resilience capacity (A & Son, 2022). The welfare of teachers in Indonesia is greatly influenced by government policies, especially through welfare programs that have not been run effectively, thus having an impact on the

	sustainability of the mechanism of competent educators. Recently, there was also the latest news reported by social media, that as many as 1.6 million educators have not received certification for both ASN and non-ASN teachers, this is a statement from a representative of the directorate of the Ministry of Education and Culture. This means that the welfare of teachers has not been fully fulfilled. Furthermore, according to the theory of subjective well-being, these factors are not self-sufficient but interconnected, and the conditions <i>well-being</i> Low has the potential to cause a cycle of decline in teacher performance and regression to the profession.
2. The relationship between welfare condition Teachers and commitment in carrying out and maintain the profession.	The welfare of PAUD teachers plays a key factor in determining their commitment to stay in their profession, because every economic, psychological, and professional dimension produces a direct cause-and-effect influence on career decisions. When income is insufficient, teachers experience life pressures that shift focus from professional duties and lower commitment to perseverance. In the psychological aspect, work environment support, rewards, and a reasonable workload create a sense of security and comfort; This condition strengthens motivation and loyalty, while stress and emotional exhaustion actually increase the desire to leave the profession. But on the other hand, professional well-being in the form of access to training, constructive supervision, and a clear career path gives teachers a perspective on the future of their profession. If these aspects are not met, professional stagnation will weaken long-term commitments. These three aspects strengthen each other, so that the welfare that is fulfilled creates stability and

sustainability of the profession, while the shortcomings encourage turnover and weaken the quality of early childhood education services.

Communication between teachers and children occupies the position of central mediator, while professional development programs that integrate mental health strategies play a role in reducing anxiety levels and improving the quality of communication, thus achieving commitment to maintaining the profession (Ritblatt et al., 2017).

There are also studies (Beers Dewhirst & Goldman, 2018) 2018 Reviewing the Implementation of Practice *Mindfulness* able to improve teacher welfare, thereby contributing to the formation of a prosocial classroom environment and optimal student outcomes. In addition, this program provides a space for prospective teachers to train and apply skills before assuming responsibilities as a professional role teacher. This research aims to improve awareness-based interventions in the preparation curriculum for early childhood education teachers. A mixed method was used in this study. The study emphasizes that improving attention skills requires more serious and ongoing training. Furthermore, the results of the study showed that early childhood education teachers experienced emotional exhaustion, which is also known as *Burnout*, which is affected by low incomes and significant professional demands. In this situation, awareness plays an important role in increasing teachers' expectations and sustainability in the workplace. The part of the presentation of the results of the research study above is that the commitment to maintain the profession is necessary and is a very vital factor if it is

	associated with the welfare of teachers. Teachers are not happy, so the education they are undergoing will not achieve their goals.
3. Gap review and strategic recommendati for solutions	Although literature review shows significant developments, a number of research gaps can be found in unstable job satisfaction, such as low income factors for honorary, non-ASN and contract educators (Bagaskara et al., 2025). Many complain about the income of teachers who are still honorary and contracted, these teachers get a salary if they work in a private institution from the foundation, while honorary teachers in government agencies from the school or regional income are sometimes paid not every month and some even get it once every three months, their own income receives it below a decent standard of living (Dhobith, 2024). The same thing is also experienced by PAUD teachers, the majority of whom are teachers with honorary status, not at the PAUD level there are no ASN teachers, ASN teachers exist but are not as popular at the elementary to high school levels. However, as a solution, empirical recommendations include: 1) Standardization of the wages of honorary teachers with the regional minimum wage nationally,(Fraser & Viac, 2020) 2) Intensive management based on performance and workload, 3) Social security scheme and non-salary benefits, 4) Integration of BOS and APBD funds (Busanwir & Shodiqin, 2025). This proposed recommendation is considered relevant and in accordance with current developments, especially the 2025 trend which emphasizes

the importance of income that is consistent with the needs of life that is directly proportional and psychological aspects are very important to the welfare of PAUD teachers, if fulfilled, the results of development and growth in PAUD will be realized optimally. Thus, this research presents a conceptual foothold and practical implementation, placing the welfare of teachers as a fundamental factor in ensuring the quality of learning in PAUD and committed to maintaining their profession as PAUD teachers.

Conclusion

This literature review research concludes that the welfare of teachers is the main condition for maintaining their profession. Empirically and systematically, prosperous conditions are better able to create effective psychological and physical well-being, classroom conditions and good student outcomes, which include growth and development in terms of emotional and cognitive aspects of early childhood which are directly related to teacher-child interactive communication, children's learning motivation, and the overall school climate. Within the framework of subjective well-being theory, these conditions cannot be viewed solely as personal aspects, but rather as systemic elements related to work pressure, leadership roles, and the sustainability of professional development. Rationally, teachers who receive support and feel happy are better able to create a learning environment that is inclusive, supportive, and conducive to children's cognitive and emotional development. The impact of this condition is reflected in the *Republika* daily news report by Fahmi (2025), which states that an increase in educational outcomes by 20-30%, is in line with current trends until 2025.

Acknowledgments

The author expresses his deepest appreciation to all parties who have provided support in the preparation of this research. Thank you to researchers and academics whose work is the main source of reference, so that this literature review can be compiled systematically and comprehensively. Thanks are also given to colleagues who have provided critical input, both in terms of methodology and the substance of the discussion, so that this manuscript can be improved.

The author also thanks the institution under the auspices of the author who has provided facility support, as well as to the managers of national and international journal databases who provide open access to publications. Special appreciation was also conveyed to those who assisted in language editing and reference data processing. The support from various parties is an important part that allows this research to be completed properly.

References

- A, Y., & Putra, S. R. (2022). *Pandelo Journal ' e Teacher Welfare as a Prerequisite for a Quality Learning Environment : A Literature Review in Early Childhood Education Management Pandelo Journal ' e. 2(2), 12–24.*
- Alfiantini, S. N., Elnawati, & Hurri, I. (2024). *The perception of PG-PAUD students of the University of Muhammadiyah Sukabumi towards the teaching profession is a factor of interest in becoming an early childhood teacher. 10(November), 1249–1254.*
- Bagaskara, A., Sahrudin, R., Mutmainnah, S. N., Cahyadi, S. F. F., Nussyabana, M. F., & Parhan, M. (2025). Honorary Teachers and Structural Injustices in the Indonesian Education System. *Journal of Tambusai Education, 9(1), 62–66.*
- Balqis, N., Iramadhani, D., & Amalia, I. (2023). Overview of the Psychological Welfare of Non-Education Honorary Teachers at the Early Childhood and Kindergarten Levels in North Aceh Regency. *INSIGHT: Journal of Psychological Research, 1(3), 584–598.*
- Bantali, A., Gunawan, H., Ritonga, S., Islam, P., Usia, A., Sheikh, I., Halim, A., & Binjai, H. (2025). *Analysis of the Financial Welfare of Early Childhood Education Teachers in Supporting the Transition of Early Childhood Education: A Study on Early Childhood Education Institutions in West Binjai. 9(6), 2598–2608.* <https://doi.org/10.31004/obsesi.v9i6.7304>
- Bates, R. A., & Dynia, J. M. (2025). *Childhood Educators : An Observational Pilot Study. 61(4), 1413–1439.* <https://doi.org/10.1002/pits.23118>
- Beers Dewhirst, C., & Goldman, J. (2018). Launching motivation for mindfulness: introducing mindfulness to early childhood preservice teachers. *Early Child Development and Care, 190(8), 1299–1312.* <https://doi.org/10.1080/03004430.2018.1531853>
- Busanwir, & Shodiqin, R. (2025). Evaluation of honorary teacher welfare programme: A review of recent literature. *Indonesian Journal of Education, 5(1), 278–287.*
- Dhobith, A. (2024). *Analysis of Honorary Teacher Salary Policy on the Welfare of Honorary Teachers in Indonesia. 7(February), 44–62.* <https://doi.org/https://doi.org/10.32699/paramurobi.v7i1.6609>
- Fahmi, A. S. (2025). *20 percent education budget: it's time to measure impact, not just nominal.* <https://www.republika.id/posts/59284/anggaran-pendidikan-20-persen-saatnya-ukur-dampak-bukan-sekadar-nominal>. News accessed on December 03, 2025.
- Fraser, P., & Viac, C. (2020). Teachers' well-being: A framework for data collection and analysis - Univ. of South Florida. *OECD, 213(213), 1–81.* https://usf-flvc.primo.exlibrisgroup.com/discovery/fulldisplay?docid=cdi_proquest_journals_2356667547&context=PC&vid=01FALSC_USF:USF&lang=en&search_scope=MyInst_and_CI&adaptor=PrimoCentral&tab=Everything&query=any,Contains,TEACHERS' WELL-BEING: A FRAMEWO
- Iskandar, Y. (2022). The Performance of Early Childhood Education Teachers Seen from Motivation and Work Environment. *Journal of Islamic Business and Entrepreneurship, 1(2), 119–126.* <https://doi.org/10.33379/jibe.v1i2.1945>
- Kahfi, M. A. (2022). Community-Based Management in the Management of Early

- Childhood Education Institutions. *Nusantara: Indonesian Journal of Education*, 2(3), 589–616. <https://doi.org/10.14421/njpi.2022.v2i3-10>
- Maulia, D., Rakhmawati, E., Suharno, A., & Suhendri, S. (2024). The Meaning of Welfare in Early Childhood Education Teachers. *Journal of Integrative Psychology*, 6(2), 176. <https://doi.org/10.14421/jpsi.v6i2.1502>
- Mutiasari, A., & Isnaeni, A. (2024). *Stimulation of the development of children's spiritual intelligence through the program of young students at Islamic kindergarten Alam Nusantara*. 9(1), 127–142.
- Novela, G. T., Tinggi, S., & Islam, A. (2023). *The Influence of Teacher Qualifications and Competencies on Early Childhood Learning Achievement in Early Childhood Schools*. 1(2), 46–52.
- Osasuyi, M., & Matthew, I. (2024). Interpersonal Relationship and Job Satisfaction among Early Childhood Education Teachers in Edo State, Nigeria. *NIU Journal of Humanities*, 9(1), 53–59. <https://doi.org/10.58709/niujuhu.v9i1.1826>
- Purba, D. P., Dita, D. M., Vivaldy, J. A., Purba, J. F., Simanjuntak, S., & Bangun, M. B. (2024). A Literature Review of Dynamics Teacher Welfare in Indonesia. *Paedagogy: Journal of Educational Studies (e-journal)*, 10(2), 204–210. <https://doi.org/10.24114/paedagogi.v10i2.64464>
- Rinawati Zailani, Choirun Nisa, & Eko Sri Suhartini. (2022). The Influence of Teachers' Welfare on Teachers' Work Ethic (Case Study of Early Childhood Teachers in Tegalrejo Village, Gunung Kidul). *Journal of Management and Social Sciences*, 1(4), 98–108. <https://doi.org/10.55606/jimas.v1i4.71>
- Ritblatt, S. N., Hokoda, A., & Van Liew, C. (2017). Investing in the early childhood mental health workforce development: Enhancing professionals' competencies to support emotion and behavior regulation in young children. *Brain Sciences*, 7(9). <https://doi.org/10.3390/brainsci7090120>
- Rumpoko, A. U. T., Pranoto, Y. K. S., & Diana, D. (2023). Instrument of Work Happiness Factors in Early Childhood Education Teachers. *Journal of Obsession: Journal of Early Childhood Education*, 7(5), 5621–5629. <https://doi.org/10.31004/obsesi.v7i5.5202>
- Sahadatunnisa, A., Darmiyanti, A., & Munafiah, N. (2023). *Improving Teacher Professionalism in Early Childhood Education*. 5, 175–182.
- Sari wardani simarmata, Sagita, D. D., Azizah Batubara, Juliana Simangunsong, & Erwita Ika Violina. (2024). Development of Mindfulness-Based E-Modules to Improve the Well-Being of Early Childhood Teachers. *Scientific Journal of Counseling Guidance Undiksha*, 15(3), 258–267. <https://doi.org/10.23887/jibk.v15i3.87303>
- Scarvanovi, B. W., & Priyatama, A. N. (2023). " Legowo ": A Picture of Gratitude and Psychological Well-Being of Early Childhood Education Teachers. *Consider using this technology to help you understand the importance of your child's work*.
- Surahman, E., Satrio, A., & Sofyan, H. (2020). Theoretical studies in research. *JKTP: Journal of Educational Technology Studies*, 3(1), 49–58. <https://doi.org/10.17977/um038v3i12019p049>