

ABSTRAK

Kesejahteraan mental menjadi isu penting di berbagai sektor dewasa ini, termasuk di lingkungan kerja. Di sekolah, profesi guru memiliki risiko signifikan terhadap gangguan kesejahteraan mental. Hal ini tidak terlepas dari tanggung jawab moral atas tumbuh kembang siswa, kompleksitas relasi dengan berbagai pemangku kepentingan, serta tuntutan personal guru itu sendiri. Penelitian ini bertujuan untuk menganalisis strategi pengelolaan kesejahteraan mental guru di Sekolah X, sebuah institusi pendidikan nasional dengan enam lokasi operasional dari jenjang prasekolah hingga sekolah menengah atas. Kompleksitas Sekolah X, termasuk layanan inklusi dan pendekatan personalisasi pada setiap siswa, menjadikannya kasus yang menarik untuk dikaji.

Penelitian ini menggunakan pendekatan kualitatif dengan jenis fenomenologi. Data dikumpulkan melalui wawancara semi-terstruktur dengan enam narasumber guru yang dipilih dari setiap lokasi operasional dengan mempertimbangkan keragaman karakteristik. Analisis data dilakukan dengan mengkombinasikan Model PERMA (*Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment*) untuk memahami dimensi kesejahteraan individu, dan *Social Ecological Model* (SEM) untuk menganalisis intervensi di berbagai tingkat sistem.

Penelitian ini menghasilkan tiga temuan utama. Pertama, beban kerja merupakan tantangan utama, namun secara individual guru mengembangkan mekanisme koping adaptif, termasuk pemaknaan spiritual terhadap pekerjaan sebagai panggilan hidup. Kedua, hubungan sosial memiliki peran ganda yang kompleks, baik sebagai pendukung maupun penghambat kesejahteraan mental. Ketiga, terdapat kesenjangan antara program kesejahteraan mental yang telah dirancang dengan tingkat partisipasi dan persepsi guru mengenai efektivitasnya, termasuk persepsi bahwa program cenderung dirancang secara *top-down*. Temuan ini memberikan refleksi dan implikasi praktis bagi pengelolaan sumber daya manusia, khususnya dalam merancang strategi pengelolaan kesejahteraan mental yang lebih kontekstual dan partisipatif di industri pendidikan.

Kata Kunci: kesejahteraan mental guru, strategi pengelolaan, Model PERMA, *Social Ecological Model* (SEM).

ABSTRACT

Mental well-being has become a critical issue across various sectors today, including the workplace. In schools, the teacher profession carries significant risks for mental well-being disturbances. This stems from the moral responsibility for students' development, the complexity of relationships with multiple stakeholders, and teachers' personal demands. This study aims to analyze the mental well-being management strategies for teachers at School X, a national educational institution operating across six locations, spanning from preschool to senior high school levels. The complexity of School X, including its inclusive education services and personalized approach to each student, makes it a compelling case for investigation.

This research uses a qualitative approach with a phenomenological design. Data were collected through semi-structured interviews with six teachers selected from each operational location, considering diverse characteristics to ensure richness of perspectives. Data analysis was conducted by combining the PERMA Model (Positive Emotion, Engagement, Relationships, Meaning, and Accomplishment) to understand dimensions of individual well-being, and the Social Ecological Model (SEM) to analyze interventions across different systemic levels.

The study yielded three main findings. First, workload emerged as a primary challenge; however, teachers individually developed adaptive coping mechanisms, including spiritual meaning-making of their work as a calling. Second, social relationships played a complex dual role, functioning as both facilitators and inhibitors of mental well-being. Third, a gap exists between the designed mental well-being programs and teachers' participation levels and perceptions of program effectiveness, including the perception that programs tend to be designed top-down. These findings offer reflections and practical implications for human resource management, particularly in designing more contextual and participatory mental well-being management strategies within the education sector.

Keywords: teacher mental well-being, management strategy, PERMA Model, Social Ecological Model (SEM).