

## Improving The Subjective Well-Being Of Kindergarten Teachers: A Strategic Step Towards Achieving The SDGs On Education And Counseling Impact

Dony Darma Sagita<sup>1\*</sup>, Sari Wardani Simarmata<sup>2</sup>, Novi Eka Saputri<sup>3</sup>, Saddam, Fathurrachman<sup>4</sup>, Kurnia Sari Kasmiarno<sup>5</sup>

<sup>1,2</sup>Program studi PG-PAUD, Universitas Terbuka

<sup>3,4</sup>Program studi PGSD, Universitas Terbuka

<sup>5</sup>Program studi Ekonomi Syariah, Universitas Terbuka

e-mail: [donyds@ecampus.ut.ac.id](mailto:donyds@ecampus.ut.ac.id)\*

[sari.wardani@ecampus.ut.ac.id](mailto:sari.wardani@ecampus.ut.ac.id), [novi.eka.saputri@ecampus.ut.ac.id](mailto:novi.eka.saputri@ecampus.ut.ac.id)

[saddam.fathurrachman@ecampus.ut.ac.id](mailto:saddam.fathurrachman@ecampus.ut.ac.id)

[kurnia.sari@ecampus.ut.ac.id](mailto:kurnia.sari@ecampus.ut.ac.id)

**Abstract.** This study aims to analyze the Subjective Well-Being (SWB) of kindergarten teachers in DKI Jakarta and its implications for the quality of early childhood education in achieving the Sustainable Development Goals (SDGs). We employed a quantitative descriptive approach, surveying a sample of 380 kindergarten teachers in DKI Jakarta. To measure aspects of self-satisfaction, positive affection, and negative affection, we utilized the Teacher Subjective Wellbeing Questionnaire (TSWQ). The results indicated that 68.6% of teachers reported a moderate level of SWB, while 16.2% fell into the low category and 15.2% exhibited a high level of SWB. These findings underscore the importance of subjective well-being for teachers, as it not only impacts their performance but also serves as a reference for fulfilling the SDGs in education. Teachers with a high SWB are likely to foster a more positive and high-quality learning environment, whereas those with low well-being may struggle in this regard. This study recommends enhancing social support, providing ongoing professional training, implementing performance awards, and promoting work-life balance as strategies to improve teacher SWB and support sustainable development in education and also the role and function of guidance and counseling.

**Keywords:** Subjective Well-being, Kindergarten Teachers, SDGs, wellbeing

**Abstrak.** Penelitian ini bertujuan untuk menganalisis Subjective Well-Being (SWB) guru TK di DKI Jakarta dan implikasinya terhadap kualitas pendidikan anak usia dini dalam mencapai Tujuan Pembangunan Berkelanjutan (SDGs). Kami menggunakan pendekatan deskriptif kuantitatif dengan menyurvei sampel 380 guru TK di DKI Jakarta. Untuk mengukur aspek kepuasan diri, kasih sayang positif, dan kasih sayang negatif, kami menggunakan Kuesioner Kesejahteraan Subjektif Guru (TSWQ). Hasilnya menunjukkan bahwa 68,6% guru mempunyai tingkat SWB sedang, 16,2% guru masuk dalam kategori rendah, dan 15,2% guru mempunyai tingkat SWB tinggi. Temuan-temuan ini menggarisbawahi pentingnya kesejahteraan subjektif bagi guru, karena tidak hanya berdampak pada kinerja mereka tetapi juga menjadi acuan untuk memenuhi SDGs di bidang pendidikan. Guru yang memiliki SWB yang tinggi kemungkinan besar akan menciptakan lingkungan belajar yang lebih positif dan berkualitas tinggi, sedangkan guru yang memiliki tingkat kesejahteraan yang rendah mungkin akan mengalami kesulitan dalam hal ini. Penelitian ini merekomendasikan untuk meningkatkan dukungan sosial, memberikan pelatihan profesional berkelanjutan, menerapkan penghargaan kinerja, dan mendorong keseimbangan kehidupan kerja sebagai strategi untuk meningkatkan SWB guru dan mendukung pembangunan berkelanjutan di bidang pendidikan serta peran dan fungsi bimbingan dan konseling.

**Kata Kunci:** Kesejahteraan Subjektif, Guru TK, SDGs, kesejahteraan

## INTRODUCTION

The implementation of education in Indonesia plays a crucial role in achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which focuses on the quality of education, and SDG 3, which emphasizes mental health and well-being (Meštrović et al., 2022). Kindergarten teachers are instrumental in establishing the foundational elements of early childhood education. This stage is critical for fulfilling children's developmental needs, significantly impacting the quality of Indonesia's future generations. Teachers' high subjective well-being can enhance both the value and quality of teaching, which ultimately contributes to the goal of providing inclusive and quality education for all children (Unicef, 2021). Moreover, the overall health and well-being of teachers reflect their mental and emotional health, which is particularly relevant for kindergarten educators. Subjective well-being in kindergarten teachers encompasses life satisfaction, positive emotions, and low levels of negative emotions, all of which directly influence their mental health (Deschamps et al., 2022).

Therefore, improving the subjective well-being of kindergarten teachers not only supports the achievement of the SDGs but also strengthens overall efforts towards these goals. This improvement fosters a healthy, productive, and quality educational environment for children in Indonesia (Farhah et al., 2021; Sasmoko et al., 2017). Various factors can affect the productivity and creativity of kindergarten teachers in creating a positive and productive work atmosphere, where kindergarten teachers are required to be able to innovate better than secondary school teachers. Thus, they must be able to manage psychological conditions well and in a directed manner, one of which is Subjective Well-being (SWB) or subjective welfare of teachers. Teachers who can create innovation will get happiness that can create better loyalty, and become more productive individuals. (Diener, Kanazawa, et al., 2015). The high SWB of kindergarten teachers will increase their willingness to collaborate, work together, help coworkers, and show a positive attitude in their daily activities SWB refers to an individual's cognitive and affective assessment of their life (Purwito et al., 2012). The affective aspect includes feelings of happiness about one's life, while the cognitive aspect encompasses fulfillment in various life domains and overall life satisfaction (Diener & Oishi, 2005). A person is considered to have high SWB if they frequently experience positive emotions and feel satisfied with their life, compared to negative feelings (Diener, 1984; Diener, Oishi, et al., 2015; Lucas & Diener, 2009).

High levels of SWB among teachers can enhance the quality of education and contribute to an environment that supports children's mental health and social development. This aligns with The vision of the Sustainable Development Goals (SDGs) and emphasizes the importance of an inclusive and prosperous future. In this context, the subjective well-being of teachers is essential, as it not only affects their welfare but also significantly contributes to creating a positive and supportive learning environment. The well-being of teachers directly influences the quality of education and student satisfaction. Teachers who find fulfillment in their work are more likely to provide emotional support to their students, thus fostering a positive and encouraging atmosphere for Learning. Furthermore, Teacher well-being not only affects the quality of teaching in the classroom but also determines the overall atmosphere and culture of the school. Teachers who feel fulfilled in their work tend to have a broad positive influence, motivating their students and colleagues (Geving, 2007). These conditions must also apply to kindergarten teachers and early childhood education professionals.

Kindergarten teachers play a crucial role in supporting children's development. They can fulfill this role more effectively if they can address the various subjective well-being (SWB) challenges they face. According to data from the Indonesian Kindergarten Teachers Association in Indonesia was call IGTKI for the years 2022 to 2024, several issues have been identified that impact the SWB of kindergarten teachers. These issues include the demands of a changing curriculum, high parental expectations, low teacher satisfaction with government support, inadequate income relative to their work, heavy workloads, uncertainty regarding their

employment status, a lack of opportunities for professional development, and negative emotional challenges faced by the teachers (Farhah et al., 2021; Newland et al., 2014; Purwito et al., 2012; Snyder et al., 2020).

## **LITERATURE REVIEW**

Subjective well-being is a condition based on the hedonic philosophy, namely the understanding that explains that happiness and pleasure are the goals in achieving human life goals. In general, humans really want pleasure and happiness in their lives and never want hardship or suffering to occur in their lives. Subjective well-being is a form of a person's assessment of what happens in their life in the form of cognitive and affective components. A person's assessment of their life such as work, leisure time, family, health, finances, friendship with other people and so on are cognitive components (Diener et al., 2009). Subjective well-being has a multidimensional structure consisting of two different components, the cognitive component, related to the assessment of life satisfaction, and the affective component, which refers to the existence of high levels of positive influence and low levels of negative emotional experiences (Walter & Shenaar-Golan, 2017).

Subjective well-being is an evaluation process in expressing experiences, emotional reactions to a situation and/or quality of life involving cognitive and affective aspects related to happiness in the affective aspect and life satisfaction in the cognitive aspect (Diener, 1984). SWB is a description of the level of well-being experienced by a person based on their subjective evaluation of the direction of life they live such as a person's condition with feelings of pleasure, satisfaction with life, interest and involvement, affective reactions, joy and sadness, life events and feelings of sadness towards life events that occur (Diener & Ryan, 2009).

SWB is also interpreted as an important description in the life, work and social interactions of each person in their respective jobs and activities (Diener & Ryan, 2009). SWB in teachers is characterized by a teacher's evaluation of themselves and an evaluation of their professional life as an educator at school and outside of school (Biswas-Diener & Diener, 2006; Gasper, 2007; Oishi et al., 2012). SWB is a form of subjective evaluation of a person regarding the context of his/her life including how the person carries out concepts such as life satisfaction, pleasant emotions, happiness, satisfaction with areas such as marriage and work, low levels of unpleasant emotions (Gasper, 2005; Lucas & Diener, 2009). SWB is an umbrella term used to describe the level of well-being experienced by an individual according to the subjective evaluation of his/her life. Subjective well-being (SWB) and happiness can be divided into three categories. First, SWB is not a subjective statement but is some quality desires that everyone wants to have. Second, SWB is a comprehensive assessment of a person's life that refers to various criteria. The third meaning of SWB when used in everyday conversation, namely where positive feelings are greater than negative feelings (Gasper, 2007; Lauwerier, 2018; Oishi et al., 2012).

The right to pursue happiness is a key principle in the Declaration of Independence, reflecting its significance in American values. Similarly, early versions of the European Union constitution mention happiness, showing its universal importance (Lyubomirsky et al., 2011). For many, happiness is seen as one of the main, if not the ultimate, goals in life. Researchers have devoted much effort to understanding what causes happiness, and more recently, they have studied how happiness can benefit other areas of life. Happiness is not only a life goal but can also help people achieve other positive outcomes. According to Lyubomirsky, King, and Diener (2005), happier people often succeed in various parts of life partly due to their positive mindset (Lyubomirsky et al., 2005; Lyubomirsky & Dickerhoof, 2005). They tend to be more social, generous, active, and healthy, with better conflict resolution skills. Positive moods also boost creativity. While these findings come from short-term studies, future research may focus on the

long-term impact of happiness throughout life and whether boosting happiness can lead to lasting benefits (Layous & Lyubomirsky, 2014).

Teacher subjective well-being (TSWB) is a crucial factor in creating a quality, inclusive educational environment, which also plays a key role in supporting the Sustainable Development Goals (SDGS). SWB refers to an individual's level of life satisfaction and positive emotional balance experienced in daily life, encompassing dimensions such as life satisfaction, happiness, and emotional well-being (Diener, Lucas, et al., 2018). High teacher well-being impacts not only the quality of instruction but also the quality of teacher-student interactions, fostering a positive learning environment that supports student development (McCallum, 2021). Research shows that teachers with good SWB are more effective in managing stress and classroom conflicts and are better able to provide emotional support to students, which is essential for early childhood social and emotional development (Lipscomb et al., 2022). Furthermore, enhancing teacher SWB can strengthen their mental health, not only improving teachers' quality of life but also reducing the high risk of burnout in this profession (Lipscomb et al., 2022). Supporting teacher well-being within the school environment can help build a sustainable and high-quality education system, where teachers can more optimally contribute to students' holistic development, aligning with the goals of the SDGs (Lauwerier, 2018; Schreiber & Torabian, 2023).

This study offers a new perspective by exploring the relationship between teachers' subjective well-being and the quality of the learning environment they create, which has not been widely explored specifically in early childhood education studies. In addition, this study seeks to fill the gap in the literature by exploring the direct and indirect impacts of teachers' SWB on students' social and emotional development, as well as how teachers' SWB can reduce the level of burnout that is often a challenge in this profession. This approach adds new value to understanding the important role of teacher well-being as a supporting factor for a sustainable and quality education system, while also underlining the importance of policies that focus on teacher well-being as an integral part of achieving the SDGs in the education sector.

## **METHODOLOGI**

Research has shown that various SWB challenges encountered by kindergarten teachers are influenced by economic, psychosocial, professional, and contextual factors, which include the curriculum, school environment, school administration, and class management issues (Karimah, 2023), with the population being all kindergarten teachers in DKI Jakarta and a sample of 380 teachers selected by purposive random sampling. The instrument used was the Teacher Subjective Wellbeing Questionnaire (TSWQ) developed by Renshaw. The use of the TSWQ aims to obtain accurate and measurable data regarding teachers' perceptions of their well-being in a professional context. The data analysis technique used descriptive statistics using SPSS, starting with the validity and reliability test of the instrument through exploratory factor analysis (EFA) and Cronbach's Alpha. The results of this study are expected to provide an in-depth picture of the level of welfare of kindergarten teachers in DKI Jakarta as a reference for policies to improve teacher welfare.

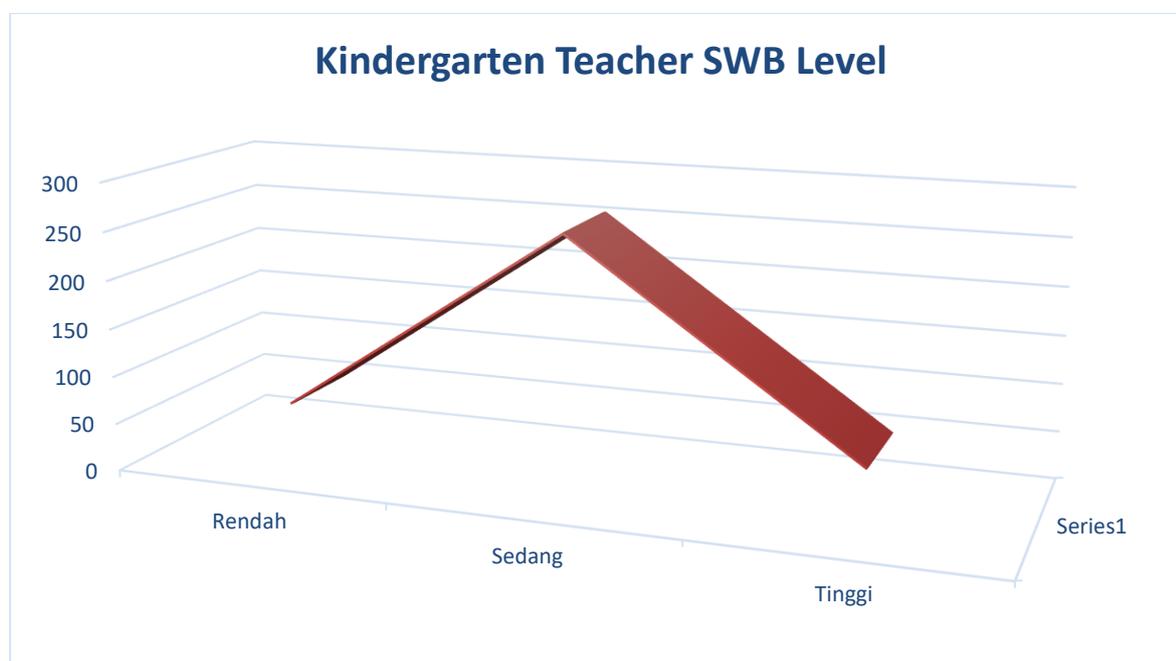
## RESULTS AND DISCUSSION

After statistical analysis using SPSS, the data obtained were as in the following table:

Table 1. Description of SWB levels of kindergarten teachers

| Classification |           | Frequency | Percent | Valid Percent | Cumulative Percent |
|----------------|-----------|-----------|---------|---------------|--------------------|
| Valid          | Low       | 62        | 16.2    | 16.2          | 16.2               |
|                | Currently | 262       | 68.6    | 68.6          | 84.8               |
|                | Tall      | 58        | 15.2    | 15.2          | 100.0              |
|                |           | 382       | 100     | 100           |                    |

Based on the table, it can be seen that 16.2% of kindergarten teachers in DKI Jakarta are at a low level of SWB, 68.6% are in the medium category and 15.2% are in the High category. Thus, it can be concluded that teachers who experience the highest percentage are in the Medium category (68.6%). This finding indicates that most kindergarten teachers in Jakarta have a moderate level of well-being, while only a small proportion are at high and low levels of subjective well-being. The largest proportion in this medium category can be understood considering the working conditions and emotional demands faced by kindergarten teachers, which require emotional resilience in dealing with early childhood children and in managing interactions with parents of students. In the study by (Wicaksono & Rahman, 2023), the subjective well-being (SWB) curve of kindergarten teachers reflects a significant condition.



**Figure 1 illustrates this curve:**

Subjective well-being that falls into the moderate category is considered problematic. It indicates a need for individuals to evaluate their lives in terms of satisfaction, happiness, and the positive emotions they experience.

According to Diener (1984), the perception of purpose and meaning in life plays a crucial role in this evaluation. Additionally, Lucas & Diener, (2008) emphasize the importance of cognitive assessments of life satisfaction. Snyder et al. (2020) further support the notion that subjective well-being involves an individual's assessment of their quality of life (Snyder et al., 2020). This assessment includes two main components: the affective (emotional) evaluation of daily experiences and the cognitive evaluation of life as a whole (Kahneman & Deaton, 2010). Therefore, SWB is interpreted as a positive psychological condition characterized by high levels of life satisfaction. A teacher must have high SWB to be able to regulate emotions, control the environment, restrain oneself and face various problems well. On the other hand, teachers who have a low level of subjective well-being tend to feel that their lives are unhappy, full of negative thoughts and feelings which cause anxiety, anger, and even risk experiencing depression (Diener, Oishi, et al., 2018). Thus, SWB is used as a multidimensional concept that involves various aspects, including life satisfaction, happiness, and positive emotional experiences. This subjective assessment of well-being is subjective, differs from one individual to another, and is not always related to objective factors such as the individual's wealth or social status.

Teachers with high SWB often demonstrate emotional resilience and maintain a positive outlook on their work. This positivity is often bolstered by support from colleagues, family, or even the management of the kindergarten where they are employed. Such conditions enable these educators not only to perform their daily tasks effectively but also to find greater personal satisfaction in their roles as early childhood educators (Sutisna, 2020). Additionally, institutional support, such as rewards or improved welfare programs, can help retain teachers with high SWB. This retention, in turn, contributes to the achievement of the Sustainable Development Goals (SDGs), particularly in education and welfare. On the other hand, 16.2% of kindergarten teachers in the low SWB category report facing emotional stress or a significant workload. These teachers may experience burnout or stress, which can diminish their effectiveness and overall well-being, especially in large cities where balancing school and home life is crucial. This is a significant concern because teachers with low SWB tend to have higher levels of negative affect, which can adversely impact their performance and the quality of their interactions with students (Nasution et al., 2024). Therefore, kindergarten teachers in DKI Jakarta require special attention through work welfare programs and psychological support to enhance their quality of life and improve their performance.

To enhance the Subjective Wellbeing of kindergarten teachers in Indonesia, a comprehensive approach is necessary. This includes the development of training programs, psychological support from stakeholders, and improvements in work conditions for teachers. Such measures are essential to ensure better educational quality and to support the achievement of Sustainable Development Goals (SDGs) related to education and welfare in Indonesia (Amsal et al., 2023; Luna et al., 2024; Yonvitner et al., n.d.). Improving the SWB of kindergarten teachers requires a focus on emotional, social, and work environment factors. One crucial step is to boost social support within the workplace, as research indicates that support from colleagues and supervisors significantly impacts job satisfaction and reduces stress among teachers (Snyder et al., 2020; Wicaksono & Rahman, 2023; Windarwati et al., 2022). A positive work environment fosters a sense of mutual support, which contributes to higher teacher SWB, particularly through team initiatives and mental health programs that encourage social interaction (Geving, 2007; Kyriacou, 2001). Additionally, ongoing training and professional development programs are vital, as they help teachers enhance their skills and competencies.

The SWB of kindergarten teachers plays a key role in advancing the Sustainable Development Goals (SDGs). Teachers who experience high levels of happiness and personal well-being are generally more patient, motivated, and equipped to foster a positive learning environment for young students. Such a supportive atmosphere is essential for enhancing children's social and emotional growth, laying a strong foundation for their future education

(Diener et al., 2009). Additionally, teachers with high SWB are better able to manage stress, which positively impacts their mental health and contributes to creating a healthier school environment overall (Sagita et al., 2021). So, When teachers feel satisfied and balanced, they can create emotionally safe spaces for young children, promoting healthy social and emotional development. Additionally, high SWB helps teachers manage stress more effectively, which benefits their mental health and supports a healthier school community, thereby laying a strong foundation for lifelong learning and well-being among students

To effectively support the Sustainable Development Goals (SDGs) initiated by the United Nations, it is essential to focus on the psychological well-being of teachers, particularly in the context of early childhood education, which requires a deep personal commitment. One key aspect to consider is the SWB of kindergarten teachers, as it directly influences their satisfaction and happiness in performing their teaching duties. When teachers experience high SWB, they not only teach more effectively but also foster a positive learning environment for young children. Additionally, it is important to prioritize teachers' psychological well-being so they can actively contribute to and collaborate on developing children's character and social skills. These skills are critical foundations for achieving the SDG targets related to quality education, mental health, and overall well-being.

Subjective well-being is basically one form of developing the objectives of guidance and counseling, namely the ability of teachers to provide assistance to students to achieve a meaningful and happy life both personally and socially (Engel & Yusuf, 2013). Thus, providing assistance from guidance and counseling services is the final form of achieving and exploring optimal potential in teachers in every phase of their development so that individuals can be happy and prosperous in their lives (Graham et al., 2007). Feelings of happiness, pleasure, and satisfaction are the results of Subjective well-being. Thus, the development of comprehensive and comprehensive guidance and counseling science in keeping up with the times, becomes very important, especially in optimal self-development and the ability of teachers to achieve happiness, prosperity, and be able to develop the potential that exists in themselves and have harmonious relationships with their social environment becomes important, and must be a joint commitment of all parties (Rosmawati & Donal, 2018). Increasing SWB in students' consciousness is important to support educational goals and guidance and counseling goals so that students can become autonomous, happy, and prosperous individuals (Bakar, 2020).

Guidance and counseling play an important role in improving the Subjective Well-Being (SWB) of kindergarten teachers, which ultimately has a positive impact on the quality of early childhood education (Herr & Pinson, 1982). With guidance and counseling services, kindergarten teachers can get emotional support that helps them manage stress and face daily challenges in their work. This guidance process also gives them the opportunity to develop good interpersonal and social skills, which are very useful in creating positive relationships with students, colleagues, and parents. In addition, guidance and counseling can help teachers design their career development, provide direction on long-term goals that are in line with their personal and professional aspirations, so that they feel more motivated and involved in their work (Wambu & Fisher, 2015). This intervention also helps prevent burnout, providing strategies to maintain a balance between work demands and personal needs (Goldstein, 2007). With teachers who have high SWB, they will be better able to create a positive learning environment, which supports optimal child development and brings them closer to achieving the goal of quality education in the Sustainable Development Goals (SDGs) .

## **CONCLUSION**

The results of this study indicate that the average SWB of kindergarten teachers in DKI Jakarta is at a moderate level, with 68.6% of teachers reporting this level. Additionally, 16.2% report low

SWB, while 15.2% report high SWB. This finding highlights the need for special attention to the subjective well-being of kindergarten teachers, given their crucial role in laying the foundation for early childhood education. Teachers with high SWB are better equipped to engage positively with children, deliver quality lessons, and make meaningful contributions to achieving the Sustainable Development Goals (SDGs), particularly in areas related to Quality Education and Mental Health and Well-being. The predominance of a moderate level of SWB suggests a need for enhanced emotional support and a more conducive work environment for teachers. Proposed strategies to improve SWB include strengthening social support networks, providing ongoing professional development, recognizing and appreciating teacher performance, implementing mental health programs, and promoting work-life balance. These policies can not only enhance teacher well-being but also improve the overall quality of education. Therefore, investing in teachers' subjective well-being is a strategic approach to creating a more effective educational environment, which is essential for nurturing a quality future generation. Further research is encouraged to explore cultural factors and other elements that may influence teacher SWB. And then, Guidance and counseling play an essential role in enhancing kindergarten teachers' Subjective Well-Being (SWB) by providing emotional support, interpersonal skill development, career planning, and burnout prevention, enabling them to create a positive learning environment and support the achievement of quality education goals within the Sustainable Development Goals (SDGs).

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