

Interventions to Improve *Teacher Well-Being* in Early Childhood Education Teachers: Systematic Literature Review 2020-2026

Maria Ulfa

Institu Agama Islam Negeri Pontianak

Email: mhariyahulfah98@gmail.com

Corresponding Author: Maria Ulfa

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ABSTRACT

This study aims to analyze various forms of interventions to improve teacher well-being in Early Childhood Education (PAUD) teachers through a systematic literature review approach to articles published in 2020-2026. Data searches were conducted on Google Scholar, DOAJ, and Neliti, with a filtering process using Zotero and Rayyan, from 100 articles resulting in thirteen articles that met the inclusion criteria. The results of the study showed four main themes of the intervention, namely positive psychology (gratitude and religiosity), mindfulness and emotion regulation, structural-organizational factors (financial well-being, workload, and system support), and professional competency development. The well-being condition of PAUD teachers is generally in the medium to high category, largely supported by intrinsic motivation and spiritual coping strategies amid limited structural support. The study concluded that the most effective interventions were multidimensional, combining individual psychological approaches with structural improvements at the institutional and policy levels.

Keywords: *Teacher Well-Being; Early Childhood Teachers; Intervention.*

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INTRODUCTION

Early Childhood Education (PAUD) is a crucial foundation in the formation of quality human resources. This period is known as the golden phase (*Golden Age*) which is very determinant in optimizing the development of religious and moral values, cognitive abilities, social-emotional competence, language skills, and children's artistic expression. A number of empirical studies confirm that the quality of early childhood education services has a significant effect on children's readiness to enter formal education, academic and non-academic achievements, and personality formation in the long term, so that improving the quality of early childhood education needs to be a priority agenda in national education policies (Li et al., 2024). The factors that determine the quality of PAUD are influenced by the quality of a teacher. The quality of teachers is determined from full awareness, not influenced by depression and stress (Corthorn et al., 2024), because teachers in PAUD Institutions are not only educators but also parents for children at school, besides that teachers also have a role in stimulating aspects of child development, becoming partners with parents, and being able to create a safe and comfortable learning environment for early childhood (Wardani & Eriyanto, 2025). The quality of teachers will be the main success factor in the learning process. Therefore, the quality of PAUD services cannot be separated from the condition and welfare of the teachers who run them.

However, the reality is that the PAUD teacher profession faces various challenges that are increasingly complex (Li et al., 2024). In addition to pedagogical demands, teachers are also burdened with various learning administrations, preparation of child development reports, communication with parents, curriculum implementation, and various other professional demands. The results of Diliya et al's research show that the workload of PAUD teachers is in the high category of 79%-100% (Fiatunnabilah et al., 2025). The complexity of this work often causes psychological pressure that can have an impact on mental health and teacher welfare. In accordance with the results of Sijing Zhou of Australia's research, it shows that teachers are one of the professions that are vulnerable to experiencing work stress, emotional fatigue and *burnout* due to high job demands (Zhou et al., 2024). When teachers experience *Burnout*, the ability to provide stimulation, respond and be warm to children tends to decrease, indirectly so that it has an impact on the quality of the learning environment (Permatasari, 2025). This phenomenon contributes to the high rate of transfer of PAUD teachers in various countries which reaches around 30% per year, indicating that there are serious problems related to the welfare and sustainability of the PAUD teacher profession (Li et al., 2024). A similar situation also occurs in Indonesia, where most PAUD teachers receive an income ranging from IDR 250,000 to IDR 300,000 per month, a figure far below the Provincial Minimum Wage (UMP), encouraging teachers to look for alternative sources of income to meet their living needs (Aisyah Nur et al., 2025).

The above phenomenon encourages increasing scientific and policy attention to the concept of teacher well-being. As a concrete response, Dr. Nur Hamzah, M.Pd., as the Chairman of the Association of Early Childhood Education Lecturers, supports the nationalization of Raudhatul Athfal (RA) schools which are equivalent to kindergarten, with the aim that teachers' career paths under the auspices of the Ministry of Religion obtain material welfare. The concept of teacher well-being does not only refer to stress-free conditions, but covers a broader dimension, including job satisfaction, mental health, positive quality of social relationships, and the capacity of teachers to develop professionally in a sustainable manner. In recent years, this concept has become a topic of rapidly growing research. Recent meta-analyses show that the support of school institutions, government policies, and the leadership of principals have a significant relationship with the level of

teacher welfare. On the contrary, the lack of support from various parties is the main factor that contributes to the continuous decline in teacher welfare.

The problem of teacher welfare not only has an impact on individuals, but also threatens the sustainability of the PAUD teacher profession more broadly. This condition encourages many teachers to leave their profession and switch to other fields that are considered more reliable for welfare. In the context of PAUD, teachers who are psychologically and materially prosperous have proven to be able to create a more conducive learning environment and support children's development more optimally. Therefore, improving teacher well-being is one of the key strategies in improving the quality of PAUD services as a whole.

Various previous studies have developed and tested various interventions to improve teacher well-being. These interventions include mindfulness programs, emotion regulation training, resilience development, coaching, mentoring, professional learning community (PLC), and strengthening the support of school organizations. Recent research shows that mindfulness-based approaches have a significant positive relationship with reducing teachers' anxiety levels (Corthorn et al., 2024). In addition to training programs, support from educational institutions and principals has also been shown to be an important factor that affects the effectiveness of interventions. Although studies related to this topic are growing rapidly, most studies still focus on identifying factors that cause stress, low compensation, and low teacher well-being as well as their relationship with other psychological variables. Studies that specifically synthesize various forms of interventions in an effort to improve teacher well-being in early childhood teachers are still relatively limited and have not been widely carried out systematically.

Based on the gaps in the studies that have been described, there is an urgent need to conduct a systematic review that identifies and analyzes various interventions in improving teacher well-being in early childhood teachers. This study is expected to provide a comprehensive overview of the most widely used forms of intervention, the level of effectiveness, and the factors supporting the success of its implementation. Thus, the results of this study are expected to be an empirical basis for the development of policies and practices to improve the welfare of early childhood teachers in Indonesia and at the global level.

METHOD

This type of research uses literature studies, which is research related to reading, collecting, recording, sorting, and then managing the literature that has been obtained. Data management is carried out by connecting references related to the research topic being discussed. The data collected is in the form of scientific articles that have been published in the last 5 years. Iliah articles are obtained through the search website, namely <https://scholar.google.com/>, <https://doaj.org/>, <https://www.neliti.com/id/>, Article requirements for a minimum of 15 articles. The stages of searching for article data start from:

1. Type the website address such as the search website i.e. <https://scholar.google.com/>, <https://doaj.org/>, <https://www.neliti.com/id/>, in the search field.
2. Type the keywords search for teacher welfare, well-being teachers, early childhood teachers, kindergarten teachers, early childhood educators interventions, programs, strategies, training, in the search box on the website.
3. Then the scientific articles that have been found, enter the filtering stage by determining 2 criteria; 1) inclusion criteria are scientific articles based on the criteria of the topic of discussion in the article discussing interventions to improve *teacher well-being* at the PAUD Institution Level. In addition, the article is also a selection based on the last 5 years

2020-2026. Then the full text is available, available in Indonesian and English. 2) The inclusion criteria are review articles, book chapters, theses/dissertations, do not focus on PAUD, or do not discuss interventions.

4. The screening process is carried out using Zotero to remove duplication and rayyan for the screening of titles, abstracts, full text.

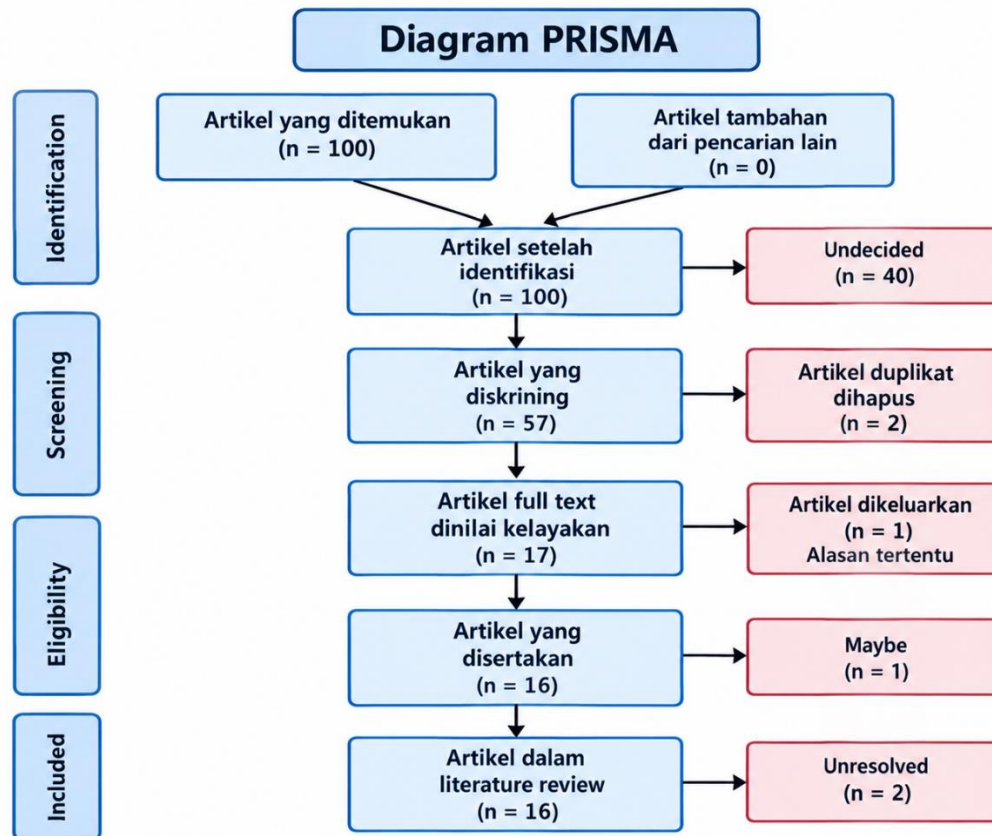


Figure 1. PRISMA Diagram of the Article Selection Process in Systematic Literature Review

RESULTS AND DISCUSSION

In order to strengthen the empirical basis of research, a study of previous research was conducted to identify various findings related to the variables studied. Previous research has an important role in providing an overview of the development of studies, empirical results, and relationships between variables that have been found by previous researchers. In addition, the study is used to identify similarities, differences, and *research gaps* that can be the basis for developing further research. Based on the results of the literature search, several studies were found that are relevant to the study on gratitude and psychological well-being. A summary of relevant previous research results is presented in Table 1 below.

Table 1 Results of previous research

Yes	Researcher Name	Research Title	Country	Results	Findings
1.	(Scarvanovi, 2023)	"Legowo": A Portrait of Gratitude and Psychological Well-Being of Early Childhood Education Teachers	Indonesia	Quantitative research with 84 PAUD teachers in Surakarta City used the Indonesian version of the gratitude scale and the psychological well-being scale. Simple linear regression analysis showed a significance value of 0.000 (<0.05), which means that there is a significant influence between gratitude and psychological well-being. The value of R square = 0.192, meaning that gratitude contributes 19.2% to psychological well-being. Regression equation: $Y = 33.182 + 0.226X$ (positive direction).	There is a significant positive relationship between gratitude (legowo/gratitude) and psychological well-being in early childhood education teachers. The higher the gratitude, the higher the psychological well-being of teachers. Gratitude has been shown to increase positive coping mechanisms, reduce social comparisons, minimize materialism, and encourage prosocial behavior. However, 80.8% of psychological well-being is influenced by

					other factors that have not been studied, such as incentives, infrastructure support, and psychological training.
2	(Sagita et al., 2024)	Mindfulness-Based E-Module to Improve the Well-Being of Early Childhood Teachers	Indonesia	R&D development research with the ADDIE model involved 12 PAUD teachers in South Tangerang. Data were collected through pre-test and post-test questionnaires on the six dimensions of PWB. Expert validation showed an average score of 3.65 (excellent category). The entire dimension of PWB increased significantly after the implementation of the module, with the autonomy dimension recording the highest increase (from an average of 8.33 to 11.25). The average teacher assessment of the e-module was 4.13.	Mindfulness-based e-modules have proven to be effective in improving the psychological well-being of PAUD teachers in all dimensions: self-acceptance, positive relationships with others, autonomy, mastery of the environment, belief in having a purpose in life, and personal growth. This module is considered flexible because it can be accessed anytime and anywhere. The teacher provides positive feedback regarding practical guidance and mindfulness activities (meditation, self-reflection,

					breathing) that help manage work stress.
3	(Wardani & Eriyanto, 2025)	Subjective Well-Being Overview of Kindergarten Teachers in Limbangan District	Indonesi a	Descriptive qualitative research with purposive sampling involved 60 kindergarten teachers in Limbangan District, Garut. Data were collected through a Likert scale questionnaire using the PANAS instrument and the life satisfaction scale from WHO. SWB was calculated using the formula $SWB = SWLS + (PA - NA)$. The majority of teachers (80%) were in the categories of moderately satisfied (47%), satisfied (27%), and very satisfied (6%). The component of life satisfaction dominated (93% of the moderate-very satisfied category). The majority of negative effects were low (43%).	The majority of kindergarten teachers in Limbangan District have a high level of subjective well-being. The most dominant component is life satisfaction because it is cognitive and more stable than the affective component. Income factors are the ones that affect SWB the most; interestingly, teachers with higher incomes actually show greater dissatisfaction (33%) due to increased life expectancy (hedonic adaptation). Low-income teachers tend to be more satisfied because of simpler expectations.
4	(Rosita & Suherman, 2021)	Psychological Well-Being of Early Childhood Education Teachers in	Indonesi a	The quantitative research of the survey involved 168 PAUD teachers throughout the city	The psychological well-being of PAUD teachers in Bandung City during the

			Bandung City During the Covid-19 Pandemic		of Bandung. Data was collected through a google form questionnaire. Results: 17.3% in the high category, 72.6% in the medium category, 10.1% in the low category. In the aspect per dimension: positive relationships with others have the highest score (25% high), while self- acceptance has the most low category (14.5%). The dimension of life goals is most in the medium category (78.6%).	Covid-19 pandemic is generally in the moderate category and tends to be high. Despite facing various obstacles to online teaching (communication, technology, methods), PAUD teachers still try to think positively (self- acceptance), build warm interpersonal relationships, and shape the environment as needed. The aspect of positive relationships with others is the main strength of PAUD teachers, while self- acceptance and mastery of the environment are the dimensions that need to be improved.
5	(Wahidah al., 2024)	et	Age, Gratitude, and Subjective Well-Being in Kindergarten Teachers	Indonesi a	A quantitative cross-sectional study with 72 teachers of Aisyiyah Kindergarten in Purwokerto (98.6% female, majority aged 41- 50 years). Instruments: SWB scale (SWLS + SPANE, $\alpha=0.839$)	Gratitude has a significant and positive influence on the subjective well- being of kindergarten teachers. Age has been shown to significantly moderate this relationship: the older the teacher,

				and gratitude GRAT scale ($\alpha=0.901$). Multiple regression analysis with Jamovi 1.8.4. Hypothesis test results: significant gratitude ($p=0.003$) predicted SWB; significant age$\times$gratitude interaction ($p=0.011$) showed significant age as moderator.	the stronger the influence of gratitude on his or her SWB. This is in line with the finding that gratitude increases with age. Practical implications: training and intervention programs are needed to develop teachers' gratitude from a young age (regular sharing activities, religious studies, etc.) so that SWB continues to increase with age.
6	(Aulia et al., 2025)	Analysis of the Financial Welfare of Early Childhood Education Teachers in Increasing Work Motivation in Rainbow Kindergarten	Indonesia	Quantitative descriptive analytical research on all PAUD teachers in Pelangi Kindergarten (total sampling). Data were collected through questionnaires, interviews, and documentation. Results: the majority of teachers considered their financial well-being at a moderate level. Incentives were not fixed and there was minimal social security. However, teachers'	Financial well-being has a significant influence on the work motivation of PAUD teachers. Teachers with decent income, additional incentives, and financial security show higher enthusiasm, responsibility, and loyalty. Despite moderate financial well-being, PAUD teachers at Pelangi Kindergarten still show high work motivation

				work motivation remained relatively high, driven by intrinsic motivation (professional calling, inner satisfaction, concern for children).	thanks to intrinsic motivation and a supportive work environment. However, financial limitations have the potential to erode long-term motivation. Improvements to the payroll system, proportional incentives, and adequate social security are needed.
7	(Rahmanita & Marhayati, 2023)	Becoming a Professional Early Childhood Education Teacher Candidate Through a Psychological Well-Being Approach	Indonesia	Qualitative descriptive research involved 3 lecturers and 37 final students of the S1 PIAUD study program UIN Fatmawati Sukarno Bengkulu. Data were collected through google form surveys, interviews, and observations. Results: >50% of students aspire to become PAUD teachers; 78.4% called salary/income the toughest challenge; 51.4% faced creativity problems; 43.2% personal personality problems. More than 50% have not	Prospective PAUD teachers face severe challenges in the form of low income, creativity difficulties, and emotional management. Psychological well-being has been proven to affect teacher professionalism by 39%. However, psychological well-being material has not been taught in depth in the PIAUD curriculum. Training or intervention in the form of psychological well-being

				received in-depth learning about psychological well-being.	modules is needed for prospective PAUD teachers to support personality competencies and prepare them to face professional challenges more optimally.
8	(Hastuti & Iswatiningsih, 2025)	<i>The Importance of the Role of Teachers in Improving the Quality of Learning in Early Childhood</i>	Indonesia	Descriptive qualitative research on IGABA (Aisyiyah Bustanul Athfal Teachers Association) educators in Musi Rawas Regency showed that out of 71 educators, only 8 (11.27%) were certified and 10 (14.08%) passed PPG administration. Most of the educators (45%) still have an equivalent high school background, while only 18% graduated from S1 PAUD.	The quality of PAUD teachers is greatly influenced by academic qualifications and mastery of the four competencies (pedagogic, professional, social, personality). PAUD teachers should ideally have a minimum qualification of D-IV/S1 PAUD and are certified PPG PAUD accredited, but the certification program/PPG in office has not optimally reached educators due to dapodic data constraints and non-linear majors.
9	(Nashiruddin, 2024)	<i>Subjective Well Being Teacher Raudhatul Athfal Non</i>	Indonesia	Descriptive qualitative research on 30 non-undergraduate RA teachers in	High SWB is formed through strategies to strengthen intentions,

		<i>Undergraduate in Pati Regency</i>		Pati Regency showed that the subjective well-being (SWB) condition was very good; all respondents stated that they were happy to teach at RA even though their average income was below the UMR (below Rp500,000/month) .	motivation to provide good education for children, have a job/side business, and cultivate optimism towards the status of RA teachers. The supporting factors include personality, optimism, environment, and self-esteem, which in an Islamic perspective are in line with the values of patience and gratitude.
10	(Kholisna, 2024)	<i>Analysis Factors Teachers Occupational Well-Being</i>	Indonesia	Research on the development of quantitative instruments on 23 teachers (KB, KINDERGARTEN, MI, SMA, SMK) produced 75 initial items of the teacher's work welfare scale which through exploratory factor analysis (EFA) was reduced to 38 valid items (factor loading > 0.5) with Cronbach's Alpha reliability of 0.964.	Four factors of teachers' well-being were identified: (1) recognition and satisfaction of work professionals, (2) self-development skills, (3) support of the administrative system, and (4) school cultural balance—showing that teachers' well-being is multidimensional covering psychological, social, and organizational aspects.

11	(Sufya & Retnaningsih, 2024)	<i>Organizational Citizenship Behavior and Psychological Capital in Pre-Kindergarten Teacher's Well-Being</i>	Indonesia	A quantitative study using the SEM-PLS approach on 107 pre-kindergarten teachers in the Riau Islands and East Java found that altruism, civic participation, politeness, self-efficacy, hope, and resilience had a significant positive effect on teachers' psychological well-being, with the model explaining the 40.6% variance ($R^2 = 0.406$).	Conscientiousness and optimism did not show a significant effect on the psychological well-being of pre-kindergarten teachers, in contrast to research findings in other professions — confirming the importance of contextually relevant specific dimensions of organizational civic behavior (OCB) and psychological capital (PsyCap) for early childhood teachers.
12	(Rufiati Pratiwi, 2025)	<i>Religiosity as a Moderator of the Effect of Work Stress on Psychological Well-being in Kindergarten Teachers</i>	Indonesia	A quantitative study of 291 kindergarten teachers in Demak Regency using moderation regression analysis found that work stress had a significant negative effect on psychological well-being (57% contribution); after religiosity was included as a moderator, the model's contribution increased to 82%.	Religiosity was shown to be significant as a moderator variable that weakened the negative influence of work stress on psychological well-being—the higher the teacher's religiosity, the lower the perceived work stress and the higher the psychological well-being, in line with the role of religion in

					building a positive outlook on life, community support, and moral foundation.
13	(Fauziah & Ramadhan, 2022)	Empowerment of Early Childhood Education Teachers in Writing and Publishing Children's Storybooks	Indonesia	The empowerment program for PAUD KB 'Aisyiyah Surya Melati, Brajan is carried out through two stages: fiction writing training and book publishing assistance. Of the 21 training participants, 18 people (85.7%) succeeded in producing a decent children's story manuscript that is ready to be published, exceeding the 70% success target. The manuscript was then published as an ISBN anthology book entitled "Pendar-Pendar Hikmah for the Baby" which was marketed through publisher websites and marketplaces (Shopee, Tokopedia, Bukalapak).	The workshop method with face-to-face classical meetings, combined with mentoring via WhatsApp groups, is effective in helping teachers complete children's story scripts, even for participants who are not used to writing using computers. Partnerships with publishers (CV. Jejak/Jejak Publisher) play an important role in the process of editing, lay-out, ISBN submission, and marketing of works. This program also has the potential to increase teachers' confidence and their well-being through book sales royalties.

Based on the thirteen articles that have been reviewed, various forms of interventions and factors that contribute to improving teacher well-being in early childhood education teachers were found, both psychological-spiritual, structural-financial, and professional competency development. Broadly speaking, these findings can be grouped into four major themes, namely: (1) positive psychology-based interventions (gratitude and religiosity), (2)

mindfulness-based interventions and emotion regulation, (3) structural-organizational factors (financial well-being, workload, and system support), and (4) interventions based on competency development and professional empowerment.

Positive Psychology-Based Interventions: Gratitude and Religiosity. Several studies show that gratitude is one of the strong predictors of psychological well-being and subjective well-being of early childhood teachers. Scarvanovi (2023) found that gratitude contributed 19.2% to the psychological well-being of early childhood education teachers in Surakarta, while Wahidah et al. (2024) strengthened this finding by showing that the influence of gratitude on subjective well-being is getting stronger as teachers age, where age plays a significant moderator variable. In line with that, Nashiruddin (2024) found that non-undergraduate Raudhatul Athfal teachers in Pati Regency still have high subjective well-being even though their income is well below the UMR, which is supported by the steadiness of intention, optimism, and the value of patience in an Islamic perspective. Similar findings also emerged in the study of Rufiati & Pratiwi (2025) which showed that religiosity plays a role as a moderator that weakens the negative influence of work stress on psychological well-being, where the addition of religiosity variables increases the clarity of the model from 57% to 82%. These three findings consistently indicate that the spiritual and positive psychological dimensions gratitude, religiosity, and optimism play a protective role as protective factors that can be the basis for the development of non-material interventions to improve the well-being of early childhood education teachers, especially in the context of teachers with limited financial compensation.

Mindfulness-Based Intervention and Emotion Regulation. The mindfulness approach is one of the most widely tested forms of intervention directly through development research. Sagita et al. (2024) developed a mindfulness-based e-module that has been proven to be effective in improving all dimensions of psychological well-being of PAUD teachers in South Tangerang, with the highest increase in the autonomy dimension. The advantage of this e-module lies in the flexibility of access and integration of concrete activities such as meditation, self-reflection, and breathing exercises that help teachers manage work stress independently. These findings are in line with the results of previous meta-analyses and correlational studies that show a positive relationship between mindfulness and teachers' mental health at the early childhood education level (Corthorn et al., 2024). This confirms that mindfulness-based interventions deserve to be considered as a routine program for continuous professional development, considering their nature that can be implemented independently or structured through institutional training.

Structural-Organizational Factors: Financial Well-Being, Workload, and System Support. A number of findings confirm that the welfare of early childhood education teachers cannot be separated from structural factors outside of the individual. Aulia et al. (2025) found that financial well-being has a significant effect on the work motivation of early childhood education teachers in Rainbow Kindergarten, even though teachers with moderate financial conditions still show high work motivation supported by intrinsic motivation in the form of professional vocations and concern for children. Interestingly, Wardani & Eriyanto (2025) found a pattern that is contrary to the general assumption, namely that higher-income teachers actually show greater dissatisfaction due to increased life expectancy (hedonic adaptation), while low-income teachers tend to be more satisfied due to simpler expectations. This indicates that the relationship between financial compensation and teacher welfare is not always linear and is influenced by other psychological factors such as hedonistic adaptation. On the other hand, Rufiati & Pratiwi (2025) emphasized that work stress contributes significantly to reducing psychological well-

being, in line with the initial findings in the preliminary section that the workload of early childhood education teachers is in the high category. Kholisna (2024) reinforces this picture through the development of a teacher welfare instrument that identifies four main factors, namely professional recognition and satisfaction, self-development skills, support of the administrative system, and school culture balance, which confirms the multidimensional nature of the teacher well-being construct. Meanwhile, Sufya & Retnaningsih (2024) found that organizational citizenship behavior and psychological capital including self-efficacy, hope, and resilience contributed significantly to the psychological well-being of pre-kindergarten teachers, although conscientiousness and optimism did not show a significant influence, unlike the findings in other professions. These findings collectively show that organizational support, an adequate administrative system, and a healthy school culture are structural prerequisites that cannot be replaced solely by individual psychological intervention.

Competency Development and Professional Empowerment-Based Interventions. Several studies highlight that improving professional competence and empowerment also contributes to teacher well-being, although it does not explicitly measure well-being as the main variable. Fauziah & Ramadhan (2022) showed that the PAUD teacher empowerment program through training in writing and publishing children's storybooks managed to achieve 85.7% of participants' success rates, exceeded the program target, and had the potential to increase teachers' confidence and welfare through non-conventional channels, namely royalties on the sale of works. Hastuti & Iswatiningsih (2025) revealed that low academic qualifications and the lack of certification of PAUD teachers with only 11.27% of IGABA educators in Musi Rawas being certified are structural obstacles that also affect the quality of professionalism and indirectly impact the welfare of teachers' careers. Meanwhile, Rahmanita & Marhayati (2023) found that at the level of prospective PAUD teachers, psychological well-being material has not been taught in depth in the curriculum, even though more than 78% of prospective teacher students consider salary as the toughest challenge of this profession, indicating the need for preventive intervention from the pre-service education period so that graduates are better prepared to face psychological welfare challenges in the field.

Synthesis and General Implications. In general, the well-being condition of PAUD teachers in the studies studied tended to be in the medium to high category (Rosita & Suherman, 2021; Wardani & Eriyanto, 2025), although this achievement often occurs in the midst of limited financial compensation and high administrative workload. This pattern shows the phenomenon of resilience of PAUD teachers, where intrinsic motivation in the form of professional vocations, concern for children, and spiritual values acts as a buffer against the structural pressures faced. However, a strong reliance on intrinsic motivation and individual coping strategies (gratitude, religiosity, optimism) risks being unsustainable if it is not balanced with structural improvements, such as increased compensation, workload structuring, strengthening of the administrative system, and support for the leadership of school principals and government policies, as confirmed by the results of the meta-analysis of Zhou et al. (2024). Thus, the most effective intervention to improve teacher well-being in early childhood education teachers should ideally be multidimensional, combining individual-based psychological approaches (mindfulness, gratitude, emotion regulation) with organization-based structural interventions (improving financial well-being, developing competencies, and strengthening institutional support), rather than relying on just one approach.

CONCLUSION

Based on a systematic review of thirteen articles published in the 2020-2026 period, it can be concluded that the increase in teacher well-being in early childhood teachers is influenced by the interaction between individual psychological factors and structural-organizational factors. In the psychological aspect, gratitude, religiosity, and optimism have been proven to consistently contribute positively to the psychological well-being and subjective well-being of teachers, and the influence of gratitude tends to get stronger as teachers age. Mindfulness-based interventions, both in the form of digital modules and structured training, have proven to be effective in improving all dimensions of psychological well-being of early childhood education teachers, especially in the autonomy dimension. In the structural aspects, financial well-being, workload, administrative system support, and school organizational culture are identified as multidimensional factors that also determine the level of teacher welfare, although the relationship with financial compensation is not always linear due to the phenomenon of hedonistic adaptation. Professional competency development interventions, such as writing training and strengthening certifications, also contribute indirectly to teacher well-being through increased self-confidence and career sustainability guarantees. In general, the well-being condition of PAUD teachers in the studies studied was in the medium to high category, which was largely supported by intrinsic motivation and spiritual coping strategies in the midst of limited structural support, so the most effective interventions to be implemented sustainably are multidimensional interventions that combine individual psychological approaches with structural improvements at the institutional and policy levels.

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