

Exploring the Development of Teacher Resilience through Mobilizing Teacher Education: A Case Study of Early Childhood Educators in Purwakarta

Dede Hikmah¹, Sri Wulan², Elindra Yetti³

¹ Universitas Negeri Jakarta, Jakarta, Indonesia; hikmahdede69@gmail.com

² Universitas Negeri Jakarta, Jakarta, Indonesia; sriwulan@unj.ac.id

³ Universitas Negeri Jakarta, Jakarta, Indonesia; elindrayetti@unj.ac.id

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ABSTRACT

Resilience is a critical competency for Early Childhood Education (ECE) teachers, particularly in adapting to evolving educational demands. This study examines how participation in the Mobilizing Teacher Education program fosters resilience among ECE teachers. A qualitative case study approach was employed, involving four mobilizing teachers from Batch 7 in the Purwakarta district. Participants were selected based on their active involvement in the program. Data were collected through observations, interviews, and document analysis. Triangulation and data validation tests were conducted to ensure reliability. Findings indicate that the program positively influences teacher resilience, enhancing their ability to adapt to 21st-century educational challenges, strengthening leadership skills, and improving professional competencies. However, participants faced several challenges, including limited internet access, insufficient school support, conflicts between program requirements and personal responsibilities, financial constraints, and teamwork difficulties. Time management issues often lead to stress and health concerns. The study highlights the need to sustain and improve the Mobilizing Teacher Education initiative by addressing structural challenges. Enhancing institutional support, optimizing task allocation, and providing financial or logistical assistance can help mitigate obstacles. While the program fosters resilience and professional growth, its sustainability requires adjustments to reduce teacher burden. Restructuring workloads and improving resource allocation are essential to ensure a more effective and enduring professional development experience.

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Corresponding Author:

Dede Hikmah

Universitas Negeri Jakarta, Jakarta, Indonesia; hikmahdede69@gmail.com

1. INTRODUCTION

The role of Mobilizing Teachers in Early Childhood Education (ECE) is crucial in laying a strong foundation for children's cognitive, social, and emotional development. These teachers play a pivotal role in fostering resilience, adaptability, and essential skills that prepare young learners for lifelong learning in an ever-evolving educational landscape. In the 21st century, education increasingly

emphasizes the need for continuous learning, where children must be equipped with competencies such as collaboration, critical thinking, and the innovative use of information technology (Sitika, Kejora, & Syahid, 2021). To meet these evolving demands, instructional methods must also adapt, integrating new pedagogical approaches that effectively nurture these skills (Tamah & Wirjawan, 2022). Consequently, Mobilizing Teachers are expected to develop not only their own resilience and leadership but also strategies to support young learners in acquiring these competencies.

Teachers who have resilience tend to be more open to constantly learning and developing their skills. Teacher resilience indicates the quality of teachers' ability to sustain themselves by committing to teaching (Liang, Ell, & Meissel, 2023). Early childhood children have distinctive learning characteristics, and this can be very demanding for a greater emotional and mental teacher effort. Resilience helps teachers to remain calm and productive in the face of stressful situations. Resilience allows teachers to be more open to innovation in learning (Lipscomb, Chandler, Abshire, Jaramillo, & Kothari, 2022). Teachers who can think creatively and find new solutions will be more successful in creating engaging and effective learning experiences for children.

Although the resilience of early childhood teachers is very important, several issues can hinder the development and maintenance of their resilience, including high demands and workloads, lack of resources and support, psychological and emotional distress, lack of training in addressing specific challenges of early childhood education, professional isolation, evaluation demands, to underprioritized welfare issues. Lack of teacher resilience can have an impact on a child's social and emotional development. Teachers who are stressed and unable to manage the classroom atmosphere well may not provide a supportive environment for children's growth (Larasati & Kuswando, 2023).

The challenges surrounding teacher resilience in many countries, including Indonesia, stem from inadequacies in teacher education programs, which often fail to adequately prepare educators for the realities, tensions, and challenges of their profession (Wang, 2021). Traditionally, teacher training programs have prioritized pedagogical skills and student performance outcomes while neglecting the social and emotional dimensions of teaching. As a result, even highly skilled teachers may struggle to manage the emotional stress of their profession, leading to burnout and professional dissatisfaction. To address this issue, teacher education programs must adopt a different approach—one that transforms "negative stressors" into "positive factors and emotions" that empower teachers to remain dynamic, resilient, and better equipped to adapt to the demands of their profession despite ongoing challenges and obstacles.

In 2020, the government, through the Ministry of Education, Culture, Research, and Technology, launched the "Driving Teacher Education" program with the aim of improving the quality of teachers, learning services, school quality culture, and the quality of education nationally (Faiz & Faridah, 2022; Sijabat et al., 2022). Ongoing training and professional development give ECCE teachers the tools and knowledge needed to address changes in early childhood education. This can help them feel more confident in dealing with new situations and the changing dynamics of today's education. Teachers are trained to be able to overcome challenges, and improve the quality of their teaching and, ultimately, the educational experience for early childhood.

One of the concepts that has experienced rapid development in positive psychology in the field of education is teacher resilience. This concept refers to a dynamic and multidimensional process, involving various individual resources and the environment to help teachers face, overcome, and rise from pressures and challenges in the world of education (Li and Yang, 2016; Mansfield et al., 2016). The increasing demands for innovative instructional methods in response to diverse classroom needs make resilience essential, as it empowers teachers to maintain a positive outlook, adaptively manage classroom dynamics, and nurture a supportive learning environment crucial for children's development. Resilience not only mitigates stress and prevents burnout but also enhances job satisfaction, well-being, motivation, and professional identity, ultimately fostering a higher quality of teaching and learning (Brunetti, 2006; Doney, 2013; Richards et al., 2016). Moreover, resilient teachers significantly impact student engagement, motivation, and academic success, underscoring resilience as

a key element for sustaining both teacher effectiveness and student achievement (Li et al., 2019a).

Research on the resilience of early childhood education (ECE) teachers in Indonesia has covered various topics, including the resilience of ECE teachers during the pandemic (Bella, Ramdhania, & Susiati, 2021), the challenges faced by honorary ECE teachers (Mirna Wahyu Agustina and Germino Wahyu Broto, 2019), resilience during COVID-19 (Irna, 2021), and the relationship between social welfare and resilience (Andriani, Novianti, & Risma, 2019), others on teacher resilience in early childhood learning (Shaifudin & Naimah, 2021; Sitanggang & Yasya, 2022; Wulandari et al., 2020). While these studies provide valuable insights, none have specifically examined how mobilizing teacher education impacts resilience, particularly for early childhood educators. This gap highlights the need to investigate whether mobilizing teacher programs, designed as a policy breakthrough to enhance teacher sustainability across educational levels in Indonesia, effectively build resilience. Given the critical role of resilience in managing classroom dynamics and supporting child development, understanding how mobilizing teacher education contributes to resilience in early childhood teachers is essential. This study seeks to fill this gap, providing a new perspective on the effectiveness of mobilizing teacher education in fostering resilience among ECE teachers, a factor that is crucial for their professional growth and their students' learning outcomes.

This study aims to explore how effectively the mobilizing teacher program enhances resilience among Early Childhood Education teachers in Purwakarta district, addressing both the positive impacts and challenges from the teachers' perspectives. This study explores teachers' resilience, recurring challenges, and the sustainability of the Mobilizing Teacher Program, aiming to provide valuable insights for educators, policymakers, and researchers. This research seeks to contribute to policy refinement and support the continuous development of teacher resilience, ultimately improving the quality of early childhood education.

2. METHODS

This research utilizes a qualitative approach with a case study method to thoroughly investigate how the Mobilizing Teacher Education program strengthens resilience among early childhood education (ECE) teachers in the Purwakarta district. A qualitative approach is well-suited to capture complex social and educational phenomena, while the case study method is particularly valuable for examining specific situations in detail, offering a rich source of qualitative data that deepens our understanding of resilience development in educational contexts (Sagala, Nuangchalerm, Saregar, & El Islami, 2019). The Purwakarta district and its participants were chosen to represent the broader population of ECE mobilizing teachers, as this region actively participates in the mobilizing teacher initiative aimed at teacher development and resilience.

The study focuses on four ECE teachers from Batch 7, chosen based on their active engagement and roles in implementing mobilizing teacher initiatives. This selection process considered their backgrounds in early childhood education and their experience in the mobilizing teacher program, providing a relevant sample for analyzing resilience within this framework. Data collection occurred over a six-month period, from January to July 2023, through interviews, observations, and documentation, capturing both individual and environmental factors impacting teacher resilience.

Interviews were semi-structured and conducted multiple times to capture in-depth responses on participants' experiences, challenges, and perceptions of resilience development. Observation sessions were conducted to objectively assess the application of resilience-building strategies in the classroom and to observe interactions and support structures within their educational environments. Documentation included activity records, lesson plans, reflective journals, and relevant program materials, enabling a comprehensive understanding of the educational processes involved.

Data analysis employed qualitative descriptive techniques to identify patterns and themes. Triangulation was used to enhance the reliability and validity of the findings, with data from interviews, observations, and documentation cross-verified to ensure consistency and accountability.

Triangulation involved comparing data points from each method to build a cohesive narrative on how mobilizing teacher education impacts resilience among ECE teachers. This approach enabled a thorough exploration of resilience, capturing nuanced insights into the challenges and successes associated with teacher development in early childhood education.

3. FINDINGS AND DISCUSSION

3.1. Findings

3.1.1 Teacher Resilience

Teacher resilience is the capacity of teachers to face the challenges and setbacks inherent in the demanding teaching profession, playing a crucial role in all educational settings, as it contributes to many positive outcomes (Wang, 2021). More specifically, Mansfield (2020) states resilience contributes to various positive outcomes, including job satisfaction, adaptability, effectiveness, self-efficacy, a sense of pride, self-confidence, strong interpersonal relationships, competence, autonomy, optimism, positive social interactions, empathy, and emotionally intelligent teaching professionals.

In exploring teacher resilience through mobilizing teacher education in ECCE teachers, a set of dimensions and aspects adopted from Peel et al. (2023) are used as follows:

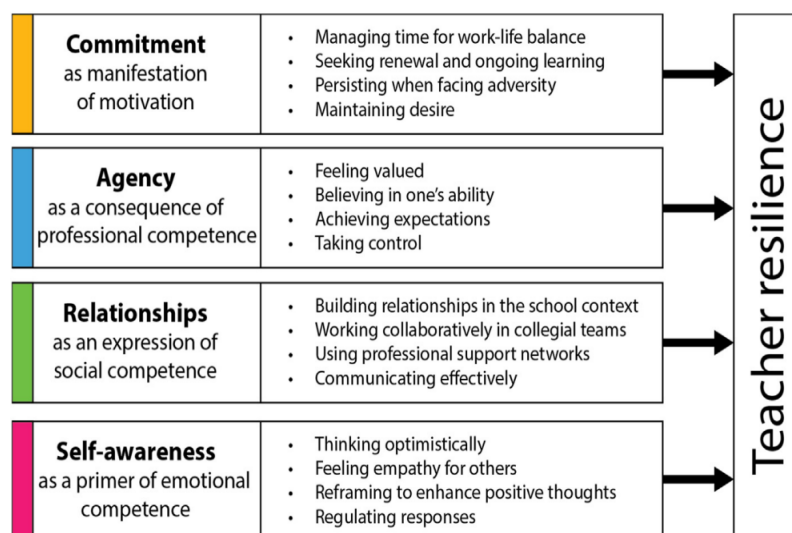


Figure 1. Dimensions and Aspects of Teacher Resilience (C. F. Mansfield, 2020)

This diagram illustrates four key components contributing to teacher resilience: commitment, agency, relationships, and self-awareness. Each component is framed as a type of competence—motivation, professional, social, and emotional—that strengthens a teacher's ability to cope with challenges and thrive in their role. "Commitment" reflects a teacher's motivation through managing work-life balance, pursuing learning, persevering through adversity, and maintaining a strong sense of purpose. "Agency" emphasizes professional competence, including feeling valued, believing in one's abilities, meeting expectations, and maintaining control in their professional environment.

The remaining components, "Relationships" and "Self-awareness," further support teacher resilience. "Relationships" represent social competence by fostering collaborative work within the school, using professional networks, and effective communication, which helps build a supportive community. Meanwhile, "Self-awareness" highlights emotional competence, encouraging optimistic thinking, empathy, positive reframing, and response regulation. Together, these components form a holistic approach to developing resilience, enabling teachers to adapt and respond constructively to the demands of their profession.

3.1.2 The Structure of the Mobilizing Teacher Education Program

Mobilizing teacher education lasts for approximately 9 months which is followed online and offline. During the implementation of the program, teachers continue to carry out their teaching duties as teachers. In mobilizing teacher education, teachers are given guided learning and training through 3 models as follows:

Module 1: The Paradigm and Vision of the Mobilizing Master

Learning Topics

- a. Reflection on Indonesian Education Philosophy - Ki Hajar Dewantara
- b. The values and role of the Mobilizing Teacher
- c. The vision of the Mobilizing Teacher
- d. Build a positive culture in the school

Module 2: Pro-Student Learning Practices

Learning Topics

- a. Differentiated learning
- b. Emotional and social learning
- c. Coaching

Module 3: Learning Leaders in School Development

Learning Topics

- a. Decision making as a learning leader
- b. Leader in resource management
- c. Management of school programs that have an impact on students

Mobilizing teacher education encourages Early Childhood Care and Education (ECCE) teachers to consistently reflect on their emotions, the challenges they face, and their strategies for managing stress. This reflective practice is integral to developing emotional intelligence, as it enables teachers to gain insight into their emotions, improve stress management, and increase empathy, all of which are critical for effective teaching. Through the program, teachers learn to navigate complex emotions, practice patience during adversity, and recognize the importance of self-regulation in a demanding educational environment. These skills are essential not only for the teachers' personal growth but also for fostering a positive learning atmosphere for young children.

However, the program's intensive demands often lead to conflicts between personal, family, and professional responsibilities, creating additional stress. Teachers frequently face challenges in balancing their educational duties, mobilizing teacher tasks, and social obligations, which can impact their overall effectiveness and well-being. To address these issues, the program could incorporate flexible scheduling options, time management workshops, and stress-relief sessions to help teachers manage their responsibilities more effectively. Additionally, providing resources for peer support groups or mentoring could enhance emotional resilience and provide teachers with support.

An interview with one of the mobilizing teachers about his experience building resilience in the mobilizing teacher education program, explained as follows:

"This mobilizing teacher education program is amazing, but maybe not only me but also all teachers feel that they during the 9 months of training find it difficult to manage time. The sheer number of modules and assignments, coupled with our daily activities as teachers teaching and being treated also with household chores, practically makes us as humans feel like we don't have time for ourselves. Training held at night usually 08.00 to 10.00 pm is very time-consuming and energy-consuming. Although the training is only until 10:00 in the evening, the training tasks sometimes make us sleep late and even stay up all night. Of course, this is something that needs to be considered related to the physical health and mental health of the mobilizing teachers. And our evaluation is, if possible, that analysis and study be carried out so that this training can be carried out with a lighter allocation of tasks and time but with a more optimal quality of achievement."

The Mobilizing Teacher Education program follows a structured and systematic competency framework designed to support the professional development of Early Childhood Care and Education (ECCE) teachers. The extended duration of training, combined with teaching responsibilities and other obligations, can be physically and mentally demanding. Therefore, teachers who actively engage in this program demonstrate a high level of intrinsic motivation, resilience, and commitment to professional growth. These educators exhibit self-confidence, perseverance, and a positive, optimistic outlook that enables them to manage challenges effectively.

One of the key aspects of the Mobilizing Teacher Education program is its mentorship component, which connects ECCE teachers with experienced mentors and role models. This collaborative environment fosters inspiration and motivation through shared experiences and insights. The exchange of ideas among teachers within the program enhances their understanding of challenges and solutions in ECCE teaching, helping them develop innovative strategies.

Additionally, mobilizing teachers encourage ECCE educators to celebrate their achievements and moments of success, reinforcing a sense of gratitude and motivation. Regular self-evaluation and continuous improvement planning are integral to the program, ensuring that teachers remain focused on their professional growth. Lastly, recognizing and appreciating ECCE teachers for their achievements within the program serves as an additional source of encouragement, reinforcing their dedication to excellence in early childhood education.

Mobilizing teachers are expected to become future educational leaders who embody Indonesia's superior generation (Schott, van Roekel, & Tummers, 2020). To be a superior leader requires high professionalism (Fernández Espinosa & López González, 2023). The mobilizing teacher program organizes various trainings and workshops relevant to the field of early childhood education. This can include an understanding of child development, effective teaching methodologies, and classroom management skills. Mobilizing teacher programs can provide training on the use of technology in early childhood learning. This is important given the continued development of technology and its impact on education. Mobilizing teacher programs connects ECCE teachers with experienced mentors or educators to provide opportunities to learn from the best. Collaboration with other educators can also enrich their experience.

Through interviews, this study aims to explore the challenges faced by teachers in the Mobilizing Teacher Program and how they develop their resilience. The interview results are explained as follows:

"As a teacher, of course, participating in mobilizing teacher education is both a pride and a challenge. In terms of program and management, program implementation has been very good from planning, implementation, and organizing, to evaluation and follow-up. Goals, objectives, training content, and assessments to career development are very clear and measurable. It is felt that after undergoing mobilizing teacher education, knowledge, competencies, and instructional skills as well as leadership as teachers are very developed personally. And colleagues, and the community at school also feel able to guide activities both formal and informal. The obstacles faced are mainly time management, facilities, school support, conflict of interest in teacher education mobilization with family and teaching work, and teamwork. But globally, this mobilizing teacher education program is very good and must be continued. The suggestion that can be given is the need for improvements in time management so that teachers can maintain physical and mental health during mobilizing teacher education."

The mobilizing teacher program provides ECCE teachers with communication skills training, focusing on active listening, clear articulation, and expressing empathy. These skills are cultivated through online learning modules and interactive workshops, equipping teachers to build positive relationships with both children and parents, a fundamental aspect of early childhood education (Tanjung, 2022). Participants in the program have noted that these communication skills foster not only effective classroom interactions but also support the creation of a nurturing and collaborative environment, which is essential for young learners' social and emotional development. This aligns with

existing literature that emphasizes the role of effective communication in enhancing teacher-student and teacher-parent relationships, thereby improving the educational experience for young children.

Furthermore, the program encourages teachers to act as peer tutors, promoting a culture of mutual support and teamwork. Teachers learn to develop interpersonal skills, which are crucial for effective collaboration and shared success within educational teams. Participants expressed that the program has helped them become more receptive to feedback and open to suggestions from colleagues, contributing to their professional growth. The literature similarly supports the importance of professional networks and peer support in teacher development, noting that such networks enable teachers to share best practices, gain new perspectives, and enhance resilience. Through the mobilizing teacher program, teachers are not only building their technical and interpersonal competencies but also establishing robust professional and personal support networks, which are instrumental in their journey to becoming effective and resilient educators.

3.2 Discussion

The Ministry of Education, Culture, Research, and Technology is actively transforming and innovating the education sector. One of its key initiatives is enhancing teacher competence and skills through the Mobilizing Teacher Education program, which is accessible to all educators, including early childhood education (ECE) teachers. This program not only helps ECE teachers refine their skills but also strengthens the quality of learning and fosters resilience in overcoming present and future educational challenges.

Resilience is recognized as a key factor in enhancing job satisfaction across various professions. In the teaching field, it serves as a crucial indicator of both work performance and professional success (Sautelle, Bowles, Hattie, & Arifin, 2015). Additionally, Gu & Day (2013) define teacher resilience as the ability to navigate the inevitable uncertainties that come with the teaching profession. Teachers acknowledge that they often encounter challenging situations, particularly in educating young children who are still dependent and require extra attention. Strong resilience enables teachers to effectively adjust to these demanding circumstances (Clarà, 2017). Teaching early childhood education is not without challenges, as educators frequently experience negative effects such as stress, burnout, and even a decline in commitment to their profession.

The Mobilizing Teacher Education program equips educators with the skills needed to remain dedicated to their teaching responsibilities. The motivation aspect involves teachers' devotion to fulfilling their professional calling (Gu, 2014). Mansfield (2020) describes commitment as an expression of motivation that is closely linked to resilience, defining it as the ability to invest time and effort in one's profession. Similarly, Day (2018) emphasizes that sustaining commitment necessitates resilience. This program helps teachers cultivate resilience through four key strategies: (1) effectively managing time to balance professional and personal responsibilities, (2) engaging in ongoing learning and professional growth, (3) demonstrating perseverance when facing challenges, and (4) maintaining their passion for teaching, whether driven by enjoyment, fulfillment, or the pursuit of new challenges.

The Mobilizing Teacher Education program enhances teacher resilience by fostering a professional framework centered on the concept of agency. Resilience develops as teachers gain experience in taking initiative, making decisions, and evaluating their own work (Ebersohn, 2012). Through agency, educators are empowered to navigate various obstacles (Cobb, 2022), ultimately demonstrating their professional competence. Agency is understood as an interactive process between teachers and their environment, where the surroundings serve as a source of support (Biesta et al., 2015). Teachers recognize that their resilience improves through agency when they: (1) work in an environment where they feel valued, (2) have confidence in their capabilities, (3) meet professional expectations, and (4) take initiative to be both innovative and adaptable. As a result, the program shapes teachers to become resilient professionals with the necessary resources to proactively address challenges rather than merely responding to them (C. Mansfield, Beltman, & Price, 2011). (C. Mansfield, Beltman, & Price, 2011).

Teachers are a profession that cannot be separated from social roles and responsibilities. Mobilizing teacher education enhances the social dimension of teachers by building interpersonal relationships as a concept that includes teachers' collective and collaborative efforts (Beltman, 2021). Within the Mobilizing Teacher Education program, teachers can successfully progress through the stages of the educational process only when they engage positively with colleagues, students, parents, school leadership, and other staff, fostering collaboration (Le Cornu, 2013). This program is recognized as an effective approach to strengthening teachers' social competencies. Educators reported that they developed their resilience through four key social processes: (1) establishing meaningful relationships within the school environment, (2) collaborating effectively within professional teams, (3) using support networks among fellow educators, and (4) maintaining clear and effective communication with others.

The Mobilizing Teacher Education program enables educators to strengthen their emotional resilience. This aspect emphasizes self-awareness, which provides a deeper understanding that helps teachers develop resilience (Thom, 2020). Self-awareness fosters emotional competence through positive self-reflection, which plays a crucial role in enhancing resilience (Wosnitza et al., 2018). Teachers participating in this program recognize improvements in their emotional well-being across four key areas: (1) maintaining an optimistic mindset, (2) demonstrating empathy toward others, (3) reframing challenges to cultivate positive thinking, and (4) regulating their emotional responses. Mobilizing teachers are expected to maintain a strong sense of optimism regarding their abilities, potential, skills, and professional competencies. This is evidenced by the way they disseminate self-development programs involving fellow teachers, parents, committees, supervisors to administrators at the district level. They are required to solve problems that require empathy, positive thinking, and good response management.

Teachers acknowledge the Mobilizing Teacher Education program as highly effective in fostering resilience, which in turn enhances both the quality of learning and student outcomes (Tamsah, Yusriadi, Hasbi, Haris, & Ajanil, 2023). This program is recognized for its positive impact on professional competency development, equipping educators to navigate the challenges of 21st-century education. It also aids teachers in formulating clear educational goals and visions while strengthening their leadership skills. Research findings indicate that teachers possess strong knowledge and understanding of the program, reinforcing their resilience in fulfilling their roles as educators (Irna, 2021). The program's extensive outreach and promotion have further motivated teachers to participate. Additionally, educators recognize that the initiative not only enhances their professional competencies but also serves as a pathway for continuous career advancement, opening opportunities for roles such as school principals, supervisors, and training instructors.

Through various learning activities, training, assignments, practical applications, peer mentoring, projects, and workshops, the Mobilizing Teacher Education program shapes educators into servant leaders, also known as teacher leaders. This aligns with Zepeda et al. (2013), who emphasize that teacher resilience as leaders emerge through their active engagement in several key roles, including: (1) delivering presentations in workshops, (2) participating in curriculum committees to make instructional decisions, (3) mentoring and coaching fellow educators, (4) leading classroom and study teams, (5) speaking at meetings with parents, school councils, and community groups, (6) fostering collaboration among teachers, (7) representing schools in accreditation evaluations or visits, (8) contributing to school improvement initiatives, and (9) being involved in school administrative and management development teams.

The Mobilizing Teacher Education program provides significant benefits for early childhood education (ECCE) mobilizing teachers by enhancing their resilience. Educators acknowledge noticeable improvements in their personal growth, teamwork, leadership skills, instructional strategies, and organizational development. Despite potential political shifts and future changes in education policy, ECCE mobilizing teachers in Purwakarta district advocates for the continuity of the program. They are also eager to share their experiences and support aspiring mobilizing teachers. However, several

challenges persist during the program's implementation. Many teachers report difficulties in time management, inadequate internet access, lack of school support, conflicts between professional and family responsibilities, financial constraints, and issues related to teamwork.

One of the most frequently reported challenges in blended training is time management (Saengrith, Viriyavejakul, & Pimdee, 2022), which is also a common issue in the Mobilizing Teacher Education program. Many teachers experience health concerns and stress due to the lengthy duration of the program, which extends up to nine months. According to Huang et al. (2022), prolonged training sessions can lead to both physical and mental exhaustion among participants. Teachers have expressed struggles with various psychological issues, including stress, anxiety, sleep disturbances caused by an unbalanced lifestyle, physical fatigue, loss of motivation, and overwhelming boredom. Research by Fiske et al (2021) indicates that such physical and mental challenges contribute to decreased focus and energy levels, ultimately hindering participants' ability to fully absorb training material and potentially preventing the program from achieving its intended outcomes.

A distinctive aspect of this study is that, despite experiencing physical and mental fatigue, teachers still actively participate in the Mobilizing Teacher Education program with high attendance rates and significant developmental progress. Research by Galiakberova, Khakimova, Khusnutdinova, & Gao (2020) suggests that "strong self-awareness during training positively influences both training outcomes and personal growth." This self-awareness serves as a key motivational factor, enabling teachers to persevere through the step-by-step process of the program, even though it spans a lengthy duration of nine months.

This study suggests the need for further analysis to ensure that the Mobilizing Teacher Education program is carried out with a lighter workload and more efficient time allocation, while still achieving optimal results. Effective stress management is crucial to help teachers maintain their physical and mental well-being throughout the program. Teacher resilience can be fostered when supported by effective management of stress and conflicts. While this research focused on building teacher resilience through Mobilizing Teacher Education at the Early Childhood Education level, it did not fully explore issues related to health, mental well-being, and time management. Therefore, future research could conduct a more comprehensive study on stress management, time management, training management, and the impact of the Mobilizing Teacher Education program on the physical and mental health of participating teachers.

4. CONCLUSION

The Mobilizing Teacher Education program significantly enhances teacher resilience by providing structured learning, training, coaching clinics, collaboration spaces, and workshops that help teachers adapt to classroom challenges and changes. The development of resilience is supported through teachers' commitment, agency, relationships, and self-awareness fostered in individual and group assignments involving colleagues, parents, committees, and policy stakeholders. However, challenges such as limited internet access, insufficient school support, conflicts between mobilizing education and family or teaching duties, financial constraints, and teamwork difficulties often hinder progress. Time management issues, along with physical and mental fatigue from the intensive nine-month program, have led to health concerns among teachers. Despite these obstacles, teachers maintain high levels of attendance and performance, driven by self-awareness and motivational support. To optimize the program, it is recommended that task allocation and scheduling be adjusted to reduce workload while enhancing quality. Future research should delve into strategies for stress management, time management, and training structure, as well as explore the physical and mental health impacts of the program on teachers, to ensure more sustainable and effective professional development outcomes.

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