



The Role of Coaching in Enhancing Mental Resilience among Teachers in Islamic Integrated Schools

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Abstract

Teachers face various psychological pressures in carrying out their professional roles, including academic demands, administrative workloads, and relational dynamics within the school environment, all of which may negatively affect their well being and mental resilience. This study aims to explore the role of coaching in enhancing teachers' mental resilience through a reflective and psychospiritual approach. The study employs a qualitative approach with an intrinsic case study design. Participants consist of teachers who were involved in the coaching process. Data were collected through in depth interviews, observations, and document analysis, and were analyzed using thematic analysis. The findings indicate that prior to participating in coaching, teachers experienced work related stress, emotional exhaustion, and limited adaptive coping strategies. Coaching was perceived as a safe and non judgmental reflective space that enabled teachers to develop greater self awareness, improve emotional regulation, and shift toward more adaptive coping strategies. The integration of spiritual values within the coaching process functioned as an internal resource that strengthened teachers' mental resilience. This study also highlights the importance of implementing contextual and sustainable coaching practices to support teachers' mental well being in school settings.

Keywords: Coaching, Mental Resilience, Teachers, Coping, Spirituality.

INTRODUCTION

In the contemporary landscape of educational psychology, psychosocial interventions have undergone a paradigm shift from a deficit-based model toward an empowerment-oriented approach. One instrument that occupies a central role in this transformation is coaching, an individualized intervention grounded in reflective dialogue to facilitate self-awareness, goal setting, and the development of adaptive strategies (Grant, 2006). Unlike counseling or therapy, which tend to explore past pathology, coaching is future-oriented and emphasizes solution-focused, proactive processes (Passmore & Fillery-Travis, 2011). This phenomenon has emerged as a critical response to the increasing complexity of modern demands, which often lead to disorientation and diminished self-regulation. In school settings, coaching is no longer perceived merely as a supervisory technique but as a catalyst for mental resilience that strengthens personal awareness and responsibility without invoking clinical stigma.

The urgency of strengthening teachers' internal capacities in Indonesia has reached a critical point. In the global educational context, teachers are expected not only to transmit academic competencies but also to demonstrate strong mental resilience in the face of systemic pressures. However, empirical evidence reveals a contrasting reality; the imbalance between workload and coping mechanisms frequently leads to burnout and a significant decline in psychological well-being (Pertiwi, 2019). Reports from UNESCO and UNICEF consistently highlight the vulnerability of educators in the digital era to chronic work-related stress. In Indonesia, available statistics indicate an alarming distribution of stress levels, with moderate to severe stress prevalence reaching levels that cannot be ignored by educational policymakers.

Recent data further underscore this urgency. A survey conducted by RAND Corporation (2022) found that approximately 73 percent of teachers in Indonesia experience work-related stress, while 59 percent report symptoms of burnout. Similarly, a study published in HIGEIA (2024) confirms that administrative burdens and curriculum demands are significant predictors of teachers' mental health problems ($p < 0.05$). These findings demonstrate that teachers' psychological vulnerability is not merely an administrative issue but a systemic challenge that threatens the stability of national education (Kompas, 2024). Therefore, the implementation of coaching methods that emphasize self-reflection, emotional regulation, and the enhancement of self-efficacy represents a strategic and urgent approach to help teachers recognize their internal strengths and develop more resilient coping strategies.

Although global literature has extensively documented the effectiveness of coaching in improving well-being and executive performance (Cavanagh & Grant, 2014), studies examining its role in the specific context of teachers' mental resilience in Indonesia remain limited. Most teacher professional development initiatives in the country continue to focus on pedagogical and technical aspects, while the psychospiritual dimension that underpins mental resilience is often overlooked. In fact, the characteristics of Indonesian teachers, which are deeply rooted in familial values and spirituality, require intervention approaches that are both humanistic and reflective. This study seeks to address this research gap by examining how a reflective coaching model can strengthen teachers' internal capacities to manage professional pressures while fostering a culture of trust aligned with spiritual values.

The ABC framework of Rational Emotive Behavior Therapy, developed by Albert Ellis, is adopted in this study to understand teachers' cognitive dynamics. The theory posits that emotional consequences are not directly caused by activating events but by individuals' belief systems (Ellis, 1994). In educational contexts, a high workload may lead to burnout if mediated by irrational beliefs such as extreme perfectionism or fear of failure. Reflective

coaching operates through a process of disputation to challenge these beliefs, ultimately producing more effective cognitive frameworks that support mental resilience.

Coaching in education is defined as a partnership process that stimulates creative thinking and maximizes professional potential through non-directive dialogue (Grant, 2013). Within this context, teachers' roles have shifted from knowledge transmitters to facilitators of growth who support independent learning (Fatchudin, 2023). Instructional coaching models centered on teachers have been shown to enhance self-awareness in teaching practices while also strengthening students' self-regulation through the example set by teachers (Tekir, 2022). Effective coaching, as emphasized by Passmore (2010), does not provide instant solutions but instead elicits awareness through meaningful reflective questioning.

Mental resilience is understood as a dynamic capacity to adapt and recover from adversity (Connor & Davidson, 2003). Using the CD-RISC framework, teachers' resilience can be assessed through dimensions such as personal competence, tolerance of negative affect, and positive acceptance of change. Resilience is not merely the ability to endure hardship but the capacity to grow from it (Masten, 2001). Coaching interventions strengthen this capacity by facilitating adaptive coping strategies and reframing work-related stress, thereby preventing emotional exhaustion and depersonalization, which are key indicators of burnout (Maslach & Leiter, 2016).

In the Indonesian context, spiritual aspects serve as a crucial moderating variable in the development of mental resilience. The Spiritual Coaching Framework emphasizes that reflection grounded in values such as patience, gratitude, and surrender can foster more stable self-efficacy (Noraini Idris, 2020). This aligns with Ryff's model of psychological well-being, particularly in the dimensions of personal growth and purpose in life (Ryff, 1989). The integration of solution-focused methods with spiritual reflection creates psychological safety for teachers to express vulnerability without fear of judgment (Edmondson, 2018), ultimately cultivating strong inner resilience in navigating the complexities of national education.

RESEARCH METHODS

This study employs a qualitative approach with an intrinsic case study design to explore teachers' mental resilience within the context of psychospiritual coaching. This design is appropriate for capturing in depth, context specific experiences and understanding the meaning making processes of participants without aiming for statistical generalization (Stake, 1995). In this study, coaching is conceptualized as a reflective and transformative process involving cognitive restructuring and the internalization of spiritual values. The

researcher acts as the primary instrument, engaging directly with participants to interpret their experiences within the educational setting (Creswell and Poth, 2018). The research was conducted in an Integrated Islamic School that has implemented a psychospiritual coaching program to support teacher well being. The site and participants were selected purposively to ensure the inclusion of information rich cases (Patton, 2015). Participants consisted of teachers who met the criteria of having professional teaching experience, exposure to work related stress, and prior involvement in coaching activities. Rapport was established to enhance data credibility and depth.

Data were collected through semi structured in depth interviews, focused observations, and document analysis. Interviews were conducted using a flexible guide to explore participants' experiences, beliefs, and emotional changes following coaching. A non directive approach was used to create a safe and non judgmental space for reflection (Cavanagh and Grant, 2014). Observations captured behavioral and emotional responses in the school environment, while document analysis of reflective journals and coaching records provided additional insights into participants' development. Data analysis followed a thematic approach using an interactive model (Miles, Huberman, and Saldaña, 2014). The process involved data reduction, coding, categorization, and theme development, focusing on aspects such as emotional regulation, adaptive coping, and spiritual meaning making. To ensure trustworthiness, the study applied member checking and peer debriefing to validate findings and reduce bias. Ethical principles were upheld through informed consent, confidentiality, and attention to participants' emotional well being (APA, 2020). This methodological approach ensures a rigorous and contextually grounded understanding of teachers' mental resilience.

RESULT AND DISCUSSION

In alignment with the intrinsic qualitative case study approach, the findings presented in this chapter are not intended to test causal relationships, but rather to provide an in depth exploration of how coaching is experienced and interpreted by teachers, as well as how reflective and spiritual values are integrated into their lived experiences. Each emerging theme represents the dynamic processes encountered by participants and reflects the continuity between theoretical perspectives, empirical context, and teachers' subjective realities. To ensure analytical coherence, the findings are presented thematically and supported by direct quotations, observational data, and documentary evidence, enabling a comprehensive and contextual understanding of the development of teachers' mental resilience.

The study involved nine teacher participants who had undergone a coaching process. Overall, participants reported experiencing considerable work related pressures stemming from professional demands, emotional burdens, and the

complexities of the school environment. Prior to coaching, most teachers described conditions characterized by work stress, emotional exhaustion, and limited adaptive coping strategies, which negatively affected their psychological well being and teaching motivation. Following the coaching process, participants reported notable changes in their emotional regulation, meaning making of challenges, and the adoption of more adaptive coping strategies.

The qualitative data analysis was conducted systematically using a thematic approach involving coding, categorization, and theme development. The analysis began with verbatim transcription and repeated reading to capture patterns of meaning. This was followed by open coding to identify significant units of meaning related to stress, self reflection, coping strategies, and spiritual values. Codes were then grouped into conceptual categories and synthesized into broader themes, including initial psychological vulnerability, coaching as a reflective space, transformation of coping strategies, and the role of spirituality in strengthening resilience.

The findings reveal that prior to coaching, teachers tended to adopt maladaptive coping strategies, such as emotional reactivity, avoidance, and internalization of stress, often accompanied by anticipatory anxiety and cognitive overload. Coaching, however, functioned as a psychologically safe and non judgmental space that facilitated deep reflection and enhanced self awareness. Through guided reflective dialogue, participants developed a greater understanding of their thoughts, emotions, and behaviors, leading to increased self regulation and a shift toward problem focused coping. Furthermore, the integration of spiritual values emerged as a central factor in strengthening teachers' mental resilience. Practices such as prayer, reflection, and surrender to a higher purpose provided emotional stability, meaning making, and inner strength. Ultimately, the findings suggest that coaching, when implemented in a contextual and sustainable manner, serves as a transformative process that supports teachers' psychological well being and fosters a more adaptive, reflective, and resilient professional identity.

Theme 1: Teachers' Psychological Conditions Prior to Coaching

The first theme describes teachers' subjective experiences in dealing with work related pressures and emotional burdens within their professional context. The findings indicate that all participants experienced multiple forms of stress arising from administrative demands, role conflict, external pressures, and excessive workload. Several teachers reported mental exhaustion due to performance targets and administrative responsibilities, while others experienced role conflict between teaching duties, administrative tasks, and personal responsibilities. In addition, pressure from parents, time constraints, and the tendency to carry work related problems into personal life further

intensified their emotional burden. These findings suggest that teacher stress is multidimensional, encompassing cognitive, emotional, and social aspects, and forms the initial context shaping the need for effective coping strategies.

Theme 2: Coaching as a Reflective Space and Self Awareness Development

The second theme demonstrates that coaching functions as a reflective space that facilitates mindset transformation, self regulation, and psychological growth among teachers. The coaching process encourages teachers to re evaluate their perspectives on work related stress through non judgmental reflective questioning and an equal relational dynamic between coach and participant. As a result, teachers shift from reactive and blame oriented thinking toward more adaptive, accepting, and solution oriented perspectives. Coaching also enhances emotional awareness and the ability to regulate emotional responses more effectively, as reflected in the ability to pause before reacting, recognize emotions, and choose constructive responses. These changes develop gradually through continuous reflection, leading to increased self control, confidence, and readiness to face future challenges. Therefore, coaching serves not only as a short term stress management tool but also as a sustainable process for strengthening teachers' mental resilience.

Theme 3: Changes in Coping Strategies and Emotional Regulation

The third theme reveals variations in coping strategies employed by teachers in responding to work related stress. The findings identify several coping strategies, including problem focused coping, emotional coping, adaptive coping, and avoidant coping. Some participants demonstrated adaptive coping strategies, such as problem solving, self reflection, boundary setting, and conscious emotional regulation. However, other participants showed non adaptive tendencies, including avoidance or emotional suppression without healthy expression. Notably, several participants exhibited a transition from passive or avoidant responses to more active and reflective coping strategies. This shift indicates a dynamic psychological learning process rather than a static coping condition.

Theme 4: The Role of Spiritual Values in Strengthening Mental Resilience

The fourth theme highlights the role of spiritual values in reinforcing teachers' mental resilience. The findings show that spiritually based coping strategies, such as prayer, surrender, patience, sincerity, and meaning making, consistently emerged among participants. Spiritual values function not only as emotional regulation mechanisms but also as sources of meaning that enable teachers to accept challenging situations and recover from stress. In this context, spirituality serves as an internal foundation that enhances psychological endurance and inner stability.

Theme 5: Contextual and Sustainable Coaching for Teachers' Mental Well Being

The fifth theme emphasizes that participants not only experienced the benefits of coaching but also reflected on the conditions necessary for its effective implementation. The findings highlight the importance of structural support, the quality of coaching relationships, the integration of spiritual values, and the sustainability of coaching processes as key factors for long term impact. Overall, the thematic analysis demonstrates that teachers' mental resilience develops through a complex interaction between stress experiences, coping strategies, coaching processes, spiritual values, and environmental support. Coaching acts as a reflective bridge that integrates internal and external factors, enabling teachers to develop more adaptive and sustainable coping mechanisms.

CONCLUSION

This study concludes that, prior to participating in the coaching process, most teachers were in a psychologically vulnerable condition, characterized by persistent work related stress, emotional exhaustion, limited emotional regulation, and a tendency to rely on maladaptive coping strategies. Teachers experienced pressure not only from administrative and pedagogical demands, but also from internal conflicts and moral professional expectations that lacked adequate reflective space. This condition indicates that teachers' mental resilience in the initial phase had not been optimally developed and required interventions focused on strengthening internal capacities. The findings further reveal that teachers perceived coaching as a safe, non judgmental reflective space that enabled them to develop deeper awareness of their emotions, thought patterns, and professional experiences. Coaching was not viewed as a performance evaluation, but rather as a supportive process that facilitated self understanding, acceptance of limitations, and reframing of professional challenges. This process contributed significantly to the development of self awareness and psychological growth.

After engaging in coaching, teachers demonstrated notable improvements in coping strategies and emotional regulation. There was a clear shift from reactive, avoidant, and suppressive coping toward more adaptive and problem focused approaches. Teachers also became more reflective, emotionally stable, and less impulsive in responding to work related stress. In addition, spiritual values such as prayer, acceptance, and surrender played a crucial role in strengthening mental resilience by providing inner stability and meaningful interpretation of challenges. Overall, this study confirms that coaching serves as an effective psychospiritual approach to enhancing teachers' mental resilience. Its effectiveness lies in its ability to integrate self reflection, emotional regulation, adaptive coping, and spiritual meaning making. Therefore, the implementation of contextual, sustainable, and culturally relevant coaching

practices is essential to support teachers' psychological well being and professional sustainability in educational settings.

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