


The Impact of Perceived Social Support and Emotion Regulation on the Psychological Well-Being of Islamic Boarding School Teachers

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<p>Submitted: 2026-04-07</p> <p>Revised: 2026-05-07</p> <p>Published: 2026-05-17</p> <p>Keywords: Emotion Regulation, Psychological Well-Being, Teachers, Perceived Social Support</p> <p>Copyright holder: © Author/s (2026)</p> <p>This article is under: </p> <p>How to cite: Khodir, A., Dewi, D. K., & Khoirunnisa, R. N. (2026). The Impact of Perceived Social Support and Emotion Regulation on the Psychological Well-Being of Islamic Boarding School Teachers. <i>Bulletin of Counseling and Psychotherapy</i>, 8(2). https://doi.org/10.51214/002026081894000</p> <p>Published by: Kuras Institute</p> <p>E-ISSN: 2656-1050</p>	<p>ABSTRACT: Teachers in Islamic boarding schools (<i>pesantren</i>) often face multiple roles demand, including academic instruction, moral guidance, and spiritual mentoring, which may affect their psychological well-being. This study aims to examine the effect of perceived social support and emotion regulation on the psychological well-being of teachers in an Islamic boarding school (<i>pesantren</i>) context. The study employed a quantitative cross-sectional design involving 264 permanent teachers from an integrated Islamic boarding school foundation in East Java, Indonesia. Data were collected using three standardized instruments: Ryff's Scales of Psychological Well-Being (42 items), the Multidimensional Scale of Perceived Social Support/MSPSS (12 items), and the Emotion Regulation Questionnaire/ERQ (10 items). Data were analyzed using multiple linear regression after all classical assumptions were met. The results revealed that perceived social support and emotion regulation simultaneously had a positive and significant effect on teachers' psychological well-being, with an F value of 160.358 and $p < 0.001$. The coefficient of determination indicated that these two variables explained 64.9% of the variance in psychological well-being ($R = 0.806$; $R^2 = 0.649$). These findings demonstrate that the psychological well-being of <i>pesantren</i> teachers is shaped not only by internal personal resources but also by supportive social environments. Therefore, strengthening social support and providing emotion regulation training are important strategies for promoting teachers' mental health and sustaining educational quality in <i>pesantren</i> settings.</p>
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INTRODUCTION

The teaching profession is widely recognized as a fundamental pillar of national development, as it contributes not only to academic instruction but also to the formation of students' character, morality, and emotional development (Dara et al., 2021). Therefore, teachers function as psychosocial agents who shape and strengthen the values and emotional resilience of future generations. However, this profession is also characterized by significant demands. Teachers frequently encounter administrative burdens, curriculum expectations, interpersonal challenges with students and parents, and institutional constraints (Greenier et al., 2021). The emotional demands of teaching require sustained involvement and continuous interpersonal engagement. As a result, teachers' ability to manage and regulate these pressures has an important effect on the classroom climate and the overall quality of educational outcomes. When such pressures are not

managed effectively, teachers' well-being may deteriorate, increasing the risk of emotional exhaustion, depression, and cynicism toward the profession (Ismail et al., 2023; Nicolini et al., 2021).

In the Indonesian educational landscape, Islamic boarding schools (*pesantren*) are educational institutions with sociological, cultural, and psychological characteristics that differ substantially from state schools in general and secular non-boarding private schools. Within the *pesantren* context, teachers carry a multidimensional responsibility. They are expected not only to serve as academic instructors or *mu'allim*, but also as moral educators and spiritual guides (*murabbi*), as well as role models responsible for cultivating students' ethical conduct and character (*mu'addib*) (Amirrudin, 2023). This dual-role expectation places demands on teachers that often exceed those experienced by educators in general schooling contexts. At the same time, teachers in *pesantren* often receive compensation that is considerably lower than the remuneration provided in state schools. This condition creates a psychological tension between dedication to religious education and the need to meet basic economic demands (Abduh, 2024). In addition, *pesantren* teachers are often positioned as guardians of *salaf* values in the face of modernization and materialistic cultural influences. As a result, professional identity in this setting is closely intertwined with personal piety and spiritual standing, making teachers' mental well-being a crucial concern for the sustainability of the institution itself (Dong et al., 2024; Yurtsever et al., 2025).

Rooted in the complexity of these structural and existential problems, the concept of psychological well-being (PWB) emerges as an absolute theoretical and practical urgency. Conceptually and philosophically, psychological well-being is fundamentally anchored in the eudaimonic tradition of thought initiated during the Aristotelian era, which defines genuine wellness not merely by the transient absence of negative, distressing emotions or the successful attainment of ephemeral pleasure (the hedonic approach), but rather through the active, persistent, and relentless process of an individual maximizing their true human potential and discovering the profound fulfillment of their authentic self-nature (Diener et al., 2018; Ryff, 1989). Psychological well-being is perceived as a central active concept detailing exactly how effectively an individual functions optimally within the tangible world while courageously confronting and overcoming life's myriad, unending existential hurdles (Huppert, 2009; Zelenski, 2024). This philosophical underpinning is exceedingly relevant to the brutal reality of the teaching profession, which fundamentally demands immense personal sacrifice, unwavering dedication, and a relentless search for profound life meaning amidst massive, grinding occupational workloads.

Psychological well-being is influenced by a complex combination of personal and environmental factors. Personality traits such as high extraversion and low neuroticism have been identified as important predictors of psychological health (Scharbert et al., 2024; Seema & Manju, 2023; Yu et al., 2024). Positive attitudes, including hope and optimism, also contribute to reducing negative emotional experiences (Aldbyani et al., 2025). In addition, individual capacities such as emotional intelligence, resilience, and self-efficacy have consistently been associated with higher psychological well-being across different populations (Hui et al., 2025; Liu et al., 2025; Sahu & Bajaj, 2025; Yudiati et al., 2025). Beyond individual characteristics, social and demographic factors such as age, physical activity, social media use, marital status, and family support also shape mental well-being (Crolc et al., 2025; Fang et al., 2025; Gocen & Ozturk, 2025; Valkenburg, 2022). Among these factors, contemporary psychological literature highlights perceived social support and emotion regulation as two especially important determinants for individuals working in highly demanding and stressful environments.

Perceived social support (PSS) is an important psychological construct that differs from objectively received support. It refers to an individual's subjective evaluation and belief that emotional, instrumental, and informational support is available from their social network when needed (Zimet et al., 1988). Rather than focusing on the amount of actual assistance received, perceived social support emphasizes the sense of being loved, valued, and connected to others

within a supportive social relationship (Graham et al., 2007; Uchino, 2009). This subjective belief has been shown to reduce the negative impact of stress and to promote well-being and adaptive functioning across different cultural contexts (Al-Ja'afreh et al., 2025; Azzarah & Syakarofath, 2025; Ling et al., 2025; Yusof et al., 2022).

Emotion regulation is an important internal psychological process. It refers to the set of conscious and automatic processes used by individuals to monitor, evaluate, and modify their emotional responses in order to meet situational demands (Gross, 2024; Lazarus, 1991). This process influences which emotions are experienced, when they arise, and how strongly they are felt and expressed (Greenberg, 2017; Perry & Calkins, 2018). Within Gross's emotion regulation process model, two main strategies are identified: cognitive reappraisal, which occurs at the antecedent-focused stage by changing the meaning of a situation, and expressive suppression, which occurs at the response-focused stage by inhibiting emotional expression (Gross & John, 2003).

The interaction between perceived social support and emotion regulation represents an important area in the study of psychological well-being. Previous studies suggest that these two constructs are not independent, but may mutually reinforce one another in supporting adaptive psychological functioning (Brunsting et al., 2021; Iriyanti & Widiana, 2024; Masoumi et al., 2022). Although the importance of psychological well-being has been widely acknowledged, most existing studies in Indonesia have focused on teachers in general public schools, particularly in secular settings. There remains a limited number of studies that simultaneously examine external social resources and internal cognitive capacities within the distinct cultural context of *pesantren*. Addressing this gap is the main contribution of the present study.

Rationale of the Study

The present study is grounded in the recognition that teachers in *pesantren* operate within a highly demanding educational environment that combines academic, moral, and spiritual responsibilities. In such contexts, psychological well-being is not only important for teachers' personal health but also for sustaining their effectiveness, commitment, and stability in carrying out multiple roles. Although previous studies have identified perceived social support and emotion regulation as important predictors of well-being, relatively little research has examined these factors together in the specific context of *pesantren* teachers. Most existing studies have been conducted in general school settings, leaving an important contextual gap in understanding how external support and internal emotional capacity interact within Islamic boarding school environments. Therefore, this study seeks to address that gap by investigating the simultaneous contribution of perceived social support and emotion regulation to the psychological well-being of *pesantren* teachers.

Study Aim and Hypothesis

The primary objective of this study is to examine the simultaneous effects of perceived social support and emotion regulation on the psychological well-being of *pesantren* teachers. It is hypothesized that perceived social support and emotion regulation have a positive and statistically significant effect on the psychological well-being of *pesantren* teachers.

METHODS

Design

This study employed a quantitative approach using a cross-sectional research design. This design was selected because it allows the simultaneous measurement of independent and dependent variables at a single point in time, thereby enabling the examination of predictive relationships among variables without experimental manipulation or intervention. Through this

approach, the study provides a comprehensive overview of the psychological dynamics experienced by teachers in the *pesantren* environment.

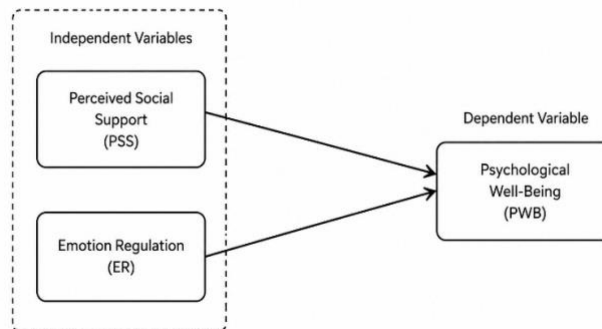


Figure 1. Research Design Framework

The conceptual framework of the study illustrates perceived social support and emotion regulation as independent variables influencing psychological well-being as the dependent variable.

Participants

The targeted population under precise investigation encompassed the entire vast spectrum of permanent teaching staff residing under the umbrella of an integrated Islamic Boarding School Foundation strategically located in East Java, Indonesia. This massive institution oversees an array of educational units spanning from basic to upper secondary levels, specifically including *Madrasah Ibtidaiyah* (MI), *Madrasah Tsanawiyah* (MTs), *Madrasah Aliyah* (MA), and Vocational High School (SMK). Taking into careful consideration the highly manageable total aggregate number of population elements, and driven by an absolute, unwavering intention to completely eliminate the slightest possibility of sampling error to guarantee flawless parameter accuracy, a saturated sampling technique was fully and uncompromisingly applied. These subjects were specifically distributed across several educational units: 21 teachers at the *Madrasah Ibtidaiyah* (MI), 137 teachers at *Madrasah Tsanawiyah* (MTs), 78 teachers at *Madrasah Aliyah* (MA), and 28 teachers at the Vocational High School (SMK).

Instruments

The study employed three standardized self-report instruments to measure the research variables. Psychological well-being (PWB) was assessed using a 42-item adapted version of Ryff's Scales of Psychological Well-Being (RSPWB), which reflects six dimensions of eudaimonic functioning (Ryff, 1989). Perceived social support (PSS) was measured using the 12-item Multidimensional Scale of Perceived Social Support (MSPSS) developed by Zimet et al. (1988), assessing support from family, friends, and significant others. Emotion regulation (ER) was evaluated using the 10-item Emotion Regulation Questionnaire (ERQ) developed by Gross and John (2003), which measures cognitive reappraisal and expressive suppression.

The internal consistency of all instruments was assessed using Cronbach's alpha following the try-out phase. The results indicated high reliability for psychological well-being ($\alpha = 0.985$), perceived social support ($\alpha = 0.969$), and emotion regulation ($\alpha = 0.839$), all of which exceed the commonly accepted threshold for reliability.

Data Analysis

The data analysis was conducted using IBM SPSS Statistics. The analysis began with descriptive statistics to determine the measures of central tendency and dispersion, which were then used to classify each variable into low, moderate, and high categories. Before hypothesis testing, classical

assumption tests were performed to examine normality, linearity, multicollinearity, and homoscedasticity. After all assumptions were met, hypothesis testing was conducted using multiple linear regression with an F-test to examine the simultaneous effects of social support and emotion regulation on psychological well-being. The coefficient of determination was used to identify the proportion of variance explained by the predictors.

RESULTS AND DISCUSSION

Results

Prior to hypothesis testing, all statistical assumptions for multiple linear regression were successfully verified. The normality of residuals was confirmed using the Shapiro-Wilk test ($p = 0.755$), and linearity was established for each pair of variables. Furthermore, multicollinearity was determined to be absent based on tolerance values approaching 1 and VIF values below 1.4, while homoscedasticity was verified through visual inspection of scatterplots.

Hypothetical Testing

Table 1. Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.806	.649	.645	17.538

Table 2. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig
1	Regression	147974.368	3	49324.789	160.358	.000
	Residual	79973.617	260	307.591		
	Total	227947.985	263			

Based on the testing results in the ANOVA table above, an F-value of 160.358 was obtained with a significance probability of 0.000 ($p < 0.05$). This proves that the hypothesis is accepted, indicating that perceived social support and emotion regulation simultaneously exert a highly significant influence on psychological well-being. Furthermore, in the Model Summary table, the multiple correlation coefficient (R) is recorded at 0.806, indicating a strong relationship between the independent and dependent variables. The R Square value of 0.649 validates that the combination of these two independent variables effectively contributes to explaining 64.9% of the variability in psychological well-being among teachers in this Islamic boarding school environment.

Discussion

The substantive findings of this study strongly indicate that the resilience and emotional equilibrium demonstrated by educators working within the complex environment of the *pondok pesantren* cannot be understood as merely the product of an isolated individual psychological disposition. Rather, such resilience emerges as the result of an organically integrated and functionally interwoven system that combines a reliable environmental social support network with strong emotional competence. The implications of these findings are highly significant for the reconfiguration of human resource management practices within Islamic educational institutions. They suggest that any institutional effort to address mental health concerns through material incentives alone, or through routine administrative rotation without deeper psychosocial support, will be insufficient to reduce teacher emotional exhaustion in a sustainable manner. In contrast, optimal pedagogical functioning appears to be achieved only when the *pesantren* institution actively cultivates a protective environment in which teachers can express concerns without fear of stigma, while simultaneously providing the autonomy necessary for them to apply adaptive cognitive

strategies in managing the emotional demands of classroom instruction. The coexistence of these two elements is therefore not optional, but fundamental.

The overall empirical pattern of this study is also highly consistent with the stress-buffering framework. In particular, the findings provide strong support for the theoretical proposition that a stable perception of available support functions as a protective mechanism that mitigates the harmful effects of excessive occupational stress (Dara et al., 2021; Uchino, 2009). Within the *pesantren* context, this buffering effect can be interpreted as a culturally grounded expression of *ta'awun*, or mutual assistance, in which dependable friendships and supportive *Kiai* leadership operate as an emotional safeguard. Such support helps teachers reinterpret heavy workloads not as overwhelming threats, but as manageable responsibilities within a shared institutional and spiritual mission (ALshymaa et al., 2024; Ompok & Teo, 2021). This interpretation also aligns with Ryff's (1989) eudaimonic model of well-being, which emphasizes psychological growth, purpose, and positive functioning rather than merely the absence of distress. Moreover, the teachers' use of cognitive reappraisal particularly when disciplinary challenges or classroom difficulties are reframed as opportunities for worship, moral refinement, or continuous spiritual reward (*jariyah*) reflects a deeply embedded *pesantren*-oriented form of husnuzan (Gross, 2024; Okur et al., 2025; Wang et al., 2025). This form of meaning-making likely reduces the activation of anger-related physiological responses at an early stage (Fernández-García et al., 2023; Greenier et al., 2021), thereby reinforcing the relevance of the emotion regulation process model proposed by Gross & John (2003).

More broadly, the interaction between external social support and internal emotion regulation in this study resonates with a wide range of previous empirical findings across related fields. The protective role of communal support is consistent with studies involving working mothers, kindergarten teachers, isolated patients, and other populations facing sustained psychosocial pressure (Aw et al., 2023; Hui et al., 2025; Kaynak et al., 2022; Nagari & Hapsari, 2023; Sulaeman & Kustimah, 2024). Collectively, these studies confirm that a dependable social safety net plays a critical role in preventing stress accumulation under conditions of institutional strain. At the same time, the positive role of emotion regulation strategies is also strongly supported by earlier research showing that effective emotional self-management contributes to stable functioning, adaptive coping, and stronger teaching performance (Ismail et al., 2023; Sabz et al., 2021; Sia & Aneesh, 2024; Zhi & Derakhshan, 2024). The present study extends this literature by showing that the combination of external and internal resources explains a substantial proportion of variance in the model, namely 64.9%, thereby confirming that these variables are not independent supplements, but mutually reinforcing components of psychological equilibrium. This finding is also in line with the conclusions of Masoumi et al. (2022), Iriyanti & Widiana (2024), and Khairunnisa & Zakaria (2022), all of which underscore the importance of integrating social and emotional resources in supporting well-being and performance.

An additional and theoretically important dimension of this study concerns the role of expressive suppression when examined alongside cognitive reappraisal. In much of Western clinical psychology, suppression is commonly associated with maladaptive outcomes, including elevated physiological strain and poorer mental health, particularly when it is used as a rigid or chronic defensive strategy (Chen, 2024; Graça & Brandão, 2024). However, the present findings suggest that within the sociocultural context of the Indonesian pondok *pesantren*, expressive suppression may function differently. Rather than being interpreted solely as pathological repression, the deliberate inhibition of overt emotional expression in front of students appears to serve a socially functional purpose. It helps preserve classroom order, maintains teacher authority, and upholds the ethical ideal of *uswatun hasanah*, in which the educator is expected to embody exemplary conduct. In this setting, suppression is not simply the denial of emotion, but a culturally regulated form of self-discipline that supports institutional stability and moral credibility. When combined with cognitive reappraisal, this strategy may allow teachers to regulate emotion in a manner that is both socially

appropriate and professionally effective. This culturally contingent interpretation is consistent with the contextual patterns reported by Zulfikar & Afdal (2024) and the related anomaly described by Oktavia & Fahmawati (2025), both of which suggest that emotion regulation strategies cannot be fully understood outside their social and religious environment.

Implications

This research provides significant theoretical and practical implications. Theoretically, the findings fortify Ryff's (1989) theory of Psychological Well-Being and confirm the relevance of Gross's (2024) Emotion Regulation theory and Zimet's (1988) Perceived Social Support theory within the context of *pesantren*-based education, proving that the integration of these three variables constitutes the foundation of educators' mental health. Practically, for Islamic Boarding School Foundations, these findings imply that human resource management cannot solely focus on administrative aspects but must also address psychological aspects by creating a supportive work climate and developing teachers' soft skills. These results highlight the importance of balancing the search for external social support with the training of internal emotion regulation skills as an effective self-defence strategy to prevent burnout and maintain optimal teaching performance amidst dual role demands. Consequently, policy recommendations are directed at accelerating the facilitation of peer counseling programs, engineering the foundation for sustainable psychological mentoring systems in dormitories (buddy support systems), and mandating the inclusion of emotional literacy competency training workshops. This highly structured, heavily financed fortress of institutional intervention is systemically believed to possess the raw fortitude required to completely blunt the edge of pathological threats, effectively castrating the toxic danger of chronic exhaustion exploding out of the chasm separating devotional doctrine demands from material capacity limitations.

Limitations and Further Research

This study has several methodological limitations that should be acknowledged. First, with regard to external validity, the study was conducted in only one setting, namely an Islamic Boarding School Foundation. Because each *pesantren* has its own organizational culture, values, leadership patterns, and management system, the findings of this study cannot be directly generalized to teachers in other boarding schools with different contextual characteristics. Second, this study used a cross-sectional design, with data collected at a single point in time. As a result, it was not possible to observe changes in teachers' psychological conditions over time or to draw stronger conclusions regarding long-term causal relationships among the variables. Third, all variables were measured using self-report questionnaire instruments. This approach may introduce social desirability bias, as respondents may tend to provide answers that reflect socially acceptable or expected perceptions of the ideal educator within the *pesantren* environment.

For future research, it is recommended that longitudinal or experimental designs be employed to examine temporal patterns and to test the effectiveness of interventions more rigorously. Future studies should also broaden the scope of variables by including additional personal, organizational, and contextual factors not covered in the present study. In addition, further empirical studies are needed to compare the effectiveness of different digital literacy training approaches and other intervention strategies in a more systematic manner. Future research should also involve a wider range of *pesantren*, including both integrated and traditional institutions, in order to improve the generalizability and comprehensiveness of the findings.

CONCLUSION

Based on the analysis and discussion, this study concludes that the availability of perceived social support and the capacity for emotion regulation simultaneously exert a highly significant and positive influence on the psychological well-being of teachers in the Islamic boarding school foundation ecosystem. Communally, these two factors operate synergistically to account for 64.9% of the variability in the mental well-being of the educators. These findings fundamentally affirm that teacher well-being does not exist in a vacuum, but is rather the organic woven product of a supportive social ecosystem and internal proficiency in navigating emotions adaptively. Therefore, any interventions and policies aimed at maintaining the mental health of *pesantren* teachers must urgently integrate the strengthening of the community safety net through social support, simultaneously with structured emotional management literacy training.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors made equal and substantial contributions to the conceptualization of the research design, empirical data collection in the field, execution of statistical data analysis, and the drafting and editing of the overall manuscript. All authors have thoroughly reviewed, provided consent, and agreed upon the final formulation of this published article.

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