



I Feel Like I'm Battling Flames: Educating Youth And Students With A Deficiency In Education In Indonesia

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Abstract

The emotional experiences of teaching Indonesian 7–8-year-old pupils who face educational difficulties are examined in this study. Nine primary school math instructors participated in semi-structured in-person interviews that yielded data. The data were then analyzed using a theme analysis and an inductive, grounded theory approach. When the results are analyzed in the context of resource conservation theory, they show that students who have educational disadvantages are not a homogeneous group but rather show a considerable variability in the causes of their disadvantages and the difficulties they face in their academic pursuits. The emotional strain that instructors bear when assisting these pupils is exacerbated by these variables. The report also addresses possible suggestions for resolving these issues.

Practitioner note:

What is already known about this topic

- Educational challenges faced by young students in Indonesia, especially those with learning disabilities, have been documented as significant. The emotional labor required by teachers working with these students is recognized but often under-supported.
- Previous studies have highlighted the difficulties in providing adequate education for students with diverse educational backgrounds and needs, particularly in the context of early childhood education.
- There is a growing body of literature addressing the need for tailored educational strategies, emotional support for teachers, and inclusive education policies, but gaps remain in addressing the full spectrum of challenges faced by educators.

What this paper adds

- This paper provides a detailed exploration of the emotional experiences of teachers working in the Mathematics Intervention Program (MIP) in Indonesia, focusing on the emotional strain and challenges encountered when teaching students with educational disadvantages.



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- The research introduces new insights into the coping mechanisms teachers employ, the systemic barriers they face, and the importance of providing both emotional and practical support to educators.
- The findings suggest that the support structures for teachers need to be enhanced, particularly in terms of professional development opportunities and peer support networks, to better equip them for the emotional demands of their roles.

Implications for practice and/or policy

- Educators can use the insights from this study to advocate for more comprehensive emotional support and professional development tailored to the needs of teachers working with disadvantaged students.
- Policymakers should consider the importance of emotional well-being in teacher performance and student outcomes, leading to the integration of more robust support systems within educational frameworks.
- This paper underscores the need for a more structured approach to teacher training that includes components on emotional labor and coping strategies, particularly in the context of special educational needs.

1. INTRODUCTION

Sanctioning An ethic of care has long been recognised as a necessary part of teachers' work proficient obligation. Open talk encompassing instructors in Indonesia and universally frequently celebrates teachers who go past their customary duties to form a "genuine affect" in their students' lives, regularly alluding to changes in character advancement and/or point of view shifts. FitzGerald et al. (2023) contended that caring ought to be a ethical introduction in educating, where a The teacher's intuitive relationship with students is guided by an ethic of care "established in and subordinate on common caring" which sees the development of understudies as "a matter of central significance" (Xie & Derakhshan, 2021). Such compassionate qualities are a principal desire for instructors but are frequently accepted instead of unequivocally instructed or emphasized in educator preparing (Tirri & Toom, 2020). As a result, there shows up to be a need of organized or formal back tending to the enthusiastic challenges of reliably sanctioning an ethic of care for all understudies beneath their supervision (see Table 1).

Table 1. Summary of participants.

No	Pseudonym	Number of Years Teaching MIP	Total Number of Years in the Teaching Profession
1	Siti	11	23
2	Dewi	5	10
3	Ratna	3	25
4	Lina	10	14
5	Fitri	13	36
6	Yuni	8	32
7	Ani	7	15
8	Rini	12	15
9	Wati	1	10
10	Rina	9	18
11	Sari	4	20
12	Dita	6	22

Teaching at the elementary level involves a heightened emotional commitment compared to secondary education. This is because elementary school teachers engage in deeper emotional connections with their students, akin to those of parental relationships. Research underscores that these teachers face significant emotional demands, driven by the necessity to consistently manage their feelings and maintain supportive interactions with not only their students but also their families and colleagues. The role requires a pronounced degree of professional warmth and daily, intensive involvement. This ongoing emotional engagement and the need for empathetic communication contribute to the unique and demanding nature of teaching younger children, making it a more emotionally intricate profession compared to teaching older students (Edwards, 2021).

In Indonesia, understudies start formal instruction within the year they turn 7. Through a standardized Science appraisal managed to all understudies in their to begin with year of formal instruction, those whose pattern for Arithmetic learning falls underneath their peers are recognized. Rather than remaining in their classrooms with their peers for Arithmetic lessons, these understudies are set in a isolated classroom for a Mathematics Mediation Program (MIP) (Francisco et al., 2022). The MIP points to raise low-progress Science understudies, advertising uncommonly prepared instructors, a educational modules with a overwhelming accentuation on hands-on exercises to framework numerical concept and teacher-student ratio limited to 1:8. Although MIP may be a two-year program, students may return to the basic arithmetic course if they meet the exit criteria within

the standard time test regularly managed toward the conclusion of the scholarly year. It is imperative to note here that understudies may drop underneath pattern due to a assortment of instructive drawbacks.

In this article, the phrase “students with educational disabilities” is employed to collectively describe two distinct categories of children who require specialized support. This terminology encompasses both groups, highlighting their shared need for tailored educational strategies and accommodations. By using this inclusive term, the article aims to address and discuss the unique challenges and needs faced by these students in the educational system, emphasizing the importance of targeted interventions and support mechanisms for each group (Leung, 2019).

1)ordinarily creating understudies who may be impeded compared to their peers due to different variables such as dialect troubles, tactile handling shortages, unseemly instruction, destitute state of mind towards science, tall anxiety, or need of domestic bolster, and 2) Extraordinary Instruction Needs (SEN) understudies, who may have mental incapacities, learning incapacities, or other basic shortfalls that impact their cognition (Minarti & Subkhi, 2021). The term “educationally distressed students” is crucial alongside “SEN students” to foster inclusive educational environments. In response to this need, the Indonesian Ministry of Education expands compulsory education law to include students with Special Educational Needs (SEN). As of 2019, this policy mandates that all SEN students must attend school. The majority, approximately 75%, are integrated into mainstream educational settings, while the remaining 25% are placed in specialized, government-funded schools designed to cater to their unique needs. This initiative reflects a commitment to providing equitable education opportunities and addressing the diverse requirements of SEN students.

2)This discussion emphasizes the emotional dimensions associated with teaching and providing care for young students with academic challenges in the MIP (Mathematics Intervention Program). It seeks to uncover the specific difficulties faced by MIP teachers as they balance their instructional and caregiving responsibilities, and how these difficulties impact their emotional well-being. Additionally, the paragraph examines the coping strategies employed by teachers to manage their emotions effectively. Although there is growing public discourse portraying teachers as dedicated and heroic figures for at-risk students in Indonesia, there remains a lack of comprehensive understanding regarding real-life emotions in their experiences teaching these students (Misi et al., 2021).

These questions gain added significance when examining Indonesia's educational approach from two distinct perspectives. The Indonesian education system is known for its intense emphasis on examination results and its highly competitive environment. This focus on academic performance and competition can intensify the challenges faced by teachers, especially those working with students who have special educational needs. Understanding how these systemic pressures impact teachers' emotional well-being and their strategies for managing stress is crucial for developing a more supportive and effective educational framework (Candeias et al., 2021). For educators, this means they are responsible for effectively imparting academic knowledge to ensure students can perform well in standardized tests. Despite efforts to keep class sizes manageable, teachers frequently encounter a broad range of challenges due to various educational barriers. Furthermore, Indonesia's educational framework embraces a holistic approach, valuing not only academic success but also recognizing and rewarding non-academic achievements. This includes fostering skills such as moral reasoning, personal growth, and social cooperation. Such a comprehensive perspective on education aims to support the development of well-rounded students and address the diverse needs and accomplishments of both schools and individual learners (Zhao & Watterston, 2021).

In expansion to overseeing the educating and learning that happens in lesson, instructors must moreover commit assets to sustaining the character and ethical compass of their understudies, especially on the off chance that they are youthful. Past simply conferring information, instructors, particularly those working with instructively impeded understudies, endeavor to be accessible to their understudies to supply the passionate and attitudinal back required To address both academic and non-academic challenges, teachers often find themselves balancing roles that extend beyond traditional teaching responsibilities. Their function increasingly resembles that of a social worker or counselor, as they are required to support students emotionally and help facilitate personal growth, despite not being formally recognized or compensated for these aspects of their role. This expanded responsibility highlights the complex nature of teaching, where educators must manage not only the delivery of academic content but also the emotional and social development of their students (Kariou et al., 2021).

2. METHODS

4.1. Information Collection

Data for this study were gathered through semi-structured, face-to-face interviews with nine primary school mathematics teachers who had participated in specialized training programs provided by the Ministry of Education. These programs were aimed at equipping teachers with the essential knowledge and tools to support students struggling with mathematical concepts. Each interview, conducted in the teachers' own schools, lasted between 60 to 90 minutes and involved one or two interviewers interacting with a single teacher at a time. This method allowed for a detailed and contextually relevant exploration of the teachers' experiences and insights within their natural work environment. The interviews were audio-recorded and later analyzed by the research team. Initially, the researchers intended to include a larger sample size; however, due to access issues

exacerbated by remote learning arrangements, the study was limited to nine participants. To mitigate this limitation, the researchers ensured thorough data saturation by continuing interviews until no new significant themes emerged (Taghap, 2023).

4.2. Members and Information Examination

Ethical clearance was granted for interviewing teachers as part of a more extensive longitudinal study, of which the current research is a segment. This larger study looked for to explore the complexities of arithmetic instruction and address the continuous challenges confronted by understudies who battle with math in spite of locks in in intercession programs. It included an analysis aimed at identifying the root causes behind persistent low achievement in mathematics. The teachers involved in the interviews were participants in this broader study and had provided their informed consent (Chen et al., 2020). They were assured that their responses would remain confidential and would contribute valuable insights into the Mathematics Intervention Program (MIP) from their professional perspectives.

The examination of meet information was carried out utilizing an inductive grounded hypothesis approach coupled with topical investigation to uncover insights into teachers' experiences within MIP classrooms (Tzafilkou et al., 2022). Researchers designed broad questions to delve into the specific roles of teachers, the challenges they encounter, and their strategies for overcoming these obstacles to improve student outcomes. Given the sparse existing literature on this topic, the inductive method facilitated the emergence of key themes directly from the data. To systematically analyze these themes, two researchers coded the interviews using NVivo version 12, with oversight from the Principal Investigator. After initial open coding of a test transcript, the analysts collaborated to refine and formalize the themes into a comprehensive codebook, which included detailed definitions and parameters for each theme. This codebook was then utilized to code three randomly selected transcripts, representing a third of the dataset, ensuring consistency and depth in the analysis.

Throughout the analysis process, researchers conducted ongoing discussions to continually refine the definitions and boundaries of topics, as well as to adjust any coding blunders that emerged (Abraham et al., 2021). This iterative approach facilitated adjustments and ensured accuracy in the coding process. The team included one researcher with firsthand teaching experience and another without, providing a balanced perspective by integrating both insider and outsider viewpoints. This diversity in experience, coupled with frequent, reflective discussions, played a crucial role in maintaining objectivity and neutrality throughout the examination and coding stages.

3. DISCUSSION

A strong subject that risen from the meet information is the thought that understudies enlisted within the Science Intercession Program (MIP) in Indonesia frequently come with noteworthy instructive impediments established in variables exterior the classroom, and without a doubt, exterior the school. These impediments have a coordinate affect on their availability for school and their generally instructive involvement. One such drawback is the clear need of fundamental life skills that understudies ought to successfully explore formal instruction.

3.1. Essential Pre-requisites to Instructing

3.1.1. Students' School Status

The instructor members reliably detailed that some time recently they can successfully educate scientific substance, they frequently discover themselves tending to issues irrelevant to arithmetic itself but vital for viable learning. This incorporates instructing understudies essential life abilities that are ordinarily taken for allowed but are fundamental for optimizing educational. For occurrence, Ongoing Revisions and Discussions illustrations:

"I mean, first you've got to prepare the kids, you know. Since it's not around learning, but moreover almost other skills — the kids are truly missing. So, you would like to prepare them for things like progressing to the correct classroom and indeed essential things like help-seeking abilities are too missing. For case, I had a understudy who would cry each time he didn't get it something. So, I had to expressly educate him — 'If you do not know how to do something, you would like to raise your hand and say, 'Oh Mdm Inez, I require offer assistance with this.'"

"You tell them 'okay, draw a straight line,' and they'll be like 'huh?' They'll inquire how to draw, where to draw, and so on, a part of questions. But in a normal course, you tell them, and they know what to do."

Inez's comments moreover propose that MIP instructors confront a heavier workload compared to non-MIP instructors. Whereas contrasts in school preparation among first-year understudies are anticipated, the noteworthy shortfalls in essential life aptitudes that straightforwardly affect MIP students' capacity to explore formal instruction cruel that MIP instructors must proactively discover ways to supply extra bolster inside the MIP classroom (Pudin et al.). As Inez centers out, in endeavoring to offer help their understudies fulfill educator destinations, MIP educates must give time and excited resources to socializing their understudies, much like a parent would.

Isik-Ercan (2020) highlighted that educators of young students often adopt a nurturing role akin to that of parents, a notion echoed in Inez's experience where teaching fundamental non-academic skills, such as help-seeking and boundary-setting, significantly impacts her ability to effectively teach science. As teachers strive to impart these crucial social and life skills, they may need to engage in emotional labor, including both surface acting and deep acting, to model the desired behaviors and responses for their students. This emotional effort can lead to heightened emotional demands on teachers, as emphasized by Ghyasi and Gurbuz (2023), who noted that managing these emotional aspects is a significant part of the teaching profession.

Besides, in spite of their youthful age, a few MIP understudies are instructively impeded due to life experiences. Yvonne clarifies the care she had to supply for a understudy who had inconvenience with unused faces: "The issue was that she was hospitalized for very a period some time recently she entered Essential 1. So, she had a kind of traumatic involvement and got to be pulled back, as it were talking to individuals she was recognizable with. So when outsiders came into the course, she wouldn't truly open up. I had to go and console her. Now and then I indeed had to sit with her some time recently she would meet the strangers."

For MIP instructors, tending to such instructive drawbacks may be a essential pre-requisite to reasonable direction and learning in a formal instruction setting. Without a doubt, (Ningsih & Suyatno, 2023) recognized such issues with feeling control as tireless 'blocks' in learning that instructors of youthful and instructively impeded understudies frequently discover themselves making a difference their understudies explore. From the viewpoint of Preservation of Assets (COR) hypothesis, it is critical to note that in the event that instructors of instructively distraught understudies need satisfactory assets to oversee these requests, it might lead to burnout and possible takeoff from the educating calling.

Such work, whereas completely essential, is generally imperceptible labor that's habitually overlooked inside the broader instructive scene and talks. Basically, tending to the need of essential life abilities could be a errand that MIP instructors must attempt some time recently they can indeed start to confer scholarly information (He, 2021). However, this labor-intensive and time-consuming work is routinely taken for permitted and does little to incorporate regard to a teacher's capable assessments. Obviously, this contributes to the enthusiastic labor of MIP instructors as they must oversee their possess sentiments of dissatisfaction and lock in in surface acting to adjust with the organizational objective of bridging crevices in scientific information for MIP understudies.

3.1.2. Basic Restrictions

In expansion to the challenges postured by students' instructive impediments, MIP instructors regularly confront more deterrents stemming from basic impediments than their non-MIP partners. Within the Indonesian instruction framework, it is common for understudies to whereas instructors. The program planned to help low-progress Arithmetic understudies, MIP understudies are required to take off their primary classrooms amid arithmetic move to a isolated program (Liu & Li, 2023). Sorts of calculated authoritative instructors frequently allowed as often as possible experienced by MIP instructors: "Each day feels like I'm putting out fires (Mykhnyuk & Abiltarova, 2020). Some of the time it's behavioral issues, now and then it's getting them utilized to the school schedule, particularly at the begin of the year, Term 1. After that, when they get utilized to the schedule, we still have other authoritative issues—we have to be battle for space. Then there are timetable clashes, so there's a lot to manage."

Pauline too touches on overseeing behavioral issues shown by understudies in lesson. Whereas this is often obvious and apparently anticipated within the instructing calling, the creators fight little lesson cruel instructors confront a better rate of behaviorally challenging understudies in lesson. Compared to non-MIP instructors, the class sizes for MIP teachers are typically three to four times smaller (Alvarez, 2021). This smaller class size fosters a closer teacher-student relationship, which increases the emotional intensity experienced by MIP teachers. This is especially true since classrooms with younger understudies tend to be more sincerely requesting for instructors (Shireen et al., 2020). In essence, teachers in Mathematics Intervention Program (MIP) classrooms experience a heightened emotional impact when dealing with challenging students compared to their counterparts in non-MIP settings. The increased emotional involvement required in MIP classrooms can significantly tax teachers' emotional and psychological resources. If these demands are not managed effectively, especially in the absence of adequate support, teachers may face substantial emotional exhaustion (Klusmann et al., 2023). This elevated emotional strain underscores the need for robust support systems to help MIP teachers maintain their well-being and sustain their effectiveness in addressing students' needs.

3.2. Trouble in Locks in Guardians

Another challenge as often as possible highlighted by the educator members is the trouble in locks in guardians of MIP understudies. Patty portrays her involvement in attempting to contact these guardians: "I cruel, we've been holding MIP briefings for the guardians. The beginning time is 2:30 pm, but by that time, there are usually zero guardians. So, within the conclusion, the briefing gets to be a one-on-one session, with as it were 2 guardians appearing up. In the event that you listen that your child is being put in a program, you'd anticipate guardians to need to know more, but on the off chance that they're not concerned, it

implies those understudies are very ignored. Exceptionally difficult to thrust those understudies, particularly when indeed at parent-teacher gatherings, they do not appear up”.

When parents are not actively involved in their child's education, students lose a crucial source of both educational and emotional support (Hernández-Padilla et al., 2023). This lack of engagement can point to broader issues within the family, such as absenteeism by parents—whether due to personal choice or unavoidable circumstances—or a home environment where educational pursuits are not prioritized. Such gaps in parental involvement not only impact the immediate support that students receive but also reflect deeper systemic issues that could affect the child's overall educational experience and development.

A need of accentuation on instruction at domestic is especially inconvenient for youthful understudies. passionate labor instructors experience attempting individuals understudy holes are to a great extent credited to intermittent school participation: "No matter how much exertion you put in, a few understudies do not get any bolster from domestic. You need to do so much for them, but the family doesn't care—they do not indeed need to send them to school. It's all squandered exertion, and it's exceptionally upsetting."

Despite the dedication and effort teachers put into their students, their ability to provide tangible support or effect significant change is often limited. As teachers deepen their emotional involvement with students over the course of the school term, they often encounter significant challenges, including feelings of helplessness, frustration, and eventual burnout. This increased emotional investment, while crucial for supporting student development, can also lead to emotional strain as teachers navigate the complexities and demands of their students' needs. The constant emotional engagement can take a toll on their mental well-being, making it essential for educators to find effective strategies for managing their emotional resources and seeking support to prevent these negative outcomes (Milner, 2020).

3.3. Keeping Up with Approach Changes

A key contributor to teacher emotional exhaustion is the lack of effective strategies and understanding for supporting students with Special Educational Needs (SEN) in Mathematics Intervention Program (MIP) classrooms. With the expansion of Indonesia's Mandatory Instruction Act to incorporate SEN understudies in standard instruction, these students are often identified through standardized assessments and placed in support programs like MIP. As a result, SEN students are frequently overrepresented in these specialized classrooms. Despite the extensive experience of the teachers involved—each with over a decade of teaching—many reported feeling overwhelmed, frustrated, and uncertain about how to manage and teach SEN students effectively (FitzGerald et al., 2023). This highlights a pressing need for enhanced training and resources to better equip teachers to handle the complexities of SEN education.

"It's exceptionally, exceptionally challenging. For SEN understudies, it's truly one-on-one educating. In case I do not go to them, they fair hold up! They cannot move on—they do not know how. Indeed with straightforward addition—6 also 5—they can't indeed check to include. So how do I offer assistance them? I truly do not know." (Helena)

"We moreover have a understudy with Worldwide Formative Delay (GDD), so he learns words by recognizing entire words. He's advancing superior, but he doesn't get it concepts like 'more' or 'fewer'. Indeed numbers inside ten—if you inquire him which number is greater, he'll be confounded. That's a colossal jump for me." (Pauline)

Such sentiments of weakness and disappointment contribute to the in general enthusiastic labor of instructors, requiring them to utilize feeling control strategies—strategies that they are anticipated to have procured through their claim instructing encounters. Agreeing to COR hypothesis, when teachers lack sufficient assets, such as enthusiastic control methodologies or social bolster, start feel overpowered (Fauzan, 2020).

Instructor members in this think about, understudies within course demonstrated indeed numerous a long time of educating involvement had not enough arranged them for. Ingrid highlights this when she clarifies how she took the activity to look for extra SEN preparing to prepare herself with the fundamental information and educational instruments to educate SEN understudies: "I told my boss that most of the understudies in my MIP lesson have their claim one of a kind learning needs, which we do not regularly see in normal classrooms. So, I recommended that perhaps following year I ought to go for preparing since I accept it would enormously offer assistance me." By preparing herself with different administration methodologies wants understudies, abilities administration techniques, way situated develop strength as a instructor and drive forward through challenges (RajyaLaxmi et al., 2020).

That teacher training for Special Educational Needs (SEN) can be enhanced by having SEN-trained staff within the school. Patty famous that her school had a framework where the school counselor and a specialized group of instructors conducted regular brief sharing sessions during staff meetings: "Our counselor and the learning behavioral bolster group really give commonsense tips amid school-wide gatherings. For case, they clarify how to identify in case a child isn't being devious but really has ADHD. They grant viable tips like seating them close the teacher's work area rather than next to the window since they'll get diverted. It's exceptionally useful."

Additionally, Ingrid detailed that staff gatherings and colleagues served as sources of data on how to approach SEN understudies: "We continuously have math division gatherings where we do sharing sessions. Now and then we fair conversation among ourselves within the staffroom and figure out how we will offer assistance each other."

Be that as it may, it's noteworthy that Patty and Ingrid were the as it were instructors to report any shape of basic bolster for instructing SEN understudies. Indeed at that point, these back structures appeared subjective and subordinate on person school approaches or the teachers' claim social and proficient systems. This circumstance shows up to envelop most, in case not all, of the obstructions distinguished by Fauzan (2020) that avoid the compelling educating of understudies with learning disabilities: deficiently information and involvement with disability-related issues, need of understanding of inability laws and approaches, privacy confinements on incapacities, and the nonappearance of proficient advancement openings.

MIP teachers frequently face negative emotions stemming from the challenges of supporting students with Special Educational Needs (SEN). This issue is intensified by the fact that there are more often than not as it were one or two MIP instructors in a school, which limits their opportunities to connect with colleagues in similar roles for discussion and support (Booth et al., 2021). The absence of peer support is a significant factor that impacts their perceived capability to manage job demands effectively. Establishing a robust network for peer interaction is essential for providing emotional and professional support, helping to mitigate burnout and improve overall job satisfaction among MIP teachers.

3.4. Negative Criticism within the Shape of Moo Grades

MIP students, who typically have lower mathematical abilities compared to their peers, frequently score very poorly on standardized math tests, which in turn becomes a significant source of emotional strain for their teachers. To understand why these low grades are so impactful, it is essential to consider both systemic and individual factors. On a systemic level, substantial resources have been dedicated to addressing the knowledge and skill gaps among MIP students. The Ministry of Education has taken a proactive approach by forming specialized teams to establish curriculum goals, develop educational materials, and organize professional development programs for MIP teachers (Januarita et al., 2023). This comprehensive support system aims to help these students meet their educational objectives more effectively. Teachers involved in the program have reported that the training and resources provided have greatly enhanced their understanding of the challenges faced by their students and improved their instructional strategies (Noviani et al., 2023). This ongoing investment in resources and training underscores a strong commitment to improving educational outcomes for MIP students, reflecting a well-organized effort to address the specific needs of this group and to support their academic success.

It is inevitable that MIP teachers will face internal challenges when confronted with consistently low student grades. Despite their dedication, which includes investing additional time and emotional effort into their teaching, these educators often see their students' grades fall short of expectations. This ongoing struggle leads to significant emotional strain. To navigate the emotional demands of these situations, teachers like Rachel and Pauline have shared their strategies for coping with the persistent challenges and frustrations associated with their students' academic performance (Billett et al., 2023). Their experiences highlight the complex emotional landscape faced by teachers committed to improving outcomes for students with significant learning difficulties: "I have a arrange of instructors who educate understudies with comparative profiles, and they're exceptionally experienced. They've told me not to be as well difficult on myself and to continuously accept that I've done my best. Anything the comes about, fair know that you've done your best to assist them. It can be demoralizing—you educate nowadays, and they disregard it by tomorrow. It can be exceptionally demoralizing. Day in, day out, you get that kind of criticism from the class." (Sri)

"You do not feel great when their comes about come back, and they're all ruddy. The Heads of Offices and the school pioneers get it, but actually, you do not feel great as a educator since you are feeling like you haven't done well." (Burhan). Their reactions propose that MIP instructors to a great extent depend on individual connections and, to a few degree, acknowledgment from school pioneers to check negative feelings caused by stubborn students' poor grades. Typically imperative as different ponders have distinguished a few sources that contribute to the advancement of instructor strength, extending from back from school authority to positive connections with colleagues (Şenol, 2020).

Despite the efforts to support teachers in their roles, access to emotional support for educators like Rachel and Pauline remains largely inconsistent and dependent on their personal networks. This situation reflects a broader issue within the education system where teachers often face gaps in emotional support that are not systematically addressed. Such disparities in access to emotional resources can have a significant impact on teachers' ability to manage their emotions and, consequently, their effectiveness in supporting students' learning (Milner, 2020). Teachers' emotional well-being is crucial, as it directly influences their teaching performance and their capacity to create a supportive learning environment. The inconsistency in emotional support highlights a critical area that needs attention, suggesting that the education system may be overlooking the systematic provision of emotional resources for teachers, which could be essential for bridging existing gaps and enhancing overall educational outcomes (Jennings & Min, 2023).

4. CONCLUSIONS

This article has highlighted a few key sources of passionate labor confronted by instructors in Indonesia's Science Mediation Program (MIP). The different components contributing to the enthusiastic burden of MIP instructors make it clear that they lock in in considerable enthusiastic labor as they fulfill their educating duties. Whereas a few of these challenges are particular to the MIP or the setting of Indonesia, components of each issue are seemingly pertinent to all instructors working with youthful and instructively distraught understudies.

By closely looking Given the types of challenges faced by MIP instructors, this study illustrates that the learning profiles of youth and teachers distraught understudies are distant from homogeneous. There's significant differing qualities within the needs of these understudies, in spite of their moderately little numbers. The creators prescribe setting up stages for collaboration between school counselors and social workers, so that educational barriers are established among students individual lives can be more viably tended to. Our information propose that MIP instructors habitually experience troubles in locks in with confined, truant, or uninvolved guardians. Such stages would make a more grounded association between school and domestic, lessening the require for instructors to devote passionate and educating assets to tending to fundamental life aptitudes within the classroom, in this way permitting them to center more on scholastic instruction (Manoah, 2020).

Also, within the setting of the COVID-19 widespread, where noteworthy parcels of instructing and learning have moved online, the significance and direness of collaboration between the instruction and social work divisions have expanded. For occasion, reports in Indonesian media have highlighted the imbalances uncovered by the move to online learning, counting aberrations in get to to mechanical gadgets, conducive learning situations, parental back in exploring advanced spaces, and web network. The issue of get to is complex and warrants advance dialog, but the center here is its affect on instructors. A mental well-being overview of instructors in Indonesia found that numerous detailed working more hours amid the widespread, compounding the as of now requesting nature of their work (Kamaratih & Jamal, 2020). The quick move to online learning, coupled with the ought to uphold security measures remotely, has strained teachers' work-life adjust. The ever-changing nature of the COVID-19 situation has made tasks such as education, classroom management, parent engagement, and organizing events more difficult and frustrating (Dayal, 2023).

Writing emphatically proposes that cultivating versatility in instructors is an viable way to assist them cope with working environment stressors, which instructor preparing can help in creating versatility through collaborative, problem-solving, and push administration aptitudes. The creators suggest obligatory augmentations to existing instructor preparing programs to prepare instructors with the viable aptitudes required to oversee challenging behaviors in ordinarily creating understudies and to instruct understudies with extraordinary instructive needs (SEN). Given the apparent over-representation of SEN students in MIP classes, the authors suggest that MIP instructor preparation should incorporate a key element of general education – recognising the signs of SEN, understanding particular learning needs and triggers, and utilizing educational devices custom-made to these needs (Zahrul & Ali, 2022). The creators contend that any move to broaden the understudy populace ought to be coordinated with a systemic reaction to instructor instruction and re-education. Without such measures, MIP instructors may depend on conflicting approaches, possibly driving to disparities that could undermine the targets of programs just like the MIP.

Indonesia's instruction framework is known for being profoundly competitive, with significant exertion and assets given to preparing instructors with the devices vital for cognitive instruction. Be that as it may, a comparative level of commitment to making a difference instructors explore the passionate viewpoints of instructing appears to be missing. In fact, our information recommend that passionate support for instructors to a great extent depends on their personal networks. The creators discover this risky in a calling where caring could be a principal desire, and regularly an expected quality of instructors. Hence, the creators suggest making stages over schools where instructors can extend their proficient systems and construct communities for passionate and viable back. Building such communities is especially critical, as most schools in Indonesia have a constrained number of MIP instructors. Investigate by Fauzi et al. (2023) found that teachers' discernments of workload sensibility were more unequivocally impacted by peer bolster than by mentorship. In this manner, being portion of a community where instructors share comparable challenges can give consolation and diminish sentiments of segregation.

School approaches and hones can too play a critical part in cultivating flexibility among instructors. The creators prescribe that school pioneers make roads or stages that recognize and recognize the passionate labor included in educating youthful and instructively impeded understudies. In spite of the fact that this work is more challenging to degree than scholarly execution on standardized tests, the creators contend that recognizing the undetectable work of instructors can offer assistance construct flexibility. Within the confront of the passionate labor required to educate youthful and instructively distraught understudies, and the requests of instructing in common, supporting strong instructors will eventually advantage instructive educate.

Author contributions: The research was conceptualized and designed by Lukman Hakim Alfajar and Munawar Sodik. Lukman Hakim Alfajar led the overall research project, including data collection, analysis, and manuscript preparation. Munawar Sodik contributed significantly to the theoretical framework and provided critical insights for the development of the inductive grounded theory methodology. Amrina Izzatika was responsible for conducting and transcribing interviews, ensuring data accuracy, and assisting in thematic analysis. Wiranda Bayu Aditama provided support in literature review and manuscript editing, ensuring the coherence of the findings with existing research. All authors contributed to the interpretation of the findings and

the revision of the manuscript. Each author approved the final version of the paper and agreed to be accountable for all aspects of the work.

Funding: The findings of this study reveal the significant emotional and professional challenges faced by teachers involved in the Mathematics Intervention Program (MIP) in Indonesia. Teachers frequently experience emotional strain and burnout as a result of the intensive demands placed on them to support students with educational disadvantages. This strain is exacerbated by systemic barriers, a lack of adequate resources, and insufficient support systems within their schools. Many teachers described feeling overwhelmed by the dual responsibilities of being both educators and emotional caretakers, roles that often require balancing instructional duties with providing continuous emotional support to students and their families. Another key finding is the complexity and diversity of the students' educational needs. The study shows that students enrolled in MIP are not a homogeneous group, as they come from varied backgrounds with distinct socio-emotional and cognitive challenges. Teachers often noted that there is no single instructional strategy that can effectively address these diverse needs. Consequently, they must adapt their teaching methods and intervention approaches continuously, adding to their emotional and cognitive workload. Moreover, the lack of structured support and training in handling Special Educational Needs (SEN) further compounds the emotional and professional difficulties faced by MIP teachers. This study underscores the need for a more comprehensive support system, including professional development opportunities and peer support networks, to equip teachers better for the complex and demanding nature of their roles.

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