



Tech-Based Psychosocial Mentoring Innovation for Teachers in Remote Schools: Enhancing Mental Well-Being and Professionalism

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Article Info	Abstract
<p>Article History Received: 7th November 2025 Revised: 11th January 2026 Published: 4th February 2026</p> <p>Keywords: Psychosocial Mentoring Teacher Well-Being Remote Schools Educational Technology Professionalism</p>	<p>Teachers in remote schools often experience psychological stress and professional burnout due to limited resources, heavy workloads, and lack of psychosocial support, which negatively affect both teacher well-being and learning quality. This community service program aims to enhance teachers' mental well-being and professionalism through a Tech-Based Psychosocial Mentoring Innovation, supporting SDGs 3, 4, and 8, as well as University Key Performance Indicators (IKU) 3 and 7 by empowering educators in low-resource settings. The program was implemented in three stages: preparation (needs assessment, development of the "Healthy Teacher" psychosocial module, and creation of a Google Site-based Learning Management System), implementation (three-day training on stress management, emotional regulation, and reflective mentoring), and evaluation (using the WHO-5 Wellbeing Index, daily reflections, and focus group discussions). Results showed a significant improvement in teachers' well-being, with WHO-5 scores increasing from moderate to good levels. Teachers also reported improved stress management, higher motivation, and stronger collegial support. The program produced ten psychoeducational videos, a digital LMS, and a sustainable reflective teacher community supported by two internal mentors. Overall, this innovation effectively enhanced teachers' psychological well-being and professionalism in remote schools and can be replicated in other rural or low-resource educational settings to promote sustainable teacher well-being and school quality improvement.</p>

Informasi Artikel	Abstrak
<p>Sejarah Artikel Diterima: 7 November 2025 Direvisi: 11 Januari 2026 Dipublikasi: 4 Februari 2026</p> <p>Kata kunci Pendampingan Psikososial; Kesejahteraan Guru; Sekolah Terpencil; Teknologi Pendidikan; Profesionalisme</p>	<p>Guru di sekolah terpencil sering menghadapi tekanan psikologis dan kelelahan profesional akibat keterbatasan sumber daya, beban kerja tinggi, dan minimnya dukungan psikososial, yang berdampak pada kesejahteraan guru serta kualitas pembelajaran. Kegiatan pengabdian masyarakat ini bertujuan untuk meningkatkan kesejahteraan mental dan profesionalisme guru melalui Tech-Based Psychosocial Mentoring Innovation, yang mendukung pencapaian SDGs 3, 4, dan 8 serta IKU 3 dan 7 dengan memberdayakan pendidik di lingkungan terbatas. Program dilaksanakan melalui tiga tahap, yaitu persiapan (asesmen kebutuhan, pengembangan modul psikososial "Healthy Teacher", dan pembuatan LMS berbasis Google Site), pelaksanaan (pelatihan tiga hari tentang manajemen stres, regulasi emosi, dan mentoring reflektif), serta evaluasi (menggunakan indeks WHO-5, refleksi harian, dan FGD). Hasil menunjukkan</p>

peningkatan signifikan pada kesejahteraan guru, dengan skor WHO-5 naik dari kategori sedang menjadi baik. Guru juga melaporkan peningkatan kemampuan manajemen stres, motivasi, dan dukungan kolegal. Program menghasilkan sepuluh video psikoedukatif, LMS digital, dan komunitas guru reflektif berkelanjutan dengan dukungan dua mentor internal. Secara keseluruhan, inovasi ini terbukti efektif meningkatkan kesejahteraan psikologis dan profesionalisme guru di sekolah terpencil serta berpotensi direplikasi di konteks pendidikan lain dengan sumber daya terbatas untuk mendukung keberlanjutan kualitas pendidikan.

INTRODUCTION

The growing complexity of educational work in the digital era has significantly reshaped teachers' professional responsibilities. In addition to their core pedagogical duties, teachers are now expected to integrate digital learning tools, manage online administrative systems, and continuously adapt to educational reforms. Globally, these transformations have redefined teaching as a profession that requires not only pedagogical competence but also digital adaptability and emotional resilience. These shifting demands often occur without proportional institutional support, particularly in schools located in rural or under-resourced regions, thereby intensifying stress levels and reducing overall job satisfaction (Sleem & Nicolas, 2025). Psychosocial well-being is not merely an individual concern but a collective foundation for institutional productivity and educational quality (Mesa & Jos, 2025)(Lee, 2025). In the context of schools, teachers' mental health directly influences classroom engagement, instructional effectiveness, and the sustainability of quality learning outcomes (Meza et al., 2025)(Khatiri et al., 2024). When psychosocial support mechanisms are absent, prolonged exposure to occupational stress can lead to burnout, absenteeism, and diminished motivation, which ultimately affect student learning experiences. These global trends indicate that teacher well-being has become a critical issue in contemporary education systems worldwide.

In Indonesia, the challenge of teacher well-being is even more pronounced in rural or geographically isolated schools. Structural inequalities in infrastructure, access to digital technology, and institutional support exacerbate the psychosocial burden experienced by teachers in non-urban areas. Limited access to professional development, digital training, and peer collaboration has created disparities between urban and rural educators (Hill, 2024)(Okoye et al., 2025). Many teachers in peripheral areas face emotional exhaustion due to excessive workloads, inadequate recognition, and a lack of opportunities to engage in reflective learning. These systemic issues highlight the urgent need for capacity-building initiatives that combine psychosocial empowerment with digital accessibility. Without targeted interventions, these disparities risk perpetuating long-term declines in teacher motivation and educational quality in rural contexts.

SMPN 3 Sungai Lala, located in Indragiri Hulu Regency, Riau Province, exemplifies such conditions. The school's remote setting and infrastructural limitations restrict teachers' opportunities to participate in professional growth activities. Preliminary needs assessments conducted prior to this program indicated that teachers were experiencing high levels of stress, decreased work motivation, and difficulties managing classroom challenges. Most teachers reported never receiving structured guidance on emotional regulation or stress management, revealing a critical gap in psychosocial support within their work environment. This local context reflects broader national challenges while also underscoring the urgency of context-specific solutions tailored to schools with limited resources.

Recent studies affirm that psychosocial mentoring models, which combine reflective practice, emotional literacy training, and peer support, can substantially improve educators'

well-being and professional resilience (Bhugra et al., 2024)(Chernicoff et al., 2025). Moreover, the integration of technology based mentoring utilizing accessible digital platforms such as Google Sites, WhatsApp, or other low-bandwidth tools has proven effective in bridging geographic and resource barriers (Hennessy et al., 2022). Such approaches promote inclusivity and continuous learning even in remote educational contexts. However, previous studies and community programs have largely treated psychosocial empowerment and digital competence as separate domains. This separation is partly due to disciplinary boundaries between educational technology and mental health interventions, as well as assumptions that psychosocial support requires intensive face-to-face interaction. Most psychosocial mentoring initiatives remain dependent on face-to-face delivery formats, which are less feasible for educators in remote settings, while digital literacy programs tend to overlook the emotional and psychological aspects of teacher well-being. As a result, integrative models that simultaneously address digital adaptability and psychosocial resilience remain underdeveloped, particularly within community service and school-based intervention contexts. This situation indicates a clear research and practice gap in developing integrative models that holistically strengthen teachers' digital adaptability alongside their psychosocial resilience.

Addressing this gap, this community service program was designed to develop and implement a Tech-Based Psychosocial Mentoring Model for teachers in resource-limited schools. The model integrates online mentoring modules, guided reflective activities, and psychosocial capacity-building workshops to enhance teachers' mental well-being and professional competence. The novelty of this model lies in its integrative and context-sensitive approach—merging digital accessibility with psychosocial empowerment through sustainable, low-bandwidth technology platforms that allow continuous peer support beyond the intervention period. Unlike previous approaches, this model provides a scalable mentoring structure that is both adaptive to technological constraints and responsive to the emotional needs of teachers in rural areas. This initiative contributes to multiple global and national development goals: Sustainable Development Goals (SDGs) 3 (Good Health and Well-Being), 4 (Quality Education), and 8 (Decent Work and Economic Growth). Furthermore, it aligns with Indonesia's higher education performance indicators or Indikator Kinerja Utama (IKU), particularly IKU 3 (collaborative community engagement) and IKU 7 (innovation with measurable social impact), as mandated by the Ministry of Education, Culture, Research, and Technology. Therefore, the primary objective of this program is to enhance teachers' psychosocial well-being and professionalism through an integrated, technology-based mentoring model that is feasible, sustainable, and replicable in remote and resource-constrained educational settings.

METHOD

This community service activity applied a participatory psychosocial mentoring model integrating training, reflection, and the use of simple digital learning tools. This program was implemented as a community-based intervention using a participatory action research (PAR) approach, in which teachers, school management, and the university team collaboratively identified problems, implemented solutions, and reflected on outcomes. The method was designed to address psychosocial and professional challenges experienced by teachers in remote schools, particularly at SMPN 3 Sungai Lala, Indragiri Hulu Regency, Riau Province. The model emphasized collaboration, mutual support, and accessibility, allowing teachers to actively participate in the learning process while developing emotional regulation and coping strategies. Such an approach ensured contextual relevance and strengthened teachers' ownership of the intervention process.

To provide a clear overview of the implementation flow, the following table summarizes each stage of the program.

Table 1. Summary of Implementation Stages and Key Activities

Stage	Main Activities	Tools / Instruments	Expected Outcomes
Preparation	Coordination with school, baseline survey (WHO-5), needs assessment	WHO-5 Wellbeing Index, interview guide	Identification of teachers' well-being levels and needs
Program Design	Development of <i>Guru Sehat</i> psychosocial module and digital platform	Google Sites, psychoeducational videos	LMS-based module for remote access
Implementation (3 days)	Training sessions, workshops, reflective mentoring	Module, video, LMS access	Improved psychosocial skills and collaboration
Evaluation	Pre- and post-test, reflection, group discussion	WHO-5 Index, reflection sheets	Improvement in well-being indicators
Sustainability	Formation of reflective teacher community and internal mentors	Peer mentoring system, printed/digital materials	Long-term psychosocial mentoring model

2.1 Preparation Phase

The preparation stage began with coordination between the implementing team from Universitas Prima Indonesia and the partner school to ensure administrative and technical readiness. Initial data collection was conducted using the WHO-5 Wellbeing Index and structured interviews involving ten teachers and the school principal to identify their psychological well-being levels, main stressors, and professional challenges. The participants consisted of six female and four male teachers, aged between 27 and 54 years, with teaching experience ranging from 3 to 25 years. The results indicated that most teachers had moderate to low well-being levels, highlighting the need for psychosocial intervention.

Based on these findings, the team developed a psychosocial training module entitled “Guru Sehat”, containing materials on stress management, emotion regulation, coping strategies, and professional motivation. To enhance accessibility, ten short psychoeducational videos were produced and uploaded to a Learning Management System (LMS) created using Google Sites, enabling offline or low-bandwidth access. This digital design was intentionally selected to accommodate infrastructural limitations commonly found in remote schools.



Figure 1. Preparation and Coordination Meeting between Universitas Prima Indonesia Team and SMPN 3 Sungai Lala

2.2 Implementation Phase

Prior to on-site activities, an online coordination meeting was conducted with the school management and teachers to present the objectives, benefits, and technical procedures of the program. The school principal expressed strong support by allocating time for teacher participation and preparing the necessary facilities. This stage ensured a shared understanding of the program's purpose and strengthened the partnership between the university and the school. This alignment phase was essential to ensure active participation and institutional support throughout the intervention.

The implementation took place over three consecutive days (18–20 September 2025) at SMPN 3 Sungai Lala, with the following structure:

Day 1: Focused on stress management, emotion regulation, and mindfulness training. Teachers participated in theoretical discussions and practical exercises such as mindful breathing and progressive muscle relaxation. The sessions encouraged self-awareness and personal reflection. These activities aimed to improve teachers' emotional awareness and immediate stress coping skills.



Figure 2. Day 1 – Stress Management and Mindfulness Training Session

Day 2: Emphasized pedagogical innovation and community building. Teachers were guided to

integrate well-being principles into lesson plans and classroom activities. A Reflective Teacher Community was formed to serve as a peer-support platform, with two teachers appointed as internal mentors responsible for sustaining the mentoring process after the program. This peer-based mentoring mechanism was designed to foster collective resilience and shared professional learning.



Figure 3. Day 2 – Workshop on Well-Being-Based Teaching and Formation of Reflective Teacher Community

Day 3: Introduced the LMS-based Guru Sehat Module and psychoeducational videos. Teachers were trained to navigate and utilize digital materials through Google Sites using their personal devices. The session concluded with a collective reflection meeting, where teachers shared their experiences and commitments to continue practicing the strategies learned. This session strengthened teachers' digital confidence and promoted self-directed psychosocial learning.

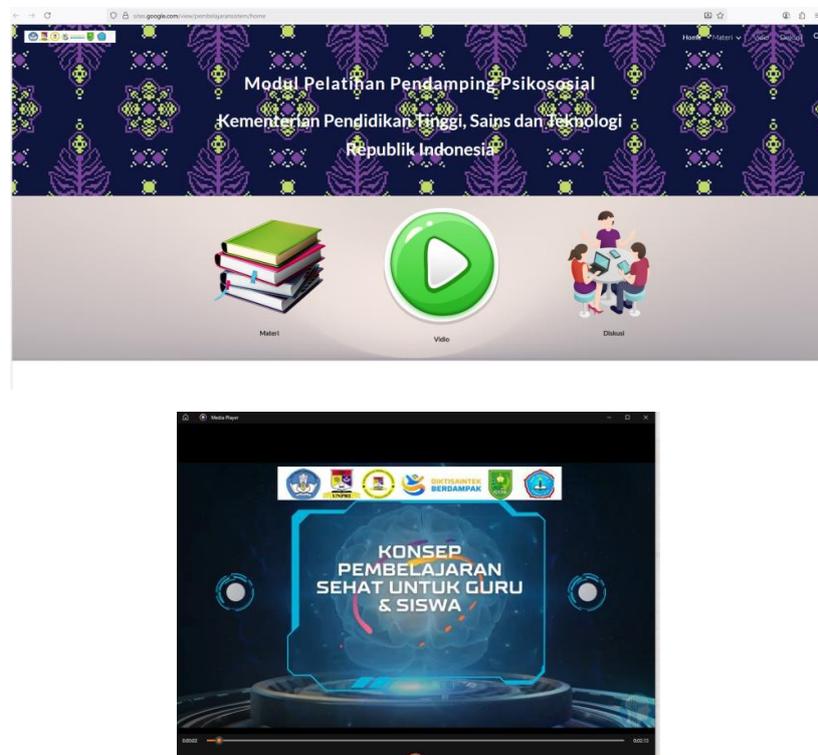


Figure 4. Day 3 – Introduction to LMS and Psychoeducational Video Training

2.3 Evaluation Phase

Evaluation was conducted using pre- and post-tests with the WHO-5 Wellbeing Index to assess changes in teachers' psychological well-being. Qualitative data were also gathered through reflection notes and focus group discussions, which captured teachers' emotional experiences and behavioral changes during the mentoring. The qualitative instruments included structured reflection sheets and a semi-guided FGD protocol focusing on stress perception, coping strategies, and professional motivation. Descriptive analysis was used to compare pre- and post-intervention scores, identifying trends in well-being improvement. Qualitative data were analyzed using thematic analysis to identify recurring patterns and meaningful changes in teachers' psychosocial experiences.

2.4 Sustainability Phase

To ensure long-term program continuity, the Reflective Teacher Community continues to hold regular meetings under the supervision of the appointed internal mentors. The school received both printed and digital copies of the Guru Sehat module, and ongoing access to the LMS for self-paced learning. Additionally, the team collaborated with the principal to develop a psychosocial-based supervision guideline, integrating the mentoring principles into the school's professional development system. This sustainability framework aims to institutionalize teacher well-being and peer mentoring within the school's culture. Through this approach, the program is expected to produce sustained impact and serve as a replicable model for other remote and resource-limited schools.

RESULT AND DISCUSSION

The implementation of the Tech-Based Psychosocial Mentoring Model at SMPN 3 Sungai Lala was successfully conducted according to the planned stages and objectives. The program not only addressed the psychosocial challenges faced by teachers but also fostered a supportive and collaborative culture of professional growth. This section presents the major findings and their theoretical implications for improving teacher well-being and professionalism in resource-limited educational settings.

3.1. Implementation Overview

The community service activities were carried out from July to September 2025, involving ten teachers and the school principal. The preparatory phase included needs assessment, module development, and coordination with the school. The core mentoring sessions were held from 18–20 September 2025, encompassing training on stress management, emotional regulation, mindfulness, and reflective pedagogy. Each day of activity was designed to integrate psychoeducation, practice-based learning, and peer sharing. This structured implementation ensured continuity between needs identification, intervention delivery, and reflective evaluation.

During the first session, teachers participated in the stress management and mindfulness workshop, where they learned practical breathing and relaxation techniques. Many participants expressed that these sessions helped them manage classroom pressures more effectively. On the second day, teachers engaged in a workshop on well-being-based lesson planning, integrating socio-emotional learning components into their instructional design. This was followed by the formation of a Reflective Teacher Community, intended as a sustainable peer-support platform. The final day introduced the Learning Management System (LMS) hosted on Google Sites, featuring digital modules and psychoeducation videos that teachers could access independently for continuous learning. his integration of face-to-face mentoring and

digital resources reflects a blended psychosocial intervention model suitable for remote school contexts.



Figure 5. Documentation of training and mentoring activities at SMPN 3 Sungai Lala

3.2. Quantitative Results: Improvement in Teacher Well-Being

Quantitative evaluation using the WHO-5 Well-Being Index revealed a substantial improvement in teachers' psychological well-being after the mentoring program. The average pre-test score was 48.2 (classified as "moderate well-being"), while the post-test score increased to 71.4, indicating a shift toward the "good well-being" category. The improvement percentage reached 48%, reflecting a significant enhancement in teachers' emotional stability, motivation, and overall mental resilience. These results demonstrate the effectiveness of structured psychosocial mentoring in improving teachers' subjective well-being within a relatively short intervention period.

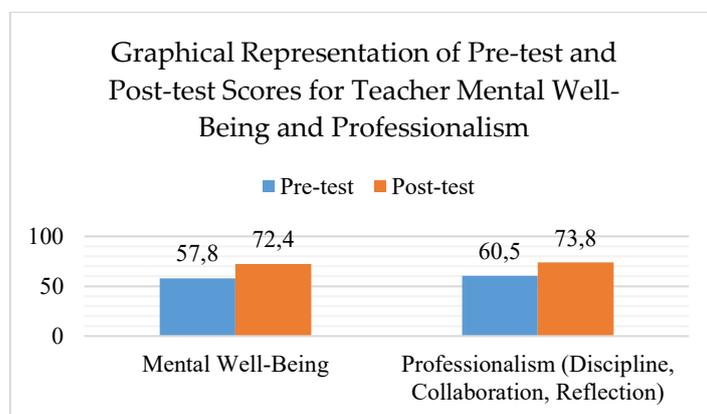


Figure 6. presents a visual comparison of teachers' WHO-5 scores before and after the intervention, clearly illustrating the upward trend in psychological well-being across participants.

This finding aligns with Kaporcic's theory on burnout prevention, which emphasizes that early and structured psychosocial interventions can mitigate emotional exhaustion and strengthen work engagement (Kaporcic et al., 2025). The increase in WHO-5 scores suggests a reduction in burnout risk and an improvement in positive affect among teachers. Furthermore, studies by He et al., (2025) Su et al.,(2024) Watt et al., (2025) indicate that psychological well-being is strongly associated with intrinsic motivation, professional autonomy, and job satisfaction. These theoretical perspectives help explain why participants reported renewed enthusiasm and commitment to their teaching roles following the intervention.

3.3. Qualitative Results: Psychosocial and Professional Transformation

Qualitative data collected through reflection journals and focus group discussions revealed meaningful changes in teachers' emotional awareness and professional attitudes. Teachers reported feeling more balanced and capable of managing emotional stress, both at work and in personal life. Many participants stated that the mentoring experience allowed them to “reconnect with their purpose as educators” and “realize the importance of self-care in maintaining teaching quality.” These narratives indicate a shift from reactive stress management toward reflective and proactive coping strategies.

The reflective mentoring sessions encouraged teachers to openly share their challenges, emotional experiences, and coping mechanisms. This safe and supportive environment contributed to increased emotional literacy and mutual empathy among participants, which are key components of psychosocial resilience. Such outcomes reinforce the value of participatory mentoring approaches that position teachers as active agents in their own well-being development.

3.4. Development and Utilization of Innovative Products

The innovation outputs namely the “Guru Sehat” Psychosocial Module, 10 psychoeducation videos, and a Google Site-based LMS—proved to be highly practical and adaptable to the local context. The LMS provided centralized access to materials, enabling teachers to learn asynchronously despite limited infrastructure. Teachers also appreciated the flexibility to review materials at their own pace, using smartphones or laptops even with unstable internet connectivity. This accessibility is particularly critical for sustaining professional learning in geographically isolated schools.

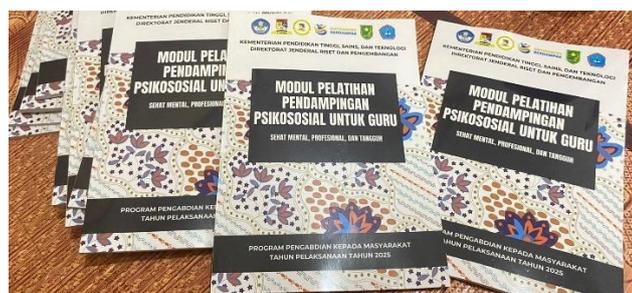


Figure 7. Interface of the Google Site-based LMS

The module content covered key topics such as self-awareness, emotion regulation, stress coping, mindfulness, and professional growth. Teachers reported that the visual design and relatable examples made the materials easy to understand and directly applicable to daily teaching contexts. Moreover, the inclusion of video-based psychoeducation facilitated a deeper engagement, especially among participants who preferred visual learning formats. These findings support the argument that technology-based interventions must be context-sensitive and user-friendly to be effective.

The presence of accessible digital materials also supported the continuity of learning and mentoring beyond the initial program timeline. This aligns with recommendation that technology-based professional development should prioritize accessibility, interactivity, and contextual relevance in order to sustain impact among educators in rural areas (Keynejad et al., 2025)(Jim et al., 2025)(Dodds et al., 2025).

3.5. Formation of Reflective Teacher Community

One of the most significant outcomes of this initiative was the establishment of the Reflective Teacher Community (RTC) at SMPN 3 Sungai Lala. This peer network was formed to provide continuous psychosocial support and professional dialogue among teachers. Two participants were officially appointed as internal mentors, responsible for facilitating monthly reflection sessions and integrating well-being principles into routine school practices.



Figure 8. Group photo of the Reflective Teacher Community

The community encouraged open discussions about teaching challenges, emotional stressors, and coping strategies, fostering mutual empathy and solidarity. This outcome illustrates the success of a participatory mentoring model, where teachers act as both learners and contributors to collective well-being. The RTC shifted the burden of stress management from an individual responsibility to a shared institutional culture of care.

This finding mirrors (Huang et al., 2024) who argue that sustained teacher well-being is best maintained through collegial networks that provide emotional and professional reinforcement. In this context, the RTC functioned as a low-cost yet impactful psychosocial infrastructure within the school.

3.6. Integration into School Policy and Sustainability

Beyond individual improvement, the mentoring program also influenced institutional practices at SMPN 3 Sungai Lala. The principal, in collaboration with the internal mentors, adopted a Standard Operating Procedure (SOP) on well-being-based supervision. This policy ensures that teacher evaluations and supervision sessions incorporate discussions about emotional health and reflective practice.



Figure 9. Signing of SOP on Well-Being-Based Supervision

The school also integrated the LMS and psychosocial modules into its professional development schedule, allowing new teachers to access the same materials in future. This demonstrates a sustainable transfer of knowledge and an institutional commitment to maintaining teacher well-being. The integration further strengthens the linkage between this initiative and national education priorities under SDGs 3 (Good Health and Well-Being), SDGs 4 (Quality Education), and SDGs 8 (Decent Work and Economic Growth).

3.7. Limitations of the Program

Despite its positive outcomes, this program has several limitations. First, the number of participants was relatively small, involving only ten teachers from a single school, which limits the generalizability of the findings. Second, the intervention duration was short, and long-term effects on teacher well-being were not measured. Third, the evaluation relied primarily on self-reported measures, which may be influenced by social desirability bias. Future community service programs are recommended to involve larger samples, longer intervention periods, and longitudinal follow-up assessments to strengthen evidence of impact and scalability.

3.8. Discussion

The findings of this community service program reaffirm that a tech-based psychosocial mentoring model is an effective and scalable approach to improving teachers' mental well-being and professional competence, particularly in rural and resource-limited educational environments. The results align with recent global trends emphasizing the integration of psychosocial support and digital literacy as essential components of sustainable teacher development (Eltaiba et al., 2025)(Victoria & Martín, 2022). Teachers participating in the program reported enhanced emotional regulation, increased motivation, and stronger collegial relationships, all of which are critical indicators of professional resilience in education.

The success of this initiative can be attributed to several interrelated factors. First, the participatory and reflective design of the mentoring process allowed teachers to be co-creators of their learning experience rather than passive recipients. This aligns with findings by Smolarczyk observed that participatory mentoring fosters deeper self-reflection, emotional awareness, and a sense of ownership among educators (Smolarczyk et al., 2025). Second, the

contextual adaptation of the mentoring materials delivered through culturally relevant examples and practical activities ensured that the intervention addressed the teachers' actual challenges, such as workload stress, limited peer collaboration, and lack of recognition (Hepburn et al., 2025)(Gordon et al., 2025).

Third, the use of simple digital tools, such as Google Sites and WhatsApp-based discussion groups, proved highly effective for low-bandwidth environments (Rahim et al., 2025)(Reedy, 2023). Lightweight digital platforms can significantly enhance accessibility and engagement in rural education systems (Liang et al., 2025). Unlike sophisticated e-learning systems that require stable internet access, the program's low-tech approach enabled inclusivity, allowing teachers to participate fully despite infrastructural constraints (Iflahen et al., 2025).

From a psychosocial perspective, the mentoring model contributed to the enhancement of teachers' subjective well-being as measured by the WHO-5 Wellbeing Index. The improvement in post-intervention scores reflects reduced emotional exhaustion and improved self-efficacy, echoing the findings of Howard, who identified social support and guided reflection as critical mediators between occupational stress and mental health among educators (Howard et al., 2024). This indicates that structured mentoring not only provides emotional relief but also strengthens professional identity and coping mechanisms, both essential for sustaining teacher motivation and preventing burnout.

Furthermore, this program operationalized key aspects of the Merdeka Belajar–Kampus Merdeka (MBKM) framework by facilitating a collaborative partnership between universities and schools. Through this collaboration, higher education institutions play an active role in community empowerment, fulfilling the Indikator Kinerja Utama (IKU) 3 on collaborative engagement and IKU 7 on innovation with measurable social impact by Kemendikbudristek, 2023. By embedding psychosocial mentoring within school systems, this initiative demonstrates how academic institutions can contribute directly to improving teacher welfare while promoting local educational resilience.

Another notable outcome is the creation of a Reflective Teacher Community, which continues to function as a peer-support group after the completion of the formal mentoring sessions. This sustainability element ensures that the psychosocial gains achieved during the intervention are maintained and further developed through ongoing peer mentoring. Studies Sing, Chun highlight that such peer-driven professional communities are instrumental in sustaining emotional well-being, reducing isolation, and promoting collaborative learning cultures within schools (Sing et al., 2025).

The integration of psychosocial development with digital mentoring tools also represents a form of social innovation that addresses the digital divide in education. As argued by Blankestijn, teacher well-being cannot be separated from the quality of digital inclusion where technology serves as a medium for empowerment rather than a source of stress (Blankestijn & Ghorbani, 2025). The present model exemplifies how accessible technology can become a vehicle for mental health awareness and professional capacity-building simultaneously.

In conclusion, the outcomes of this study demonstrate that targeted psychosocial mentoring supported by accessible digital technology can serve as a replicable and scalable model for improving teacher well-being and educational quality in Indonesia's remote schools. The integration of mental health literacy, reflective practice, and digital empowerment within one cohesive framework constitutes an innovative and sustainable contribution to equitable education reform. Future programs should expand the model by incorporating data-driven evaluation tools and cross-institutional collaborations to strengthen evidence-based policy for teacher well-being in the digital era.

CONCLUSION

This community service project clearly demonstrated that the Tech-Based Psychosocial Mentoring Model is both an effective and contextually relevant approach to addressing the psychosocial and professional challenges faced by teachers in under-resourced educational environments. The model integrates participatory training, reflective mentoring, and the use of simple digital platforms to promote teacher well-being, self-regulation, and professional growth. By situating psychosocial development at the heart of professional learning, the program succeeded in shifting teacher perspectives from coping with stress reactively to managing well-being proactively and collaboratively.

The quantitative evaluation using the WHO-5 Well-Being Index revealed a significant improvement in teachers' mental health, with scores increasing from 48.2 (moderate well-being) before the intervention to 71.4 (good well-being) after the program. This substantial increase illustrates that structured psychosocial mentoring—when combined with mindfulness practices, emotion regulation techniques, and peer support—can meaningfully enhance emotional resilience and reduce burnout risk. The qualitative reflections obtained through journals and focus group discussions further supported these findings. Teachers reported feeling calmer, more connected to their professional purpose, and more capable of maintaining a healthy balance between work and personal life. They also expressed greater empathy toward colleagues and students, suggesting that improved well-being directly influenced classroom climate and collegial relationships.

A key feature of this project was the creation of a Reflective Teacher Community (RTC) and the appointment of two internal mentors who will sustain the psychosocial mentoring culture within the school. These initiatives ensure that the benefits of the program extend beyond the project period, fostering a sustainable ecosystem of peer support and professional reflection. The integration of project outputs, namely the Guru Sehat psychosocial module, ten psychoeducation videos, and a Google Site based LMS, into school policy and daily practice demonstrates an important institutional transformation. The adoption of a well-being-based supervision SOP by the principal further validates the school's commitment to embedding teacher well-being as a strategic component of educational quality assurance.

This model provides an adaptable framework that can be replicated in other schools with similar geographical and infrastructural constraints. It offers a practical solution for enhancing teacher well-being using locally appropriate technologies and collaborative mentoring systems. Furthermore, the program bridges the gap between academic research and community engagement, exemplifying how higher education institutions can contribute directly to solving real-world educational challenges. The initiative also aligns with Indonesia's Indikator Kinerja Utama (IKU)—particularly IKU 3 (collaborative community service) and IKU 7 (innovation with measurable social impact)—as well as global priorities under the Sustainable Development Goals (SDG 3: Good Health and Well-Being; SDG 4: Quality Education; and SDG 8: Decent Work and Economic Growth).

Beyond the immediate outcomes, this project contributes to the broader discourse on teacher well-being as an educational quality driver. The evidence from this initiative reinforces the notion that mental health and professional competence are deeply interlinked and mutually reinforcing. When teachers feel psychologically supported and professionally empowered, they are more likely to exhibit creativity, patience, and commitment in their instructional practices—qualities that translate into improved student learning experiences. The project also highlights that technological innovation, when designed for accessibility and inclusivity, can bridge the professional development gap for teachers in remote schools.

Looking ahead, it is recommended that future community engagement programs expand this mentoring model through partnerships with local education offices, teacher associations, and government stakeholders to enhance scalability and policy integration. Continuous evaluation using mixed methods, combining quantitative tools like WHO-5 and qualitative reflection journals will help refine the model and strengthen its empirical foundation. Moreover, further development of the LMS to include interactive content, case-based learning, and online peer forums could enhance long-term engagement and learning continuity.

In conclusion, the Tech-Based Psychosocial Mentoring Model has proven to be a powerful, sustainable, and inclusive approach to promoting teacher well-being and professional excellence in resource-limited contexts. By empowering educators to care for their mental health while developing pedagogical innovation, this model not only elevates teacher quality but also contributes meaningfully to the vision of equitable, humane, and resilient education in Indonesia.

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This program was designed to enhance teachers' mental well-being and professional development through a Tech-Based Psychosocial Mentoring Model that integrates participatory training, reflective practice, and simple digital learning tools. The authors declare no conflict of interest. Although affiliated with the funding institution, all necessary measures were taken to ensure transparency, independence, and objectivity in the implementation and reporting of this program.

This project contributes to the national agenda of strengthening teacher well-being and educational quality in rural Indonesia, supporting the achievement of SDGs 3, 4, and 8.

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