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A Systematic Literature Review of Teacher Well-Being in ESD: Integrating Tat Twam Asi as a Humanistic Organizational Value

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Abstract

This study employs a systematic literature review to analyze teacher well-being within the framework of Education for Sustainable Development and examine the integration of the local wisdom value of *Tat Twam Asi* as a humanistic organizational principle. The review synthesizes findings from reputable scientific journals to identify conceptual developments, influencing factors, and research gaps. The results indicate that teacher well-being in ESD remains largely conceptual and fragmented, with limited integration into sustainable education frameworks, as existing literature predominantly emphasizes student outcomes and pedagogical effectiveness. Teacher well-being is shaped by individual factors, such as self-efficacy and emotional regulation; organizational factors, including workload and institutional support; and pedagogical demands that often lead to role overload. Furthermore, the integration of *Tat Twam Asi* values serves as a social and moral resource that strengthens empathy, solidarity, and psychological safety thereby supporting the eudaimonic well-being of teachers and contributing to sustainable educational practices.

[Penelitian ini menggunakan tinjauan pustaka sistematis (*systematic literature review*) untuk menganalisis kesejahteraan guru dalam kerangka *Education for Sustainable Development* (ESD) serta mengkaji integrasi nilai kearifan lokal *Tat Twam Asi* sebagai prinsip organisasi yang humanis. Tinjauan ini mensintesis temuan dari jurnal-jurnal ilmiah bereputasi guna mengidentifikasi perkembangan konseptual, faktor-faktor yang memengaruhi, serta kesenjangan penelitian. Hasil penelitian menunjukkan bahwa kesejahteraan guru dalam konteks ESD masih bersifat konseptual dan terfragmentasi, dengan integrasi yang masih terbatas ke dalam kerangka pendidikan berkelanjutan, karena literatur yang ada lebih banyak menekankan pada hasil belajar siswa dan efektivitas pedagogis. Kesejahteraan guru dipengaruhi oleh faktor individu, seperti efikasi diri dan regulasi emosi; faktor organisasi, termasuk beban kerja dan dukungan institusi; serta tuntutan pedagogis yang sering menimbulkan kelebihan peran (*role overload*). Selain itu, integrasi nilai *Tat Twam Asi* berfungsi sebagai sumber sosial dan moral yang memperkuat empati, solidaritas, dan rasa aman secara psikologis, sehingga mendukung kesejahteraan eudaimonik guru serta berkontribusi terhadap praktik pendidikan yang berkelanjutan]. © The Authors.

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1. Introduction

Education for Sustainable Development (ESD) has become an increasingly important global agenda in supporting the achievement of the Sustainable Development Goals (SDGs), especially in the education sector that emphasizes strengthening the knowledge, skills, and values of sustainability in students. In its implementation, teachers have a strategic role as the main agent in transforming sustainability values into the learning process. Teachers not only function as material presenters, but also as facilitators of social change, character formers, and drivers of students' sustainability awareness [1], [2].

However, studies in the field of ESD so far tend to be dominated by perspectives that focus on students. Many studies focus on increasing students' knowledge about environmental issues, changing attitudes towards sustainability, and developing competencies in the 21st century through continuous education [3], [4]. This shows that ESD's research orientation is still very student-centered, while another important aspect, namely teacher well-being, is still relatively neglected. In fact, teachers are key actors in the successful implementation of ESD. The high professional demands, workload, and complexity in integrating sustainability values into learning can have an impact on teachers' psychological and emotional well-being. The literature shows that teacher well-being is closely related to work stress, burnout, job satisfaction, and the effectiveness of teacher performance in the learning process [5], [6], [7]. Although the issue of teacher welfare has been widely studied in the context of education in general, research specifically linking it to ESD is still very limited.

This gap shows that the integration between teacher well-being and ESD is still not comprehensively developed. Most studies still focus on curriculum, teacher competence, and their impact on students, while teacher welfare as the main implementer of sustainability education has not been a major concern [8], [9]. Therefore, a more holistic study is needed to understand how teacher well-being plays a role in supporting the successful implementation of ESD.

In Indonesia, the integration of local wisdom values in the world of education is an increasingly relevant approach in strengthening the implementation of Education for Sustainable Development (ESD). This is because the education system not only functions as a knowledge transfer, but also as a space for the formation of values, culture, and character that are in harmony with the social context of society. One of the values of local wisdom that has strong relevance in building a humanistic educational ecosystem is *Tat Twam Asi*, which comes from Balinese Hindu philosophy and means "I am you" or the awareness that every individual has a connection and unity of humanity. This value contains the dimensions of empathy, solidarity, respect for others, and moral awareness not to hurt others because basically self and others are one existential unit.

From an educational perspective, the value of *Tat Twam Asi* not only serves as a social norm, but also as an ethical basis in building interpersonal relationships in the school environment, including relationships between teachers, students, and institutions. Teachers who internalize these values tend to have a more empathetic orientation in dealing with work pressure, more reflective in pedagogical decision-making, and better able to build supportive relationships with students and colleagues. This condition can theoretically contribute to improving teacher well-being, as a work environment based on empathy and social appreciation can reduce stress and burnout levels and increase job satisfaction.

Furthermore, in ESD, the value of *Tat Twam Asi* has strong relevance because ESD not only emphasizes the cognitive aspect related to sustainability issues, but also the affective dimension and values (values-based education). ESD demands a transformation of individual consciousness towards a more socially, ecologically, and ethically responsible mindset. In this case, *Tat Twam Asi* can be positioned as a humanistic organizational value that supports the formation of an inclusive, collaborative, and collective well-being-oriented school culture. Thus, the integration of these values not only strengthens the local cultural aspect in education, but also expands the perspective of ESD towards a more contextual and humanistic approach.

In addition, the use of *Tat Twam Asi* values in educational organizations is also in line with the need to strengthen teacher welfare which has often been neglected in the implementation of sustainable education policies. Most education reforms tend to focus on improving student learning outcomes and curriculum outcomes, while aspects of teachers' emotional and psychological well-being receive less equal attention. In fact, in a complex education system, the welfare of teachers is an important prerequisite for the sustainability of the quality of education itself. Therefore, the integration of local cultural values such as *Tat Twam Asi* not only serves as a theoretical complement, but also as a strategic approach to building a more balanced, sustainable, and humane educational ecosystem.

This study offers a distinct contribution by positioning teacher well-being not merely as an outcome variable, but as a central analytical lens in understanding the effectiveness of ESD implementation, particularly through the integration of local wisdom values. Unlike prior studies that predominantly emphasize student outcomes or pedagogical effectiveness, this research advances a novel conceptual integration between teacher well-being, ESD, and the philosophical value of *Tat Twam Asi* within a systematic literature review framework. Furthermore, it highlights the role of culturally embedded humanistic values as a potential mechanism for strengthening teachers' psychological resilience, empathy, and sense of meaningful work. By doing so, this study bridges the gap between global sustainability discourse and local cultural contexts, offering a more holistic and context-sensitive perspective on sustainable education.

Based on this description, this study aims to find out how the concept of teacher well-being is discussed in the ESD literature and the factors that affect the well-being of teachers by integrating the concept of *Tat Twam Asi*.

2. Method

This study uses the Systematic Literature Review (SLR) approach to comprehensively examine the concept of teacher well-being in the context of Education for Sustainable Development (ESD) and identify the integration of the value of local wisdom of *Tat Twam Asi* as a humanistic organizational value. SLR was chosen because it is able to synthesize various findings of previous research in a systematic, transparent, and structured manner so as to produce a deeper and objective understanding of the development of studies in this field. The SLR process is carried out through several main stages. First, the literature identification stage was conducted by collecting and reviewing 25 scientific articles obtained from reputable databases, including Scopus, Web of Science, and SINTA-accredited journals. The article search used keywords such as teacher well-being, education for sustainable development, ESD, and cultural values in education. Second, an article selection is carried out based on inclusion and exclusion criteria, namely articles published in the 2020–2026 range, based on scientific journals, and relevant to the research focus. Third, screening and eligibility assessment are carried out by reading the title, abstract, and content of the article to ensure suitability with the topic of the study. Fourth, data from the selected articles are then extracted and analyzed thematically (thematic analysis) to identify patterns, main concepts, and research gaps related to teacher well-being in ESD. Finally, a narrative synthesis was carried out to integrate these findings so as to produce a conceptual framework that explains the relationship between teacher well-being, ESD, and the value of *Tat Twam Asi*. With this approach, the research not only summarizes existing empirical findings, but also develops new perspectives that link aspects of teacher well-being with continuing education based on local cultural values, thus making a more holistic and contextual theoretical contribution.

3. Results

3.1 The Concept of Teacher Well-Being in Education for Sustainable Development (ESD) Literature

Table 1 presents a synthesis of previous studies on teacher well-being and its relevance to Education for Sustainable Development (ESD).

Table 1. Synthesis of Previous Studies

No.	Authors	Main Findings	No.	Authors	Main Findings
1	McCallum et al. (2020)	Teacher well-being lacks clear conceptualization.	11	Froehlich et al. (2022)	Well-being influences teacher retention.
2	Viac & Fraser (2020)	Well-being includes subjective, social, and professional aspects.	12	Ciuhan et al. (2022)	Job crafting improves well-being.
3	Hascher & Waber (2021)	Research focuses on stress and burnout.	13	Amirian et al. (2023)	Well-being improves performance.
4	Dreer (2022)	Well-being relates to job satisfaction.	14	Hartcher et al. (2023)	Social-emotional competence strengthens well-being.
5	Fischer et al. (2022)	ESD emphasizes teacher competencies.	15	Fischer et al. (2021)	ESD requires holistic competencies.
6	Bascopé et al. (2019)	ESD studies prioritize students and curriculum.	16	Widiastuti & Rai (2020)	<i>Tat Twam Asi</i> promotes empathy.

7	Cumming et al. (2021)	Well-being affects sustainability education.	17	Sujana & Rai (2021)	Tri Hita Karana supports sustainability.
8	Berger et al. (2022)	Ecological perspectives are important.	18	Fitriani & Supriyadi (2022)	Local wisdom supports ESD.
9	Gregersen et al. (2023)	Research remains rooted in traditional psychology.	19	Rahmawati & Sudarsana (2023)	Humanistic values improve well-being.
10	McCallum & Price (2021)	Teacher well-being supports sustainable education.	20	Torres et al. (2022)	Organizational support is essential.

The literature synthesis shows that teacher well-being in the context of Education for Sustainable Development (ESD) is still emerging, fragmented, and under-theorized. Existing ESD studies mainly focus on student competencies, curriculum transformation, and sustainability pedagogy, while teacher well-being receives limited attention [2], [3]. Teachers are generally positioned as change agents and facilitators of sustainability learning, yet insufficient attention is given to their psychological and professional well-being.

Conceptually, teacher well-being is understood as a multidimensional construct covering cognitive, emotional, social, and physical aspects [5], [6]. The OECD framework further categorizes it into subjective, social, and professional well-being dimensions [6]. However, in ESD literature, teacher well-being has not yet developed into a comprehensive analytical framework, as teachers are still viewed more as instrumental actors than as subjects of welfare analysis [2], [3].

Previous studies mainly approach teacher well-being from an individual psychological perspective focusing on stress, burnout, and job satisfaction [5], [7]. Research also remains rooted in traditional educational psychology, with limited attention to ecological, social, and sustainability dimensions central to ESD [10]. In addition, conceptual ambiguity and inconsistent indicators of teacher well-being create difficulties in integrating the concept into the multidisciplinary ESD framework [1]. Therefore, teacher well-being in ESD remains peripheral and requires a more holistic and integrative approach connected to social, cultural, and sustainability values in education.

3.2 Factors Affecting Teacher Well-Being in ESD with the Integration of the Concept of Tat Twam Asi

The results of the literature synthesis show that teacher well-being in the context of Education for Sustainable Development (ESD) is influenced by the complex interaction between **individual, organizational, pedagogical, and socio-cultural** factors. In general, the findings of the study suggest that these factors can be strongly explained through the **Job Demands–Resources (JD-R) framework**, which emphasizes that teachers' well-being arises from a balance between job demands and available resources [4], [5], [10]. However, in the context of ESD, the complexity of this factor increases as teachers face not only the usual pedagogical demands, but also additional demands in the form of integration of sustainability values, cross-disciplinary learning, as well as the role of agents of socio-ecological change [6], [8]. This leads to an increase in cognitive and emotional load that directly affects the well-being of teachers.

3.2.1 Individual Factors

Individual factors are the main determinants that are most consistently found in the literature. Teacher well-being is strongly influenced by self-efficacy, resilience, emotional regulation, and social-emotional competence [4], [10], [16]. Aldrup, Klusmann, and Lütke [4] assert that teacher stress and burnout arise when emotional demands are not balanced with adequate emotion regulation abilities. In addition, Gregersen, MacIntyre, and Meza [10] show that teachers with high levels of self-efficacy have better adaptability in dealing with the complexity of multidimensional ESD. Furthermore, Hartcher, Brown, and Johnson [16] found that social-emotional competencies play an important role in maintaining the stability of teacher well-being, especially in value-based and sustainability learning contexts that require intensive interaction with students.

3.2.2 Organizational Factors

Organizational factors were found to be the most dominant determinant in influencing the decline or increase in teacher well-being. HRM-based and sustainability education-based studies show that workload, organizational support, school leadership, and quality of working relationships are the main factors [3], [9]. Froehlich, Meyers, and Buholzer [12] found that a lack of institutional support and a high administrative burden significantly increase the risk of decreased teacher well-being and intention to leave the profession. This is reinforced by HRM-based research in education that shows that a supportive work environment can simultaneously improve well-being and performance [3]. In addition, the study by Cumming, Hagger, and O'Toole [8] shows that schools that

have a collaborative culture and sustainability orientation tend to produce higher levels of teacher well-being. Transformational leadership has also been found to play an important role in creating a more psychologically healthy work environment.

3.2.3 Pedagogical Factors

In the context of ESD, pedagogical factors are a unique element that distinguishes this research from conventional teacher well-being studies. The literature shows that the implementation of ESD requires teachers to master multidisciplinary approaches, problem-based learning, and the integration of social and environmental values [6], [7]. Fischer et al. [6] assert that the transformation of education towards sustainability requires teachers to play the role of facilitators of change, not just traditional teachers. However, this role increases the cognitive and emotional burden of teachers as they must constantly adapt to the demands of a complex curriculum. This creates a condition of role overload, where teachers experience an imbalance between the demands of ESD and available resources, which ultimately decreases well-being [5], [7].

3.2.4 Socio-Cultural Factors in the Integration of Tat Twam Asi Values as a Humanistic Resource

The results of the analysis show that socio-cultural factors are still the least explored dimension in the ESD literature, but have significant potential in explaining teacher well-being in a more holistic way. In this context, the value of Tat Twam Asi functions as a humanistic organizational value that strengthens the relational dimension in the educational environment. This value emphasizes the awareness that "I am you", which is conceptually aligned with the humanistic education approach and positive organizational behavior.

The integration of Tat Twam Asi in the school environment can serve as a social resource that strengthens the balance in the JD-R model, through the following mechanisms:

- 1) **Strengthening Social Support and Organizational Empathy**
The value of Tat Twam Asi improves the quality of interpersonal relationships between teachers, students, and school leaders through increased empathy and mutual understanding. This contributes to a decrease in work stress and an increase in emotional well-being.
- 2) **The Creation of a Humanistic Organizational Climate**
Schools that internalize these values tend to have a more inclusive, collaborative, and supportive organizational culture, which has been shown to increase job satisfaction and teacher engagement [8], [9].
- 3) **Increased Meaningfulness of Work**
Tat Twam Asi strengthens the meaning of teachers' work as a form of humanitarian service, not just an administrative task. This increases the dimension of eudaimonic well-being, which is well-being based on the meaning of life and self-actualization [2], [11].
- 4) **Reduction of Burnout through Relational Harmony**
Empathetic culture reduces interpersonal conflicts and social pressures in the work environment, thereby indirectly lowering the risk of burnout, which is widely reported in the teacher well-being literature [10].

4. Discussion

4.1 The Concept of Teacher Well-Being in Education for Sustainable Development (ESD) Literature

The results of the literature synthesis show that the concept of teacher well-being in the context of Education for Sustainable Development (ESD) is still in an emerging, fragmented, and under-integrated construct. Although ESD has developed as a global education paradigm that emphasizes the integration of ecological, social, and economic aspects in learning, the focus of the study is still predominantly directed at strengthening student competencies, curriculum transformation, and the effectiveness of sustainability pedagogy, rather than on the welfare of teachers as the main actor in the implementation of ESD [6], [10].

Theoretically, the development of ESD places teachers as transformative agents who are tasked with internalizing the value of sustainability in learning, encouraging students' critical awareness, and facilitating behavioral change towards sustainability [6], [11]. However, the demands of this role are complex because they require teachers to not only master academic content, but also have high

pedagogical, emotional, and reflective capacity. This creates an additional burden that is not always balanced with attention to the welfare condition of teachers.

In the literature analyzed, teacher well-being is understood as a multidimensional construct that includes a balance between the psychological, emotional, social, and professional aspects of teachers in dealing with job demands [3], [5]. Hascher and Waber [3] emphasized that teachers' well-being reflects subjective experiences related to positive emotions in teaching, job satisfaction, and lack of burnout. Meanwhile, Dreer [5] added that teachers' well-being is also related to the ability to maintain intrinsic motivation and satisfaction in carrying out their professional roles.

The OECD through Viac and Fraser [2] expands on this concept by emphasizing that teacher well-being consists of three main dimensions, namely subjective, social, and professional well-being. The subjective dimension includes emotions and life satisfaction; the social dimension relates to the quality of employment relationships and environmental support; While the professional dimension is related to efficiency, competence, and a sense of achievement in work. These three dimensions are interdependent and determine the quality of the teacher's work experience as a whole.

However, the results of the analysis show that in the ESD literature, the concept has not been systematically integrated. Most ESD studies still place teachers as instruments for the implementation of sustainability education policies, rather than as welfare subjects that need to be analyzed in depth [6], [10]. As a result, teacher well-being more often appears implicitly as a supporting factor for ESD learning success, rather than as a key variable in a theoretical framework.

Furthermore, the studies of Hascher and Waber [3] and Aldrup, Klusmann, and Lüdtkke [4] show that teacher well-being research is still heavily influenced by educational psychology approaches that focus on stress, burnout, and the regulation of individual emotions. This approach tends to view teacher well-being as an internal phenomenon that is individual, so it does not consider broader socio-ecological contexts such as the culture of school organization, education policies, and the demands of the ESD system itself. This is reinforced by Gregersen, MacIntyre, and Meza [10] who show that teacher well-being research is still fragmented and has not explicitly integrated the sustainability dimension. In other words, there is a gap between ESD literature that is systemic and based on social transformation, and teacher well-being literature that is still individualistic and psychological.

In addition, Fischer et al. [6] and recent research on TESD show that the transformation towards continuing education requires teachers to develop new capacities, including systemic thinking skills, critical reflection, and sustainability value-based decision-making. However, this increase in demands is not balanced by strengthening the teacher welfare support system, so it has the potential to increase the risk of role overload and decreased well-being.

Conceptually, this imbalance shows that teacher well-being in ESD has not been positioned as the main enabler of the success of continuing education, but is still considered a secondary consequence of the implementation of education policies. This indicates that there is a significant theoretical gap, namely the lack of integration between the concept of teacher well-being, ESD pedagogy, and the educational value system in one comprehensive framework. Thus, it can be understood that teacher well-being in the ESD literature is still in the early stages of development, does not yet have an established conceptual model, and has not been firmly integrated in the discourse of sustainability education. This condition opens up space for the development of new, more holistic approaches, which focus not only on the psychological aspects of the individual, but also on the social, organizational, and cultural dimensions of education.

4.2 Factors Affecting Teacher Well-Being in ESD with the Integration of the Concept of Tat Twam Asi

The results of the literature synthesis show that teacher well-being in the context of Education for Sustainable Development (ESD) is a complex construct and is influenced by dynamic interactions between individual, organizational, pedagogical, and socio-cultural factors. Theoretically, this dynamic can be explained through the Job Demands–Resources (JD-R) framework, which emphasizes that teachers' well-being is determined by a balance between high job demands and the availability of resources capable of neutralizing such pressures. In the context of ESD, these demands become increasingly intense because teachers not only play the role of teachers, but also as agents of change who are required to integrate sustainability values, build ecological awareness, and facilitate the transformation of student behavior towards social and environmental sustainability [6], [8], [11], [22].

From the individual aspect, teacher well-being is influenced by psychological capacity such as self-efficacy, resilience, emotional regulation, and social-emotional competence. Teachers with high self-efficacy tend to be better able to manage the complexity of ESD which is multidisciplinary and more adaptive to curriculum changes and pedagogical innovations [10], [16]. Conversely, limitations in emotion regulation and low resilience can increase the risk of work stress and burnout, especially when teachers are faced with value-laden learning demands, global issues, and a high burden of moral responsibility [4], [5], [24]. Thus, psychological capacity is an important foundation, but it is not enough to stand alone in explaining the well-being of teachers in a complex education system such as ESD.

At the organizational level, factors such as workload, administrative pressure, school leadership, and institutional support have a very dominant influence on teacher well-being. The literature shows that high workload and low organizational support are the main triggers for a decline in teacher welfare, especially in the context of ESD implementation which requires pedagogical innovation and cross-disciplinary integration [3], [12]. On the other hand, a collaborative school climate, transformational leadership, and a supportive organizational culture have been proven to improve job satisfaction, professional engagement, and psychological resilience of teachers [8], [9], [21]. This confirms that school organizations play a critical buffer in balancing the high demands of teachers' work.

In addition, pedagogical factors in ESD also provide significant additional pressure because teachers are required to implement transformative learning approaches, such as problem-based learning, contextual learning, and multidimensional integration of social, economic, and environmental aspects simultaneously [6], [7]. This complexity creates a condition of role overload, which is a situation when job expectations exceed the capacity of the teacher's resources, which can ultimately have an impact on a decrease in psychological well-being if it is not balanced with adequate organizational and social support [5], [11], [24].

On the other hand, the socio-cultural dimension provides a more holistic perspective in understanding teacher well-being, especially through the integration of the value of local wisdom of *Tat Twam Asi*. This value not only has a philosophical meaning of "I am you", but also represents a relational principle that places empathy, an awareness of connectedness, and respect for others as the basis of social interaction. In the context of educational organizations, *Tat Twam Asi* functions as a social and moral resource that strengthens the relational dimension within the framework of JD-R, so as to be able to balance the pressure of high job demands [19], [20], [25].

More deeply, the internalization of the value of *Tat Twam Asi* changes the pattern of relationships in the school environment from structural-transactional to relational-humanistic. This transformation creates a safer psychological climate, where teachers feel valued, heard, and emotionally supported by the work environment. This condition is especially important in the context of ESD which is fraught with emotional and cognitive stress, as it allows teachers to manage stress more adaptively while increasing professional engagement [8], [10], [21].

In addition, *Tat Twam Asi* also has a significant contribution in strengthening the meaningfulness of work for teachers. In this perspective, the teaching profession is no longer understood simply as a formal administrative job, but as a form of humanitarian service that has moral and spiritual values. This meaning reinforces the eudaimonic dimension of well-being, which is meaning-oriented, purpose-oriented, and self-actualized well-being, which has been shown to play an important role in maintaining the teacher's intrinsic motivation and psychological resilience [2], [11], [24]. Thus, *Tat Twam Asi* not only functions as a cultural value, but also as a psychosocial mechanism that strengthens teachers' internal resources in dealing with the demands of ESD.

Furthermore, the integration of *Tat Twam Asi* also plays a role in reducing interpersonal conflicts and improving the quality of collaboration in the school environment. The principle of empathy contained in this value encourages teachers to understand the perspective of others before responding to social situations, thus creating more harmonious and supportive working relationships. This reinforces the finding that the quality of social relationships is one of the main predictors of teacher well-being in various empirical studies [9], [12], [21], [25].

Overall, the results of this study show that teacher well-being in ESD is a multidimensional phenomenon that is not only determined by individual psychological factors, organizational structure, and pedagogical complexity, but is also strongly influenced by values and culture that shape the quality of social interaction in the educational environment. Therefore, the integration of humanistic approaches based on local wisdom such as *Tat Twam Asi* is crucial in expanding the conceptual framework of teacher well-being towards a more holistic, contextual, and sustainable model, which

emphasizes not only aspects of productivity, but also humanity, meaning, and relational well-being in education [3], [6], [10], [23].

5. Conclusion

Based on the literature synthesis, this study concludes that teacher well-being in the context of Education for Sustainable Development (ESD) is still an emerging and under-integrated construct, as ESD studies predominantly focus on student competencies, curriculum transformation, and sustainability pedagogy rather than teachers' welfare. The most dominant finding shows that the increasing complexity of teachers' roles in ESD, combined with limited organizational and psychological support, contributes to role overload, stress, and decreased well-being.

This study also highlights a more recent finding that socio-cultural values, particularly the local wisdom of *Tat Twam Asi*, play an important role in strengthening teacher well-being. The value promotes empathy, solidarity, psychological safety, and meaningful work relationships, thereby supporting teachers' eudaimonic well-being and professional resilience. Overall, teacher well-being in ESD should be understood holistically through the interaction of individual, organizational, pedagogical, and socio-cultural factors. Therefore, integrating humanistic local wisdom values into school culture can provide a more contextual and sustainable approach to strengthening teacher well-being in ESD.

The implications of this study show that strengthening teacher well-being in ESD needs to be done through a holistic approach that includes reducing administrative workload, increasing organizational support, strengthening teachers' psychological capacity, and internalizing humanistic values such as *Tat Twam Asi* in school culture in order to create a balance between demands and resources in a sustainable manner. For further research, it is recommended to develop an empirical conceptual model that examines the relationship between JD-R, teacher well-being, and *Tat Twam Asi* cultural values quantitatively and mixed-method, as well as to expand the research context at various levels of education and organizational culture to gain a more comprehensive understanding of the role of cultural values in strengthening teacher welfare in ESD.

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