



JUNIOR HIGH SCHOOL TEACHERS' EXPERIENCES IN INTERPRETING DIGITAL COMPETENCE, WELL-BEING, AND ORGANIZATIONAL SUPPORT IN BUILDING PERFORMANCE RESILIENCE (A PHENOMENOLOGICAL STUDY IN BALIKPAPAN CITY)

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ABSTRACT

The digital transformation of education requires teachers to develop digital competence, maintain well-being, and receive organizational support in order to build sustainable performance resilience. This study aims to explore how junior high school teachers in Balikpapan City interpret digital competence, well-being, and organizational support in shaping their resilience and professional performance. This research used a qualitative approach with a phenomenological method. The study was conducted at SMP Negeri 6 Balikpapan and SMP Patra Dharma 1 Balikpapan. Data were collected through in-depth interviews, participatory observation, and documentation, then analyzed using phenomenological stages, including bracketing, horizontalization, identification of meaning units, clustering of themes, textural description, structural description, and synthesis of essence. The findings show that teachers interpret digital competence as a strategic professional capacity that supports evidence-based decision-making, learning innovation, communication, collaboration, content creation, and digital security. Teacher well-being, including physical, psychological, and social dimensions, strengthens focus, energy, emotional stability, creativity, and work consistency. Organizational support through appreciation, feedback, facilities, professional development, and social attention increases motivation, dedication, professionalism, and psychological resilience. The integration of digital competence, well-being, and organizational support forms adaptive performance resilience, enabling teachers to remain innovative, productive, and professionally consistent in facing curriculum pressure, technological change, and pedagogical demands.

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1. INTRODUCTION

Education plays a strategic role in developing human resources and preparing society to respond to social, cultural, and technological changes. In the Indonesian context, education is strongly influenced by the philosophical thought of Ki Hajar Dewantara, which views education as a process of guiding students to grow according to their nature, potential, and social environment. This perspective places teachers not only as

transmitters of knowledge, but also as facilitators, motivators, and agents of transformation in the learning process. Teachers are therefore required to develop professional capacity that enables them to guide students, respond to educational change, and maintain the quality of learning in dynamic school environments (Abduh, 2024; Abubakar et al., 2019).

In the digital era, the professional role of teachers has become increasingly complex. Teachers are expected to master subject matter, apply adaptive pedagogy, use digital technology, manage student data, design interactive learning media, and maintain communication with students and colleagues through digital platforms. Digital competence has consequently become an essential professional capacity for teachers. It is not limited to the technical ability to operate digital devices, but also includes the ability to use technology critically, creatively, ethically, and pedagogically in learning activities (Falloon, 2020; Ma & Ismail, 2025). Through digital competence, teachers can create more interactive learning experiences, strengthen student engagement, and support more effective instructional decision-making.

However, the development of digital competence among teachers is not always equal. Some teachers still face difficulties in using digital platforms, integrating technology into teaching, and adapting to new learning models. These challenges become more complex when teachers experience workload pressure, limited well-being, and uneven organizational support. Gaps in digital competence, limited welfare conditions, and unequal institutional support may reduce teachers' readiness to respond to digital transformation. Therefore, continuous training, professional assistance, adequate facilities, and responsive school policies are needed to strengthen teacher professionalism in the digital era (Althubyani, 2024; Bashori et al., 2026; Subni et al., 2024). The uploaded thesis also identifies digital competence, well-being, and organizational support as three central aspects that contribute to teacher resilience and professional performance.

Teacher well-being is another important factor in maintaining professional performance. Well-being includes physical, psychological, social, and professional dimensions that influence teachers' focus, energy, motivation, emotional stability, and creativity. Teachers with good well-being are more capable of maintaining instructional quality, managing work stress, adapting to curriculum change, and responding to the demands of digital learning. Conversely, low well-being may reduce motivation, weaken resilience, and affect teachers' consistency in carrying out professional duties. Therefore, teacher well-being should be understood as a key foundation for professional resilience, not merely as an individual condition separated from school management (Dreer, 2023; Robinson et al., 2026; Sari et al., 2026).

Organizational support also plays a significant role in strengthening teacher resilience. Support from schools, education offices, and professional communities may include training, adequate facilities, appreciation, constructive feedback, collegial collaboration, and attention to teacher welfare. When teachers perceive that their organization values their contribution and supports their professional needs, they tend to develop higher confidence, stronger motivation, and greater willingness to innovate in teaching. Organizational support also creates a psychologically safe environment that enables teachers to manage professional pressure and remain adaptive in facing educational change (Eisenberger et al., 1986; Rhoades & Eisenberger, 2002; Caesens & Stinglhamber, 2023).

Balikpapan City provides a relevant context for examining these issues because junior high school teachers are required to respond to digital transformation, curriculum change, student engagement, and administrative responsibilities. The development of technology-based education in Balikpapan, including digital school initiatives, shows that teacher readiness in digital competence and institutional support is increasingly important (Alexander, 2025; Dewi et al., 2025). This study focuses on SMP Negeri 6 Balikpapan and SMP Patra Dharma 1 Balikpapan because both schools represent junior high school contexts where teachers experience digital learning practices, professional demands, institutional support, and work-related challenges.

Previous studies have commonly examined digital competence, well-being, organizational support, and teacher performance through quantitative approaches. Although such studies are useful for identifying relationships among variables, they do not fully explain how teachers experience, interpret, and give meaning to these factors in their daily professional lives. A phenomenological approach is therefore needed to explore teachers' lived experiences and reveal the meaning of digital competence, well-being, and organizational support in shaping performance resilience (Moustakas, 1994; Alhazmi & Kaufmann, 2022; Aflah & Murhayati, 2025). This approach allows the study to understand not only what teachers experience, but also how they interpret those experiences in the context of professional practice.

Based on this background, this study aims to analyze junior high school teachers' experiences in interpreting digital competence, well-being, and organizational support in building performance resilience in Balikpapan City. This study is expected to contribute to educational management by offering a contextual understanding of teacher resilience in the digital era. In practical terms, the findings are expected to provide recommendations for schools, education offices, and professional communities in designing teacher development programs that integrate digital competence, well-being, and organizational support as a foundation for sustainable professional performance.

2. RESEARCH METHODS

This study employed a descriptive qualitative approach with a phenomenological method. A qualitative approach was selected because the study aimed to obtain an in-depth understanding of teachers lived experiences, meanings, and interpretations regarding digital competence, well-being, organizational support, and performance resilience. The phenomenological method was considered appropriate because it allows researchers to explore the essence of participants' experiences directly and reflectively, rather than merely describing separate facts outside their personal and professional contexts (Moustakas, 1994; Alhazmi & Kaufmann, 2022; Allah & Murhayati, 2025). In this study, phenomenology was used to understand how junior high school teachers interpreted their experiences in using digital technology, maintaining well-being, receiving organizational support, and sustaining professional performance.

The research was conducted at SMP Negeri 6 Balikpapan and SMP Patra Dharma 1 Balikpapan, East Kalimantan Province. These two schools were selected because they represent junior high school contexts where teachers encounter digital learning practices, professional demands, institutional support, and work-related challenges. The thesis states that the phenomenological method was used to explore the deepest meanings of teachers lived experiences, particularly in relation to digital technology use, teacher well-being, and organizational support in professional practice. It also explains that the research involved purposive participant selection, in-depth interviews, participatory observation, documentation, and phenomenological analysis to identify key themes reflecting teachers' experiences.

The participants were selected using purposive sampling. This technique was used because the study required informants who had direct experience with the phenomenon being investigated. The participants consisted of school principals and teachers who were involved in teaching activities, digital learning practices, school programs, and professional development activities. The selection of participants was based on their relevance to the research focus, particularly their experience in using digital platforms, maintaining professional well-being, receiving organizational support, and demonstrating resilience in their work.

Data and Data Sources

The data in this study consisted of teachers' narratives, observational findings, and supporting documents. The main data were obtained from participants' experiences in using digital technology, maintaining physical and psychological well-being, receiving institutional support, and sustaining professional performance in school contexts. The data sources included school principals, teachers, interview transcripts, observation notes, school documents, learning-related documents, certificates, activity reports, and visual documentation of the research sites.

The research focused on three major aspects: digital competence, teacher well-being, and organizational support. Digital competence included information and data literacy, communication and collaboration, digital content creation, digital safety, and problem solving. Teacher well-being included physical health, psychological stability, social support, work-life balance, and professional comfort. Organizational support included appreciation, constructive feedback, facilities, social attention, and professional development. These aspects were then analyzed in relation to teachers' performance resilience.

Table 1. Research Focus and Indicators.

No.	Research Focus	Indicators
1.	Digital Competence	Information and data literacy; communication and collaboration; digital content creation; digital safety; problem solving
2.	Teacher Well-Being	Physical health; psychological stability; social support; work-life balance; professional comfort
3.	Organizational Support	Appreciation; constructive feedback; facilities; social attention; professional development
4.	Performance Resilience	Adaptability; innovation; motivation; psychological resilience; professional consistency

Informants

The informants in this study were selected based on their direct involvement in the research phenomenon. They consisted of school leaders and teachers from the two research locations. The informants were considered relevant because they had experience in digital-based learning activities, professional interaction, school support systems, and resilience in carrying out teaching responsibilities.

Table 2. Informant Determination List

No.	School	Informant Category	Number of People	Description
1.	SMP Negeri 6 Balikpapan	Principal and Teachers	5	Informants involved in digital learning, school activities, and professional duties
2.	SMP Patra Dharma 1 Balikpapan	Principal and Teachers	5	Informants with varied positions, teaching subjects, and professional experiences
	Total		10 People	

Data Collection Techniques

Data were collected through in-depth interviews, participatory observation, and documentation. In-depth interviews were conducted to explore teachers' meanings, perceptions, and experiences related to digital competence, well-being, organizational support, resilience, and professional performance. The interviews allowed participants to describe their experiences openly and reflectively, especially regarding how they used digital platforms, managed work pressure, and responded to institutional support.

Participatory observation was used to observe the school context, teacher activities, digital learning practices, professional interactions, and social dynamics in the workplace. Through observation, the researcher obtained direct information about how teachers used digital technology in learning, interacted with colleagues and students, and responded to organizational support in everyday school practices.

Documentation was used to strengthen and verify data obtained from interviews and observations. The documents included school profiles, learning documents, institutional records, certificates, activity reports, and visual documentation related to the research sites. Documentation was important because it provided additional evidence regarding digital learning practices, teacher professional development, and institutional support. The thesis also includes documentation of technology-related activities, including AI technology training and interactive learning workshops at SMP Patra Dharma 1 Balikpapan, as well as documentation of activities related to Google Reference School candidacy at SMP Negeri 6 Balikpapan.

Data Analysis Techniques

The data were analyzed using phenomenological procedures. First, the researcher conducted bracketing or epoche to suspend personal assumptions and maintain openness toward participants' experiences. This stage was important to ensure that the meanings obtained from the data came from participants lived experiences rather than from the researcher's prior assumptions. Second, horizontalization was conducted by identifying significant statements from the interview transcripts and field notes. Each relevant statement was treated as having equal value in revealing the phenomenon.

Third, the significant statements were organized into meaning units. These meaning units reflected participants' experiences related to digital competence, well-being, organizational support, and performance resilience. Fourth, the meaning units were grouped into broader themes through clustering of themes. Fifth, textural descriptions were developed to explain what the participants experienced. Sixth, structural descriptions were written to explain how the experiences occurred within the school context. Finally, the researcher formulated a synthesis of essence to describe the core meaning of teachers' experiences.

Data validity was strengthened through triangulation. Source triangulation was conducted by comparing information from different informants, while technique triangulation was carried out by comparing interview data, observation data, and documentation. This process was used to ensure consistency, credibility, and accuracy of the findings. Reflective notes were also used during the research process to reduce researcher bias and maintain the authenticity of participants' experiences. Through these procedures, the study sought to produce credible and meaningful findings regarding how digital competence, well-being, and organizational support shape teachers' performance resilience

3. RESULT AND ANALYSIS

The findings of this study show that junior high school teachers in Balikpapan City interpreted digital competence, teacher well-being, and organizational support as interconnected elements in building performance resilience. The phenomenological analysis revealed that teachers' resilience was not formed by a single personal factor, but through the interaction between technological capacity, psychological and social conditions, and the support system provided by the school environment. The main themes emerging from the data included strategic digital competence, collaboration and student engagement, learning creativity, digital safety and ethics, problem solving, teacher well-being, professional development, social and psychological support, appreciation and performance evaluation, adaptability, productivity, and professional cooperation. These themes show that teacher resilience is a dynamic professional capacity shaped by lived experience, institutional context, and the ability to adapt to educational change.

Digital Competence as a Strategic Professional Capacity

The first major finding indicates that teachers interpreted digital competence as a strategic professional capacity required to maintain teaching quality in the digital era. Digital competence was not understood only as the technical ability to operate digital devices, but also as a broader professional ability that includes pedagogical, collaborative, creative, ethical, and reflective dimensions. Teachers used technology not merely to support administrative work, but also to plan lessons, design learning media, assess student performance, communicate with students and colleagues, and make instructional decisions based on data.

At SMP Negeri 6 Balikpapan, teachers emphasized the use of digital technology for evidence-based decision-making, learning innovation, communication, collaboration, and digital security. Teachers used platforms such as Google Classroom, Google Forms, Google Sheets, Zoom, WhatsApp, Canva, Quizizz, ChatGPT, and Quillbot to monitor learning progress, analyze student data, prepare learning materials, and support classroom interaction. This finding is consistent with the thesis abstract, which states that digital competence supports evidence-based decision-making, learning innovation, collaborative communication, and information security.

This finding indicates that digital competence strengthens teachers' professional performance because it enables them to make more accurate and responsive instructional decisions. Through digital tools, teachers can identify students' learning difficulties, monitor learning progress, and adjust learning strategies according to student needs. Thus, digital competence functions not only as a technical skill, but also as an instructional management capacity that supports more systematic teaching.

At SMP Patra Dharma 1 Balikpapan, teachers showed a stronger emphasis on the use of artificial intelligence and interactive digital learning tools. Teachers used Google Classroom, Google Forms, ChatGPT, Quillbot, Canva, Quizizz, Zoom, and WhatsApp to collect data, develop teaching materials, coordinate with colleagues, and create interactive learning activities. Documentation in the thesis also shows that SMP Patra Dharma 1 Balikpapan had evidence of AI technology training and a workshop on creating interactive classes using deep learning. This indicates that digital competence in this school was closely related to teacher creativity, innovation, and readiness to adopt new educational technologies.

Digital competence also changed teachers' professional identity. Teachers no longer positioned themselves merely as transmitters of information, but as facilitators who design meaningful learning experiences. The use of digital platforms helped teachers create interactive learning materials, evaluate learning outcomes more efficiently, and communicate more effectively with students and colleagues. In this sense, digital competence became part of teacher professionalism because it supported creativity, responsiveness, and instructional accountability.

Another important dimension of digital competence was digital safety and ethics. Teachers recognized the importance of protecting student data, using reliable platforms, educating students about responsible technology use, and avoiding digital risks. This shows that digital competence is not only related to innovation and productivity, but also to professional responsibility. Teachers who understand digital safety are better prepared to maintain trust, protect learning data, and create a safer digital learning environment.

Teacher Well-Being as the Foundation of Professional Resilience

The second finding shows that teacher well-being became an important foundation for resilience and professional performance. Teachers interpreted well-being as a multidimensional condition that includes physical, psychological, social, and professional aspects. Physical well-being was reflected in stamina, healthy routines, sufficient rest, and energy to carry out teaching responsibilities. Psychological well-being was reflected in emotional stability, stress management, work motivation, and work-life balance. Social well-being was reflected in positive relationships with colleagues, students, school leaders, and professional communities.

Teacher well-being influenced teachers' ability to maintain focus, energy, creativity, and consistency in work. Teachers with better physical and psychological conditions were more capable of preparing learning materials, managing classroom interaction, responding to students' needs, and completing administrative responsibilities. The thesis explains that physical, psychological, and social well-being strengthen teachers' focus, energy, and creativity. This indicates that well-being is directly related to teachers' capacity to maintain professional effectiveness.

In the context of digital education, teacher well-being became increasingly important because digital transformation requires teachers to continuously learn new platforms, adapt to changing teaching models, and manage additional administrative demands. Without adequate well-being, these demands may become a source of stress. However, teachers who were physically and psychologically stable were more capable of transforming digital challenges into opportunities for professional growth.

Teacher well-being also supported creativity. Teachers who experienced psychological balance were more willing to experiment with digital tools, design interactive materials, and develop new teaching strategies. This shows that well-being does not merely help teachers survive work pressure, but also enables them to innovate. Therefore, well-being functions as an internal resource that supports adaptive resilience, teaching creativity, and sustainable professional performance.

The findings also indicate that teacher well-being should not be treated only as an individual responsibility. School management and education offices need to provide a supportive environment that strengthens teachers' physical, psychological, and social conditions. The thesis recommends that both schools pay more attention to teacher well-being by providing health facilities, counseling, support for work-life balance, sports facilities, and stress management training to help teachers remain productive and creative.

Organizational Support in Strengthening Motivation and Professionalism

The third finding shows that organizational support played a significant role in strengthening teacher motivation, professionalism, and psychological resilience. Teachers interpreted organizational support as appreciation, constructive feedback, facilities, professional development, social attention, and a supportive school culture. These forms of support helped teachers feel valued, motivated, and confident in carrying out their professional duties.

Appreciation and feedback were interpreted as important forms of recognition. When teachers received recognition from school leaders, colleagues, or professional communities, they felt more motivated to improve their teaching practices. Constructive feedback encouraged teachers to reflect on their work, improve learning strategies, and develop professionally. The thesis shows that organizational support through rewards, feedback, and facilities enhances motivation, professionalism, and psychological resilience.

Facilities and professional development opportunities also supported teacher resilience. Access to digital devices, internet facilities, training, workshops, and collegial mentoring helped teachers improve their competence and confidence in using technology. Supportive institutional conditions reduced teachers' anxiety because adaptation to digital learning was not experienced as an individual burden, but as a shared professional process within the school community.

Organizational support also strengthened psychological safety. Teachers who felt supported were more willing to try new methods, use digital platforms, and innovate in learning. This sense of safety encouraged teachers to see challenges as opportunities for growth rather than as threats to their professional identity. Therefore, organizational support contributed directly to teacher resilience and sustainable performance.

The thesis recommends that schools strengthen appreciation and constructive feedback to increase teacher motivation and improve teaching quality. It also emphasizes the need for education offices to improve collaboration with schools through facilities, professional communities, and recognition for teachers who innovate in technology-based learning. This confirms that organizational support must be understood as a structural factor that strengthens teacher resilience, not merely as administrative assistance.

Integrated Performance Resilience

The fourth finding shows that performance resilience was formed through the integration of digital competence, teacher well-being, and organizational support. These three aspects did not operate separately, but worked together as mutually reinforcing elements. Digital competence enabled teachers to innovate, solve instructional problems, and interact effectively. Well-being provided energy, focus, emotional stability, and creativity. Organizational support provided motivation, facilities, professional confidence, and psychological safety.

The integration of these three elements produced adaptive performance resilience. Teachers were able to respond to curriculum pressure, technological change, student needs, and pedagogical demands with greater confidence and flexibility. The thesis conclusion states that digital competence, well-being, and organizational support are interconnected in shaping teacher resilience and professional performance, so improving education quality depends on strengthening all three simultaneously.

The comparison between the two schools shows that both shared the same core pattern, although each school had different emphases. SMP Negeri 6 Balikpapan emphasized digital content innovation, student data analysis, teacher-student interaction, and digital security. Teachers in this school demonstrated resilience through the ability to use technology for evidence-based decision-making, maintain professional confidence, and support student engagement. Meanwhile, SMP Patra Dharma 1 Balikpapan showed stronger emphasis on digital learning strategies and the integration of artificial intelligence tools. Teachers in this school used AI-based tools and digital platforms to support learning design, student engagement, collaboration, and creative adaptation.

These differences show that teacher resilience is both personal and contextual. Teachers need individual competence and well-being, but they also require supportive organizational conditions. Teachers with digital skills but limited organizational support may still face obstacles in applying technology effectively. Similarly, teachers who receive support but lack digital confidence still need continuous training and mentoring. Therefore, strengthening performance resilience requires an integrated strategy that combines digital competence development, teacher well-being programs, and supportive school management.

Overall, the findings confirm that teacher performance resilience in the digital era is not merely an individual ability to endure pressure. It is a dynamic professional capacity shaped by technological readiness, psychological and social well-being, and organizational support. When these three elements are integrated, teachers become more adaptive, creative, productive, and professionally consistent in facing the challenges of modern education.

Supporting Documentation of Research Sites

To provide a clearer description of the research context, this section presents visual documentation of the research locations. The documentation is important because phenomenological research is closely related to the setting in which participants experience, interpret, and give meaning to a phenomenon. In this study, the school environment becomes an important context for understanding how teachers interpret digital competence, well-being, organizational support, and performance resilience in their daily professional practice.

The following figure presents the map of the research locations. This figure helps clarify the geographical setting of the study, particularly because the research was conducted in Balikpapan City and involved two junior high schools with different institutional contexts. The map provides a visual overview of the location of the schools involved in the study, namely SMP Negeri 6 Balikpapan and SMP Patra Dharma 1 Balikpapan.



Figure 1. Research Location Map

The following figure shows SMP Negeri 6 Balikpapan as one of the research sites. This school represents a public junior high school context where teachers experience digital learning practices, student data management, professional responsibilities, and institutional support. The school environment provides an important setting for understanding how teachers develop digital competence, maintain well-being, and build resilience in responding to educational change.



Figure 2. SMP Negeri 6 Balikpapan as one of the research sites

The following figure presents SMP Patra Dharma 1 Balikpapan as another research site. This school represents a private junior high school context where teachers also engage with digital learning tools, professional collaboration, organizational support, and adaptation to technological development. The inclusion of this documentation strengthens the description of the study setting and helps readers understand the institutional environment in which teachers’ experiences were explored.



Figure 3. SMP Patra Dharma 1 Balikpapan as one of the research sites

Additional Interpretation of the Research Site Documentation

The visual documentation above shows that the research was conducted in real school environments where teachers carry out daily instructional, administrative, and professional responsibilities. The location map provides the geographical context of the study, while the school images illustrate the institutional settings in which teachers experience digital transformation, organizational support, and professional challenges.

The presence of two different school contexts strengthens the phenomenological analysis because teachers’ experiences are interpreted not only from individual perspectives but also from their institutional environments. SMP Negeri 6 Balikpapan provides a public-school context, while SMP Patra Dharma 1 Balikpapan provides a private school context. These two settings allow the study to capture variations in how teachers understand digital competence, well-being, and organizational support in shaping performance resilience.

In relation to the findings, the visual documentation supports the argument that teacher resilience is influenced by both personal capacity and school context. Digital competence develops through daily learning practices, teacher collaboration, and access to technological support. Teacher well-being is shaped by the school environment, workload, social relationships, and professional climate. Organizational support becomes visible through facilities, leadership practices, appreciation, professional development opportunities, and collegial interaction within the school.

Therefore, the documentation of the research sites helps strengthen the credibility of the study by showing the actual context where the phenomenon occurred. It also supports the interpretation that performance resilience among junior high school teachers is not formed in isolation, but emerges through the interaction between teachers, digital learning demands, school culture, and institutional support.

Summary of Findings

Table 3. Summary of Research Findings

Main Aspect	Research Findings	Contribution to Performance Resilience
Digital Competence	Teachers used Google Classroom, Google Forms, Google Sheets, Zoom, WhatsApp, Canva, Quizizz, ChatGPT, and Quillbot for teaching, assessment, communication, collaboration, content creation, and digital security.	Strengthens evidence-based decision-making, learning innovation, problem solving, digital confidence, adaptability, and instructional effectiveness.
Teacher Well-Being	Teachers interpreted well-being through physical health, psychological balance, social support, work-life balance, and professional comfort.	Maintains energy, focus, emotional stability, creativity, motivation, and teaching consistency.
Organizational Support	Teachers perceived support through appreciation, feedback, facilities, social attention, professional development, and supportive school culture.	Increases motivation, dedication, confidence, professionalism, innovation, psychological safety, and resilience.
Integrated Performance Resilience	Digital competence, teacher well-being, and organizational support worked together as mutually reinforcing elements.	Builds adaptive, creative, productive, sustainable, and professionally consistent teacher performance.

The overall findings demonstrate that performance resilience among junior high school teachers is built through a holistic interaction between personal capability, internal well-being, and external organizational support. Digital competence provides the ability to adapt and innovate, well-being provides the energy and psychological stability to sustain performance, while organizational support provides the professional environment that enables teachers to grow. Therefore, the development of resilient teachers in the digital era requires integrated school policies that strengthen digital capacity, protect teacher well-being, and build a supportive organizational culture.

4. CONCLUSION

The findings of this study indicate that junior high school teachers in Balikpapan City interpret digital competence as a strategic professional capacity in the digital era. Teachers use digital platforms such as Google Classroom, Google Forms, Google Sheets, Zoom, WhatsApp, Canva, Quizizz, ChatGPT, and Quillbot to monitor and analyze student data, create learning content, communicate, collaborate, and maintain digital security. Digital competence is not only technical, but also pedagogical, collaborative, creative, and ethical. It enables teachers to become more adaptive, innovative, and productive in facing modern educational demands.

Teacher well-being is an essential foundation for resilience and professional performance. Physical, psychological, and social well-being help teachers maintain energy, focus, emotional stability, creativity, and consistency in teaching. Healthy routines, stress management, work-life balance, and supportive social relationships strengthen teachers' capacity to face professional pressure and sustain effective performance in digital learning environments.

Organizational support from schools, education offices, and professional communities strengthens teacher resilience and performance through appreciation, feedback, facilities, social attention, and professional development opportunities. Such support increases motivation, dedication, innovation, professionalism, and psychological resilience. Teachers who feel supported are more confident in using technology, more willing to innovate, and more capable of maintaining professional performance.

The integration of digital competence, well-being, and organizational support forms adaptive performance resilience. These three aspects work together to help teachers manage educational change, solve instructional problems, maintain motivation, and develop innovative learning practices. SMP Patra Dharma 1 Balikpapan tends to show stronger emphasis on digital learning and AI-based strategies, while SMP Negeri 6 Balikpapan emphasizes digital content innovation, data-based learning practices, and teacher-student interaction. However, both schools demonstrate that the integration of these three aspects is the main foundation for optimal professional performance, sustainable innovation, and teacher resilience in facing modern educational challenges.

Recommendations for further development include strengthening continuous digital competence training, providing comprehensive teacher well-being programs, improving digital facilities, building consistent appreciation and feedback systems, and developing collaborative professional communities. These efforts are necessary to enhance teacher productivity, creativity, resilience, and professional performance in the digital era.

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