



Integrating POSDCORB Management and the PERMA Model for Student Well-Being in Inclusive Elementary Schools

Maulida Kafilaturrohmah^{1*}, Muhammad Zuhaery², Dian Hidayati³

^{1,2,3} Universitas Ahmad Dahlan, Yogyakarta, Indonesia

Corresponding e-mail : 2408046077@webmail.uad.ac.id

ARTICLE INFO	ABSTRACT
Keywords: Elementary School; PERMA Model; POSDCORB Management; Scaffolding Program; Student Well-Being.	The post-pandemic transition has widened the basic literacy gap among early grade students, often triggering academic anxiety and disrupting their psychological well-being. This study analyzes how an inclusive elementary school implemented a scaffolding program to improve student well-being through systematic institutional management. Using a qualitative case study design, the research was conducted at Muhammadiyah Condongcatur Elementary School, Yogyakarta. Data were collected through semi-structured interviews with four key informants: the Deputy Head of Human Resources, the Deputy Head of Curriculum, a first-grade teacher, and a guidance counselor. Data analysis was conducted using thematic coding through ATLAS.ti 9 software. Findings indicate that integrated school governance, characterized by selective staffing, humanistic guidance with gradual reductions in support, and cross-staff coordination, provides a framework that supports targeted pedagogical interventions. Rather than claiming a direct causal relationship, the data suggest that this managerial synergy contextually enables students to achieve incremental “small wins” in reading and writing, thereby fostering a classroom environment attuned to positive emotions, engagement, and achievement. In conclusion, aligning administrative management with adaptive learning support in the classroom is crucial to building a sustainable mental health ecosystem for early grade students facing literacy barriers.
Article History Received: July 24, 2026 Revised: August 01, 2026 Accepted: August 15, 2026	
<i>This is an open access article under the CC BY-SA license</i> 	
To cite this article : Kafilaturrohmah, M., Zuhaery, M., & Hidayati, D. (2026). Integrating POSDCORB Management and the PERMA Model for Student Well-Being in Inclusive Elementary Schools. <i>Vokatek: Journal of Research and Community Service</i>, 4(2), 111-125. Doi. 10.61255/vokatek.v4i2.1588	

INTRODUCTION

Education is a fundamental element in shaping the character and quality of human resources in the era of globalization. As a pillar of civilization, education focuses not only on intellectual development but also encompasses spiritual aspects, self-control, personality, noble morals, and essential life skills (Dewi et al., 2024). At the elementary school level, the primary focus of the curriculum and learning is often limited to cognitive aspects and the achievement of normative academic values. However, the dynamics of the post-pandemic era and the rapid flow of digitalization demand a paradigm shift, where student well-being is now a serious concern in the world of global education (Sulisworo et al., 2025). Student well-being should not be viewed reductively as merely momentary happiness or the absence of academic stress at school, but rather as a comprehensive psychological condition, encompassing satisfaction with school, positive emotional engagement, and the development of harmonious social relationships among school members (Sulisworo et al., 2025).

The importance of achieving Student Well-Being (SWB) in elementary school is based on the fact that this concrete operational phase is a crucial foundational period. It is during this phase that children begin to form self-concepts, develop emotional regulation abilities, and develop basic social skills (Pristiwanti et al., 2022). This research also states that the failure of schools to facilitate an environment that supports SWB at this early stage has the potential to trigger long-term academic

trauma, decreased learning motivation, and even social isolation, which will impact children's quality of life in the future. Therefore, student well-being should no longer be viewed as an add-on or supplement to the curriculum, but rather as a key indicator of the success of an inclusive, adaptive, and humanistic education system.

The concept of Student Well-Being is a direct manifestation of the application of positive psychology in an educational context. This level of psychological well-being is greatly influenced by how students perceive, feel, and evaluate each experience they go through during their time in the school environment (Rustyawati et al., 2025). One of the main theoretical frameworks used to operationalize it is the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishment) model developed by Martin Seligman (Sedeh & Aghaei, 2024). In his research, it was stated that in the elementary school context, the dimensions of Engagement (full involvement) and Accomplishment (a sense of success for an achievement) have a very high significance for the quality of children's learning experiences. When students feel actively involved in the learning process and are given adequate space to celebrate their small wins, they will develop a strong level of academic resilience. Based on this thinking, the ideal school has a systemic obligation to design and maintain an environment that stimulates the PERMA dimensions through the implementation of fully integrated management policies.

However, empirical realities on the ground demonstrate that efforts to achieve ideal well-being often clash with complex pedagogical and contextual challenges. In the early elementary grades, teachers are faced with a wide diversity of student abilities, particularly in basic reading and writing. Early literacy skills at the elementary school level play a vital and strategic role, as they serve as the primary gateway for students to access, understand, and learn various other subject areas (Astinah, 2022). Without an adequate literacy foundation, students will experience structural barriers in absorbing learning information and actively participating in the classroom, which in turn will significantly erode their self-confidence.

This problem is further emphasized by international reports showing that the literacy quality of Indonesian students has remained fluctuating and stagnant over the past two decades. According to the 2022 Program for International Student Assessment (PISA), Indonesia's reading literacy index reflects a worrying decline of 12 points compared to the 2018 results (OECD, 2022). While PISA macro data typically assesses 15-year-old students, this national index serves as an important systemic mirror, reflecting the gap in poor acquisition of basic reading skills, often inherited from early childhood and elementary school education systems. This national deficit indicates that most students struggle with basic competencies, where they are only able to recognize simple information in texts but fail to make deeper emotional interpretations.

The gap in early literacy skills in elementary schools is not merely an academic issue in itself, but a real threat to children's mental health and psychological well-being. From a developmental psychology perspective, reading barriers in the early grades leave children highly vulnerable to acute frustration, social anxiety, and profound feelings of embarrassment when having to perform in front of their peers. This prolonged state of academic anxiety directly suppresses Positive Emotions and undermines children's self-confidence (Suhendra et al., 2023). This phenomenon is exacerbated by teachers' tendency to use monotonous, conventional, and unvaried teaching methods, which ultimately widen the gap between capable students and those who are lagging behind (Susanti et al., 2024). A competitive classroom environment without psychologically friendly interventions is a major barrier to achieving student well-being. Therefore, a reconstruction of management strategies and pedagogical approaches is needed that can provide a safe space for students to catch up without feeling judged.

As a solution to these problems, implementing a scaffolding strategy is seen as the most accurate and relevant pedagogical approach. Theoretically, scaffolding is defined as the provision of structured and adaptive instructional assistance or support from teachers to students in the early stages of learning, which is then systematically and gradually reduced (fading) as students'

independence and abilities increase (Adinda et al., 2024). This concept is firmly rooted in Lev Vygotsky's cognitive development theory of the Zone of Proximal Development (ZPD), which asserts that effective teaching occurs when children are given challenging tasks slightly beyond their independent capacity, but still within reach of achievement with the assistance of adults or more competent peers (Meteorina, 2023). Through measured and moderate support interventions, students will not feel intimidated by high curriculum targets, but instead feel emotionally supported. The use of systematically designed manipulative teaching media within the scaffolding corridor has been shown to stimulate engagement and provide a sense of pride in children's success (Astinah, 2022). So, the scaffolding strategy is a learning approach that provides structured and gradual assistance from the teacher which is reduced as the student's independence increases.

However, the successful implementation of scaffolding in elementary schools cannot be placed solely on the responsibility of classroom teachers in isolated learning spaces. The effectiveness of scaffolding depends heavily on the quality of governance, organizational climate, and systemic support from the school through the adoption of the POSDCORB (Planning, Organizing, Staffing, Directing, Coordinating, Reporting, and Budgeting) management framework. In the current digital era and demographic dividend, school management faces new complexities in managing human resources to maintain high pedagogical competence while avoiding the phenomenon of work burnout (Hidayati et al., 2025). Teachers are required to have flexible methods and adequate digital literacy to design dynamic and inclusive classroom management (Sulisworo et al., 2025). Harmonious integration between adaptive curriculum policies, planned infrastructure budget allocation, and humanistic clinical supervision is key to ensuring literacy intervention programs run consistently, sustainably, and systematically (Zilfina et al., 2025; Zuhaery et al., 2022).

Although many studies on scaffolding and student well-being have been conducted separately, there is still a literature gap that examines both variables through the lens of school organizational management (POSDCORB) explicitly in the context of inclusive elementary schools. Based on these theoretical and practical urgencies, this study aims to comprehensively analyze the implementation model of the scaffolding program in realizing Student Well-Being in elementary schools through synchronized management governance. The results of this study are expected to provide a significant theoretical contribution to the treasure trove of elementary education management science, particularly in formulating a more humanistic, responsive, and effective school governance model in mitigating literacy barriers without sacrificing children's psychological well-being.

METHOD

This research employed a qualitative research design with a case study approach. The case study approach was chosen to facilitate an in-depth, holistic, and contextual investigation of the current phenomenon, limited to how school governance influences scaffolding pedagogical interventions in a real-world setting. The researcher acted directly as the primary instrument (human instrument) to explore, observe, and interpret the dynamics of scaffolding management at Muhammadiyah Condongcatur Elementary School. This field research was conducted for four full months during the odd semester of the 2025/2026 academic year.

The research location was chosen intentionally based on the distinctive institutional reputation of SD Muhammadiyah Condongcatur as one of the leading educational institutions in Yogyakarta, which has a strong regulatory commitment and a structured literacy intervention program for students facing cognitive learning challenges, particularly reading and writing barriers. However, key informants were selected using purposive sampling techniques to ensure theoretical relevance and richness of information. The scope of informants was limited to four strategic staff who hold direct responsibility for institutional governance and technical instructional implementation:

1. Vice Principal for Human Resources (oversees institutional staff and teacher performance management).

2. Vice Principal for Curriculum (conceptualizes school-wide curriculum synchronization and additional learning hours).
3. First Grade Teacher (implements daily pedagogical support and classroom management).
4. Guidance and Counseling Teacher (designs individual interventions and psychological monitoring for slow-learning students).

The primary instrument in this qualitative research was the researcher herself, supported by structured in depth interview guides and a classroom observation checklist. Both supporting instruments were rigidly designed by referring to the operational indicators of POSDCORB management functions and the Student Well-Being dimensions of the PERMA model. To ensure content validity and theoretical quality before field deployment, an expert judgment process was conducted with a senior lecturer in educational management. Technical support tools included digital voice recorders, cameras, and field notebooks. Next, field observations were conducted over a three-month period to capture natural classroom interactions. To maintain research ethics, written consent was obtained from all strategic informants prior to data collection, ensuring anonymity and confidentiality. Finally, data reliability was established through source triangulation and member checking, where interview transcripts and observation summaries were returned to key informants to verify the accuracy of interpretations.

The data collection process in the field was carried out using source and method triangulation techniques to ensure the credibility of the data obtained. The first method was an in-depth interview conducted face-to-face with four informants to explore aspects of program planning, organization, direction, reporting, and budgeting. The second method was participatory observation conducted intensively in grade 1 to directly observe how instructional interactions between teachers and students were established, the use of manipulative learning media, and the manifestation of students' positive emotions during the scaffolding process. The third method was a documentation study. Real documents reviewed by the researchers included modified teaching modules, a special schedule for additional afternoon literacy activities, student reading diagnostic evaluation result sheets, and forms of concrete manipulative learning media (such as magnetic letters, picture word cards, and flannel boards) used as cognitive aids.

All raw audio recordings and field observations were transcribed verbatim. To maintain strict transparency, accountability, and audibility, qualitative data analysis was fully assisted by CAQDAS software, namely ATLAS.ti 9. The analysis followed systematic thematic steps: (1) Data Preparation, here the transcripts of the interview results were already in the form of word documents (2) Open Coding, upload the interview transcripts into the ATLAS.ti 9 application then create codes according to the themes to be analyzed (3) Categorization, after completing the coding, the next step is to categorize each code and (4) Network Formation by utilizing the ATLAS.ti 9 network visualization feature to map the contextual and structural relationships between variables. The fourth step is Network Building, namely the researcher utilizes the network diagram visualization feature in ATLAS.ti 9 to build, map, and analyze the network of causal relationships and interactions between managerial variables in influencing the psychological well-being of students in the field.

RESULTS AND DISCUSSION

RESULTS

Prior to discussing the network analysis, a qualitative content analysis using ATLAS.ti 9 software processed four verbatim interview transcripts, field observation notes, and various school institutional documents. The initial open coding phase yielded a total of 28 distinct conceptual nodes. These nodes were then refined and grouped into five interconnected thematic networks based on POSDCORB management functions and PERMA well-being dimensions. The empirical findings are presented sequentially below, from administrative planning to psychological outcomes and quality control.

1. Administrative Foundations and Staffing Synergy

The school's upstream management establishes a rigorous personnel framework specifically designed for the pedagogical resilience of transitional-aged children from kindergarten to elementary school. The visual network outputs regarding these governance nodes are illustrated in Figures 1 and 2 as follows:

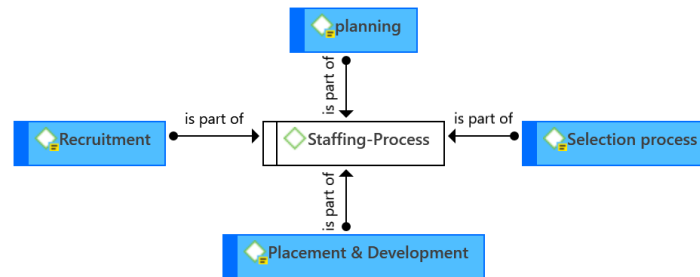


Figure 1. Staffing Process Network

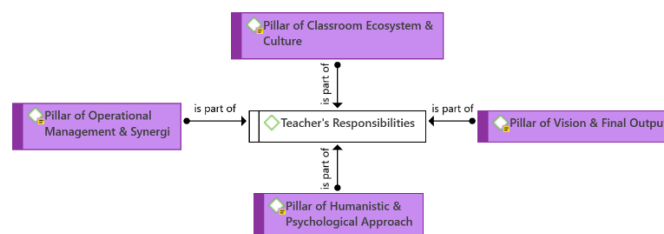


Figure 2. Teacher's Responsibilities Network

As shown in Figure 1, the school operationalizes its personnel management through four sub-components: planning, recruitment, selection, and placement & development. The curriculum department implemented a policy of additional learning outside of regular hours to mitigate reading barriers caused by the pandemic. Informant 1 detailed the administrative burden and long-term planning structure as follows:

"Starting this year, we've implemented a key policy for first graders... we're holding additional reading and writing sessions after regular school hours specifically for students who aren't yet fluent. This is a direct response to our diagnostic data showing that nearly 40% of incoming first graders experience significant literacy setbacks due to the lack of intensive face-to-face instruction during their preschool years. We can't just sit back and blame the pandemic; we must plan for a structural expansion of learning hours." (R1)

In addition, recruitment criteria emphasize affective maturity over cognitive ability. Informant 2 reported the thoroughness of institutional selection:

"We don't just randomly assign teachers to first and second grades. Our selection process is rigorous, focusing on patience and a track record of emotional connection with children. Early grade teachers are key; they must be psychologically mature before facing the diverse abilities of their students." (R2)

This subsequently connects to the teacher's tasks explicitly represented in Figure 2: Operational Management & Synergy, Classroom Ecosystem, Humanistic Approach, and Final Outcomes. Informant 3 describes the synergy required as follows:

"As elementary school teachers, our responsibility isn't just to teach the material thoroughly, but also to build a safe classroom culture. We must synergize operationally with our colleagues, adopt a humanistic approach to slow-reading children, and ensure that they are ultimately ready to move up to the next grade with mature literacy skills." (R3)

2. Pedagogical Framework and Socio-Emotional Dynamics

The implementation of operational instruction in first grade elementary school follows a highly sequential path. Based on the analysis, this pedagogical process is mapped into a specific sub-network shown in Figure 3:

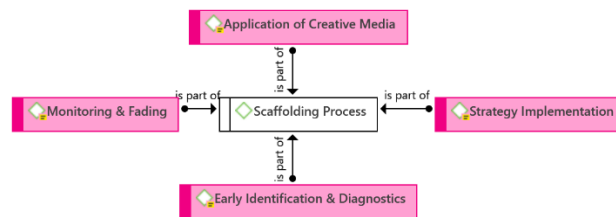


Figure 3. Scaffolding-Process Sub Network

As visualized in the sub-network in Figure 3, the core construct of the Scaffolding Process is built upon four specific nodes that have a “is part of” relationship. These procedural dimensions include: Initial Identification & Diagnostics, Creative Media Application, Strategy Implementation, and Monitoring & Mitigation. To operationalize these nodes, the technical scaffolding steps within the classroom are organized into systematic interventions detailed in Table 1 below:

Table 1: Technical Scaffolding Process and Wellbeing Interventions

Scaffolding Phase	Teacher's Action & Media Utilized	Expected Student Outcome
Early Identification & Diagnostics	Mapping students who have not memorized single letters at the start of the semester through interactive games.	Baseline determination of student's current reading capacity without academic pressure or anxiety.
Application of Creative Media	Utilizing colorful syllable cards, sandboxes, and manipulative visual media in private sessions.	Capturing student's attention, building curiosity, and reducing cognitive overload during reading tasks.
Strategy Implementation	Guiding students to blend syllables into words systematically during extended, low-stakes hours.	Students experience guided success in spelling, blending basic words, and articulating phonetic sounds.
Monitoring & Fading	Slowly withdrawing direct assistance as the student demonstrates consistency and fluency.	Fostering independent reading confidence, eliminating helper-dependence, and building academic autonomy.

Informant 3 explains this technical sequence in practice:

“We guide them individually using colorful syllable flashcards or engaging worksheets. Once they're fluent in combining words, we gradually reduce our assistance so they gain the confidence to read independently. We don't just hand them text. We start with single-letter matching games, move on to manipulating double-syllable flashcards, and only when they feel completely secure do we introduce complete sentences. The key is to gradually reduce assistance. If we provide too much assistance, they become dependent, and if we stop too quickly, they panic.” (R3)

To see how this works in the classroom, direct observations were made of intense interactions between teachers and students during after-school remedial reading and writing sessions.



Figure 4. Practical Application of Technical Support and Remedial Literacy Guidance

As documented in field observation photos (Figure 4), scaffolding was implemented not only in the classroom but also in the library. The physical infrastructure of the classroom was intentionally reorganized into small, non-intimidating groups to facilitate direct, intensive, focused tutoring. Teachers and special assistant teachers positioned themselves physically at eye level with students, creating an intimate and calming learning environment that reduced students' affective filters. Rather than adopting a rigid lecturing stance, educators actively used verbal cues, diagnostic progress forms, and specialized modular materials to support students' phonological integration tasks.

At the same time, other students in the group appear to be able to study independently without feeling pressured. This suggests a transitional phase where the teacher begins to gradually reduce assistance to allow students to become more independent. Photographic evidence illustrates how scaffolding can serve as a supportive framework and empathetic approach that tends to create a safe and comfortable learning environment, potentially reducing feelings of inferiority among students.

These technical support phases and real-world instructional actions are observed to correspond with specific psychological outcomes that systematically build student affective growth. The structural subcomponents of these affective outcomes are mapped under the specific Student Well-Being (SWB) code network illustrated in Figure 5.

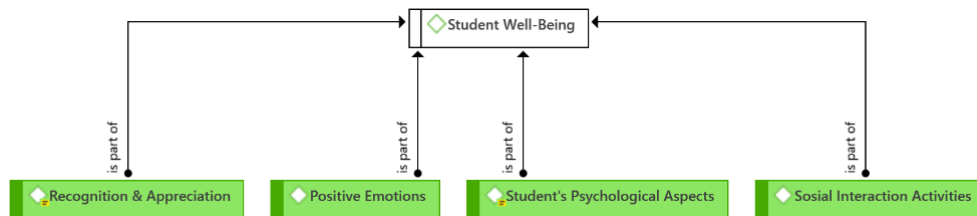


Figure 5. SWB Network

As shown in Figure 5, the main aspects of Student Well-Being are formed by four interrelated indicators, which include Recognition & Appreciation, Positive Emotions, Student Psychological Aspects, and Social Interaction Activities. Respondent 4 explained how these four dimensions are applied in daily classroom practice to protect vulnerable students from negative peer impressions.

"There's no longer the fear of peer ridicule because we foster a sense of mutual support in the classroom. When they successfully read a new sentence, the whole class applauds them. We teach more advanced readers to celebrate the small victories of less advanced readers. This structural normalization of praise has completely changed the classroom dynamic. Children no longer view remedial reading as punishment or a sign of shame, but rather as a normal step in their learning journey." (R4)

3. Maintaining Quality Control: Evaluation Structure

To track educational and administrative eligibility, school governance implements specific accountability pathways represented in the Evaluation sub-network as illustrated in Figure 6 below:

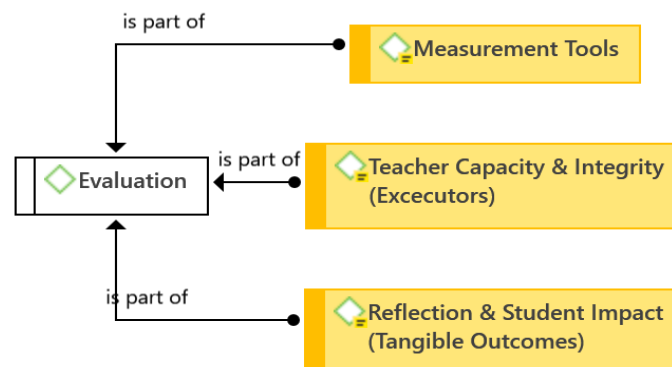


Figure 6. Evaluation Structure Network

The evaluation network consists of three highly interactive nodes: Measurement Tools, Teacher Capacity & Integrity (Implementation), and Impact on Students. Informant 2 describes the rigorous diagnostic evaluation setup as follows:

“We don't evaluate teachers solely on whether they meet general deadlines, but rather on their capacity and integrity as implementers of our specific interventions. Each assessment tool is designed to measure students' incremental progress while tracking hours of intensive teacher interaction.” (R2)

4. Ensuring System Sustainability: Rewarding

The outputs captured within the evaluation structure directly initiate the school's motivational loop, as mapped within the Rewarding sub-network illustrated in Figure 7:

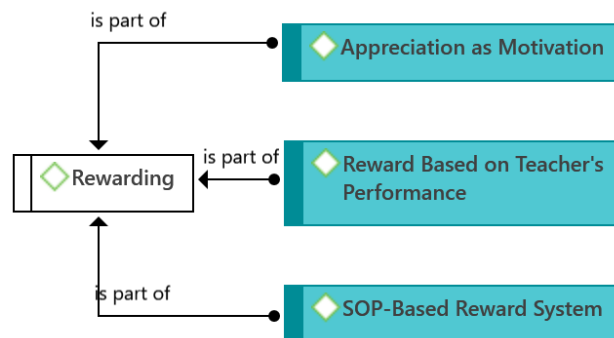


Figure 7. Rewarding Network

This reward system encompasses three main pillars: an SOP-Based Reward System, Rewards Based on Teacher Performance, and Appreciation as Motivation. Informant 3 confirmed the direct impact of this explicit reward cycle on their work morale, namely:

“Receiving an award from the school... made us feel truly appreciated. Teaching children to read from scratch is exhausting, but with clear recognition, in line with standard operating procedures, our efforts felt rewarded. It shifted our mindset from feeling exploited to feeling involved. We knew that management recognized our serious, hard work.” (R3)

5. Macro Synthesis: A Grand Integrative Framework

The entire governance and intervention network outlined from beginning to end does not operate in isolation. The successful alleviation of reading difficulties, student emotional stability, and the sustainability of teacher teaching performance are manifestations of a core, interconnected ecosystem. To see how all sub-chapters (from Staffing Process, Teacher's Responsibilities, Scaffolding Process, Student Well-Being, to Evaluation and Rewarding Schemes) interact to form a complete, circular whole, see Figure 8 below:

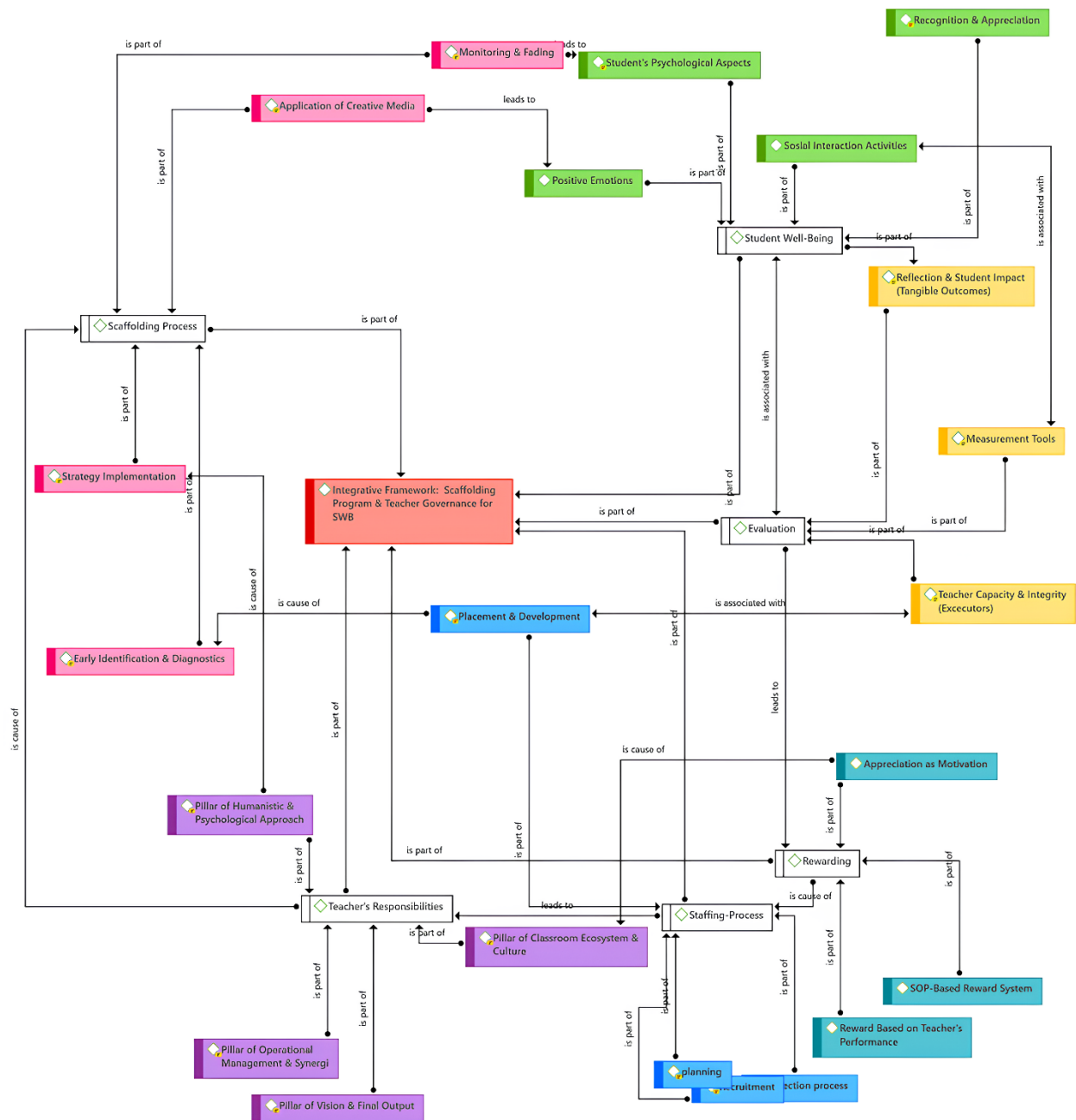


Figure 8. Macro Model of Integrative Scheme of Sustainability of Scaffolding Program and Teacher Governance Towards Student Well-Being

As shown in the core of Figure 8, all separate sub-networks are structurally unified under a central node, the Integrative Framework: Teacher Mentoring & Governance Program for Student Well-Being. This central network displays a web of interconnections, including: The Staffing Process serves as a foundational managerial driver that contextualizes Teacher Accountability and drives the Reward system. Simultaneously, the Mentoring Process structurally influences Positive Emotions and Student Psychological Aspects, which systematically contributes to the key dimensions of Student Well-Being. Finally, Evaluation links classroom outcomes directly back to the Reward structure and administrative adjustments, creating a complete circular ecosystem.

The chart also demonstrates a strong reciprocal relationship. Good teacher governance and the implementation of structured scaffolding processes is observed to foster positive emotions and healthy social interactions in students. Ultimately, this entire ecosystem leads to improved student

well-being, which is regularly evaluated through appropriate instruments and the capacity of teachers with integrity.

DISCUSSION

1. Analysis of School Personnel Governance in Addressing the Literacy Crisis from a POSDCORB Perspective

The administrative findings detailed in the Results section, particularly within the Staff Placement Process (Figure 1) and Teacher Responsibilities (Figure 2) networks, reveal the key to success in addressing the severe decline in children's literacy skills. This structural breakthrough was achieved because SD Muhammadiyah Condongcatur no longer views the literacy crisis solely as a failure in the learning or pedagogical process. Instead, the school views it as an organizational management challenge that is managed in an integrated manner through the POSDCORB framework, by maximizing the interconnected functions of planning, organizing, and staff placement.

The upstream planning function acts as a structural anchor. By transforming raw diagnostic data into additional literacy hour policies, schools ensure that learning time is maximized. This structured approach aligns directly with core principles of elementary education, where a well-structured administrative layout and systematic management are essential to supporting children's fundamental cognitive development (Pristiwanti et al., 2022). However, planning alone does not solve the crisis. A critical driver is the staffing mechanism, where recruitment criteria deliberately prioritize affective maturity, high levels of patience, and emotional resilience over purely cognitive qualifications or general academic grades (Informant 2). This structural emphasis on leadership and human resource design directly supports the strategic role of school administration in intentionally creating a positive institutional environment to secure educational outcomes (Dewi et al., 2024).

By placing highly patient and emotionally intelligent teachers and specialized teaching assistants in lower grades, management builds significant psychological capital within the classroom ecosystem. This alignment prevents frontline educators from falling into chronic work stress and successfully shifts the work climate from one of professional burnout to one of active and sustainable well-being (Hidayati et al., 2025). Furthermore, the influence of this policy strongly supports and operationalizes the framework proposed by Nwadike and Igbudu (2024). Their study of POSDCORB implementation and Educational Administration (EA) demonstrated that the diligent implementation of core administrative functions is an absolute prerequisite for ensuring quality academic delivery in a challenging educational landscape. Their work reinforces our finding that upstream administrative control directly determines the continuity of downstream instruction (Nwadike & Igbudu, 2024). However, the findings of this study contrast sharply with previous research. Conventional educational management literature (Dewi et al., 2024; Nwadike & Igbudu, 2024) generally assumes successful school governance (POSDCORB) is achieved if the curriculum is rigid, administrative documents are compliant, and teacher selection is based solely on academic assessment. This study rejects this view.

In the face of a post-pandemic literacy crisis, rigid bureaucratic regulations actually hamper school operations and trigger work stress among teachers. This novel research demonstrates that the staffing and responsibility functions within POSDCORB need to be directed toward an emotionally-driven staffing model. Administrative flexibility and teacher placement that prioritizes emotional intelligence appear to be more responsive in addressing learning loss than relying solely on teachers' academic abilities. This strategy has successfully transformed the threat of work stress into psychological capital that strengthens school resilience.

2. Cognitive and Psychological Mechanisms of Classroom Learning Support (Synergy of ZPD and PERMA)

Moving from macro-governance to micro-classroom interactions, the sub-networks within the Scaffolding Process (Figure 3), real-world implementation photos (Figure 4), and the Student Well-Being network (Figure 5) illustrate how rapid student literacy acceleration actually occurs. The technical phases detailed in Table 1 moving from Initial Diagnostics, Creative Media Utilization,

Strategy Implementation, to Monitoring and Reduction offers a practical operationalization of Lev Vygotsky's Zone of Proximal Development (ZPD). This intervention was successful because teachers continually clarified difficulty gaps. The use of manipulative visual media, such as colored syllable cards and creative worksheets, served as a physical cognitive bridge, lowering the initial barrier of entry for slow-learning students and preventing cognitive overload (Astinah, 2022; Meteorina, 2023). The magic of this process lies in the Monitoring & Reduction of Assistance phase, namely by slowly and strategically reducing direct assistance, the teacher shifts the cognitive load back to the student, forcing the internalization of phonetic integration and successfully building academic independence and self-efficacy in students (Adinda et al., 2024).

These micro-interactions align closely with contemporary post-pandemic studies (Dost, 2024), which have established that intentional classroom support structures act as critical dynamic scaffolding necessary to mitigate severe academic anxiety, loneliness, and learning stress left over from the era of isolation. This cognitive scaffolding leads to psychological development, as the answer lies in structural integration with Martin Seligman's PERMA Model (Positive Emotions, Engagement, Relationships, Meaning, Achievement). In typical remedial settings, slow-learning students experience intense anxiety and isolation. However, by breaking down literacy tasks into highly achievable micro-zones (ZPDs), children experience a series of rapid "small wins." This directly supports the achievement and positive emotion dimensions of PERMA, effectively eliminating reading-related trauma (Sedeh & Aghaei, 2024). Furthermore, Figure 5 demonstrates that these psychological improvements are highly dependent on structured social interaction activities. When teachers actively cultivate a culture of recognition and appreciation among students (*group applause*, Informant 4), student well-being within an active curriculum framework will be maximized (Riennova et al., 2025).

Empirical evidence from field documentation (Figure 4) provides physical proof of this causality. The closeness and eye-level positions adopted by educators demonstrate that utilizing the ZPD requires first lowering students' affective filters. When the fear of failure is removed through a humanistic and supportive classroom climate, students become much more receptive to creative media innovations and digital teaching materials (Suhendra et al., 2023). As described in a recent systematic study by (Rigopouli, A. et al., 2025), the presence of local collaborative learning and socio-emotional support in elementary school classrooms not only supports task performance but also serves as a psychological buffer that reduces children's cognitive fatigue and builds long-term school well-being.

Critically, the findings regarding the synergy between ZPD and PERMA in this study provide new theoretical contributions to both classical and contemporary scaffolding literature. Previously, Vygotsky's traditional ZPD theory has often been reduced by previous researchers, including to some extent by (Meteorina, 2023) and (Adinda et al., 2024), to a purely instructional and mechanistic cognitive transfer process. Conversely, the results of this study indicate that cognitive scaffolding cannot be optimally implemented without engaging students' emotional aspects. Restoring literacy skills in slow-learning children requires effective management of these factors beforehand. This can be achieved through physical proximity, as shown in Figure 4, and the creation of an inclusive social ecosystem (Figure 5). These findings reinforce the conceptualizations of Dost (2024) and Rigouli et al. (2025), which emphasize the importance of "Socio-Emotional Scaffolding" as a key prerequisite for learning.

This argument also stands as a strong counterpoint to the findings of (Susanti et al., 2024) regarding the destructive impact of monotonous teaching. While (Susanti et al., 2024) merely stopped at the passive conclusion that monotonous methods damage motivation, this study extends prior observations by suggesting that replacing monotonous drill method and adopting interactive syllable cards (Astinah, 2022) combined with strengthening the PERMA model (Sedeh & Aghaei, 2024) offers an effective pedagogical pathway toward building students' reading independence without sacrificing their mental health.

3. Maintaining the Macro-Micro Cycle through School Climate Alignment, Evaluation, and Rewards

The final question is “why” this high-intensity literacy intervention remained sustainable over time without causing widespread teacher burnout. Providing individualized, back-and-forth support to slow-learning students while maintaining an emotionally charged classroom culture requires significant emotional labor. This type of labor naturally drains educators’ psychological reserves. Data in the Evaluation Structure (Figure 6), Reward Architecture (Figure 7), and Key Network (Figure 8) indicate that the system avoided collapse because the school implemented a closed and highly responsive feedback loop that linked separate evaluation frameworks directly to functional reward structures, effectively operationalizing the final reporting and budgeting or reward functions of POSDCORB (Nwadike & Igbudu, 2024).

Furthermore, Muhammadiyah Condongcatur Elementary School evaluates teachers not based on arbitrary administrative compliance, but on their capacity and integrity as implementers within the evaluation network (Figure 6). When a teacher's hidden emotional labor and additional contact hours are systematically measured and translated into a separate reward architecture (Figure 7), which manifests as performance incentives and formal institutional appreciation (Informant 3), the administration delivers distributive and relational justice. This structural feedback loop successfully transforms physical and psychological exhaustion into organizational investment. This process optimizes the overall school climate, which has a direct statistical correlation with the development of long-term student well-being (Sari et al., 2025).

This structural alignment addresses broader regional and domestic challenges in Southeast Asia related to post-pandemic learning loss, where large-scale diagnostic declines require urgent institutional support systems (OECD, 2022; Zuhaery et al., 2022). This integrated approach provides a robust practical framework that operationalizes the international Science of Learning and Development (SoLD) paradigm. By linking macro-POSDCORB metrics with teachers' emotional capacities and structured evaluation cycles, schools successfully bridge the macro-administrative gap highlighted in recent education policy shifts (OECD, 2022). In the modern education landscape, managing the severe literacy crisis and digital divide among young people requires a strong partnership between school optimization, digital literacy adaptation, and family functioning (Rustyawati et al., 2025; Sulisworo et al., 2025; Zilfina et al., 2025).

The most radical critical comparison of this study lies in the clear structural separation between the Evaluation (Figure 6) and Rewarding (Figure 7) networks in the modeling. In the real world of public school administration, as criticized by the OECD macro portrait (2023) and (Zuhaery et al., 2022), the pedagogical evaluation process of teachers is almost always confused with the reward system, or even separated altogether due to the rigidity of civil service regulations. This fusion or disconnection often results in evaluation being perceived as a coercive tool, accelerates teacher burnout and damages the school climate (Sari et al., 2025; Sulisworo et al., 2025). This study presents a distinct theoretical positioning: the sustainability of intensive literacy intervention programs is only guaranteed if Evaluation and Rewarding are positioned as two separate data entities that interact in a circular-symmetrical manner without overlap.

By independently measuring teachers' emotional labor in the Evaluation process and then automatically converting it into incentives and structural appreciation in the Rewarding domain, schools have successfully validated teacher well-being. This empirically demonstrates that creating post-pandemic school well-being will never be achieved through one-way interventions for students, but rather requires a closed and balanced macro-micro governance accountability loop.

4. Macro Synthesis and Research Limitations

The practical implications of the comprehensive parent network visualized in Figure 8 emphasize that educational leaders must move away from fragmented policy design. Student well-being and academic mastery cannot be maintained through classroom-level instructional design alone. Instead, it requires a synchronized ecosystem where macro-level administrative policies

explicitly protect and fund micro-level classroom interventions (Nwadike & Igbudu, 2024). When this symmetrical alignment without structural overlap is achieved, the entire school system gains systemic resilience to learning crises.

However, certain methodological limitations must be acknowledged. As a qualitative case study confined to a single inclusive elementary school context with four key strategic informants, the structural relationships mapped in this ATLAS.ti super-network are interpretive and descriptive in nature. While this framework provides a highly integrated conceptual model of how POSDCORB, ZPD, and PERMA interact, it represents contextualized qualitative pathways rather than universally verifiable causal equations. Furthermore, future research should incorporate multi-site case study designs, mixed-methods validation, or longitudinal tracking to evaluate the broader transferability and scalability of this integrated governance-development framework across different elementary education settings.

CONCLUSION

This study concludes that mitigating severe post-pandemic early childhood literacy decline cannot be achieved solely through isolated pedagogical tools, but requires a synchronized macro-micro institutional cycle. Empirically, the integration of the POSDCORB affect-driven staff model provides the necessary structural protection for teachers to implement appropriate and calibrated ZPD scaffolding using manipulative media, while the systematic separation and circular alignment of evaluation and reward structures ensures the long-term sustainability of the intervention without triggering educator burnout. Theoretically, this research advances the fields of educational administration and instructional psychology by breaking down the traditional divide between macro-governance and micro-pedagogy. First, it refines Vygotsky's classic Zone of Proximal Development (ZPD) by demonstrating that cognitive scaffolding cannot function efficiently in an emotional vacuum; it introduces the absolute necessity of "Socio-Emotional Scaffolding" (validated through Seligman's PERMA model) as a prerequisite for lowering students' affective filters. Second, it extends the POSDCORB framework in educational administration by demonstrating that in times of crisis, structural sustainability relies on affect-driven staffing design and Symmetrical Alignment without Overlap, where the evaluation network and reward architecture operate as distinct yet highly responsive circular channels.

Practically, this research provides easy-to-implement operational guidelines for elementary school principals and education administrators to accelerate student literacy recovery through strategic human resource management. Principals can immediately apply these findings by restructuring their teacher recruitment and placement systems. When assigning teachers to lower grades, the primary focus should be shifted to the emotional capital, high levels of patience, and affective maturity of teachers, rather than solely based on their cognitive test scores. Additionally, this research provides actionable strategies for optimizing the educational ecosystem, offering concrete guidance for implementing physical micro-interventions, such as eye-level placement, non-intimidating room grouping, and manipulative media, while also providing an administrative framework to systematically measure and compensate for teachers' invisible emotional labor through a localized, SOP-based reward cycle and directly improve the overall school climate.

However, several critical methodological limitations must be acknowledged, as this study was limited to a single inclusive elementary school ecosystem with four strategic informants. Therefore, the structural network and contextual relationships mapped through ATLAS.ti 9 are inherently contextual, interpretive, and descriptive, and not universally generalizable. To address these limitations, future research is recommended to employ a multi-site comparative case study or mixed-methods approach. This approach is useful for testing the statistical relationship between school affective management and student literacy levels across a broader geographic area. Furthermore, ongoing tracking of students receiving social-emotional scaffolding is needed to evaluate their literacy development as they advance to the next grade.

ACKNOWLEDGMENT

The authors would like to thank Ahmad Dahlan University for its institutional and academic support throughout the implementation of this research. We also extend our highest appreciation and respect to the Principal, Curriculum Coordinator, and all the Lower Grade Teachers at Muhammadiyah Condongcatur Elementary School, Yogyakarta, who volunteered their time, provided data access, and shared their valuable experiences during the interviews. Without the collaboration and openness of all school stakeholders, this integrative ecosystem model would not have been comprehensively mapped.

AUTHOR CONTRIBUTION STATEMENT

We acknowledge our individual contributions to the development of this article through a collaborative academic mentorship process. The first author served as the primary independent contributor, conceptualizing the research framework, designing the qualitative methodology, collecting field data through in-depth interviews, conducting formal data analysis using ATLAS.ti 9 software, mapping the visual interconnection network, and writing the entire initial draft of the manuscript, from the results chapter to the conclusion. The second and third authors served as academic supervisors, providing academic supervision, strategic direction on the research design, validation of the empirical transcripts, and conducting critical review and periodic revisions to strengthen the intellectual content of the final manuscript. All authors reviewed, discussed, and jointly approved the final version of the manuscript submitted for publication.

AI DISCLOSURE STATEMENT

In the process of compiling this article, the author used Gemini (an artificial intelligence tool developed by Google) solely to help refine the grammatical flow of the process narrative, improve the readability of the text (scannability), format the visual elements of markdown, and organize the qualitative data nodes into paragraph structures based on the primary analysis conducted by the author. After using the service, the author checked, critically evaluated, and re-edited the resulting content to ensure strict scientific accuracy. The author takes full responsibility for the integrity, interpretation, and final conclusions presented in this publication.

REFERENCES

- Adinda, A., Mulia, S., Irfan, I., & Gusmaneli, G. (2024). *Penerapan Strategi Pembelajaran Scaffolding Dalam Membentuk Kemandirian Peserta Didik*. 2(2). <https://doi.org/https://doi.org/10.61132/bima.v2i2.763>
- Astinah. (2022). Metode Scaffolding dengan Kartu Suku Kata Meningkatkan Kemampuan Membaca Permulaan Siswa Mild Intellectual Disabilities. *DIAJAR: Jurnal Pendidikan Dan Pembelajaran*, 1(3), 380–386. <https://doi.org/10.54259/diajar.v1i3.1016>
- Dewi, D., Nadila, N., & Surabaya, U. N. (2024). *Peran Kepala Sekolah Dalam Mewujudkan Student Well-Being Di Sman 2 Mataram*. 12, 296–308.
- Dost, G. (2024). Student well-being: the impact of belonging, COVID-19 pandemic related student stress, loneliness, and academic anxiety. *Frontiers in Psychology*, 15, 1–12. <https://doi.org/https://doi.org/10.3389/fpsyg.2024.1206627>
- Hidayati, D., Imama, M. L., Hilhamsyah, Maysaroh, A., & Putri Kartiwi, A. (2025). *Digital Life Among Teachers : From Burnout to Well-Being*. 15.
- Meteorina, D. (2023). *Efektivitas Teori Scaffolding Vygotsky Dalam Mengajar Siswa Kelas 1 Sd Di Desa Sumber Jaya Dessy Meteorina*. 1(1), 34–38. <https://digamed.net/index.php/kontribusi/index>
- Nwadike, I. S., & Igbudu, J. N. (2024). Applications Of POSDCORB EA In Education For Quality Academic Delivery In Nigeria. *International Journal Academia*, 7(1), 1–15. <https://digamed.net/index.php/kontribusi/index>
- OECD. (2022). PISA PISA 2022 Results Malaysia. *Journal Pendidikan*, 10. <https://www.oecd.org/publication/pisa-2022-results/country-notes/malaysia-1dbe2061/>
- Pristiwanti, D., Badariah, B., Hidayat, S., & Dewi, R. S. (2022). Pendidikan Anak Sekolah Dasar. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(6), 1707–1715.

- Riennova, Asrori, & Halijah, S. (2025). *Pencapaian Student Wellbeing pada Kurikulum Merdeka (Studi di Kelas IV SD Negeri 39 Pontianak Kota)*. 11(1), 160–167. <https://doi.org/https://doi.org/10.37567/alwatzikhoebillah.v11i1.2869>
- Rigopouli, A., Lucas, M., & Shimizu, K. (2025). Research trends linking collaborative learning to student well-being: A systematic review. *Research and Development in Education (RaDEn)*, 6, 1–15. <https://doi.org/https://doi.org/10.22219/raden.v6i1.43370>
- Rustyawati, R., Dyah Suryaratri, R., Deasyanti, & Qonita, A. (2025). Optimalisasi School Well-Being Ditinjau Dari Student Well-Being Dan Family Functioning. *Jurnal Sublimapsi*, 6(1), 53–61. <https://doi.org/10.36709/sublimapsi.v6i1.132>
- Sari, E. N., Fitriani, Y., & Pertiwi, Y. W. (2025). *Hubungan School Climate Dengan Student Well Being Pada Siswa Sekolah Menengah Pertama*. 3.
- Sedeh, & Aghaei. (2024). *The effectiveness of PERMA model education on university students ' well - being*. 1–7. <https://doi.org/10.4103/jehp.jehp>
- Suhendra, S., Mahajani, T., Ganeswara, M. G., Suhardi, E., Rahmawati, N., & Kartika, W. (2023). Inovasi Pembelajaran: Peningkatan Student Well Being Melalui bahan Ajar Digital. *RESWARA: Jurnal Pengabdian Kepada Masyarakat*, 4(2). <https://doi.org/10.46576/rjpkkm.v4i2.3067>
- Sulisworo, D., Hidayati, D., Management, E., & Ahmad, U. (2025). *Digital Literacy of Generation Z: Challenges for Teachers in the Era of Demographic Bonus*. 6(2), 500–517. <https://doi.org/10.51454/jet.v6i2.517>
- Susanti, S., Aminah, F., Mumtazah Assa'idah, I., Aulia, M. W., & Angelika, T. (2024). PEDAGOGIK Jurnal Pendidikan dan Riset Dampak Negatif Metode Pengajaran Monoton Terhadap Motivasi Belajar Siswa. *PEDAGOGIK: Jurnal Pendidikan Dan Riset*, 2(2), 86–93.
- Zilfina, Z., Hidayati, D., & Zuhaery, M. (2025). *FAKTOR-FAKTOR YANG MEMPENGARUHI PEMAHAMAN LITERASI DIGITAL SISWA : SEBUAH PENDEKATAN KUALITATIF literasi digital , terutama bagi siswa dari latar belakang sosial ekonomi*. 9(5), 3–10.
- Zuhaery, M., Hidayati, D., Tamam, B., Dahlan, U. A., & Islam, M. P. (2022). *WELL-BEING OF JUNIOR HIGH SCHOOL STUDENTS IN THE TIME OF COVID 19 IN PUBLIC AND PRIVATE*. 19(1), 103–116.