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The Effect of Self-Regulation on Burnout in Teachers at Medan Mulia Schools

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Abstract

Burnout in teachers is a problem that can affect the effectiveness of education. This study aims to analyze the relationship between self-regulation and Burnout in teachers at Medan Mulia School. The research method used is a quantitative approach with a correlational design. The research sample amounted to 119 teachers who were selected using a random sampling technique. Data was collected through Burnout and self-regulation scales, which were tested for validity and Reliability before use. The Pearson Product Moment analysis showed a significant negative relationship between self-regulation and Burnout ($r = -0.514$, $p < 0.001$). Self-regulation contributes 26.5% to burnout rates, while other factors influence the rest. These findings confirm that improving self-regulation can effectively reduce teacher burnout, thereby supporting optimal teaching quality.

Keywords: Burnout; Self-regulation; Guru

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INTRODUCTION

Education is an inseparable aspect of human life. Every human activity in their daily lives results from a continuous learning process. One of the primary roles of education is to improve the quality of intelligence of a nation's people (Abrori & Muali, 2020; Arikunto & Yuliana, 2008). In addition, education can also be defined as various activities planned to achieve specific goals, especially to improve human quality (Daya, 2000).

The development of the quality of education is closely related to the contribution made by teachers. The existence of competent teachers in the teaching process is the key to success in producing quality students for the achievement of national goals (National Assessment, 2021). Therefore, the ability and quality of teachers directly determine the effectiveness of education in an educational institution (Djollong et al., 2024; GURU, 2020; Hanum et al., 2020)

Teachers' ability in educational institutions is reflected in tasks that include teaching, direction, attention, and example for students (Abidin et al., 2023; Amini, 2021; Setiawan, 2013). This shows that the quality of teachers significantly affects the quality of education as a whole. Thus, schools need to maintain and improve the quality of teachers, one of which is through prevention efforts for *Burnout*.

Burnout, or work burnout, dramatically affects the quality of education in educational institutions. Institutions that can maintain low levels of *Burnout* among teachers tend to have better quality education compared to institutions with high teacher burnout rates (Adawiyah, 2013; Chairiza et al., 2018). Work fatigue in teachers can hurt the institution, such as in the case of teachers who experience discomfort due to an unconducive work environment. For example, the case of a teacher named P who experienced Burnout due to poor classroom conditions, such as an unhealthy environment and unrealistic demands from parents (Maslach, illness, dkk., t.t.).

A similar phenomenon was also found in the case of teachers in Indonesia who experienced physical, emotional, and decreased morale due to high work pressure and work environment conditions that did not meet expectations (Adawiyah, 2013; Covid- et al., 2023). This pressure causes teachers to feel discouraged in carrying out their duties and tend to withdraw from teaching and social activities in the school environment (Maslach, roles, dkk., t.t.)

Teachers at Medan Mulia schools also experience problems with Burnout. Teachers in this institution experience physical and emotional fatigue due to the mismatch between duties, responsibilities, and income earned (Maslach & Jackson, 1985; Wayan, 2019). In addition, ineffective management and excessive parental demands further aggravate this condition. This situation causes teachers to experience a significant loss of enthusiasm for work (Anastacia dkk., 2021).

These cases show that the mismatch of expectations at work constantly triggers teachers' disappointment. If this condition is not treated correctly, it will lead to prolonged Burnout, which can hurt the educational institution.

Burnout is a psychological condition resulting from prolonged emotional and physical fatigue due to work pressure. This condition is characterized by a significant loss of enthusiasm and motivation and a substantial decrease in work performance. Maslach (1993) explained that Burnout has three main dimensions: emotional exhaustion, depersonalization (tendency to withdraw from social interactions), and reduced personal accomplishment.

Research shows that self-regulation is closely related to the level of Burnout experienced by individuals. Shirley & Shirley (2015) found a significant negative relationship between self-regulation and Burnout in teachers. This shows that the higher the self-regulation of a teacher, the lower the level of Burnout they experience, and vice versa.

Research by Wulan and Sari (2015) consistently shows a significant negative correlation between self-regulation and Burnout, which is further strengthened by the research of Huftiana and Sari (2015) with a negative correlation value (r = -0.841). These findings confirm that self-regulation is essential in controlling and reducing Burnout.

Based on the above exposure of cases and phenomena, the hypothesis proposed in this study is that there is a negative relationship between self-regulation and Burnout in teachers. Thus, the

better the self-regulation that teachers have, the lower the level of Burnout experienced. This research is expected to contribute to industrial and organizational psychology, especially in managing teacher burnout, so that the quality of education remains optimal.

RESEARCH METHODS

This research uses a quantitative approach. The variables included in this study are *Burnout* as a bound variable and *self-regulation* as an independent variable. The population in this study is 180 teachers from Medan Mulia schools. A sample is only a fraction of the total population, taken from the population in such a way that it can represent the entire population (Soewadji, 2012). Referring to the Isaac and Michael table, with the error rate in this study being 5%, it can be concluded that the sample in this study is 119 people.

This study uses a Likert scale as a data collection tool. The scale used is the scale of *Burnout* and the scale of *self-regulation*. Scale *Burnout* using the theory put forward by Maslach (1993), which divides *Burnout* into three dimensions: *emotional exhaustion* and *depersonalization reduced personal accomplishment*. The s*elf-regulation* scale was compiled based on Zimmerman's theory (2009), which divides self-regulation into three aspects: *metacognitive* and *motivational positive action*.

Table 1. Blueprint Burnout Scale

No	Aspek *Burnout*	Statement Details		Sum
		Favorable	***Unfavorable***	
1	*Emotional Exhaustion*	1, 7, 13, 19, 25, 31	2, 8, 14, 20, 26, 32	12
2	*Depersonalization*	3, 9, 15, 21, 27, 33	4, 10, 16, 22, 28, 34	12
3	*Reduced Personal Accomplishment*	5, 11, 17, 23, 29, 35	6, 12, 18, 24, 30, 36	12
	Total	**18**	**18**	**36**

Table 2. Blueprint Skala Self-Regulation

No	Aspect *of Self-Regulation*	Statement Details		Sum
		Favorable	***Unfavorable***	
1	*Metacognitive*	1, 7, 13, 19, 25, 31	2, 8, 14, 20, 26, 32	12
2	*Motivation*	3, 9, 15, 21, 27, 33	4, 10, 16, 22, 28, 34	12
3	*Positive Action*	5, 11, 17, 23, 29, 35	6, 12, 18, 24, 30, 36	12
	Total	**18**	**18**	**36**

Validity is the ability of the measuring instrument to measure the target being tested (Setyawan, 2017). This study uses item validity, which is used to test the accuracy of items in measurement using the Corrected Item Total Correlation method. An item is considered valid if the r-value is above 0.30. Reliability was tested using the Alpha Cronbach technique through SPSS version 27.0 for Windows to determine the consistency of the measuring tool. Before the data analysis, an assumption test was carried out in the form of normality and linearity tests. The normality test tests data dissemination with significant criteria above 0.05 (standard) or below 0.05 (abnormal). Meanwhile, the linearity test ensures a linear relationship between variables, characterized by a significance value of deviation from linearity above 0.05. Pearson Product-Moment correlation analysis tests the relationship between two variables on an interval or ratio scale derived from the same data source (Scott, 2015).

RESULTS AND DISCUSSION

Trial Implementation

The implementation of the trial on the *scale of Burnout* and *Self-Regulation* was carried out at one of the private schools in Medan City on Thursday, August 22, 2024. The trial was conducted

using a sample of all teachers at the school, totaling 70 people. The questionnaire distributed contains two scales, namely:

1. Burnout Scale

The *burnout* scale contains 36 statement items whose validity is tested using *the Corrected Item-Total Correlation technique*. Based on Azwar (2017), the details of the statement will be declared valid if it has a value of ≥ 0.30. As for the validity test results, 14 declaration items are invalid, namely statement items **number 4, 11, 12, 16, 17, 19, 22, 24, 27, 28, 30, 33, 35,** and **36**. Furthermore, the Reliability test on the measuring instrument showed *a Cronbach's Alpha* value of **0.896,** so the measuring instrument could be categorized as reliable (Kaplan & Saccuzo, 2017).

Table 3. Butir Burnout Scale

No	Aspek *Burnout*	Statement Details				Total
		Favorable		*Unfavorable*		
		Sahih	Gugur	Sahih	Gugur	
1	*Emotional Exhaustion*	1, 7, 13, 25, 31	19	2, 8, 14, 20, 26, 32	-	12
2	*Depersonalization*	3, 9, 15, 21	27, 33	10, 34	4, 16, 22, 28	12
3	*Reduced Personal Accomplishment*	5, 23, 29	11, 17, 35	6, 18	12, 24, 30, 36	12
	Total	**12**	**6**	**10**	**8**	**36**

2. Skala Self-Regulation

The *Self-Regulation* scale contains 36 statement items whose validity is tested using *the Corrected Item-Total Correlation technique*. Based on Azwar (2017), the details of the statement will be declared valid if it has a value of ≥ 0.30. As for the validity test results, there are 14 items of declaration items that are invalid, namely statement **items number 1, 2, 3, 14, 15, 19, 20, 21, 24, 25, 26, 32, 33, and 34**. Furthermore, the Reliability test on the measuring instrument showed *a Cronbach's Alpha* value of **0.891,** so the measuring instrument could be categorized as reliable (Kaplan & Saccuzo, 2017).

Table 4. Butir Skala Self-Regulation

No	Aspect *of Self-Regulation*	Statement Details				Total
		Favorable		*Unfavorable*		
		Sahih	Gugur	Sahih	Gugur	
1	*Metacognitive*	7, 13, 31	1, 19, 25	8	2, 14, 20, 26, 32	12
2	*Motivation*	9, 27	3, 15, 21, 33	4, 10, 16, 22, 28	34	12
3	*Positive Action*	5, 11, 17, 23, 29, 35	-	6, 12, 18, 30, 36	24	12
	Total	**11**	**7**	**11**	**7**	**36**

Research Implementation

The research was conducted at Medan Mulia School with a sample of 119 teachers. The study was conducted using *a Google Form* questionnaire, which was carried out on Thursday, December 12, 2024. The questionnaire will evaluate *Burnout* and *Self-Regulation* with 22 items on each scale.

Table 5. New Numbering of the Burnout Scale

No	Aspek *Burnout*	Statement Details		Sum
		Favorable	*Unfavorable*	
1	*Emotional Exhaustion*	1, 6, 10, 17, 20	2, 7, 11, 14, 18, 21	11
2	*Depersonalization*	3, 8, 12, 15	9, 22	6
3	*Reduced Personal Accomplishment*	4, 16, 19	5, 13	5
	Total	**12**	**10**	**22**

Table 6. New Numbering of Self-Regulation Scales

No	Aspect *of Self-Regulation*	Statement Details		Sum
		Favorable	***Unfavorable***	
1	*Metacognitive*	4, 10, 20	5	4
2	*Motivation*	6, 16	1, 7, 11, 14, 17	7
3	*Positive Action*	2, 8, 12, 15, 18, 21	3, 9, 13, 19, 22	11
	Total	**11**	**11**	**22**

Data Analysis Results

The results of the questionnaire data that have been obtained will be evaluated using *the Pearson Product-Moment* correlation test. According to Sugiyono (2017), *the Pearson Product-Moment correlation* is used to find relationships and prove the hypothesis of the relationship between two variables (*bivariate*) in the form of *intervals* or ratios. The data source of two or more variables is the same. The correlation test was conducted to determine the relationship between *Burnout* and *self-regulation* in teachers at the research site—data evaluation using the IBM SPSS application version 27.

Description of Research Data

The purpose of data description is to see the characteristics of the data in the research conducted. The description will be displayed in the form of empirical and hypothetical scores.

Burnout Variable

The *Burnout* Scale has three dimensions consisting of 22 statements to measure the intensity of *Burnout* in teachers with a range of points from one to four.

The hypothetical minimum range is 22 x 1, which is 22, and the maximum range is 22 x 4, which is 88, with *the* hypothetical mean being (22 + 88) / 2, which is 55, and the standard deviation is (88 – 22) / 6, which is 11. *The* empirical mean was obtained at 48.2437 based on the respondents' answers.

Table 7. Comparison of Hypothetical and Empirical Data on Burnout Variables

Variable	Empirical				From the hypothetical			
	Min	Max	Mean	SD	Min	Max	Mean	Standard Deviation
Burnout	32	66	48,2437	7,18280	22	88	55	11

The study results are higher if the empirical mean > the hypothetical mean. On the other hand, the results of the study were said to be lower if the empirical mean < the hypothetical mean. The results obtained were that the empirical mean was lower than the hypothetical mean, which was 48.2437 < 55, so it was concluded that *the burnout* rate of the study respondents was lower than that of the general population. Next, the data is grouped into three categories, namely *low burnout* rates, moderate burnout *rates*, and high *burnout* rates.

The standard hypothetical deviation of the variable *burnout* is σ = (88 – 22) / 6 = 11, with a hypothetical mean of μ = (22 + 88) / 2 = 55. From the formula, 1 ≤ x < (55 – 11 = 44) for the low level, (55 – 11 = 44 ≤ x < 55 + 11 = 66) for the medium level, and x ≥ (55 + 11 = 66) for the high level.

Table 8. Clustering of Burnout Variables

Variable	Value	Level	Quantity (n)	Percentage (%)
Burnout	1 ≤ x < 44	Low	27	22,7%
	44 ≤ x < 66	Keep	90	75,6%
	x ≥ 66	Tall	2	1,7%
	Sum		**119**	**100%**

The grouping of burnout variable data showed that 27 respondents (22.7%) showed low *levels of Burnout*. Furthermore, 90 respondents (75.6%) showed *moderate Burnout, and two*

(1.7%) showed high *Burnout*. This low level of *burnout* intensity showed that *Burnout* did not affect the social and mental lives of the respondents much. Meanwhile, the intensity of this moderate *level of Burnout* shows that the respondents experience emotional, physical, and mental exhaustion conditions that affect their lives quite a bit. Moderate intensity indicates that the respondent's condition can sometimes experience *Burnout*. This condition can refer to physical fatigue or decreased productivity, even though you have rested enough. The respondents also felt difficulties concentrating on work and a lack of interest in daily tasks. The following things cause the respondents' lives to be quite disrupted from a social and psychological perspective.

Variable *Self-Regulation*

The *Self-Regulation* Scale has three dimensions consisting of 22 statements to measure the level of *Self-Regulation* in teachers with a range of points from one to four.

The hypothetical minimum range is 22 x 1, which is 22, and the maximum range is 22 x 4, which is 88, with *the* hypothetical mean being (22 + 88) / 2, which is 55, and the standard deviation is (88 – 22) / 6, which is 11. *The* empirical mean was obtained as 65.6891 based on the respondents' answers.

Table 9. Comparison of Hypothetical and Empirical Data on Self-Regulation Variables

Variable	Empirical				From the hypothetical			
	Min	Max	Mean	Standard Deviation	Min	Max	Mean	Standard Deviation
Self-Regulation	48	81	65,6891	6,75698	22	88	55	11

The study results are higher if *the empirical* mean > the hypothetical mean. On the other hand, the results of the study are said to be lower if *the* empirical mean < *the* hypothetical mean. The results obtained were *that the empirical* mean was greater than the *hypothetical mean, with a value of 65.6891 > 55, so it was concluded that* the intensity of self-regulation in the study respondents was higher than that of the general population. Furthermore, the data were grouped into three levels, namely low *self-regulation* levels, moderate *self-regulation* levels, and high *self-regulation* levels.

The standard hypothetical deviation of variables *self-regulation* is $\sigma = (88 - 22) / 6 = 11$, with *mean* hypothesis $\mu = (22 + 88) / 2 = 55$. From this formula, $1 \leq x < (55 - 11 = 44)$ for the low level, $(55 - 11 = 44 \leq x < 55 + 11 = 66)$ for the medium level, and $x \geq (55 + 11 = 66)$ for the high level.

Table 10. Self-Regulation Variable Data Grouping

Variable	Value	Level	Quantity (n)	Percentage (%)
Self-Regulation	$1 \leq x < 44$	Low	0	0%
	$44 \leq x < 66$	Keep	58	48,7%
	$x \geq 66$	Tall	61	51,3%
	Sum		**119**	**100%**

The grouping of *data on self-regulation* variables showed that none of the respondents had a low *level of self-regulation*. Furthermore, 58 respondents (48.7%) had a moderate level *of self-regulation*. This means that respondents already have a pretty good level of *self-regulation* but can still sometimes experience negligence in carrying out *self-regulation*. These things can be in the form of careful preparation made by the respondents before facing students in the classroom, various motivations, and positive activities carried out by respondents so that respondents can maintain interest in carrying out their duties. Meanwhile, 61 respondents (51.3%) had a high level of *self-regulation*. This shows that the respondents have made delicious preparations in carrying out their tasks, the feedback obtained from the respondents is received in a positive form, and various interactions between the respondents and students have shown a perfect relationship.

Assumption Test

The assumption test aims to determine any deviations in the data obtained from the scale used.

a. Normality Test

The normality test is carried out to evaluate the variable or residual distribution in the regression model (Ghozali, 2018). The normality test uses *the Kolmogorov-Smirnov test (2-tailed)* to see the normality of the residual value. The distribution of data is said to be normal if the significance value is> 0.05.

Table 11. Normality Test Results

Variable	Standard Deviation	KS-Z	Itself.	*p*	Information
Burnout	7,18280	0,070	0,200	$p > 0.05$	Normal Distribution
Self-Regulation	6,75698	0,058	0,200	$p > 0.05$	Normal Distribution

The results of the normality test showed that the significance value in the dependent variable (*Burnout*) was 0.200 ($p > 0.05$) with a KS-Z coefficient of 0.070, and the significance value in the independent variable (*self-regulation*) was 0.200 ($p > 0.05$) with a KS-Z coefficient value of 0.058. Because the hypothesis proposed in this study is one-way, the significance value of the one-way test on the *burnout* variable is 0.100 ($p > 0.05$), and the significance value of the one-way test on the *self-regulation* variable is 0.100 ($p > 0.05$) so that both variables are declared to have a normal distribution or distribution.

b. Linearity Test

According to Widana & Muliani (2020), linearity testing aims to determine the linear nature of the relationships between variables so that independent variables can predict dependent variables in a particular relationship.

Table 12. Linearity Test Results

Variable	F	Itself.	*p*	Information
Burnout with *Self-Regulation*	38,877	0,000	$p < 0,05$	Linear Relationships

A variable is declared linear if the significance value < 0.05. The test results showed a significance value of 0.000 ($p < 0.05$), so it was stated that the two variables had a linear relationship, and the linearity test was met.

Uji Hypothesis

An alternative hypothesis (Ha) of the study is that there is a negative correlation between *self-regulation* and burnout intensity. Correlation testing was performed using *the Pearson Product-Moment* method to find out if there is a correlation between bound variables and independent variables.

Table 13. Correlation Test Results

Analysis	*Correlation Coefficient*	Significance (*p*)
Pearson Product-Moment	-0,514	0,000

The two variables are stated to be correlated if the significance value is < 0.05. The correlation test results showed a significance value of p 0.000) < 0.05, so it can be concluded that self-regulation correlates with Burnout. The value of Pearson Product Moment is -0.514, so it can be concluded that the variables of self-regulation and Burnout are negatively correlated with a correlation level of -0.514, which is based on the table of the meaning of Pearson correlation, meaning a moderate correlation (Syarbaini, 2018). Based on the correlation test results, the zero hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted, namely that there was a negative correlation between self-regulation and Burnout in teachers at Medan Mulia School.

Table 14. Effective Donation

Type	*R*	*R Square*	*Adjusted R Square*	*Std. Error of the Estimate*
1	-0,514	0,265	0,258	6,18588

The results of the effective donation showed that the intensity *of Burnout* was as much as 26.5% influenced by *self-regulation*. The rest, as many as 73.5%, were influenced by other factors that were not studied.

Discussion

The results of the study on 119 teachers at Sekolah Medan Mulia, located in Medan Sunggal District, Medan City, showed that there was a negative relationship between *self-regulation* and *Burnout, with a* Pearson Product-Moment *correlation value* of -0.514 and significance (p) < 0.001 (p < 0.05).

The R Square (R2) *determination coefficient* was 0.265, so it was stated that *self-regulation* effectively contributed 26.5% in influencing *burnout intensity*. In comparison, as many as 73.5% were influenced by other factors that were not studied.

The results of this study are in line with the findings of research conducted by Huwae and Novita (2022), which found that there is a negative relationship between *self-regulation* and *Burnout*, where the higher *the self-regulation* in a person, the lower the intensity of *Burnout* and vice versa, if the lower the level *of self-regulation* in a person, the intensity of *Burnout* will get higher.

Research shows that 22.7% or 27 teachers experience low *levels of Burnout*. This means that the 27 teachers did not experience *Burnout* or the *minimum level of Burnout*. As many as 75.6% or 90 teachers experienced moderate burnout intensity. This means that most subjects in the study experienced *moderate burnout* intensity, where the teachers experienced significant emotional, physical, and mental fatigue. The condition of moderate *Burnout* also shows that the intensity *of Burnout* felt by teachers can sometimes appear and disappear erratically. Meanwhile, as many as 1.7% or two teachers experienced high *burnout* intensity. This means that the two teachers experience a heavier intensity of *Burnout*, which affects the lives of the teachers both emotionally, physically, and mentally.

As for *self-regulation* in teachers, it was found that as many as 48.7% or 58 teachers showed a moderate level of *self-regulation*, as many as 51.3% or 61 teachers showed a high level of *self-regulation*, and no teachers showed a low level *of self-regulation*. This means that most teachers at Sekolah Medan Mulia have good *self-regulation* where the following forms of self-regulation are mainly in the form of making preparations before carrying out teaching and learning activities in the classroom, ensuring that the atmosphere in the school is good for teaching and learning activities, and providing feedback with students which will increase teacher motivation in teaching. Fifty-eight teachers show a level of *self-regulation*. This means that these teachers have a pretty good level of self-regulation but still tend to be negligent in consistently conducting *self-regulation*.

From the studies that have been conducted, it can be concluded that there is a correlation or negative relationship between *self-regulation* and *Burnout*, where this means that the higher the level *of self-regulation* in teachers, the lower the intensity of *Burnout* and vice versa; if the lower the level *of self-regulation* in teachers, the higher the intensity of *Burnout* will also be.

CONCLUSION

This study revealed a significant negative relationship between self-regulation and Burnout in teachers at Medan Mulia School. The analysis results show that the higher the level of self-regulation of a teacher, the lower the level of Burnout they experience, and vice versa. With the Pearson Product Moment correlation value of -0.514 and the significance of p < 0.001, it can be concluded that self-regulation influences reducing burnout rates.

Of the 119 respondents, as many as 75.6% of teachers experienced moderate Burnout, while only 1.7% experienced high Burnout. On the other hand, as many as 51.3% of teachers have high self-regulation, and no teachers have low self-regulation. This shows that most teachers have good self-regulation skills, although some still experience emotional, physical, and mental fatigue due to work pressure.

Further analysis showed that self-regulation contributed 26.5% to influencing Burnout, while the remaining 73.5% was influenced by other factors not studied in this study. Thus, improving the ability to self-regulate can be an effective strategy to reduce Burnout in teachers, improving their welfare and quality of work in the educational environment.

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