

THE ROLE OF SPIRITUAL WELLBEING AND SELF EFFICACY ON ELEMENTARY SCHOOL TEACHERS BURNOUT DURING POST PANDEMIC

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Abstract

The research entitled The Role of Spiritual Welfare and Self-Efficacy in Post-Pandemic Elementary School Teacher Saturation, aims to determine the extent of the role and influence of spiritual well-being and self-efficacy on fatigue development. The samples were 90 female teachers and 4 male teachers. Based on the results researched and discussed, it can be concluded that Spiritual WellBeing has a negative and insignificant effect on Burnout of Elementary School Teachers in the Post-pandemic period. Shows that the Spiritual Well Being values obtained are T value $1.757 < 1.96$ and P value $0.134 < 0.050$. Spiritual well-being and self-efficacy have an effect on burnout of elementary school teachers. Spiritual wellbeing and self-efficacy variables are strong predictor variables for reducing teacher burnout levels. Partially, the results of this study also show the effect of self-efficacy on burnout. Self-Efficacy and Burnout of Elementary School Teachers after the Pandemic shows that Self Efficacy values obtained is T value $3.321 > 1.96$ and P value $0.000 < 0.050$ so that the self-efficacy has a negative and significant effect on Post-pandemic Elementary School Teacher Saturation. Teachers who have good self-efficacy and spiritual well-being tend not to experience burnout. The implication of this research is the importance of managing spiritual well-being and self-efficacy for teachers. High spiritual well-being with self-efficacy risks reducing fatigue.

Keywords: Spiritual WellBeing, Self-Efficacy, Teacher Burnout

1. INTRODUCTION

Burnout conditions that generally occur in service work can also be experienced by teachers as servants in the field of education (Chirico, 2016). The World Development Report notes that the burnout rate of teachers in Indonesia is 19% higher than other developing countries in Asia (Purba, et al., 2007). It is noted that the teacher burnout rate in Indonesia is 19% higher than other developing countries in Asia, according to the World Development Report (Leiter, 2005). According to Darmaningtyas (2015) “this high number is often caused by excessive workload, the adopted school policy system, and frequent changes to the curriculum”. Puspitasari (2014) describes “individuals who experience burnout will feel headaches, fever, back pain, tense shoulder and neck muscles, sleep disturbances, and chronic fatigue”.

Maslach, C., Schaufeli, W, & Leiter (2001) explained that burnout is characterized by emotional exhaustion, depersonalization, and low self-acceptance. Some kindergarten teachers in the Tambak Rejo area admit that they are dizzy and tired of dealing with children aged four to six with all their activities. However, it has become a daily activity. Those who feel burdened with a lot of work often feel hopeless in dealing with their students, feel the work is hard, and feel helpless when facing problems at school. Teachers are expected to have the ability, confidence and high empathy in dealing with their students. Khamisa., Peltzer (2016) states that the imbalance between the demands of service delivery and the pressure of the work environment can cause burnout.

Mariyanti (2014) research shows that self-efficacy has a strong relationship with burnout. Burnout experienced by teachers cannot be separated from the self-confidence factor they have. Self-efficacy is one of most important individual resources in the world of work (Loeb, 2016). In addition, Maidisanti (2018) research also states that police officers who have low self-efficacy tend to experience burnout. Anisyah, & Miftahudin (2015) added that the higher the teacher's self-efficacy, the lower the burnout experienced by individuals. Self-efficacy is a belief in one's ability to carry out tasks properly and obtain optimal results (Moma, 2014). In the world of education, a teacher's belief in planning and carrying out goals for successful learning is seen as self-efficacy (Zuya, Kwalat, 2016). Furthermore, Maharani (2011) also shows that self-efficacy has a negative and significant relationship with burnout. That is, self-efficacy is important for carrying out tasks in difficult conditions so as to reduce the risk of burnout. Mariyanti (2014) also show that self-efficacy can affect an individual's ability to solve problems so as not to cause burnout. Teachers with high self-efficacy are able to carry out their duties well. Teachers as individuals certainly have personal efforts in dealing with various difficulties in doing their work. Spiritual well-being is believed to be one of the internal factors that play a role in reducing stress from burnout. Kutcher (2010) research shows that religious practices can reduce burnout rates and have a positive impact on health. Koren (2009) added that nurses who have high spiritual well-being are better at providing their services.

Spiritual well-being refers to positive states and feelings in the form of behavior, cognition, self-relationship with others, and relationship with the Creator. Fisher (2010) describes that spiritual well-being is a state of fulfilling personal, communal, environmental and transcendent relationships. This sense of belonging reduces the chance of burnout because individuals will feel satisfied, peaceful and in harmony with their inner self and have a positive attitude, clear goals and direction in life (Velasco, Gonzalea, 2013). Young, Cashwell (2000) states that spiritual well-being has an important role in reducing stress in the workplace. The relationship between the individual and God will be the basis of belief, forming transcendent activities, giving a sense of comfort, strength and peace. In addition, individuals will feel united with God including feelings of help, guidance, affection, admiration, appreciation and concern for others (Underwood, 2006). Individuals with high spiritual well-being can accept work pressure well. Hardiman, Piers & Simmonds (2013) assert that the higher the spiritual well-being of counselors and therapists, the less likely they will experience burnout. Untreated burnout will interfere with work efficiency, including the teaching profession in providing educational services. The duties of teachers

who are supposed to provide the best service for student learning can be disrupted if the teacher experiences burnout. Spiritual well-being and self-efficacy are two variables whose contribution will be seen in overcoming burnout that occurs in teachers. This study is expected to provide an overview of the variables that can affect teacher burnout

2. METHOD

This study uses a correlational quantitative design with the aim of knowing the effect of spiritual well-being and self-efficacy on the formation of burnout. Data collection was carried out by distributing questionnaires through google forms which were distributed to elementary school teachers. The sample in this study amounted were 94 elementary school teachers determined by simple random sampling method. The majority of the subjects were 90 female teachers and 4 male teachers. This study uses three instruments, namely the burnout scale adapted from the Maslach Burnout Inventory (MBI) (Leiter, 2005). The instrument consists of 22 statements that measure aspects of fatigue, depersonalization, and low self-achievement. The second instrument is the spiritual well-being questionnaire (SWBQ) scale adapted from Fisher (2010) by measuring personal, communal, environmental and transcendental aspects. The third instrument is the self-efficacy scale adapted from Bandura (2006) self-efficacy scale which measures aspects of level, strength, and generality. The data analysis carried out in this research is multiple regression test which aims to determine the effect of two or more variables. All data analysis using Smart PLS program.

The hypotheses of this research are:

- H1: Spiritual Well-Being has a positive and significant effect on Elementary School Teachers Burnout during Post-pandemic
- H2: Self-Efficacy has a positive and significant effect on Elementary School Teachers Burnout during Post-pandemic.

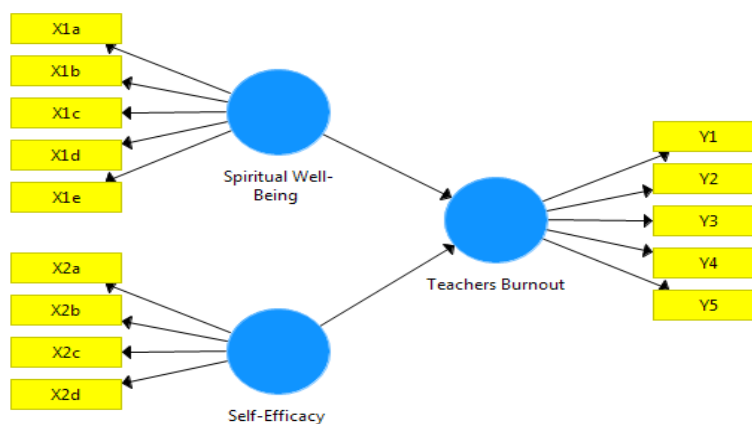


Fig 1. Research Model

3. RESULTS, DISCUSSIONS AND OPINIONS

Based on the results of calculations and construction of relationships, the following figure can be shown:

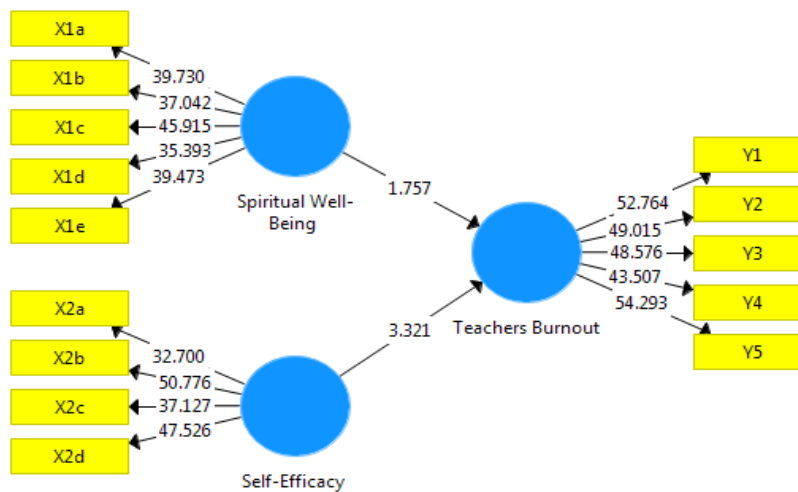


Fig 2. Hypothesis Testing

Tabel 1. Spiritual WellBeing Correlation and Post pandemic Elementary School Teacher Saturation

The results of Spiritual Welfare data obtained:	
(T-value) = 1.757 < 1.96	(p-value) = 1.757 < 1.96

Based on Table 1. Correlation of Spiritual Welfare and Post-Pandemic Elementary Teacher Saturation shows that Spiritual WellBeing values obtained is T value $1.757 < 1.96$ and P value $0.134 < 0.050$ so that Spiritual Well-Being has a negative and insignificant effect on Post-Pandemic Elementary Teacher Burnout.

Tabel 2. Correlation of Self Efficacy and Burnout of Elementary School Teachers after the Pandemic

The results of Self-Efficacy and Burnout of Elementary School Teachers data obtained:	
(T-value) = 3.321 > 1.96	(p-value) = 0.000 < 0.050

Based on Table 1, Correlation of Self Efficacy and Burnout of Elementary School Teachers after the Pandemic shows that Self-Efficacy values obtained is T value $3.321 > 1.96$ and P value $0.000 < 0.050$ so that the self efficacy has a negative and significant effect on Post-pandemic Elementary School Teacher Saturation.

Multiple regression test results show that there is an effect of spiritual well-being and self-efficacy on burnout. This proves that spiritual well-being and self-efficacy are significant predictors of reducing burnout. Holland, J. M., & Neimeyer (2005) in their research stated

that a medical and mental health practitioner found spirituality to relieve burnout that occurred. Spiritual is one of the strong factors that affect burnout. Research from Salavano, P (2002) also states that individuals who have low self efficacy are likely to experience greater burnout Partially, the results of this study indicate that there is a negative and significant effect of self-efficacy on burnout. The higher the self-efficacy, the smaller the tendency for individuals to experience burnout. The findings of this study support the research of Maharani (2011) which shows that self-efficacy is negatively and significantly related to burnout. This means that self-efficacy is important to carry out tasks in difficult conditions so as to reduce the risk of burnout. Teachers with high self-efficacy are able to carry out their duties well.

This study also shows that spiritual well-being has a significant effect on burnout. High spiritual well-being will reduce the possibility of individuals experiencing burnout. The findings of this study support the findings of Kutcher, et al (2010) research which shows that religious practices can reduce burnout rates and have a good impact on health. Teachers who practice religion well are less likely to experience burnout. Hardiman (2012) also stated that the higher the spiritual well-being, the less likely it is to experience burnout. Spiritual well-being that is owned describes the teacher's welfare in managing religion and submission in difficult conditions. This can reduce the occurrence of prolonged stress that can cause burnout. High spiritual well-being can help teachers reduce the chance of experiencing burnout. Research by Velasco, Gonzalea (2013) states that individuals who have high spiritual well-being will have a sense of satisfaction, love, positive attitude, peace, and have a purpose and direction in life. The feelings that these individuals have can reduce their burnout.

Based on the results of the category of spiritual wellbeing, there are 26 out of 94 teachers who have high spiritual well-being. Teachers who have high spiritual well-being will be better at providing learning and problem solving for their students so that it does not affect the learning process. Individuals who have strong elements of faith and religion in themselves are able to overcome the problems they face so that they do not experience burnout (Lestari, Rini, 2002). This is the same in Glesberg (2007) study that the statistical level of burnout in oncologists who participate in religious activities is lower than those who do not. Teachers who have high spiritual wellbeing are able to cope with stress in the workplace. Research by Young (2000) which shows that spiritual well-being has an important role for the subject to reduce the occurrence of stress in the workplace so as not to experience burnout.

The self-efficacy variable also shows an influence on burnout. According to Loeb (2016) self-efficacy is a personal factor that can inhibit the emergence of stress at work which if it lasts for a long time will cause burnout. Mariyanti, (2014) research also states that the higher the level of self-efficacy an individual has, the less likely the individual will experience burnout. This was also conveyed by Anisyah (2015) that the higher the self-efficacy of the teacher, the lower the burnout that will be experienced by individuals. The self-efficacy category data shows that the majority of teachers have fairly good self-efficacy. According to Moran, & H (2001) teachers who have a high level of self-efficacy

will be more open in various ways. The teacher's openness includes opening up new creative ideas, having little criticism of students when they make mistakes, showing enthusiasm during the learning process and having a great commitment in teaching.

4. CONCLUSION

Based on the results of research and discussion, it can be concluded that spiritual well-being and self-efficacy have an effect on burnout in elementary school teachers. Spiritual well-being and self-efficacy variables are strong predictor variables to reduce teacher burnout levels. Partially, the results of this study also show the effect of self-efficacy on burnout. Teachers who have good self-efficacy and spiritual well-being are less likely to experience burnout. The findings of this study have implications for importance to manage spiritual wellbeing and self-efficacy for teachers. High spiritual wellbeing with self-efficacy can have an effect on reducing the risk of burnout. The majority of subjects in this study have spiritual wellbeing and high self-efficacy, so they are less maybe experienced burnout. A number of other psychological variables can be a research idea to look at the factors that form burnout.

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