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IDENTIFICATION OF WORK BURNOUTS IN EDUCATION STAFF MERCU BUANA UNIVERSITY YOGYAKARTA

Palasara Brahmani Laras¹, Eka Aryani², Abdul Hadi³

^{1,2,3}Universitas Mercu Buana Yogyakarta

¹palasara@mercubuana-yogya.ac.id ²eka@mercubuana-yogya.ac.id ³hadi@mercubuana-yogya.ac.id

Abstract

This study aims to identify the level of work burnout among educational staff at Mercu Buana University Yogyakarta. Apart from that, this research also identifies the things underlying the work burnout so that follow-up can be done regarding the results obtained. This research method is a survey method. The subjects of this study were all educational staff in the work unit at Mercu Buana University Yogyakarta. Data analysis was performed using a quantitative descriptive approach with percentage techniques. The results of this study indicate that the educational staff at Mercu Buana University Yogyakarta with a percentage value of 92.45% in the "Low" category and with a percentage value of 7.55% in the "Medium" category.

Keywords: Work Burnout, Education Staff, Identify

INTRODUCTION

Burnout is a condition of prolonged stress and will result in physical and psychological pain. Work saturation becomes a problem for agencies or organizations if it results in decreased performance, in addition to decreasing performance, productivity also decreases (Dale, 2011)

Based on Mohammad Bagher Gorji's (2011) research on Burnout Status with Job Performance on Bank Employees, it shows that 30.75% of employees on average experience job burnout, emphasizing that burnout is felt by employees who have work between 3–5 years, and is more dominant in the male sex. While the results of the study indicate that there is high employee saturation which results in employee performance, this means that employee performance decreases due to increased job boredom.

Mercu Buana University Yogyakarta is a university that is developing along with its development. Mercu Buana Yogyakarta University continues to improve itself and improve its quality, especially in contributing to helping the Indonesian people in general to be able to realize these ideals through education, teaching, research and community service. Improving academic

quality is the spearhead of an important part in providing the best possible service. As evidence the Directorate General of Higher Education (Ditjen Dikti) has established UMBY as best practices in the implementation of the Higher Education Internal Quality Assurance System (SPMI-PT) together with 68 state and private universities throughout Indonesia.

In the world of work, the term burnout is a term related to job stress. Freudenberger said that burnout is the exhaustion of physical and mental resources as a whole caused by excessive efforts to achieve unrealistic work goals and is the final result of job stress (Dessler, 1992:664). The conceptions and discussions carried out by experts regarding burnout, none of which are not related to the work environment and type of work. Jackson define burnout is a symptom of emotional exhaustion caused by the high job demands experienced by individuals who work in situations where individuals serve the needs of many people (Rosyid, 1996). (Greenberg et al., 1993:236) say that burnout is a syndrome that contains symptoms of physical exhaustion, emotional exhaustion, mental fatigue with feelings of low self-esteem due to prolonged work stress and occurs when people begin to question their

personal values and no longer feel that what is done is important.

The burnout study correlated with gender. Women do not have a longer life expectancy and tend to react more physiologically than men under stress (Gibson et al., 1996:176). Meanwhile, according to Maslach and Jackson (Cherniss & Cherniss, 1980:137) found that men who burnout tend to experience depersonalization while women who burnout tend to experience emotional exhaustion.

Several studies have shown that workers under the age of 40 are more likely to be at risk of burnout. They often have difficulty establishing a stable and committed identity expertise and are more susceptible to offense and stress. Maslach and Jackson (Cherniss & Cherniss, 1980) and Van Dierendonck, et al (2001) found that younger workers experienced higher burnout than older workers. However, there is no age limit in the criteria for young workers or older workers.

Based on Farber's opinion, there are four factors that influence burnout including gender, age, years of service and intelligence. Intelligence level has a correlation with a person's education level. According to Maslach and Jackson (Nurjayadi, 2010), the level of education also plays a role in burnout syndrome. This is based on the fact that stress related to work problems is often experienced by workers with low education.

Marital status has a correlation in work burnout, according to the Annual Review of Psychology (Nurjayadi, 2010) reporting that unmarried individuals (especially men) are reported to be more prone to burnout syndrome than married individuals. However, further explanation is needed in relation to marital status. Individuals who are married may have the risk of experiencing burnout if the marriage is not harmonious or has a partner who cannot provide social encouragement (Nurjayadi, 2010).

A person with high self-esteem will be more able to exert energy to sustain his life so that he is stronger if he suffers from pressure (Gibson et al., 1996:177), while according to Maslach (Purba et al., 2007) shows that individuals who have low self-concept are prone to burnout. Kahn Said individuals with low self-concept have characteristics of insecurity and low self-esteem. Introverted individuals will experience greater emotional tension when facing conflicts, they tend to withdraw from work and this will hinder the effectiveness of conflict resolution (Cherniss & Cherniss, 1987).

According to Rotter (Cherniss & Cherniss, 1987) explains that individuals with external locus of control believe that success and failure experienced caused by external forces. They believe that they are helpless against stressful situations so they easily give up and if it continues they are apathetic towards work. According to Kahn (Cherniss & Cherniss, 1987:131) found that flexible individuals are prone to role conflict because they find it difficult to say no to roles that come with extra demands that can affect the emergence of burnout.

The burnout factor has an impact also due to work factors. Kahn (Cherniss & Cherniss, 1987) found that role conflict and role ambiguity are two factors in the work environment that contribute to the stress, tension and emotional attitudes associated with burnout. (Cherniss & Cherniss, 1987) explains that excessive role contributes to increased stress and burnout, because it will have a strong effect on coping. Kahn (Cherniss & Cherniss, 1987) argues that role conflict is a potential factor for burnout. This role conflict arises because of inconsistent or conflicting demands. Factors in the organization according to (Cherniss & Cherniss, 1987) such as leadership style, organizational climate, structural strength can affect the level of burnout in employees.

1 According to Lee & Ashforth (1996), there are several factors that can cause burnout conditions, namely: Job pressure, such as: Ambiguity, which is a situation in which employees do not know what to do, become confused, and become unsure due to a lack of understanding of their rights. -Rights and obligations of the employees performing the work. Role conflict, which is a set of expectations or more against others so that it can be an important emphasis for some people. Work stress, if the pressure experienced by employees is persistent for a long time, it will cause burnout because their body is unable to rebuild their ability to deal with stress triggers. Workload, if an employee bears a lot of work in a relatively short time, it can make employees depressed and will cause burnout.

Social support, which is the availability of resources that can be called upon when needed to provide support, so that the person tends to be more confident and healthy because he believes that someone else will help him in times of trouble. Family support, the family has a big share in alleviating the burden experienced even though only in the form of emotional support, namely the behavior of paying attention and listening sympathetically. The support of coworkers, supportive co-workers enable employees to cope with work pressure. The cohesiveness of a group, some experts say that a good relationship between several members of the work group is an important factor in the well-being and health of an organization.

Greenberg et al.,(1993) suggest that there are four symptoms of burnout, namely: (1) physical fatigue is characterized by attacks of headaches, nausea, difficulty sleeping, and lack of appetite. (2) emotional exhaustion is characterized by depression, feeling trapped in his duties, irritable and irritable, and feelings of helplessness. (3) mental fatigue is characterized by cynical perceptions of others, suspicious without

reason, and tends to harm oneself, work or organization. (4) Feeling of Low Personal Accomplishment A condition characterized by a feeling that he has low work performance or ability, a feeling of dissatisfaction with himself, work, or life.

Humans are the most important resource in an institution. Starting from large or large institutions to small institutions, they recognize that human resources are very important to determine the success of a company. The job demands that are getting heavier these days cause employees to feel that they are required to improve the quality of their work so as not to be eliminated from the world of work. This makes employees work effectively and strive to complete all the targets set by the institution. The progress of this increasingly modern era requires institutions to continue to improve their quality. Changes in policy related to the improvement, of course, must be implemented in all areas within an institution

Job demands are an aspect that cannot be separated from this phenomenon. The problem of excessive workload is one of the factors of work that has an impact on burnout (Cherniss & Cherniss, 1980; Jackson & Maslach, 1982). Excessive workloads can include working hours, the number of individuals to be served (busy classes for example), responsibilities that must be borne, routine and non-routine work, and other administrative work that exceeds individual capacities and abilities. In addition, excessive workload can include quantitative aspects in the form of the number of jobs and qualitative, namely the level of difficulty of the work that must be handled. Excessive workload causes service providers to feel emotional tension when serving clients so that they can direct the service provider's behavior to withdraw psychologically and avoid engaging with clients (Jackson & Maslach, 1982).

Mercu Buana University Yogyakarta has a vision "To become an

international standard of excellence, quality, and benefit by 2029" and a mission of "Organizing quality higher education to produce graduates who have excellence in science, technology, and / or arts and are able to compete at the level of nationally and globally, as well as caring for the underprivileged as an embodiment of the ideals of Angudi Mulyaning Bangsa ". To achieve this vision and mission, improvements in various elements need to be made, including improving the quality of work of education personnel who work at Mercu Buana University Yogyakarta. The human resource factor plays a role in achieving results in accordance with the objectives of the agency. In this case, human resources determine the success of the company, in other words, the quality of the institution depends on the human resources in it.

If the human resources that are owned are not qualified, it will be able to hamper the goals of the agency, as a result the employees will feel that they are required to improve the quality of their performance so as not to be eliminated from the company (As'ad, 2004). One of the problems that arise as a result of the high demands of agencies is the emergence of stress. The relationship between work burnout and education personnel at the Mercu Buana University Yogyakarta needs to be examined to determine the relationship. Therefore, this study aims to identify the extent to which work burnout experienced by teaching staff at Mercu Buana University Yogyakarta. The introduction contains the background of the research problem, the purpose of writing, theoretical studies, and previous studies.

METHODOLOGY

The research approach used in this research is a quantitative approach. This type of research is a descriptive study using a survey. Descriptive research can be defined as the process of solving problems

investigated by describing the current state of the subject and research object based on the facts that appear or how they are.

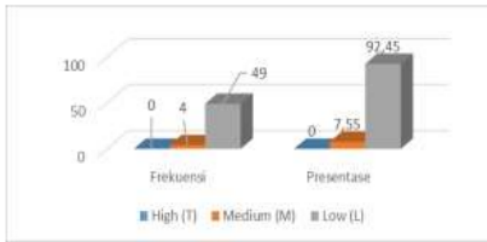
The data collection method used in this research is the burnout scale method. The burnout scale is a measuring instrument in the form of a scale composed of four burnout symptoms which include physical fatigue, emotional exhaustion, mental fatigue and feeling of low personal accomplishment. The higher the burnout scale score, the higher the burnout on the subject. Conversely, the lower the burnout scale score, the lower the level of burnout that occurs (Wibowo, 2011).

The data analysis used is to calculate the maximum and minimum score of the problem solving ability scale value and calculate the score of each subject and then after all the data is collected, namely processing and analyzing the data to make it simpler and easier to interpret

This research was conducted within the educational staff (tendik) of Mercu Buana University Yogyakarta. The population in this study were all educational staff in the work unit at Mercu Buana University Yogyakarta the number of subjects 150. The sample in this study was taken by random sampling. At the implementation stage, researchers distributed work burnout instrument questionnaires to respondents in each work unit of the education workforce at Mercu Buana University Yogyakarta in the form of a google form webset with 28 items of statement and can be accessed via the google form webset.

RESULTS AND DISCUSSION

In general, the burnout profile of the teaching workforce at Mercu Buana University Yogyakarta is at a percentage of 92.45% in the "Low" category, 7.55% in the "Medium" category and 0% in the "High" category. The following is the work burnout profile of the educational workforce in general, presented in graph 4.1 as below.



Graph 4.1

General Education Workforce Burnout Profile

The level of work burnout in education personnel is classified as Low with a score of 92.45%, meaning that this category describes individuals: (1) Physically, they do not often feel attacks of headaches, nausea, difficulty sleeping, and lack of appetite. (2) Emotionally they do not often feel depressed, feel trapped in their duties, irritable and irritable, and feel helpless. (3) Mentally, they do not often have cynical perceptions of others, are suspicious without reason, and tend to harm themselves, their work and the organization. (4) Based on the Feeling of Low Personal Accomplishment, individuals do not often feel a feeling that they have low work performance or ability, feelings of dissatisfaction with themselves, work, or life.

However, there is a score of 7.55% in the "Medium" category. This shows that individuals with this category are described as follows: (1) Physically, they sometimes feel attacks of headaches, nausea, difficulty sleeping, and lack of appetite. (2) Emotionally sometimes feel depressed, feel trapped in their duties, irritable and irritable, and feel helpless. (3) Mentally sometimes have cynical perceptions of others, are suspicious without reason, and tend to harm oneself, work or organization. (4) Based on the Feeling of Low Personal Accomplishment, individuals sometimes feel a feeling that they have low work performance or ability, feelings of dissatisfaction with themselves, work, or

life. Even though they are still in the moderate category, sooner or later the individual will experience high stress and will eventually burnout if they are not identified and addressed. Goleman's opinion (Nevi, n.d.) says that the aspects of emotional intelligence that affect burnout are: self-awareness, regulating emotions in oneself (self-management), self-efficacy, recognizing other people's emotions (empathy), social skills (social skills).

Caltabiano & Sarafino, (2002) states that stress is a condition when the environment requires individuals to feel a gap between environmental demands and resources that are biological, psychological, or social. Stress can occur at any time and originate from anywhere, namely from every aspect of human life. All stimuli that can cause stress can be in the form of environmental, physical, or social changes which are referred to as stressors (sources of stress).

According to research by King (2010), it is explained that one of the factors causing burnout is stress that lasts a long time and is continuous so that individuals experience emotional exhaustion and low motivation to work. Whereas in Khusniyah (2014) there is a very significant positive relationship between job stress and burnout. The higher the employee's work stress, the higher the employee's burnout, and conversely, the lower the employee's work stress, the lower the employee's burnout. Tenure factor can also affect one of the burnout conditions of an employee. According to Putri et al., (2020) in a study that there are very significant differences in burnout that occur in employees with a work period of 0-5 years with 6-10 years and 0-5 years with more than 10 years. This means that the longer a person works, the burnout will arise in employees over time. This also affects workload, according to Atmaja & Suana, (2019) Workload greatly affects a person's burnout, the more workload a person has, the higher the work burnout will be.

Change (Sukarmi, 2017) burnout has now become a serious problem in the work environment. In many parts of the world, companies are forced to downsize, outsource, and restructure, causing employees at various levels to feel stressed, insecure, misinterpreted, worthless, and so on. Cherniss & Cherniss (1987) also argues, burnout (work fatigue) is a transactional which includes three stages. The first stage is stress, which is the perception of the imbalance between individual resources and demands aimed at the individual concerned. This demand comes from within the individual and from the environment. The second stage is strain, which is a momentary emotional response to imbalance, characterized by feelings of anxiety, tension and fatigue. The third stage is coping, which includes changes in individual attitudes and behavior, such as a tendency to distance themselves and be cynical.

However, it is necessary to pay attention again to how to make good welfare for education personnel, for example including a double desk that must be appropriate, increasing the welfare of education personnel, clarity in appointments, and requires training activities, stress management and others. So that educational staff always have high motivation to work. In the research of (Freudenberger & Richelson, 1980; Maslach et al., 2001; Schaufeli & Enzmann, 1998) proved that low motivation at work will affect the onset of burnout, so that strong work motivation is needed to reduce burnout symptoms. This is in line with Hunter (2004) research which also shows that there is a relationship between work motivation and burnout in nurses, namely that the higher work motivation, the lower the burnout experienced by employees. In improving the welfare of education personnel, attention should also be paid to assigning tasks and wages in accordance with performance.

According to Matindas (2002), it is stated that the amount of salary given to each employee needs to be adjusted to the load of responsibility, the value of the position, the length of service and the weight of the assignment given, as well as the high level of expertise that the incumbent must have. So that employees or education personnel who have expertise in their fields can be appreciated well. With good appreciation, it will increase the quality and appreciation of a good ministry so that a good work ethic will emerge. There are several interventions to reduce work burnout such as laughter therapy which is effective in reducing work burnout in accompanying teachers for children with special needs (Hayati et al., 2015), Laughter yoga therapy is effective in reducing the level of work stress in military pilots (Prasetyo et al., 2016) and efficacy training. Self-efficacy in reducing work burnout in nurses at RSU X Bantul Regency, Yogyakarta (Hanafi et al., 2021).

CONCLUSION

This study uses methods and principles that are in accordance with the survey method of teaching staff at Mercu Buana University Yogyakarta. The steps taken were preparing the instrument scale, revising the scale, spreading the burnout instrument scale, collecting data and analyzing descriptive. This study aims to review the level of work burnout experienced by educational staff at Mercu Buana University Yogyakarta and its causes.

The results of this study indicate that the educational staff is included in the low burnout category. This means that this category describes the individual: (1) Physically, they do not often feel attacks of headaches, nausea, difficulty sleeping, and lack of appetite. (2) Emotionally they do not often feel depressed, feel trapped in their duties, irritable and irritable, and feel helpless. (3) Mentally, they do not often have cynical perceptions of others, are suspicious without reason, and tend to

harm themselves, their work and the organization. (4) Based on the Feeling of Low Personal Accomplishment, individuals do not often feel a feeling that they have low work performance or ability, feelings of dissatisfaction with themselves, work, or life.

Based on the results of research on the identification of work burnout in educational staff, at Mercu Buana University Yogyakarta, it can be suggested as follows:

By knowing the level of work burnout experienced by educational staff at Mercu Buana University Yogyakarta, it is hoped that there will be further action or research in the form of action training for educational personnel. For instruments that reveal job burnout there are still many shortcomings and are not comprehensive so that it needs to be studied in more depth about the factors that affect work burnout.

The distribution of the instrument is limited to passing via the google form website, so that only respondents who have a gmail account are filled in. To be more comprehensively represented, you can also use questionnaires that are distributed directly.

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