

The Relationship between Social Support and Resilience to Burnout in Vocational Teachers

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ABSTRACT

Objective: This study aims to determine the relationship between social support and resilience to burnout in Vocational High School teachers in Sidoarjo. **Method:** This study used a correlational quantitative method involving 129 vocational school teachers in Sidoarjo as samples. **Results:** The results showed that there was a weak positive relationship between social support and burnout, meaning that the higher the social support, the lower the burnout level. However, no significant relationship was found between resilience and burnout. This study concluded that social support plays an important role in reducing the risk of burnout in vocational teachers, while resilience did not show a significant effect. **Novelty:** This study suggests further research with a larger and more diverse sample and considering other factors that may affect burnout.

INTRODUCTION

Teachers are people who meet face to face with students at school, the existence of a learning system that makes teachers have duties as planners and creators of learning that functions as a manifestation or even both. Teachers also have a diverse role that is carried out in the form of dedication. This task or role of the teacher covers various fields such as: the professional sector, the humanitarian sector, and the community sector. Educating, teaching, and training are the responsibilities of teachers as a profession, where teaching means disseminating and improving values in the lives of their students' skills, while in the humanitarian field the teacher's job is to attract student sympathy at school by making himself a second parent at school. The social field of the teacher is obliged to place himself as a more honorable person in the community [1].

Teachers in completing each of their tasks also have challenges, namely a high level of work and various challenges faced in completing each of their tasks, examples of too many tasks or work volume exceeding the limits of a teacher are carrying out the learning activity process that takes place from morning to evening, the long number of learning hours in teaching and the many tasks that must be done, and the Merdeka Curriculum approach which results in pressure for teachers because teachers need to align learning materials, create a new curriculum, and adjust teaching styles so that teachers feel fatigue caused by the pressure of endless work. In addition, a teacher also has other obligations in the form of activities that take place both at home and outside the home. This can lead to tensions arising from the role of the teacher, such as conflicts that arise between teachers, administrative staff, and school administrators, parents, and those who make education policies, in which case teachers also face quite demanding challenges. In addition to the above, teachers also have to deal with mandatory school reputation issues

and student achievement on exams (Cui, Chao, Han, Zhang, Ren, & Shi). Teachers will be adversely affected by the many tasks and responsibilities they have to fulfill. They risk psychological problems and distress if they are unable to meet these demands. Previous research presented by Sabanci illustrates that teachers' jobs cause stress given the position and responsibilities they have to carry out which are related to associations between individuals. A person can be exhausted from worry or anxiety, unable to focus on activities, feel depressed, illogical, and unhappy with their work. Research by Shaheen, also shows that the teaching profession is one of the most potential causes of stress. Teaching is considered a very emotionally exhausting profession, as teachers have to meet various demands from students, parents, and school administration. Under challenging working conditions, teachers interact with students, colleagues and parents. Therefore, teachers are more prone to burnout [2].

A study by Rahmi, I., and Nio, S. R. found that school teachers experienced moderate burnout in every aspect. However, in the depersonalization aspect, burnout was categorized as high at 80%. This may be because this aspect is related to losing oneself to work and others [3]. Another study by Hutabarat, U. A. H., and Brahmana, K. M. B. found that teachers experienced burnout, with the percentage that a total of 10 teachers (17%) were in the low category, 38 teachers (63%) were in the medium category, and 12 teachers (20%) were in the high category. With the highest results in the aspect of personal achievement, or low self-esteem. Habibah, S. conducted additional research showing an average teacher burnout rate of 35.83%. The results of data analysis show that teachers feel unable to relax while working at 39.31%, in addition, they experience physical fatigue while working at 36.08%, feel trapped in a state of emotional exhaustion while working at 32.15%, feel helpless while working at 34%, and feel tired and discouraged while working at 35.83%. Not caring about his work by 37.79%, experiencing a feeling of being trapped at work with a percentage of 32.38%, getting angry easily at work 36.54%, getting offended quickly by 35.77%, having an unfavorable view of other individuals in his work by 37.46%, feeling incompetent in his work by 36.46%, taking what he wants to achieve lightly by 36.36%, and feeling no confidence in himself by 35.00% [4].

Based on an initial survey conducted by researchers by distributing questionnaires through google form and questionnaires to 15 vocational high school teachers in the Sidoarjo area, the results showed that as many as 3 people felt physically and emotionally incapable and tired, 6 people felt drained of energy when teaching, 1 person felt not optimistic about his abilities, 3 people felt dissatisfied with his ability to teach at school, 5 people felt less optimal in teaching according to schedule, 5 people felt decreased performance when working, the conclusion obtained from the initial survey was that there was a Burnout problem in teachers in Sidoarjo, this is in accordance with the characteristics expressed by Maslach on aspects of Burnout characteristics.

Burnout, defined by Maslach and Leiter is exposure to prolonged work stress. It adversely affects workers, organizations, and service users. It can result in an inability to achieve expected work standards, a decline in the quality of work output, lack of rigor,

low morale, and difficulty in solving problems. Usually, this situation is triggered by excessive stress due to high workloads, which leads to lack of focus, frequent fatigue, and discomfort. Of course, this will adversely affect the performance of the employee, the people around them, and the company. Employees may feel that their time is only spent on meeting work demands, thus neglecting time for other things [2].

Maslach says that burnout is a psychological symptom consisting of three components: emotional exhaustion, depersonalization, and low personal achievement. People experience emotional exhaustion, also known as Burnout. This behavior is shown by them not having the necessary strength to face the next day, easily tired in doing activities despite having enough rest, loss of motivation, anxious and depressed because they feel unable to manage the continuous demands of work. Emotional exhaustion is the main factor that determines the quality of fatigue. Cynicism, also known as depersonalization, is a negative or cynical attitude towards others, especially co-workers or clients. where it describes "emotional restriction" individuals begin to view others not as valuable individuals. this behavior is shown by speaking or thinking in a demeaning way about co-workers, withdrawing from social interactions and feeling indifferent towards others in the workplace, Feelings of empathy or concern for others are significantly reduced. Next is low self-esteem where they will feel burdened because they feel they are "failing" and have a tendency to give negative evaluations of themselves. Individuals perceive all tasks as an excessive burden because they are pessimistic about their ability to work. this is indicated by feeling that their efforts do not produce significant or beneficial results, lack of confidence in carrying out tasks or work, avoiding tasks or challenges because they are worried about failing or not being able to achieve it [5].

Maslach, Schaufeli, and Leither argue that there are two factors that lead to burnout, namely internal factors and external factors. Internal factors include demographics, work attitudes, and personality characteristics. Personality characteristics and work attitudes, or the way a person sees their job, are part of a person's demographic characteristics. These demographic characteristics include Aspects that include age, gender, marital status, education level, and period of employment, External factors consist of job, occupational, and organizational characteristics. Job characteristics refer to the nature of the job, such as whether the job is strenuous or not. Job characteristics refer to the roles and responsibilities associated with the job. Organizational characteristics also refer to the workplace culture, social environment, and leadership style of the supervisor. In external factors, individuals need support from other individuals when facing stressful events in the social environment to relieve stress and to maintain mental health, employees must get enough social support. However, if they receive little or no social support in stressful situations, they will experience stress and eventually burnout [6].

One factor that can help prevent or reduce burnout is social support. Sarafino & Smith argue that social support is various types of assistance available from others when needed [3]. The closest people are very important to be present in difficult times they can help people who are experiencing difficult times by providing physical and non-physical

support. The social support that individuals receive can come in various forms, such as emotional support, instrumental support, informational support, and appreciation support. Emotional support involves expressing a sense of empathy and concern for the individual so that they feel comfortable, loved, and cared for. This type of social support can increase self-confidence, self-assurance, a sense of being valued, and the ability to build good relationships with Dogan, Laçin, and Tural said that social support includes good decision making, informational encouragement, and motivation [7].

Research conducted by Harnany, L., & Putra, F. W. found that social support has an influence on burnout in teacher subjects. The social support received by teachers forms self-confidence in their ability to overcome problems so as to make the low possibility of Burnout in Teachers. this proves that social support has a significant contribution to the occurrence of burnout in teachers, the higher the social support received, the lower the burnout experienced [8]. An additional study conducted by Mahardina, L., and Setyawan, I. found that spousal social support for teachers in public high schools in West Jakarta was classified as very good with a percentage of 68.9%, and a category of 31.1%. This shows that teachers in public high schools in West Jakarta have shown tremendous closeness and care for their spouses. In addition, spousal social support is beneficial as spouses accept and support them in terms of work, including completing tasks that sometimes require take-home assignments which can result in disrupting time with spouses. However, this actually makes the teachers at SMA Negeri Jakarta Barat feel energized, happy, and optimistic in completing their tasks [9].

One of the internal factors that influence burnout is resilience. Resilience is an individual's skill in coping with situations and overcoming unpleasant experiences, according to Garrosa & Moreno-jiménez [10]. Grotberg mentions three component parts of resilience, the first is the social support provided by people in the environment around them, which they can consider as a source of "I Have". The second includes inner strengths that come from personal feelings, attitudes, and beliefs. This strength can affect how a person values themselves, their empathy, care, and love for others, pride, responsibility, and acceptance of the consequences of what they do. The third component of resilience is an evaluation of one's ability to solve the problems one faces. This component is referred to as "I Can". How a person's ability to communicate, resolve issues, and manage feelings, emotions, and passions, evaluate the temperament characteristics of self and others, and build trusting relationships [11].

Research by Nafiati, D. A. N., and Hendaryati, N. found that the idea of resilience can foster teachers' belief that they are responsible for managing difficult problems and stress. The research also emphasized the importance of maintaining motivation, commitment and focus during the learning process. Resilience as a turning point from difficult situations relates to commitment, success, and the desire to educate students [12]. Additional research by Irawan, AW, Habsy, BA, and DKK found that spiritual values, excellence, and self-esteem influence teacher resilience. In addition, teachers' beliefs to maintain continuity in complex situations are based on the process of

interpreting existing reality and themselves. Cultural aspects, support from colleagues and family, and previous events also influence this [13].

This research will be conducted on the relationship between social support and resilience to burnout in teachers. Related research is almost the same as the Influence of the Role of Resilience and Social Support on Burnout in Students of the Faculty of Medicine, Udayana University by Redityani and Susilawati where this study concluded that in the context of students of the Faculty of Medicine, Udayana University, resilience and social support play an important role in influencing the level of burnout. Both contribute to the burnout phenomenon experienced by students. The level of burnout among students of the Faculty of Medicine, Udayana University is low. This study has several limitations, including a limited focus on students from the faculty, so the results do not include variations from students of other faculties. Future researchers are advised to involve a wider population in similar studies. The similarity between the research conducted by Redityani and Susilawati and the research that the researchers conducted is that they both explain social support and resilience as independent variables, as well as burnout as the dependent variable variable, while the difference is in the subject where Redityani and Susilawati used the subject of Udayana University medical faculty students, while the researchers used the subject of teachers [10].

Based on the explanation above, it can be concluded that high social support can prevent burnout with sufficient support, individuals feel more valued, heard, and given help when facing pressure. this can help reduce feelings of anxiety that can contribute to the development of burnout. Likewise, if social support is low, it can increase the risk of burnout, because without sufficient support, individuals feel more burdened and do not have the resources to cope with existing pressures. High resilience can also reduce the risk of burnout because individuals tend to be better able to cope with stress. In addition, they are also more flexible in facing challenges and recover faster from burnout. Likewise, if resilience is low, it makes individuals more vulnerable to burnout because they have difficulty facing and coping with pressure or stress effectively. Social support, resilience, and burnout are interconnected in shaping a person's psychological well-being. Strong social support can increase resilience and help individuals avoid or reduce burnout. Conversely, high resilience helps individuals manage stress and prevent burnout. With adequate social support and good resilience, a person can face life's challenges more effectively, maintain mental health, and reduce the risk of burnout.

Based on the explanation above, researchers are finally interested in conducting research to find out whether resilience and social support have a relationship with burnout. Therefore, the main hypothesis of this study is that there is a relationship between social support and resilience towards burnout in Vocational High School teachers in Sidoarjo. This research then says this hypothesis with that there is a negative correlation relationship between social support and resilience on Burnout in Vocational High School Teachers.

RESEARCH METHOD

This research uses a correlational quantitative method. This study consists of three variables, namely the independent variable (X), namely Social Support and Resilience, and the dependent variable (Y), namely Burnout. The population in this study were vocational high school teachers in Sidoarjo totaling 1,969 [14]. The sample obtained in this study was 294 based on the Issac and Michael table with a significance level of 5%. Researchers use Non Probability Sampling Technique, namely purposive sampling with the conditions a.) Active vocational teachers; b.) minimum service period of 1.5 years

This study used psychological scales in data collection to identify the relationship between social support and resilience with burnout. Burnout was measured using the adoption of a scale developed by Maslach & Jackson, namely the Maslach Burnout Inventory (MBI) to identify burnout behavior in teachers with 21 questions [15]. Social Support was measured using the adoption of a scale compiled by Dahlem, Zimet, & Farley, (1988), namely the Revised Multidimensional Scale of Perceived Social Support (R-MSPSS) to identify the level of social support in teachers with 16 questions, [16] and Resilience was measured using the adoption of a scale compiled by Connor, K. M., & Davidson, J. R. T, namely the Connor-Davidson Resilience scale (CD-RISC) to identify how individuals cope with changes or challenges in teachers with 24 questions [17]. The preparation of the Burnout, Social Support, and Resilience scales was prepared using the Likert scale preparation method.

The data analysis technique in this study was carried out with the aim of exploring and understanding the extent to which the relationship between these variables can affect the level of burnout experienced by teachers. Data analysis techniques are carried out by conducting assumption tests, namely normality test, linearity test, and multicollinearity test. Hypothesis testing in this study used Spearman correlation analysis which was conducted to determine or to test the relationship between the variables of social support and resilience to burnout. This hypothesis test was carried out with the help of the JASP version 18 program.

RESULTS AND DISCUSSION

Results

Based on the results of data collection in the field, a total of 150 subjects from 5 schools were obtained. However, this number of subjects did not match the predetermined target sample. This was due to unfavorable conditions in the field, one of which was because the topic discussed was sensitive, so some schools did not allow it. Nonetheless, data that matched the required subject characteristics were successfully collected, with a total of 129 subjects who had more than 1.5 years of service.

The Normality Assumption Test is carried out using Kolmogorov Smirnov analysis where a data distribution can be said to be normal if the results are $p > 0.05$. The table shows that the Burnout variable is normally distributed with a Kolmogorov-Smirnov value of 0.557 ($p > 0.05$) and a statistical value of 0.070. Data on social support variables are not normally distributed with a Kolmogorov-Smirnov value of 0.027 ($p < 0.05$) with a

statistical value of 0.129. and on resilience variable data are normally distributed with a Kolmogorov-Smirnov value of 0.337 ($p > 0.05$) and a statistical value of 0.083.

Table 1. Kolmogorov-smirnov normality test results.

<i>Fit Statistics</i>		
Test	Statistic	p
Kolmogorov-Smirnov Burnout	0.070	0.557
Kolmogorov-Smirnov Social Support	0.129	0.027
Kolmogorov-Smirnov Resilience	0.083	0.337

The linearity test is carried out using Scatter Plot analysis which is shown in the figure below which shows that the Q-Q plot points look quite close to the diagonal line, especially in the middle. This indicates that the residuals are fairly normally distributed, although there is a slight deviation, which indicates that the assumption of residual normality is met.

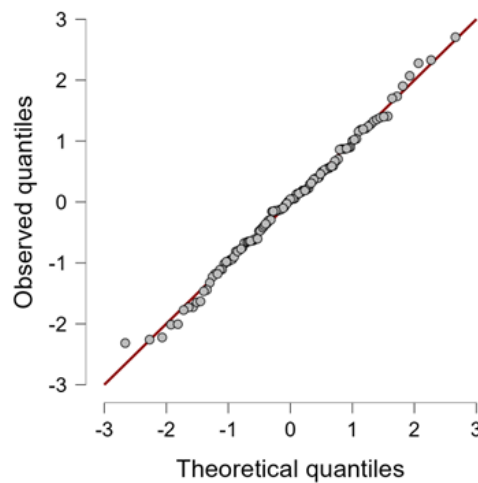


Figure 1. Q-Q plot standardized residuals.

The multicollinearity test is carried out using regression analysis with several regulatory requirements, the regression model is considered good when the independent variables do not have a high correlation with other independent variables. This can be seen from the VIF value shown, if the VIF value is less than 10 (< 10) and the Tolerance value is greater than 0.1 (> 0.1). The multicollinearity test results show that the social support and resilience variables have a very high tolerance value close to 1 and a very low VIF value close to 1. The high tolerance value and low VIF indicate that there is no multicollinearity between the social support and resilience variables.

Table 2. Multicollinearity test results.

Coefficients		Unstandar dized	Standard Error	Standar dized	t	p	Collinearity Statistics	
							Tolerance	VIF
M ₀	(Intercept)	15.767	0.547		28.83 6	< .00 1		
M ₁	(Intercept)	-3.931	9.496		-0.414	0.680		
	Social Support	0.264	0.100	0.229	2.633	0.010	0.998	1.002
	Resilience	-0.006	0.065	-0.008	-0.088	0.930	0.998	1.002

From the results of non-parametric data processing using Spearman correlation analysis, it was found that the coefficient value of the relationship between social support and burnout was found to be 0.217 with a p-value of 0.013 which shows a very weak positive coefficient value between the two variables. This means that the higher the social support, the higher the level of burnout or more or less followed by a decrease in the level of burnout, although this relationship is quite weak. The value of $p=0.013$ ($p<0.05$), so this hypothesis is accepted.

Table 3. hypothesis test results with spearman correlation.*Spearman's Correlations*

Variable		Social Support	Resilience	Burnout
1. Social Support	Spearman's rho	—		
	p-value	—		
2. Resilience	Spearman's rho	-0.093	—	
	p-value	0.294	—	
3. Burnout	Spearman's rho	0.217	0.028	—
	p-value	0.013	0.757	—

From the results of non-parametric data processing using Spearman correlation analysis, it was found that the coefficient value of the relationship between resilience and burnout was found to be 0.028 with a p-value of 0.757 which indicates a very weak positive coefficient value between the two variables. This means that when resilience increases, burnout tends to decrease slightly, although this relationship is very weak. The p-value = 0.757 ($p>0.05$), so this hypothesis is rejected. The p-value = 0.757 indicates that the results of this correlation test are not statistically significant. This means that the relationship found between resilience and burnout is not strong enough to be concluded

as a real or consistent relationship. In other words, we fail to reject the null hypothesis (H_0) which states that there is no significant relationship between the two variables.

Discussion

Based on the results of non-parametric data processing using Spearman correlation analysis, two interesting results were found regarding the relationship between social support, resilience, and burnout. Where the social support variable has a significant relationship with burnout and the hypothesis is accepted, while the resilience variable with burnout has no significant relationship and fails to reject the null hypothesis. The results of this analysis will be further discussed by referring to relevant previous research to provide a deeper understanding of these findings.

Based on the results of the Spearman correlation test, the Spearman coefficient (ρ) was found to be 0.217 with a p-value of 0.013. This indicates a weak positive relationship between social support and burnout. Although the relationship was positive, the effect was not large enough, but significant enough to suggest a link between the two. Specifically, this very weak positive relationship can be interpreted to mean that higher levels of social support will more or less be followed by a decrease in burnout levels. Nevertheless, the effect found is small, but social support still has a significant role in reducing burnout.

According to Maslach's opinion, social support does serve as a major element in suppressing the level of burnout. In this case, social support has a positive impact on reducing stress and emotional exhaustion which are the main components of burnout. Social support provides a sense of security, reduces pressure, and improves individual psychological well-being, which in turn can reduce burnout symptoms [18]. In addition, Cohen & Wills also revealed that the effect of social support can vary depending on the type of support (emotional, instrumental, informational) and the characteristics of the individuals involved. This may explain why in this study, although there was a significant positive relationship, the coefficient was very small [19]. In line with this, Bakker also found that social support from coworkers and family can help individuals to cope with stress at work, which in turn has an impact on reducing burnout levels. Although in this study the relationship found between social support and burnout was fairly weak, the results are still in line with previous research which shows that although there is a relationship, the effect can vary depending on many factors, such as social context and source of support [20].

The results of this study support the findings obtained from research conducted by Adawiyah, R., & Blikololong, J. B. which shows that the relationship between social support and burnout where the greater the social support obtained by individuals, thus, the less the level of burnout they experience. In other words, the less social support obtained, the more likely individuals are to experience burnout. This finding indicates that social support plays an important role in protecting employees from burnout. The existence of social support can facilitate employees in coping with work pressure, as well as contribute to improving their mental well-being, and feel more valued and supported

by the organization [21]. Other supporting research results were also conducted by Hidayat, E. D. P., & Harsono, Y. T. which found that the relationship between social support and burnout was not very strong. This suggests that other factors, such as personality, motivation, and time management, can also affect the level of burnout in college students. However, social support plays an important role in maintaining their mental health from the risk of burnout by building a strong support network [22].

The Spearman correlation test results for the relationship between resilience and burnout showed a Spearman coefficient (ρ) of 0.028 with a p-value of 0.757. The very high p-value (greater than 0.05) indicates that this relationship is not statistically significant. This means that the relationship between resilience and burnout in this data is very weak and not strong enough to be considered a real relationship. This finding indicates that resilience, although often associated with an individual's ability to cope with stress and challenges, did not show a crucial enough influence to decrease burnout in the sample of subjects involved in this study. This could be due to various factors, such as different contexts or individual characteristics that vary in how they manage stress and burnout. Nonetheless, resilience is usually considered a protective factor against burnout.

In the opinion of Tugade & Fredrickson stated that more resilient individuals tend to have better coping strategies, which allow them to cope with stress without developing burnout. However, their study also suggests that the role of resilience may be more effective in the long term and is not always directly related to burnout levels in the short term [23]. In addition, Reivich & Shatté's opinion in their study suggests that resilience can help individuals to adapt to stressors and reduce burnout levels by providing individuals with skills to manage pressure more effectively. However, although resilience plays a role, its effects can be highly dependent on an individual's level of coping with challenges, as well as the social resources they possess [24].

This is in line with research conducted by P. Tjhin, R. Wahab, and E. Istriana, where the findings of this study indicate that there is no significant relationship between resilience and burnout, meaning that individuals with high levels of resilience do not necessarily have lower levels of burnout, and vice versa. This finding suggests that resilience is not the only factor that influences burnout levels. Other factors, such as social support, coping strategies, also need to be considered [25].

This study has limitations, including 1) The small number of samples or not according to the target and sampling with several criteria resulted in less diverse data obtained. 2) Other factors beyond social support and resilience, such as workload or role conflict, may also play a role in influencing the level of teacher burnout, but were not explored in this study. 3) The validity of this study may be limited because it was conducted in the context of a vocational school in Sidoarjo, which may not reflect conditions in other schools or in other regions. 4) This study did not consider demographic factors or other individual characteristics, such as tenure, teaching experience, gender, age that may affect the relationship between the variables studied.

CONCLUSION

Fundamental Finding : Although the relationship between social support and burnout is weak, the statistically significant results suggest that there is a small influence of social support on the level of burnout that may be experienced, which can be used as a basis for further intervention. As for resilience and burnout, there was not strong enough evidence to support a relationship between resilience and burnout, so other variables or additional factors may play a role in influencing burnout levels. **Implication** : The findings indicate that while social support has a modest but significant effect on burnout, it is still a factor worth considering in designing interventions for teachers. The lack of a significant relationship between resilience and burnout implies that relying solely on personal coping mechanisms may not be sufficient, and a broader, more systemic approach may be necessary. **Limitation** : There was not strong enough evidence to support a relationship between resilience and burnout, so other variables or additional factors may play a role in influencing burnout levels. This suggests that the current model may not fully capture the complex dynamics contributing to burnout, highlighting the need for a more comprehensive analytical framework. **Future Research** : Recommendations for future research are to increase the number of samples to be more diverse. In addition, adding these variables will provide a more comprehensive and thorough picture of the factors that contribute to burnout. Research on different types of schools and different regions will provide a more representative picture of the phenomenon under study. This will help understand whether the factors found are generally applicable or limited to a very specific context. Furthermore, it is recommended to consider demographic factors and individual characteristics, such as tenure, teaching experience, gender, age that may influence the relationship between the variables studied.

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