Burnout in Inclusion Primary School Teachers: Testing the Role of Social Support

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Info Article	ABSTRACT
	The role of social support is needed to reduce burnout, because of the social support, teachers can properly handle the work pressures that cause burnout. This study aims to empirically test the presence or absence of a relationship between social support and burnout in inclusive primary school teachers in Samarinda City. The total sample was 100 respondents using a purposive sampling technique. The method use in this research is descriptive quantitative approach. Data collected by burnout scale and social support scale and then analyzed using Pearson Product Momen. The results of the calculations showed that there was a strong negative and significant relationship between social support and burnout in inclusive primary school teachers in Samarinda City (r = -0.717 and p = 0.000 < 0.05). This research proves that the higher the social support, the lower the burnout in inclusion primary school teachers in Samarinda City.

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BACKGROUND

Education is one of the basic needs for everyone to build abilities, character, and strength and also be able to educate the people. Everyone deserves the same access to get opportunities to be educated. As well as for those who have special needs. Ministry of Education and Culture (Kemendikbud) estimates that nearly 70% of children with special needs have not received a proper education, which means that 1.6 million of those children have not received the education that is essential to their lives. Out of 30% of children with special needs who have obtained an education, only 18% of them get into a special education school (Sekolah Luar Biasa) or inclusive school (Purba, 2019).

Based on data from the Autism Services Center (2020) the number of inclusive primary schools in Samarinda City is 39 schools and based on data from the Data Pokok Pendidikan (Dapodik) of the Ministry of Education and Culture (2021) the number of teachers from the inclusion school is 815 teachers. In dealing with children with special needs, teachers need sufficient knowledge about these children, especially for inclusive primary school education. The teacher must have skills in nurturing and helping them, so this also increases the workload of the teacher. Mujito et al. (2013) said that there are three types of teachers in inclusive schools, namely class teachers, subject teachers, and special accompanying teachers.

It is very important for a teacher to be able to manage emotionally, socially, and professionally that be stable in carrying out the assigned tasks. The duties of teachers in primary schools are challenging because they have to give better performance. This causes teachers in primary schools to experience physical exhaustion and emotional when facing various kids' characters.

In line with research conducted by Tarnoto (2016) explained that some teachers do not have enough knowledge about inclusive education thoroughly while on the other hand teachers must teach children with special needs at the same time as usual normal children. This condition can eventually trigger the emergence of burnout in teachers, it can interfere with their work performance. Maslach and Leiter (2016) stated that burnout is a psychological syndrome that appears as a prolonged response to chronic interpersonal stressors obtained from the workplace, such as emotional, physical, and mental fatigue that causes low self-esteem and decreased motivation of them (Primita & Wulandari, 2014). Teachers who experience burnout will feel less confident, and unsure of being able to complete their tasks, and will see children with special needs in their classes as a problem or an additional burden, not as a challenge.

Burnout can be caused by several internal and external factors. Baron and Greenberg (in Praningrum, 2010; Putra & Muttaqin, 2020) explained the external factors that influence burnout including the work environment, promotions, wages, social support from colleagues, supervisors, and families, and job demands. Meanwhile, internal factors are related to age, gender, self-esteem, and personality.

The various demands experienced by teachers can become stressors that, if not handled appropriately, will develop into a state of emotional and physical fatigue (Skaalvik & Skaalvik, 2017), because the level of stress experienced by inclusive school teachers has a higher intensity compared to public schools. the role of social support is needed to reduce burnout. The existence of high social support helps the teachers to handle work pressures that cause burnout. In line with research conducted by Adawiyah (2013) there is a very significant negative

relationship between social support and burnout.

Social support is one of the factors that are needed in the world of work to reduce the negative impacts that arise due to stress (Mauna & Kurnia, 2018). Social support is the support of close people such as friends, co-workers, family, and others, that can be for psychic and emotional comfort, feelings of being loved, valued, cared for, and can also be interpersonal help (Hati et al., 2021). The factors that influence social support according to Sarafino and Smith (2014) are the recipient support, support provider, and the composition and structure of social networks.

Based on research conducted by Adawiyah (2013), there is a significant negative relationship between social support and burnout. The results of this previous study explained that the higher the social support, the lower the burnout experienced by teachers, on the contrary, the lower the social support, the higher the burnout experienced by teachers. This suggests that good social support can support reduced burnout.

This research was conducted to test the role of social support with burnout in inclusion elementary school teachers in Samarinda City, so the proposed formulation is whether there is a relationship between social support and burnout in inclusion primary school teachers in Samarinda City?

RESEARCH METHODS

The method use in this research is descriptive quantitative approach, which is used to find the correlation between two or more variables (Silalahi & Mifka, 2015). The population in this study were teachers of inclusion primary schools in Samarinda City.

The research sample was taken by purposive sampling, which meets the following characteristics of the study: working in a public or private inclusion primary school, as a special accompanying teacher, and as a class teacher or also as a subject teacher. The number of samples was calculated using the Slovin formula, about 89 people, and increased to 100 people.

The research uses the burnout scale (24 statement items with a reliability value of 0.910) and the social support scale (32 statement items with a reliability value of 0.934). The burnout scale uses aspects proposed by Maslach and Leiter (2016), including emotional fatigue, depersonalization, and decreased personal achievement. The scale of social support uses aspects proposed by Sarafino and Smith (2014), including emotional support, information support, instrumental support, and friendship support.

The data analysis was carried out by product-moment correlation analysis to find out how much the correlation between the independent variable that is social support, and the dependent variable that is burnout. Before analyzing the data, assumption tests are first carried out, by normality tests and linearity tests.

RESEARCH RESULT

The respondents in this study were 100 inclusion primary school teachers in Samarinda City. The characteristics of the subjects in this study can be seen in the following table:

Table 1. Characteristics of Respondents

Category	Information	Sum	Percentage
Age	18-40 years	54	54%
	41-60 years	46	46%
Gender	Man	38	38%
	Woman	62	62%

		High School/Equivalent	4	4%
Education Graduates		D3	2	2%
		S1/ Equivalent	92	92%
		S2	2	2%
		Class Teacher	47	47%
Types of Teachers		Subject Teacher	37	37%
		Special Accompanying Teacher	16	16%
Experience attending Inclusion Training		Ever	47	47%
		Never	53	53%
		0-5 years	20	20%
Old Teaching		5-20 years	37	37%
		>20 years	43	43%

Table 1 explains the characteristics of respondents, the results obtained by respondents are most aged 18-40 years (54 people), respondents fill in the most female sex (62 people), respondents who fill in with S1 education graduates / equivalent (92 people), the types of teachers that fill in more are class teachers (47 people), teachers who do not have as much inclusion training experience (53 people) and based on the length of teaching the teacher who has taught the longest >20 years (43 people).

Descriptive Test Results

Table 2. Descriptive Test

Variabel	Mean Empirik	SD Empirik	Mean Hipotetik	SD Hipotetik	Status
Burnout	45.06	10.392	60	12	Low
Social Support	103.04	13.308	80	16	High

Based on table 2, it is known that the status picture in the research subjects of inclusion primary school teachers in Samarinda City, in general, is low related to burnout variables and high related to social support variables. The burnout variable has a status in the low category viewed based on the empirical average of 45.06 lower than the hypothetical mean with a value of 60 and the social support variable has a status in the high category based on an empirical mean value of 101.81 higher than the hypothetical mean with a value of 80. The distribution of data frequencies for the scale is as follows:

Table 3. Burnout Scale Score Categorization

Trend Interval	Score	Category	F	(%)
X ≥ M + 1.5 SD	≥ 79	Very High	0	0
M + 0.5 SD < X < M + 1.5 SD	66 – 78	High	1	1.0
M – 0.5 SD < X < M + 0.5 SD	54 – 65	Keep	21	21.0
M - 0.5 SD < X < M - 1.5 SD	42 – 53	Low	41	41.0
X ≤ M - 1.5 SD	≤ 41	Very Low	37	37.0

Based on table 3, the categorization can be seen that most subjects have a range of burnout scale values falling into the low category with values 42 - 53 having a frequency of 41 people or 41.0 percent, as many as 37 people or 37.0 percent fall into the very low category with a ≤ value of 41, as many as 21 or 21.0 percent entered the medium category with a value of 54 - 65, and 1 person or 1.0 percent entered the high

category with a value of 66 - 78. These results showed that the subjects in this study had low burnout rates.

Table 4. Social Support Scale Score Categorization

Trend Interval	Score	Category	F	(%)
X ≥ M + 1.5 SD	≥ 105	Very High	33	33.0
M + 0.5 SD < X < M + 1.5 SD	88 – 104	High	61	61.0
M – 0.5 SD < X < M + 0.5 SD	72 – 87	Keep	6	6.0
M - 0.5 SD < X < M - 1.5 SD	56 – 71	Low	0	0
X ≤ M - 1.5 SD	≤ 55	Very Low	0	0

Based on table 4, the categorization can be seen that most respondents have a range of social support scale values entered in the high category with scores of 88 – 104 having a frequency of 61 people or 61.0 percent, as many as 33 people or 33.0 percent are included in the very high category with a ≥ value of 105, and as many as 6 people or 6.0 percent fall into the moderate category. These results show that the subjects in this study have high social support, meaning that inclusion primary school teachers have good social support with their environment.

Assumption Test Results
Normality Test

Table 5. Normality Test Results

Variabel	Kolmogorov-Smirnov	P	Information
Burnout	0.079	0.122	Normal
Social Support	0.065	0.200	Normal

Based on table 5 above, it can be concluded that the burnout variable and the social support variable have a normal data distribution, thus the data analysis is carried out parametrically because it has met the requirements for the assumption of normality of the distribution of research data.

Linearity Test

Table 6. Relationship Linearity Test Results

Variabel	F Count	F Table	P	Information
Burnout – Social Support	1.392	3.94	0.128	Linear

Based on table 6, it is known that the test results of the assumption of linearity between the social support variable and burnout resulted in a deviant value from linearity p of 0.128 (p > 0.05) and a calculated F value of 1.392 smaller than the table F of 3.94. this suggests that the relationship between social support variables and burnout is linear.

Hypothesis Test Results
Correlation *Pearson Product Moment*

Tabel 7. Hasil Uji Korelasi *Pearson Product Moment*

Variabel	r count	r table	Sig
Burnout – Social Support	-0.717	0.197	0.000

Based on table 7, it can be seen that the coefficient between burnout and social support is r count = -0.717 and the value of p = 0.000 (p < 0.05). This suggests that the hypothesis in the study is Ho rejected and H1 accepted, which means there is a negative and significant relationship between burnout and social support with a strong relationship status.

DISCUSSION

The teacher's attitude towards inclusive education is a picture of a positive or negative commitment that teachers must develop children with special needs that become the responsibility of the teacher and describes how far children with special needs are accepted in a school (Elisa and Wrastari, 2013) Teachers play a major role in determining. the success of children with special needs in inclusive schools, so the balance in work and social support received is also required.

The results of the Pearson Product Moment correlation test are the hypothesis of social support with burnout has a negative and significant relationship with strong relationship status. This is relevant to research conducted by Adawiyah & Blikololong (2018) on hospital employees that the higher the social support received, the lower the burnout experienced, and contrarily the lower the social support received, the higher the burnout experienced.

Khairani and Ifdil (2015) suggest that burnout is a condition in which saturated individuals feel and are tired emotionally and physically due to the demands of work that want to achieve maximum performance. Characteristics of burnout according to Pines and Aroson (in Adawiyah, 2013)

physical fatigue is characterized such as headache, fever, back pain, the tension in the neck and shoulder muscles, insomnia, chronic fatigue, then emotional fatigue characterized such as boredom, anger, lackluster, depressed, hopelessness and mental fatigue characterized such as being indifferent to the environment, being negative towards others and feeling worthless.

The negative and significant correlation between social support and burnout in inclusive primary school teachers in Samarinda City shows that social support can reduce the pressure of burnout. Wang, et al., (2014) said that social support makes teachers able to find matters more easily and have more adaptive and varied strategies in solving the problem so that the impact of the problem's pressure becomes lighter.

Social support is not only in the form of moral support but also material and spiritual support. Social support is of great benefit to someone who has a problem, especially the social support that comes from someone who has a very deep emotional bond such as a best friend, close person, or a trusted and loved person. This support can make a person enthusiastic about facing challenges and make him aware that there are still others who care about him (Adawiyah, 2013). Strengthening social support is a way that can be done to reduce or minimize the influence of events that potentially caused burnout (Harnida, 2015). The results of a study conducted by Labiib (2013) with the subject of research on nurses found that social support from colleagues and superiors had a negative and significant influence on reducing burnout.

The results of the descriptive test can be seen as an overview of the distribution of burnout variable data in inclusive elementary school teachers in Samarinda City, which proves that respondents in this study have a low burnout rate. These results are supported by the distribution of respondent characteristic data in this study that there are several other factors that affect low burnout in addition to social support, they are gender, education, work period, and experience in training about inclusion factors. The results of the distribution of respondents by gender were dominated by women, as much as 62 percent. According to Patel (2014) sex differences between men and women are that men are more prone to stress and burnout compared to women.

The results of the distribution of respondents based on education were dominated by 92 percent of S1/Equivalent than high school/equivalent as much as 4 percent. According to Patel (2014) education is one of the factors that cause burnout since usually stress due to work problems is often experienced by workers with low education, due to the results of the S1/equivalent education level more than high school/equivalent, this makes the burnout rate low. Another result of the distribution of respondents who taught for a long time was dominated by teachers whose teaching for more than 20 years. According to Cahyaningrum (2012) the experience factor has a high contribution to the readiness of teachers in accepting the existence of children with special needs in the inclusion class. The results of the distribution of respondents based on experience participating in inclusion training, as many as 53 percent had never attended inclusion training. According to Malinen et al. (2013) the experience of teachers teaching children with special needs and the frequency of training that has been followed are factors that can predict

teacher confidence. It also affects the burnout rate to be low.

It states that there are several other factors that affect the low burnout rate. This means that the social support factor for the inclusion of primary school teachers in Samarinda City is said to be good. This is in accordance with the results of Wardhani's research (2012) on the subject of the study of educational teachers, it is remarkable that there is a negative and significant influence between social support and burnout. Social support can make a person have positive social contact with others, this positive social contact plays a role in balancing emotional conditions and can reduce burnout (Boren, 2014).

CONCLUSION

In conclusion, our result showed that there is a significant negative relationship between social support and burnout. This indicated that the higher the social support experienced by inclusive elementary school teachers in Samarinda, the lower their burnout.

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