

Conference Paper

The Contribution of Workload and Stress towards Burnout in Special Needs Teachers

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Abstract

This study evaluates the effect of workload and coping stress in special needs teachers, and considers the probability of burnout. 68 special needs teachers in Malang form the basis of this study and several measuring instruments were used, including the Maslach Burnout Inventory (MBI) developed by Maslach, the NASA-TLX developed by Sandra, and a coping stress measuring instrument which refers to the coping stress theory by Lazarus and Folkman. This study used the descriptive quantitative method, while the Pearson Product Moment correlation and Corrected Item Total were used to test the item discrimination index. Alpha Cornbach was used to test the reliability. Descriptive and double linier regression analysis models were used. The results show that (1) there is an effect of workload towards burnout (2) there is an effect of coping stress towards burnout (3) there is an effect of workload and coping stress toward burnout with 22.44% effective contribution.

Keywords: coping stress, workload, burnout, teacher of students with special needs

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1. Introduction

Burnout is a condition of exhaustion that occurs because an individual works too intensely without paying attention to his/her personal needs. Burnout is an emotional condition in which an individual feels exhausted and bored mentally or physically as a result of increased work demands (Maslach, Schaufeli, & Leiter, 2001). Burnout often occurs in jobs that take the form of humanitarian services. Teachers are a profession that is prone to burnout (Borg, et al., in Wajid, Zaidi, Zaidi, & Zaidi, 2011), because working as a teacher requires high emotional demands (Schaufeli & Enzmann, 1998). The conditions of facing all obstacles, demands, and difficulties illustrate an emotionally demanding situation in the long term that will cause the individual to experience physical, emotional, and mental exhaustion which can lead to burnout.

Burnout among teacher or commonly referred to as teacher burnout is a condition in which teachers are no longer able to work effectively as a result of excessive workload and stress (Freudenberger, in Rafiah, 2010). Carter (in Rafiah, 2010) also reveals that

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burnout in teachers is physical, emotional, and attitude fatigue or exhaustion that begins with feelings of discomfort and loss of pleasure while teaching. Teachers who experience burnout can develop negative attitudes towards their students and can reduce teacher performance. When the teacher experiences burnout, the teacher as an important component of education will lose its benefits. The needs of children with special needs will also not be satisfied if the teacher experiences work exhaustion, causing indifference and unwillingness to be involved in every student activity.

Teachers who experience burnout have the potential to withdraw themselves, feel unsure and unable to complete their tasks, and see children with special needs not as a challenge or enrichment, but as an additional burden or problem. Teachers also sometimes feel anxious, puzzled, and disoriented caused by their work, this comes from the conditions of the school environment and the great demands of parents on their children's development (Rusdianti, 2011). A research conducted on 80 teachers in inclusive elementary schools confirm that there were 32 teachers (as much as 40%) experiencing burnout. The feelings experienced are feelings such as lack of enthusiasm when doing activities, and feeling puzzled, tired quickly, and overwhelmed by conflicts that occur at work. Teachers find it difficult to control their emotions because of the exhaustion they feel when dealing with their students. Other research conducted in DKI Jakarta, such as South Jakarta, Central Jakarta, North Jakarta, and West Jakarta which was conducted on 126 people, found that 60 people (47.6) had a low burnout rate and the remaining 66 people (52.4) had burnout rate that falls into the high category.

Burnout in teachers can occur due to excessive workloads, role conflicts, and a classroom environment that is not conducive. It is characterized by physical and psychological conditions of fatigue and exhaustion which can then interfere with work performance. Workload is a number of assignments or works that must be completed by an individual in certain position within an organization or agency by observing the specified time limit and adjusting to the capabilities of the individual position holder. The workload cannot be separated from individuals who perform physical or psychological activities in their work. Being a teacher in a special school is remarkably different from being a teacher in a general public school (Rosdiana, in Firmansyah & Widuri, 2014). Being a teacher in a special school, apart from being patient and diligent, must also have a sense of sincerity in teaching. The task of teachers of children with special needs is not only teaching, but also having to nurture and take care of their students with special treatments according to the characteristics of each student. Teachers of children with special needs possess a duty and responsibility to encourage independence in their students and enable them to interact with the social environment. Teachers are also required to make questions of

subject lessons that adapt to the various abilities of students. In addition, the teachers of special needs kids receive a great degree of demands and burden from their students who fail to keep up with the learning process.

The responsibility that must be carried out by teachers of children with special needs in special schools, apart from their students, are the parents of special needs students. Teachers are required to be able to provide understanding to parents that they must also take a role in participating within the educational process of their children. In a study conducted by Amalia, et al., (2017), the results showed that as many as 22 special school teachers (61%) experienced heavy workloads, a number of 12 teachers (33%) experienced moderate workloads, and two teachers (6%) experienced a light workload.

Every single teacher is expected to be able to satisfy every single existed demand for instance competing in offering a satisfactory teaching process and performing a role as stated within Special Guidelines for the Implementation of Inclusive Education. However, the real condition in the field does not support the teacher to be able to satisfy the existing demand they have. When the teachers occupy a great degree of demands, yet they are not able to satisfy all demands, it triggers a nerve-racking feeling within them. This gap between teachers' expectation and reality triggers a pressure and tension (Dewi & Paramita, 2012). When the teachers could not manage the tension and pressure they obtained or in other words they have insufficient coping stress strategies and it occurs in a relatively long term, it is called as burnout (Maslach & Goldberg, 1998). The degree of stress experienced by teachers in inclusive schools has a higher intensity than the teachers in general schools (Hans in Septianisa & Caninsti, 2016). The phenomenon that occurs in Indonesia, shows that 30.27 percent of teachers experience serious work stress (categorized as a very high), 48.11 percent of teachers experience moderate stress, and 21.62 percent of teacher experience less serious stress.

According to Maslach & Jackson (Cooper, Dewe, & O'Driscoll, 2001) the stress experienced by individuals with jobs that deal directly with humans as service recipients is commonly called burnout. All of the duties of teachers in special schools turn out to be a particular challenge for special needs kid's teacher which can cause workload and work stress on the teacher when they have to face the diversity of children's characters. According to Wilson & Corlett (Wilson & Corlett, 2005), there are three causes of work stress, specifically, the existence of demands that are not in accordance with individual abilities, the limitations of the individual in overcoming problems, and the lack of support from the surrounding environment such as colleagues, friends, or family.

Such conditions experienced by teacher, then, are able to affect the work performance of a teacher of special needs students. When teachers experience stress due to their long-term work, they might experience burnout (Jennett, Harris, & Mesibov, 2003). Teaching is a profession that is prone to stress (Borg, et al., in Wajid et al., 2011). The endmost and ultimate stage of burnout perceived by the teacher is a condition in which the teacher judges that their work is meaningless and only the salary plays as the motivation for the teacher to keep working. To reduce all the pressure and workload received by teachers on children with special needs, good coping skills are required. Every person needs good coping stress to cope with the challenges that are faced and there is no exception for someone in the teaching profession. Coping stress is a social, personal, and contextual strategy used by an individual in dealing with situations that are perceived as conditions that cause psychological stress (Mohino, Kirchner, & Forns, 2004). In order not to induce continuous exhaustion that results in burnout, a teacher needs to cope with stress.

Referring to the previous research, that burnout in teachers of children with special needs is associated with stress coping factors (Rahayu, 2017), but so far, a research that intends to examine the workload of teachers of children with special needs is limited. The novelty of this research is to identify whether the workload and stress coping abilities have an influence on the burnout experienced by teachers of children with special needs.

The purpose of this study was to (1) identify how the workload, coping stress and burnout described in teachers with children with special needs; (2) identify whether there is an influence between workload and burnout in children with special needs teachers; (3) identify the effect of coping stress on burnout in teachers and children with special needs; (4) identify the effect of coping stress, workload, and burnout on teachers and children with special needs; and (5) identify the contribution of stress coping and workload to burnout in teachers with children with special needs.

2. Literature Review

2.1. Burnout of teacher with special needs kids

Burnout is a condition in which individuals feel a continuous work exhaustion which can affect individual activity in their performance when working as a result of excessive workload and poor coping stress abilities. Activities carried out by the Children with Special Needs Teachers will take a lot of time and energy, because they do the same

activities over and over again and have to pay attention to each student with their respective characteristics. In addition, there is also an additional task besides educating students which also takes up their time and energy by providing personal and social guidance, accordingly they feel tired and drained. The presence of various kinds of pressures and obligations that must be performed which continuously accumulates will turn into work exhaustion or burnout.

Maslach (1986) argues that there are three aspects of burnout, specifically: a) Exhaustion, which is defined as an emotional exhaustion characterized by feelings of frustration, hopelessness, sadness, helplessness, depressed and trapped, irritable, and irritable for no apparent reason. b) Depersonalization which is marked by keeping individuals away from the social environment, apathy, taking no notice of the environment and people around them, and c) Low Personal accomplishment, low self-esteem, the individual is never satisfied with his/her own work, perceiving that he/she has never done something that is useful for himself/herself or others.

2.2. Workload of teacher with special needs kids

Individuals during their work will not be separated from activities in doing their jobs. This activity involves a human being physically and psychologically, both of which will be related to each other and have a consequence, and this is defined as workload. The definition of workload is a number of activities that must be completed by an organizational unit. Workload is one aspect that must be considered in an agency or job, because workload is one of the factors that can increase work motivation. The workload for Children with Special Needs Teachers arises because of the many demands and responsibilities that must be carried out by the teacher, including a task that is given apart from the obligation to educate children with special needs, for instance by carrying out an online-based administration that must be performed by every teacher. In addition, teachers are required to be competent and qualified in educating their students, teachers are required to provide proper treatment in educating each student who has special characteristics which are different from one another. The limited number of teacher compare to the number of students to handle is also one of the triggers for a teacher to be drained of energy and time in carrying out his/her duties.

There are six categories of workload aspects stated, specifically a) Mental Demand is how much mental and perceptual activity is needed or required by an individual to see, remember, and find whether the job is easy or difficult, simple or complex, loose or

tight, b) Physical Demand is the individual's perspective of how much physical activity is required by a worker to do his/her job, such as pushing, pulling, and controlling, c) Temporal Demand is the individual's view of how much the pressure faced by workers in doing their work, related to the time they feel while doing their tasks, such as whether in doing their work they do it casually, slowly, hurriedly, or fast and tiring, d) Performance is an individual's view of how successful workers' attempt in achieving certain predetermined goal in working, e) Effort is an individual's view of how hard workers have to work mentally and physically as a form of effort to achieve or complete their work, and last but not least is (f) Frustration is the individual's view to assess the feelings such as feeling insecure, hopeless, annoyed, stressed, and annoyed or feeling safe, satisfying, relaxed, which is perceived while the worker is doing his/her tasks.

2.3. Coping Stress of teacher with special needs kids

Coping procedure is a transaction carried out by individuals to overcome demands that come from external and internal individuals as something that is burdensome and disrupts their survival. According to Lazarus & Folkman (Lazarus & Folkman, 1991), coping stress is a continuous effort made to overcome specific demands from within or outside individual. Coping stress is an attempt to reduce or neutralize the stress that occurs. This leads to an active effort to control, reduce, or tolerate the demands caused by stress. In addition, coping stress is also a behavioral and cognitive effort to specifically regulate internal and external demands. Coping Stress is a measure of dealing with stress according to Wade and Travis (2007), but when the coping stress process is successful, it does not mean it will relieve stress, because healthy people will face, solve, and go through their problems. They will grow their coping stress abilities.

Teachers of special needs kids play a role to educate children with different abilities from normal children in general, where in educating each child a teacher will be required to be creative thus they can educate their students according to their talents and abilities. Besides, a teachers of children with special needs will also receive demands or pressure from parents of students who expect fast or significant development in their children. If this condition is not directly addressed, it will cause stress. To deal with sustainable stress requires the ability or methods and strategies to overcome it, this is called coping stress.

According to Lazarus and Folkman (Lazarus & Folkman, 1991) coping stress aspects are divided into two parts, specifically Problem Focused Coping and Emotional Focused Coping. (1) Problem Focused Coping is a problem-centered behavior in solving problems.

Individuals solve problems with direct solving activities and individuals learn new methods and abilities. This type of coping stress assesses the stressor they are facing and take a measure to change the stressor or modify their reactions to alleviate the effects of the stressor. Problem Focused Coping has two indicators, they are a) Confrontive coping, a strategy characterized by aggressive attempts to change the situation including by taking risks or by challenging directly the source of the problem. The purpose is to take a measure hence a change occurs in a situation and b) Planful problem-solving, which is a strategy that describes problem-centered efforts that are carried out carefully to overcome stressful situations by taking an analytical approach to solving a problem that is being faced.

The second is (2) Emotional Focused Coping. It is a coping behavior in solving problems that is centered on emotions. It is commonly used to regulate emotional responses to stress without addressing the source of the problem. In this type of coping, an individual tries to immediately reduce the impact of the stressor by denying the stressor or withdrawing from the situation. This type of coping does not eliminate existing stressors, nor it does not help individuals to develop coping skills. Emotional Focused Coping has six indicators, specifically a) Distancing is an individual effort to find distance from existing problems and act ignoring existing problems. Individuals do not involve themselves in problems or make these problems positive. b) Self Control is an individual's effort to manage his/her feelings by storing feelings that are perceived, or carrying out limiting or regulatory activities both in feelings and actions. c) Accepting Responsibility is an individual who is able to accept that he/she has a role in the problems he/she is facing. The individual receives a response and raises and raises awareness of a sense of self in a problem he/she is facing and tries to put everything as it should. d) Escape Avoidance is an attitude to avoid or escape from the problem being faced in certain approaches such as smoking, drinking alcohol, eating, doing activities, and fantasizing. e) Positive Reappraisal is an attitude of an individual who tries to find new positive thoughts for his/her own development. Individuals create positive meanings for themselves in dealing with a problem. The goal is to develop themselves including by involving religious matters, and f) Seeking Social Support is an individual who tries to seek sympathy from others, for instance by telling problems to others in order to obtain input to solve a problem, in the form of assistance real or emotional support.

2.4. The Effect of Workload and Coping Stress towards Burnout on Teachers of Students with Special Needs

Workload is a number of activities that given by the company or organization that must be completed. The workload must be adjusted between the tasks given and the abilities possessed by the individuals who work on them. If the tasks or responsibilities are not in accordance with existing capabilities, imbalances such as fatigue or work exhaustion will occur. Excessive workload frequently occurs due to several factors such as working hours, assigned responsibilities, and work that exceeds individual abilities. The level of difficulty assigned in each task or job also affects the workload received. Continuous workload and impact on individual psychological changes will later have an impact on worker productivity, such as work fatigue and exhaustion that will be experienced by workers. The workload perceived by employees results in work saturation where this saturation can consume a person's time and energy, causing a feeling of being threatened in workers and can lead to other negative behaviors at work. Prolonged work fatigue or boredom will cause burnout. The high workload experienced by employees will have an impact on the incidence of burnout.

Burnout is a work-related condition where it is frequently characterized by work that has a high or excessive level of fatigue and a decrease in professionalism, in this case, the exhaustion that is perceived is not only physical exhaustion but also physical and emotional exhaustion (Schaufeli Wilmar B., Leiter Michael P., & Maslach Christina, 2009). The task that is given and is not in accordance with the competence or expertise of the workers will cause burnout. Another factor is the excessive workload, such as the length of working hours, the number of responsibilities that are received, and the number of tasks that must be completed. Workers who experience burnout due to the exhaustion they experience while doing their tasks and responsibilities as food workers will experience emotional exhaustion such as feeling apathetic, depressed, irritable, and feeling bored.

Exhaustion that cannot be overcome by individuals will cause work stress. Work stress is a condition or situation that is created when work-related factors interact with factors in the employee and change the physiological and/or psychological conditions of the individual therefore, this condition will force the individual to function deviating from their normal conditions. There are several sources of stress that come from work, such as too heavy workloads, given time, and a poor work climate. Good stress is stress that can be overcome or reduced therefore, work fatigue does not occur. The individual's ability to cope with stress that he experiences can be defined as coping stress.

Coping is seen as a pattern of behavior or a dynamic process that is carried out consciously to overcome the demands of a holding or pressing situation. High levels of stress in workers are prone to symptoms of burnout. If an individual is unable to cope with the work stress that he gets from the job, it will have an impact and be sustainable at the burnout stage. Burnout is a problem caused by stress that generally occurs among members of the helping professions, such as the teaching profession, social work, nursing, human resources, and law enforcement.

There is a relationship between stress coping strategies and burnout. A teacher who perform stress coping strategies will be able to minimize the burnout that is felt, and vice versa, teachers who do not use stress coping will be more prone to burnout. Coping behavior also significantly predicts burnout, and ineffective coping behavior will increase the burnout scale of special school teachers in Bandung City.

3. Method

3.1. Design

This study aims to examine the effect of workload and stress coping on burnout in teachers of children with special needs. This study employed a quantitative research approach, because it intended to examine a theory, presented a fact or described statistics and discovered the relationship between variables and developed a concept. The design of this research was a descriptive approach to discover and describe facts, circumstances, variables and phenomena that are occurring in the field. This research consisted of two independent variables, specifically workload (X1) and coping stress (X2) and the dependent variable, specifically burnout (Y). This study aimed at examining the burnout experienced and perceived by teachers of children with special needs which then explaining the effect of workload and stress coping abilities on teachers systematically and factually based on the data obtained.

3.2. Population and Sample

The population in this study were teachers of children with special needs in the city of Malang, which consisted of five districts, specifically Blimbing District, Lowokwaru District, Kedungkandang District, Klojen District, and Sukun District. The total number of teachers in five districts who involved in this research were 178 teachers. The sample in this study were teachers of children with special needs at special schools in Malang.

Based on the Slovin formula, which is a known population (in Sugiyono, 2018) with an error rate of 10%, a sample of 68 people was obtained. The sampling technique used in this study was accidental sampling, by taking randomly selected subjects according to the characteristics of the existing population.

3.3. Instrument

This study employed a psychological scale with three instruments to measure the variables examined in this study. The burnout scale used the Maslach Burnout Inventory (Maslach & Jackson, 1986) measurement which consisted of three aspects, specifically *emotional exhaustion* that defines an individual exhaustion, feeling frustrated, hopeless, sad, helpless, depressed, and irritable, *low personal accomplishment* that defines feelings of low self-esteem, the individual is never satisfied with the results of his work, and *depersonalization* that defines the feeling of isolating the individual from the social environment. The burnout scale consisted of 22 statements. The workload scale used a measuring instrument developed by Sandra (1981), namely NASA-TLX, which consisted of six aspects which were then made into six statements, specifically *mental demands*, on how much mental and perceptual activity is needed; *physical demands*, on the amount of physical activity required; *time demands*, the amount of stress related to the amount of time felt at work; *effort*, how hard mental and physical effort is required to complete a job; *performance*, on how much a person is successful at their job; and *frustration*, on how much anxiety, stress, and tension that an individual feels in completing work. The coping stress scale developed refers to the stress coping theory by Lazarus (Lazarus & Folkman, 1991) which consists of two aspects, specifically problem focused coping and emotional focused coping. The stress coping scale consists of 91 statements.

The development of burnout and workload measurement instruments were carried out through an adaptation process following the steps that refer to Beaton's (Beaton, Bombardier, Guillemin, & Ferraz, 2000) Back Translation theory. The adaptation steps for Back Translation consist of five stages, specifically: (1) Translation process which involved two linguists that translated the original language of the measuring instrument, that is, English into Indonesian; (2) Synthesis process which involved a psychologist who combined the translation results of two linguists; (3) Back Translation process that translated the results of the synthesis version of instrument into English; (4) Expert Judgment which involved psychologists to assess an equivalence in terms of language and also the suitability of item content with indicators of theoretical aspects. Assessment

by an expert panel was carried out with a value range of 1 (lowest) to 5 (highest). The assessment was carried out using the the Microsoft Excel software and the results obtained that all items had good content validity with a value range of 0.5–1.00 and a value of $V \geq 0.5$. Last but not least, (5) Item pretesting, it was performed to test items on equivalent subjects.

The coping stress scale was tested by a psychologist to provide an assessment with a value range of 1 (lowest) to 5 (highest) to identify the suitability of the statements on each item with indicators from aspects of stress coping theory by Lazarus and Folkman (Lazarus & Folkman, 1991). The assessment was carried out using Microsoft Excel software and the results obtained confirmed that all items had good content validity with a value range of 0.5-1.00 and a value of $V \geq 0.5$.

3.4. Analysis

In this study, an item discrimination index test was administered by using Pearson Product Moment with SPSS 24.0 for Windows for coping stress scale and using Corrected Item Total for burnout and workload scales. It obtained data from 30 respondents with the product moment table r value with a significance level of 5% of 0.361 and the r table value for the Corrected Item Total based on the df (degree of freedom) value with the df formula was $n-2$, then the r table value with significance 5% was equal to 0.374. The results of the validity test on the burnout variable resulted 22 items, 16 valid items and six invalid items with the lowest r value of 0.145 and the highest r value of 0.580. The results of the validity test on the coping stress variable resulted in 65 valid items from 91 items, and 26 invalid items with the lowest r value of -0.532 and the highest r value of 0.780. The results of the validity test on the workload variable resulted in a total of 6 valid items with the lowest r value of 0.487 and the highest r value of 0.765.

This study used the reliability coefficient of Alpha Cronbach by using the SPSS 24 for Windows program. It obtained the reliability results from the burnout scale of 0.851, the coping stress scale of 0.967, and the workload scale of 0.619. Thus, it can be concluded that the three measuring instruments are considered to be reliable.

4. Result and Discussion

4.1. Result

4.1.1. Descriptive Analysis Results

Burnout data obtained a minimum value of 16 and a maximum value of 96, with a range of 80, a standard deviation of 13,333, and a mean of 56. Categorization was taken from the Maslach Burnout Inventory measurement instrument (Maslach & Jackson, 1986).

Based on the results of the burnout categorization analysis, it can be considered that as many as 30 subjects experienced burnout that categorized as low category with a percentage of 44.12, a number of 25 teachers experienced an average category of burnout with a percentage of 36.76, and a number of 19.12 percent of the subjects experienced high burnout which is equal to 13 teachers.

TABLE 1: The Category of Burnout Analysis Results

No	Interval	Category	Frequency	Percentage(%)
1	>27	High	13	19.12%
2	17-26	Average	25	36.76%
3	0-16	Low	30	44.12%
TOTAL				100%

A total of 27 teachers with a percentage of 39.71 had a tendency of burnout with a tendency to emotional exhaustion, a total of 38 teachers had a tendency towards low self-esteem with a percentage of 55.88, and as many as three teachers with a percentage of 4.41 experienced emotional exhaustion and low self-appreciation.

TABLE 2: The Categorization of Burnout Aspects

No	Aspect	Frequency	Percentage (%)
1	Emotional Exhaustion	27	39.71%
2	Low Personal Accomplishment	38	55.88%
3	Depersonalization	0	0%
4	Emotional Exhaustion & Low Personal Accomplishment	3	4.41%
TOTAL		68	100%

Workload data obtained a minimum value of 6 and a maximum value of 36, with a range of 30, a standard deviation of 5, and a mean of 21. The categorization was taken from the NASA-TLX measuring instrument by Sandra (1981).

TABLE 3: The Category of Workload Analysis Results

No	Interval	Category	Frequency	Percentage (%)
1	<50	Light	0	0%
2	50 – 80	Moderate	52	76.47%
3	> 80	Heavy	16	23.53%
	TOTAL			100%

Based on Table 3, the subject that experienced a heavy workload was as many as 16 teachers with a percentage of 23.53 and the subject experienced a moderate workload was amounted to 76.47% or as many as 52 teachers.

TABLE 4: The Categorization of Workload Aspects

No	Aspects	Frequency	Percentage (%)
1	Mental Demands	20	29.4%
2	Physical Demands	5	7.4%
3	Time Demands	8	11.8%
4	Effort	7	10.3%
5	Performance	17	25%
6	Frustration	4	5.9%
7	Mental Demands & Time Demands	1	1.47%
8	Mental Demands & Effort	2	2.94%
9	Mental Demands & Performance	1	1.47%
10	Performance & Effort	2	2.94%
11	Mental Demands, Time Demands, & Performance	1	1.47%
TOTAL		68	100%

Based on the results of the analysis in Table 4, there were 20 teachers with a percentage of 29.4 perceived mental workload as the heaviest weight and rating, a number of five teachers or amounted to 7.4 percent experienced physical demands workload, as much as 11.8 percent or equal to eight teachers experiencing time demands workload, a number of seven teachers or equal to 10.3 percent considered that they have done great efforts, a number of 17 people perceived a burden on their performance with a percentage of 25, and a number of four people feel frustrated with the work they do with a percentage of 5.9. In addition, a number of seven other teachers with a percentage of 10.29 experienced mental and time workload demands (one teacher with a percentage of 1.47), mental and business demands (two teachers with a percentage of 2.94), mental and performance demands (one teacher with a percentage of 1.47), effort and performance demands (two people with a percentage of 2.94), and the mental workload, time, and performance demands (one teacher with a percentage of 1.47).

Coping stress data found that the minimum value was 65 and the maximum value was 365, with a range of 260, a standard deviation of 43.333 and a mean of 195. Furthermore, coping stress was categorized by looking at the mean and standard deviation.

TABLE 5: The Category of Coping Stress Analysis Results

No	Interval	Category	Frequency	Percentage (%)
1	$X < 151$	Low	0	0%
2	$152 \leq X < 238$	Moderate	68	100%
3	$239 \leq X$	High	0	0%
	Total		68	100%

All subjects, as many as 68 teachers, have moderate coping stress category, with a percentage of 100. In this case, it can be considered that all subjects can perform behavior to reduce the pressure obtained, thus the stress and tension do not occur. Therefore, all subjects were included in the moderate category.

TABLE 6: The Categorization of Coping Stress Aspects

No	Aspects	Frequency	Percentage (%)
1	Problem Focused Coping	33	48.54%
2	Emotional Focused Coping	34	50%
3	Problem Focused Coping & Emotional Focused Coping	1	1.47%
TOTAL		68	100%

Based on the results of the analysis in Table 6, it was found that 33 teachers had the ability to perform coping stress using Problem Focused Coping with a percentage of 48.53, while 34 other teachers with a percentage of 50 had the ability to perform coping stress by using Emotional Focused Coping, and as many as one teacher had the ability to perform coping stress by using problem Focused and Emotional Focused Coping with a percentage of 1.47.

4.1.2. The Results of Assumption Tests

TABLE 7: The Results of Normality Test

One-Sample Kolmogorov-Smirnov Test			
Variable	<i>Coping Stress</i>	<i>Workload</i>	<i>Burnout</i>
Asymp. Sig. (2-tailed)	.200	.200	.200

Based on Table 1 above, the results obtained from all variables, specifically coping stress, burnout, and workload were 0.200. Where the value Sig. obtained was 0.200>

0.05, therefore the data can be concluded to have a normal distribution and a parametric test can be performed.

TABLE 8: The Results of Linearity Test

Variable		Sig.
<i>Burnout & Coping Stress</i>	Deviation from Linearity	0.338
<i>Burnout & Workload</i>		0.567

Based on the table of linearity test results, the Deviation from Linearity results obtained was sig. of 0.338 for the burnout variable on the Coping Stress and 0.567 for the burnout variable on the workload variable. In the linearity test results above, it can be concluded that the burnout variable has linearity on the coping stress and workload variables, because it has satisfied the Sig. > 0.05.

TABLE 9: The Multicollinearity Test Results

Variable	Collinearity Statistics	
	Tolerance	VIF
<i>Coping Stress</i>	1.000	1.000
Workload	1.000	1.000

Based on the multicollinearity test results table, the results of the coping stress and workload variables have a tolerance value of 1,000, which means that multicollinearity did not occur because $1.000 \geq 0.10$ and for the VIF value, the value was $1,000 < 10$, thus it further means that multicollinearity did not occur. It can be concluded that there is no strong correlation between coping stress variables and workload.

TABLE 10: Heteroscedasticity Test Results

Variable	t	Sig.
<i>Coping Stress</i>	0.000	1.000
Workload	0.000	1.000

Based on the table of heteroscedasticity test results, the Sig. value of the coping stress and workload variables were 1,000, where the sig value was > 0.05 and the variable was considered to have data that was not heteroscedastic or it can be considered that residual variance equations occurred in coping stress and workload items on each observation one to another.

TABLE 11: Multiple Correlational Test Results

Variable	Sig. (2-tailed)
<i>Coping Stress</i>	.011
Workload	.001

Based on the results of multiple correlational tests carried out using Pearson Product Moment, the Sig. 2-tailed on the coping stress variable was 0.11 and the result on workload variable was 0.001. Both of them, have satisfied the correlation principle of Sig. (2-tailed) <0.05. The results of the multiple correlational test conducted prove that there is a correlational relationship between variables, workload is correlated with burnout and coping stress is correlated with burnout.

4.1.3. Hypothesis Testing Results

TABLE 12: Multiple Linear Regression Analysis Test Results

Variable	Regression Coefficient	Std Error	Tcount	Sig
Constants	25.707	15.670	1.640	0.106
<i>Coping Stress</i>	-0.204	0.065	-3.120	0.003
Workload	0.401	0.131	3.071	0.003
R	.473 ^a			
R ²	0.224			
Adjusted R ²	0.200			
F	9.391			.000 ^b
Dependent Variable				Burnout

Based on the results of the regression analysis in Table 12, it explains that (1) a constant value of 25,707 states that the coping stress and workload variables do not change, hence the burnout value was 25,707. (2) The coefficient value of coping stress was -0.204 indicating that there is a negative direction, when burnout increases by one unit, the value of coping stress will decrease by 0.204 and if the burnout value decreases by one unit, the value of coping stress will also increase amounting to 0.204. (3) The coefficient value on the workload was 0.401 indicating a positive direction, when the burnout variable increases every one unit it will be followed by an increase in workload of 0.401, and vice versa.

The regression analysis test obtained a tcount of 0.003 on the coping stress variable and 0.003 on the workload variable. In this case the tcount was <0.03, hence the coping stress variable has a significant effect on the burnout variable and the workload variable has a significant effect on the burnout variable. In this study, the results of the f-count value were 0.000 <0.05, hence it can be concluded that coping stress and workload simultaneously have a significant effect on burnout. The R2 value was 0.224 in this study, meaning that the coping stress and workload variables have an effect on burnout by 22.4 percent. Based on the results of the test, it can be concluded that the

effective contribution to the stress coping variable is 10.22 percent and 12.22 percent for the workload variable, and the total effective contribution is 22.44 percent equal to the determinant coefficient.

5. Discussion

5.1. Hypothesis (1) there is an effect of coping stress on the burnout.

In the data analysis section, it is proven that there is a significant influence between the coping stress variables on the burnout variable. This is evidenced by the results of the t test value on the coping stress variable, which obtained the t-count of 0.003. A hypothesis that states there is an influence between the independent variable on the dependent variable is accepted if the t-count is <0.05 . The t-count on the coping stress variable has satisfied the requirements of the t test, accordingly the hypothesis that states an effect of coping stress on burnout can be accepted. In the regression analysis test results, the coefficient value of coping stress was -0.204, which means that coping stress has a negative effect on the burnout variable. The negative effect means that when the burnout value increases, the coping stress will decrease, as well as when the burnout decreases, the coping stress will increase.

5.2. Hypothesis (2) there is an effect of workload on the burnout

Based on the data analysis section, it proves that there is a significant influence between workload variables on burnout. This is evidenced by the results of the t test value on the workload variable, which obtained the t-count of 0.003. A hypothesis that states there is an influence between the independent variable on the dependent variable is accepted if the t-count is <0.05 . The t-count of the workload variable has satisfied the requirements for the t test, accordingly the hypothesis of an effect on workload on burnout can be accepted. The results of the multiple regression analysis test showed that the coefficient value for workload was 0.401 which indicates a positive direction of influence between workload and burnout. This means that when the burnout increases, the workload variable will also increase significantly, and vice versa, when the burnout variable decreases, the workload will also experience a significant decrease.

5.3. Hypothesis (3) there is an effect of workload and coping stress on the burnout

The results of the analysis carried out using the F-test with the aim of observing the effect of the coping stress and workload variables simultaneously on the burnout variable answered the hypothesis (3), the F-test results obtained a Sig. value of 0.000, which means that the coping stress and workload variables simultaneously have a significant effect on the burnout variable. It is stated so because the results of the value f count was < 0.05 . Furthermore, the coefficient of determination test was carried out to observe how significant or strong the influence of the coping stress variable and workload on burnout is. The results on the r-square test showed that both of them had an effect of 22.44 percent on burnout. Coping stress and workload also have an effective contribution to the burnout variable. The workload variable has a greater influence than the coping stress variable in predicting the burnout variable. This can be proven by observing the results of the effective contribution (12.22%) on the workload variable which is greater than the effective contribution (10.22%) and from the stress coping variable.

Workload provides a greater predictive contribution to burnout, therefore it is important for schools to pay attention to the workload given to teachers of children with special needs by looking at the proportion of tasks and responsibilities given with rights acquired or with the abilities of each teacher. Accordingly, there is no imbalance and excess workload which affects the effectiveness of teachers in performing their duties.

6. Conclusion

Based on the research and data analysis that has been conducted, it can be concluded that most teachers experience burnout, which means that teachers experience work exhaustion or burnout mentally or physically as a result of increased job demands with less high coping stress abilities. Most of the teachers experience burnout with symptoms caused by emotional exhaustion and low self-esteem. All teachers have sufficient or moderate coping stress abilities, meaning that all teachers can cope with all situations and perceived demands by being able to withstand the pressure from their environment. Some teachers illustrate coping stress abilities by focusing on problems and some of them focusing on emotional feelings. All teachers have a moderate to heavy workload, meaning that they acquire a mental or physical workload which is considered heavy.

The workload experienced by teachers is divided into mental, physical, time, effort and performance workloads, as well as feelings of frustration experienced by teachers with their work.

There is a negative influence between coping stress and burnout in teachers of children with special needs amounted to -0.204. There is a positive influence between workload and burnout for teachers of children with special needs amounted to 0.401. In addition, there is an influence between workload and coping stress on burnout in teachers of children with special needs amounted to 22.44 percent. The percentage of effective coping stress contribution was amounted to 10.22 percent on burnout, and workload had an effective contribution of 12.22 percent on burnout.

It is expected that teachers will improve their coping stress abilities in carrying out all work demands thus they can avoid a burnout. It is also expected that the teacher does not evade problems or avoid challenges by running away or taking out on other business. Furthermore, it is expected that teachers do not feel inferior or incompetent or feel no longer valued. It is good for teachers who are starting to feel bored to do refreshing by taking a walk or exercising thus they can avoid an exhaustion, fatigue, as well as stress and tension that leads to burnout.

By the same token, it is expected for the educational institution to estimate the workload that will be given to teachers, whether it will exceed the teacher's limit or not. The institution is able to employ NASA-TLX measurement instrument to measure individual workloads. Institutions are also expected not to provide tasks and assignments to teachers outside the job-description and job-specification or outside their working hours.

For future researchers who intend to conduct a research with a similar topic, it is suggested that they will conduct research with a wider sample of subjects and include other aspects that are more influencing and contributing to burnout, because it was found that there were 77.6 percent of other aspects that affect teachers' burnout such as aspects of social support and self-efficacy.

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