

Strategies for Overcoming Teacher Burnout in Schools; Expanding the Human Resource Management

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Abstract:

This study analyses human resource management in overcoming teacher burnout at SMA Negeri 1 Kota Cimahi. More and more demands from both the government and the institutions can lead to teacher burnout. This study uses a qualitative approach to the type of case study. The data was obtained from observation, interviews and documentation. The informants were selected through purposive sampling, resulting in 4 people: the principal, deputy head of curriculum, deputy head of student affairs, and subject teacher. The data analysis uses Yin's theory without any control, just observing and then explaining it. As for the results obtained, four stages in human resource management are implemented in SMA Negeri 1 Kota Cimahi: identifying, imitation, attention, and inference. Identifying is intended to recognize each character in their performance. Imitation is related to the principal's strategy in giving uswah to his subordinates. Attention is embodied in the principal's real action in involving teachers in all activities at school, and inference is related to concluding all the information collected from the initial stage to make a joint decision.

Keywords: *Human Resource Management, Identifying, Imitation, Attention, Inference*

Abstrak:

Penelitian ini bertujuan untuk menganalisis tentang manajemen sumber daya manusia dalam mengatasi burnout guru di SMA Negeri 1 Kota Cimahi. Tuntutan yang semakin banyak baik dari pemerintah ataupun dari lembaga sendiri kemudian dapat menyebabkan adanya kelelahan (burnout) pada guru. Penelitian ini menggunakan pendekatan kualitatif jenis studi kasus. Datanya diperoleh dari observasi, wawancara dan dokumentasi. Informannya dipilih melalui purposive sampling, sehingga dihasilkan 4 orang yang terdiri dari kepala sekolah, waka kurikulum, waka kesiswaan, dan guru mapel. Analisa datanya menggunakan teorinya Yin yakni tanpa adanya control, hanya mengamati lalu menjelaskannya. Adapun hasil yang diperoleh terdapat empat tahapan dalam manajemen sumber daya manusia yang diterapkan di SMA Negeri 1 Kota Cimahi, yaitu identifying, imitation, attention, dan inference. Identifying ditujukan untuk mengenali setiap karakter individu dalam kinerjanya. Imitation berkaitan dengan strategi kepala sekolah dalam memberikan uswah kepada bawahannya. Attention diwujudkan dalam aksi nyata kepala sekolah dalam melibatkan guru dalam seluruh kegiatan di sekolah, dan inference berkaitan dengan pengambilan kesimpulan dari semua informasi yang dikumpulkan dari tahap awal untuk dijadikan sebuah keputusan bersama.

Kata Kunci: *Manajemen Sumber Daya Manusia, Identifikasi, Meniru, Perhatian, Inferensi*

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INTRODUCTION

Human resources have a significant role in implementing education (ThiHoa et al., 2021; Aboramadan, 2022) because an institution's success and performance success is determined by the quality of the human resources in it (Oliveira, 2021; Zulkipli, 2022). An organization will enjoy success and be considered adequate if it performs well and is supported by quality human resources. The school as an organization consists of groups of people, each of whom, individually or in groups, carries out cooperative relationships to achieve goals (Alan, 2021; Karlberg et al., 2022). The human groups in question are human resources consisting of school principals, teachers, administrative staff/staff, students and parents of students (Sutiawan & Fauzan, 2021; Fallon et al., 2021; Bruce, 2022). The human resources referred to in this paper are educational staff at SMA Negeri 1 Kota Cimahi.

The existence of human resources in these institutions has a significant role both in terms of administration and operations (Sidabutar et al., 2023). Human resources must be appropriately managed to play a role according to their function (Basalamah, 2021; Sedyastuti et al., 2021). That is why there is a need for human resource management. The effectiveness of human resource management in schools is vital; the primary key to planning and educational development programs to run optimally is in the hands of educators and education staff in schools (Gunawan, 2021; Ahmad et al., 2021).

Research related to human resource management was conducted by Jumadi (2023), who said that human resource management could improve the quality of education. Nurhab (2022) added that human resource management could improve teacher performance. Azizi et al. (2021) said that strategies to increase human resources could be carried out through flexibility, strengthening internal efficiency, talent acquisition, and making innovative changes based on organizational assessments and the need for smooth business activities. Collins (2021) adds that CEO managerial cognition, social capital, and human capital help improve the quality of employee human resources.

The existence of the 21st century was marked by the era of the industrial revolution 4.0, which in the 21st century made it a century of openness or a century of globalization (Lubis, 2019; Kubina et al., 2021; González-Pérez, 2022). Human life in the 21st century has experienced many changes, and this century also demands quality human resources in all their efforts and work results. This applies to every aspect of human resources in various domains, including the world of education (Pattiasina et al., 2022). Superior quality human resources will be produced by teachers who can master super-fast technology (Sugiarti, 2023). Therefore, to answer the challenges in the Education 4.0 era, teachers not only change their teaching methods but must be able to improve and adjust their competence, quality and professionalism (Mardhiyah et al., 2021). As leaders in learning, teachers must be able to adapt and be ready to change to face challenges in the industrial era of 4.0. Teacher competence must also be increased to keep

up with the flow of information and technology developments (Kamila et al., 2022).

SMA Negeri 1 Kota Cimahi is a top-level educational institution with teachers with the majority of technology stutterers. This causes teachers or staff at SMA Negeri 1 Kota Cimahi to need help meeting existing demands. At one time, a teacher still has to learn to understand proficiency in using technological tools, and at other times, he has to pursue the demands of other skills. This then causes boredom or burnout in the teacher. The fatigue from the effects of these demands caused teachers at SMA Negeri 1 Kota Cimahi to seem indifferent to the assignments given to them.

The impact of all of this is that the teacher needs help to achieve the learning objectives that were previously formulated. In addition, another thing that is a form of teacher burnout at SMA Negeri 1 Kota Cimahi is the existence of various assessments in the learning process, which now demands more dominant affective and psychomotor aspects than cognitive aspects, as stated in the independent learning curriculum. As a result of the confusion in making repeated assessments, the assessment on one aspect was not carried out only roughly. As a result, there will be inequality at the end of learning. These characteristics then, as mentioned, indicators of someone experiencing burnout are; 1) emotional exhaustion, namely the feeling of being overwhelmed and bored in carrying out the assigned tasks and responsibilities; 2) depersonalization, namely the emergence of attitudes and behaviours that are marked by indifference, apathy, coldness, and tend to keep a distance from things related to work; 3) lack of personal accomplishment, namely feeling ineffective at work and not achieving goals or targets and even having the intention to change jobs (Parashakti et al., 2022).

Burnout is a new term for stress (Syamsu et al., 2019). Burnout is a term that was first coined by Freudenberg in 1974, which is a representation of the psychological stress syndrome, which shows a negative response as a result of work pressure (Sari & Faculty, 2022). Burnout is defined as a condition in which individuals experience physical exhaustion, cynicism (depersonalization), mental exhaustion, reduced ability to solve problems (reduced personal accomplishment), and emotional exhaustion (emotional exhaustion) that occurs due to feeling depressed over a long period in stressful situations. Demands high emotional involvement (Parashakti et al., 2022).

In order to overcome this, the principal took the initiative to implement human resource management at SMA Negeri 1 Cimahi City. Human resource management is closely related to the management of individuals in the organization so that each individual contributes to achieving organizational goals (Sutiawan & Fauzan, 2021). Human resource management in education can also be used to increase educational actors' individual productivity to make them more productive than before (Sidabutar et al., 2023).

As for research with a similar theme conducted by Assa (2022), the results of his research show that burnout syndrome can be overcome by reducing the workload. Yovani et al. (2021) also conducted the same research and said that burnout could be minimized with ASIMERU (I am Ready to Face Change)

training. Aprianti & Mashun (2023) said that burnout could be reduced by Self Regulation Learning.

From some of these studies, research on efforts to overcome burnout through human resource management has not yet been found. The majority overcome burnout with training and reduced workload. For this reason, this is what differentiates this research from previous research. This research focuses on human resource management by the theory of mind in overcoming burnout in SMA Negeri 1 Cimahi City teachers. The concept of human resource management in overcoming burnout at SMA Negeri 1 Kota Cimahi uses the theory of mind. Theory of mind, commonly abbreviated as ToM, is the human potential to understand the mental conditions of other people as well as himself, which includes feelings, beliefs, and desires used in predicting what other people think. This study aims to analyze the implementation of human resource management by the theory of mind in overcoming burnout in SMA Negeri 1 Cimahi City teachers.

RESEARCH METHODS

This study uses a qualitative research method with a case study type. This research focuses on human resource management in overcoming burnout at SMA Negeri 1 Kota Cimahi. This institution has its uniqueness in overcoming the burnout experienced by its teachers. That then became why the researcher determined the research location at SMA Negeri 1 Kota Cimahi. This research is expected to fully and thoroughly describe human resource management in overcoming burnout at SMA Negeri 1 Cimahi City. According to Yin, data analysis in this descriptive research does not require control over the events being studied; it is enough to observe and explain (Burmansah et al., 2020).

Data obtained through direct observation (observation), interviews and described documentation were then filtered according to the research focus so that conclusions could be formulated easily. Determination of informants or informants in this study using a purposive sampling technique so that the data obtained can be accounted for and valid. There were four selected informants: head of school, deputy head of curriculum, deputy head of student affairs, and subject teacher. The researcher then presents a systematic explanation after going through data screening. The data filtering is only adjusted to the research focus so that it is still based on facts at the research location and can be measured regarding objects and those related to location conditions to conclude (Nana & Elin, 2018).

The data analysis technique has been carried out since the research was carried out, which starts with the presentation of the data as a whole. The data is selected and reduced according to the research theme. Then the data is presented neatly and systematically according to the research focus and ends with drawing research conclusions.

RESULTS AND DISCUSSION

Theory of mind is the ability to understand thoughts and feelings of oneself and others; this will function in order to be able to understand, explain or predict what behaviour is desired and believed (Rotenberg et al., 2020). This

theory is related to social cognition, which refers to a person's understanding of the social world around him, starting from himself and others in psychological terms, such as beliefs, intentions, hopes, emotions, desires, and so on (Singh et al., 2021).

In its implementation at SMA Negeri 1 Kota Cimahi, this theory was used as the basis for human resource management, which was used to overcome burnout in teachers or staff there. Based on the interview data presented by the principal, several stages are carried out as a form of human resource management at SMA Negeri 1 Kota Cimahi. Among them is the identification stage, which contains how the principal tries to recognize each character of the teacher or staff as his subordinate, recognizes his vision of being in the institution, and recognizes how the teacher or staff achieves these goals. The second stage is called imitation, which contains the principal positioning himself as a teacher or staff based on that goal. The third stage is called attention, involving teachers and staff in solving problems. Then the last stage concludes all the information collected from the initial stage to make a joint decision.

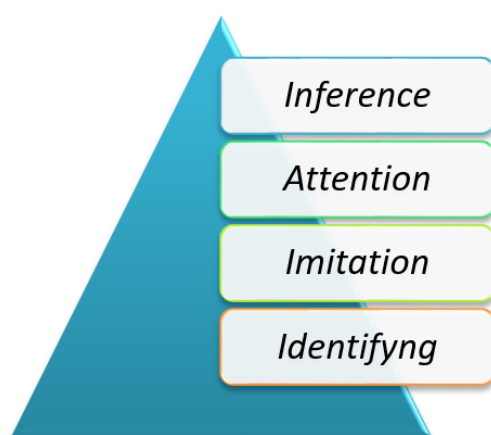


Figure 1. Human Resource Management at SMA Negeri 1 Kota Cimahi

Wawan Rahwan, the head of SMA Negeri 1 Kota Cimahi, said, "To overcome fatigue or boredom at work due to too many demands, I apply human resource management with a mindset approach. So, it is easy for me to try to approach before deciding to help with what kind of assistance when my subordinates are experiencing a fatigue point like that. The HR management I carry out has four stages, namely, introducing both the character and the purpose of working here. Then the imitation stage, meaning I try to be in his position regarding goals and how to achieve them, right? I call the third stage attention; in this stage, my subordinates and I are aware and pay attention to each other that there is a problem in our midst, and we need to find a way out of it to be involved in finding a solution.

Moreover, the last is collecting information to make a decision or a solution together. The reason for implementing HRM with this mental approach is because the burnout condition is closely related to the mind; for this reason, it is necessary to approach and find out with the mind. You cannot immediately provide a solution like this and this because the problem you are facing is feeling tired."

From this explanation, it can be understood that the stages of human resource management in overcoming burnout at SMA Negeri 1 Kota Cimahi are divided into four stages: introduction, imitation, attention, and conclusion/decision-making stage.

Identification

At this stage, the principal of SMA Negeri 1 Kota Cimahi tries to identify teachers and staff who are experiencing burnout, which in this case, recognizes them by analyzing what they see and hear themselves. This was conveyed by Wawan Rahwan, the principal of SMA Negeri 1 Kota Cimahi; "The first step I tried to identify as a teacher or staff who indicated they were experiencing burnout, for example, they started to be indifferent to their assignments, then gave up easily in completing their assignments, and most often they had high emotions. When I have found one of these characteristics, I analyze his personality, character, and goal so that I know how to approach him and invite him to communicate to get quality communication and be comfortable with each other. When I understood his personality, I recognized again what his original motive was for working at this institution. The goal is that I can determine how to remind him and motivate him to get excited again. At this stage, I usually ask questions and chat casually like that. After knowing what his goal is, then analyze again how he picked up that goal. The goals are various; some want to serve, and some want a salary like this or certification. That is on purpose."

The same thing was also conveyed by Dewi Lengkawati, the deputy head of the curriculum field, who said, "Usually the headmaster knows when I start to experience fatigue or what was called burnout, right? We approached and asked; he did not immediately ask why but reminded me what my purpose was here; that is how it was. Only then were they invited to chat and give a kind of reprimand but very subtle, whose purpose, I think, was to encourage. So, from there, I did not feel comfortable at first; it is the same thing when we are tired of work. It is like complaining, right? Even though we are paid, we do not just work. However, slowly, I started to feel comfortable talking to him because, in the end, I was asked to find a way out, not just give suggestions."

From this explanation, it can be understood that the identifying stage contains the introduction of the principal of SMA Negeri 1 Cimahi City as a leader towards his knowledge that is experiencing burnout. According to him, burnout happens to someone who is mentally related, so it must be approached slowly. The principal takes an individual approach and pays attention to and recognizes aspects of each person's need so that effective communication is established, knowing the best way to develop teachers personally. Such behaviour makes teachers feel cared for and motivated to achieve the same achievements as others (Hidayah et al., 2022).

The HR strategy carried out by the principal is a heart-centred ability. With this ability, a person will be able to know, understand, recognize, and feel the desires or desires of his environment and can take lessons from it so that that person will have easy interaction. Adapt as socially as possible. Based on this, the guidance of an emotionally intelligent leader can make people feel a mutually beneficial level of comfort (Ahmad & Ubaidillah, 2023). They share ideas, learn

from each other, make decisions, and complete tasks together. They form an emotional bond that helps them stay focused, even amid significant change and uncertainty.

Moreover, most important engagement at an emotional level makes work feel more meaningful. Moreover, everyone will feel happy, happy when the task is completed. These feelings move people to do something together, something that individuals cannot or want to do (Putu & Lusiana, 2018). Moreover, the emotionally intelligent leader knows how to form an excellent emotional bond.

In the theory of mind, it is said that in order to be able to understand other people, you must first get to know these other people, including knowing their goals (Rotenberg et al., 2020). In the theory of mind hierarchy, too, recognition of other people is the lowest category of mind. This recognition stage then has something to do with the next stage.

Imitation

The next stage is imitation, meaning that the principal tries to position himself as his subordinates and experiences and feels what his subordinates experience and feel. Somarja conveyed this as Deputy Principal of the Student Affairs Section, who said, "After getting to know each other, the principal tries to adopt or switch roles with teachers or staff experiencing burnout. For example, when our subordinates have many deadlines, they experience burnout and are silent; now, it is different from when we imitate many deadlines; I will finish the most urgent ones first. Even though not quickly, my teacher or staff will realize that what I did was a warning to him. Even though it does not change immediately, what should be analyzed first because it is still being processed first? I proceed to the next step when he is aware of my imitation.

The same thing was also conveyed by one of the teachers of Islamic Religious Education, who said, "Yes, I have experienced that, being reprimanded by the school principal for starting to be indifferent to my duties/work. At that time, I was like that because there were so many demands that I had to complete. Finally, the school's principal reprimanded me as if he had administrative duties for teachers, too, even though he was not teaching. He did this after asking about my motives for attending this school. At first, I did not realize this was a warning, but I thought about it repeatedly. Finally, I understood that he told me I was careless, and the initial solution was like this, which is what he meant."

From this explanation, it can be understood that exchanging roles is the next step in implementing HRM at SMA Negeri 1 Cimahi City to overcome burnout. In this case, the principal always pays attention to the teacher personally so that the principal understands the condition and character of each teacher in the school who acts as a motivator and trainer. The nature of such principles can be called empathy. Empathy is awareness of other people's feelings, interests, desires, problems or distress (Putri, 2019). Individuals with empathy can always understand and explore other people's feelings from their perspective. One more advantage of individuals who have empathy is being able to develop other people's potential, always wanting to fulfil the interests of others, and understanding the feelings and problems of groups and those in power in an

organization (Syukri et al., 2019). Empathy is the same as being sensitive, caring and participatory, describing one's attention to changes and the emotional state of others. A person with high sensitivity can feel the difficulties of others as if he felt them. This individual can provide the best solution to people facing problems. At the same time, positive traits describe a person's ability to speak positively and avoid using negative sentences.

In the theory of mind hierarchy, empathy is a category of thought one level above recognition (Rotenberg et al., 2020). To gain empathy in the theory of mind begins with imitation, namely a human tendency to carefully observe the behaviour of others and do what they do (imitate). This subtle, automatic form of imitation is called mimicry, and when people imitate one another, they can achieve a state of sync. Interestingly, people who enjoy interactions align their behaviour more, and increased sync can lead to people enjoying their interactions more. Several research findings indicate that synchronization is made possible by brain mechanisms that closely link perceptual information with motor information (Yong et al., 2022).

Attention

The next stage is attention; in this case, the principal invites teachers or staff who are experiencing burnout to find the best solution; this is as conveyed by Sukarsa, Deputy Principal of the Public Relations section, who says that "Based on my experience when experiencing burnout, the principal invites me to talk - talked about it, but the direction was towards a solution to the problem I was experiencing, namely the overloaded deadline at that time. The principal does not necessarily give suggestions like this and that but rather asks how things are going, what about work, about deadlines, and how good the solution is, which is related to my initial goals in this institution. Being asked like that gives a distinct impression to me feeling cared for. Like that, I feel tired, and my boredom has decreased a little, even though I have not found a solution yet. Only then, together to formulate a solution, there are options that I offer, which he then responds and comments on."

From this explanation, it can be understood that the third stage is attention packed with casual chat to solve the burnout experienced by his subordinates. This is a form of collaboration and communication that the school principal tries to build with his subordinates who need help (Dakabesi & Wicaksono, 2022). Collaboration and communication are several supporting factors for the success of schools as a place to form a quality generation (Khoiriyah, Imami, Khoiriyah, Jadid, & Java, 2022). Forming a quality generation in all aspects can be done by the school principal, and must have the support of the entire school community (Suharjo, 2022). Therefore, the principal must commit to working with the school community as the top leader.

In the theory of mind hierarchy, attention is a category of thought one level above empathy (Rotenberg et al., 2020). The form of attention in this HRM, which is a form of solution to the problem of burnout experienced by teachers or staff at SMA Negeri 1 Kota Cimahi, is in the form of teachers or staff being allowed to be involved in finding solutions to their problems, the principal as a partner, not a boss. Leading an organization is an influencing process related to getting

someone to work together to achieve a common goal (Istanto, Murjani, Arbainsyah, Yani, & Karimah, 2022). For that, a leader must be able to motivate, inspire and guide members of the organization to create a supportive environment to support these common goals.

Inference

The final stage is interpreting any information obtained from the previous three steps. The principal begins to provide an understanding to teachers or staff at SMA Negeri 1 Kota Cimahi who are experiencing burnout regarding information obtained from the start, which can inspire their subordinates to use it as a learning point when burnout returns. The principal conveyed this in his statement; "Finally, I usually give understanding to teachers or staff who are experiencing burnout about the results of my analysis of themselves. For example, starting from their character like this, they usually work around this, sir or madam. Then remind them of their goals. They express themselves like that, which I also relate to the institution's goals. Before then, inviting him to find solutions for himself when experiencing burnout. Then it is decided which solution to try to live with. This is done with a cool head, calm, without emotion, and prioritizing common interests."

From this explanation, it can be understood that the final step of HRM with the mental approach applied by the principal of SMA Negeri 1 Kota Cimahi in dealing with his subordinates experiencing burnout is to conclude information and tell his subordinates to then decide on a final solution. Making a decision cannot be done like turning the palm, but requires careful thought (Rahmawati & Lestari, 2020). This is because the decision will, in turn, impact many aspects. Therefore, to obtain an accurate decision, consideration is needed to minimise the possibility of negative impacts arising from the decision. As a school principal, you must pay attention and consider deciding on the case at hand in order to prevent unwanted things from happening. The principal of SMA Negeri 1 Kota Cimahi, in making decisions about solutions to the burnout problem, as a leader, the principal is done with a cool head, calm, unemotional, and always puts the common interest first. This attitude is carried out by the principal so that the decisions taken can positively impact all existing school elements, such as teachers, school employees, and even students.

In the theory of mind hierarchy, conclusions are the top thought category (Rotenberg et al., 2020). The essence of the conclusion in this theory is meant to clarify that what one person sees, in this case, the principal, is the same as what other people see, namely teachers or staff who are experiencing burnout. This is what is desired by the theory of mind. The connection with human resources at school is that when school personnel experiences burnout, what is needed is someone who wants to understand it and invites them to tell the story and find the best solution.

Through this approach, the principal hopes to help his subordinates overcome burnout and become quality subordinates. Qualified teachers and staff at SMA Negeri 1 Kota Cimahi illustrate the existence of quality human resources

in an organization that enables the institution's objectives to be achieved effectively.

CONCLUSION

From this explanation, it can be concluded that the implementation of human resource management carried out by the principal of SMA Negeri 1 Kota Cimahi in overcoming burnout in his subordinates has four stages, namely; 1) identifying, which contains how the principal tries to recognize each character of the teacher or staff as his subordinates, then recognizes his vision of being in the institution and recognizes how the teacher or staff achieves these goals, 2) Imitation which contains the top positioning himself as a teacher or the staff based on the purpose earlier, 3) Attention, means trying to involve teachers and staff in problem-solving, 4) Inference, is concluding all the information collected from the initial stage to make a joint decision. This research is limited to the primary stages regarding human resource management in schools in dealing with burnout; for this reason, further research is needed on the supporting and inhibiting factors.

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