

BURNOUT RISK OF FOSTER GUARDIAN; AN ANALYSIS OF AVOIDANCE STRATEGIES

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Abstract : *This study presents the handling of burnout in foster care in terms of service to students. Foster guardians play a significant role as second parents who must control, foster, motivate, and protect students. This foster guardian has fostered children of more than ten people, where the foster guardian must recognize the students' character one by one, which causes burnout in serving the students. This study aims to understand strategies to avoid burnout in foster care by serving students with unique characteristics. This study used a qualitative method with a case study type. This study focused on one case: the caregiver who experienced burnout in serving students. The results showed that burnout in foster care could be handled in several ways: ruhul jihad, guardianship mentoring, Knowledge sharing and caregiver advice. The research implies that foster carers must have innovation and creativity in dealing with foster children so that foster carers experience satisfaction in serving students.*

Keywords : *Burnout Risk; Foster Guardian; Avoidance Strategies.*

Abstrak : *Penelitian ini menyajikan tentang penanganan burnout pada wali asuh dalam segi pelayanan terhadap santri. Wali asuh sangat berperan sebagai orang tua kedua yang mana harus mengontrol, membina, memberi motivasi, dan mengayomi santri. Wali asuh ini mempunyai anak binaan yang kurang lebih dari sepuluh orang, dimana wali asuh harus mengenali satu persatu karakter santri tersebut hal itulah yang mengakibatkan wali asuh burnout dalam melayani santri. Penelitian ini bertujuan untuk memahami strategi menghindari burnout pada wali asuh dalam melayani santri yang mempunyai karakter yang sangat unik. Penelitian ini menggunakan metode kualitatif dengan jenis studi kasus. Penelitian ini terfokus pada satu kasus, yaitu penanganan wali asuh yang mengalami burnout terhadap melayani santri, Hasil penelitian menunjukkan bahwa penanganan burnout pada wali asuh dapat ditangani dengan beberapa cara, yaitu; ruhul jihad, mentoring kewaliasuhan, Knowledge sharing dan nasehat pengasuh. Penelitian memberikan implikasi bahwa wali asuh harus memiliki inovasi dan kreativitas dalam menangani anak asuh agar wali asuh tidak mengalami burnout dalam melayani santri.*

Kata Kunci : *Resiko Kelelahan; Wali Asuh; Strategi Penghindaran.*

INTRODUCTION

Foster guardians are several administrators under the auspices of the head of the section and counselling tasked with fostering and emotionally fostering several students. Foster guardians have duties like parents to their children, so their existence plays a central role in the effectiveness of santri activities, from spiritual to vigorous activities of students, from those that will still be carried out to those that will be evaluated. Foster guardians developed by Pesantren are very different from the concept of homeroom teachers found in formal educational institutions; it is just that they pay attention to their students for +10 hours; the concept of foster guardians in Pesantren is carried out intensively for 24 hours (Ishomuddin et al., 2021).

Pesantren have a guardianship program to foster, guide, and serve students well. As is the case in the pesantren Nurul Jadid, which has a guardianship program so that female students have experience of becoming parents before their time, Foster guardians as teaching staff and serve students well; foster guardians are tasked with accompanying and educating students in building the character of students or foster children (Agus R & Aliah, 2020). Foster guardians play a crucial role in serving, fostering, and nurturing students; Foster parents have fostered children of more than ten students, and foster parents must recognize the students' character individually (Ranam et al., 2021). The role of foster carers as learning agents includes; 1) foster carers as facilitators, namely to make it easier for students to carry out activities, 2) foster carers as motivators, which is very relevant to the theory put forward by Harini Fajar et al. That motivation is a form of one's attitude in encouraging one to achieve specific goals; in this case, foster parents encourage students positively, and 3) foster guardians as companions in Islamic boarding school learning activities so that they feel genuinely cared for by foster guardians (Imania & Rifa'i, 2019).

That is what causes burnout for foster parents because they are not only teaching staff but, being a second parents who must control students for 24 hours and have students who are unique and very difficult to manage; Foster parents will experience burnout because apart from having the academic duties of foster care campuses also serve students, foster, protect, motivate, and educate students well (Hidayati & Ekhsan, 2022). Foster guardians will face challenges in serving students who have unique characters so that in serving, they remain productive; Foster parents must have different abilities in serving students who have unique characters so that foster parents do not experience burnout in serving students. Foster guardians must recognize the character of students well. (Atmaja & Suana, 2019) Foster guardians will experience burnout marked by fatigue, depression, not being productive in serving students, feeling tired, and often sick. Foster guardians feel dizzy and exhausted in dealing with students who are very difficult to manage with their activities (Apriningrum & Utami, 2021).

Education in pesantren schools is a form of education that organizes Islamic religious learning activities for students who are cared for by clerics who live or live together in one location. Pesantren is spread worldwide, including the pesantren Nurul Jadid

Probolinggo. This pesantren is well known for its good quality and quantity, in terms of service, formal and non-formal institutions, and facilities. One of the facilities in Pesantren is the presence of foster guardians who act as substitutes for second parents, motivators, educators, and mentors. With that, pesantren have a tradition in everything or get used to practising forms of values and implementing them in everyday life. With that, pesantren have a tradition in everything or get used to practising forms of values and implementing them in everyday life (Minarti et al., 2022). In this case, the foster guardian has a responsibility as well as the parents who always control all students' activities.

According to research Fitriyah (2021), foster parents are the second parents in Pesantren, where foster parents play an essential role in building students' knowledge, skills, and character. According to the Masyitoh (2018), foster parents must develop important characters or values that must be instilled in students. Namely love for God and the universe and its contents, responsibility, discipline and independence, honesty, trustworthiness and diplomacy, respect and courtesy to the board of pesantren, generosity, helpfulness and cooperation, creative self-confidence, and fairness in leadership. According to Karim & Masrukin (2020), McCammon et al. (2022), and Susanti et al., (2018), that foster guardians must control, motivate, guide and foster students well. Foster parents will experience burnout because they serve some students who are very difficult to manage in ongoing pesantren activities. Burnout experienced by foster carers is emotional exhaustion in serving students, the foster carers they experience are emotional stress, and foster carers are faced with students who are very difficult to manage, do not have good ethics in behaving, and misbehave to foster guardians and other parties. According to researchers Pratiwi & Fitriyana (2021), that burnout is a service-related syndrome that involves emotional exhaustion, depersonalization, and reduced personal achievement. Burnout can cause frustration, loss of control, and decreased enthusiasm for serving students.

From previous research and the explanation above, foster parents play an essential role in the pesantren environment. where foster carers are not only teaching staff. However, they are second parents who always accompany students 24 hours a day, and foster guardians must recognize the character of the students one by one. Foster guardians are assigned to assist and educate students in building their character in life. Foster parents are also required to solve problems that occur with students so that the character education process undertaken by students can be accepted and processed correctly. This causes foster care to experience burnout because foster care not only serves and guides students but must recognize the character of each student. Foster guardians must divide their time to serve or guide students so that foster parents do not experience burnout because foster guardians play an essential role in Pesantren. Even though foster carers experience burnout in serving students, foster parents still have ghiroh in serving students. Because guardianship is a program of the pesantren Nurul Jadid, from the review of several previous studies, researchers have the opportunity to be a reformer in researching handling burnout in foster

care in serving students at Pesantren. The researcher aims to show that foster carers play an essential role in serving students; even though foster carers experience burnout when serving students with unique characters, foster parents still have a passion for serving, teaching, and caring for students to become better students. Therefore researchers are interested in researching burnout handling in foster care in serving students at Pesantren.

METHOD

This research was conducted at the pesantren Nurul Jadid in Paiton, Probolinggo, where there are five regions of the pesantren Nurul Jadid. One is the Az-Zainiyah area, which has the most students or foster children. The uniqueness of the Az-Zainiyah region is that it has an ancient building and has the most students because it is the oldest area. The superiority of the Az-zainiyah region has produced students with good morals, and many institutions are of great interest to students. This study uses a qualitative method of case study type. To better understand the handling of foster carers who experience burnout in serving students, the researchers conducted interviews with the regional counselling counsellors and motivasional division administrators. This research focused on one case, namely the handler of a foster parent who experienced burnout in serving students. Data collection techniques are carried out through observation, interviews, and direct observation through documentation. This interview was carried out in a structured way for the regional counselling counsellor and motivational division administrators. Observation techniques are data collection techniques by observing not limited to people. Observations were made by observing the process of service activities for students in progress. Moreover, the documentation to find out burnout snack strategies for foster carers in serving students. The Miles, Huberman, and Saldana (2014) data analysis technique is carried out in data reduction, data display, and conclusion or verification stages.

RESULT AND DISCUSSION

In 2018 the pesantren Nurul Jadid implemented a guardianship program. Foster guardians are pesantren administrators under the auspices of the head of the guidance and counselling section, whose task is to foster spiritual and emotional development. The existence of foster guardians in Pesantren plays an essential role in students' daily life but cannot be separated from the supervision of caregivers. The foster guardian will interact directly with the students every day; he places his position as a temporary parent for the students.

ZR, the regional BK administrator, said that foster parents are essential in serving students. When in the boarding school environment, it is the foster guardian who is responsible for all the activities of the students, as well as giving directions and guiding the students. Foster guardians here are not only in optimizing program activities but fulfilling all individual activities of the students to position themselves as temporary parents

(*madrasatul ula*) who can understand the condition and character of the students. Foster guardians spend time with students using a persuasive approach and provide appropriate and suitable solutions. Because basically, students are ordinary people who have the instinct to express things related to themselves. That is why foster carers experience burnout in serving students; apart from serving students, foster parents still have academic assignments that must be done. Foster guardians are fully responsible for the students who become their foster children; in which Foster parents must understand the condition of the foster child, from the minor things to no matter how big the foster guardian must understand such as eating, drinking, communicating with parents, and problems personal problems. SZ as the foster guardian, said that he had experienced burnout due to caring for or serving students or foster children, which were unique. Not only serving but accompanying students who have problems until they are finished.

The view Hayati & Fitria (2018), burnout is a symptom of physical, emotional, attitudinal, and behavioural exhaustion, feelings of self-dissatisfaction and distrust of one's abilities, and a lack of desire for personal achievement arising from prolonged service stress. The characteristics of a person experiencing burnout are; 1) Fatigue which is a process of loss of energy accompanied by fatigue. Burnout sufferers experience physical fatigue, characterized by a feeling of lack of energy; b) Escape from reality; Burnout sufferers tend to avoid responsibility for services and often skip classes or are irresponsible with their services; 3) Impatient and irritable; Burnout sufferers are more easily angered and offended by unimportant things because of their circumstances. In the view of Noh et al. (2022), burnout is the level of fatigue and physical and psychological fatigue experienced by foster parents in serving students, such as depression, insomnia, anxiety, and stress. NM as the foster guardian, said that he had experienced anxiety because foster children or students had problems that were prohibited by the pesantren. In line with the Riswani (2018) opinion, many verses have discussed burnout in the holy book of the Qur'an. So that it can be said that before the science of psychology examines burnout, Allah has previously discussed spreading the term fear, anxiety, sadness, and others. Among these verses is the letter Al-Baqarah verse 38, Allah explains, "So whoever follows My instructions, they will not be afraid, and they will not be sad". Moreover, in the letter of Ali-Imran, verse 139, "and do not feel low and do not feel sad, you are the highest (noble) people if you believe". Surah Al-Ma'arij verses 19-21, "Indeed, humans were created to be greedy and miserly. When he is overwritten by grief, he complains. Moreover, when he gets good, he is very stingy.

In line with (Muna, 2020), the handling of BK administrators for foster carers who experience burnout is by holding special events or guidance in the region. Events or unique guidance scheduled by the BK management as a burnout management strategy for foster carers, namely the initial steps;

1. The Spirit of Ruhul Jihad

The spirit of *jihad* is the soul that encourages humans to work or fight in earnest (Amiyah & Subiyantoro, 2020). With the presence of *ruhul jihad*, foster parents get motivation and lectures and provide sparks of spiritualism. The pesantren Nurul Jadid applies this spirit of *jihad* so that the foster parents have a sense of *ghiroh* in serving the students. *Ruhul jihad* is scheduled by the central BK board once a month. *Ruhul jihad* is an activity in the Azzainiyah area to provide motivation or lectures so that foster parents feel energized when serving students who are very difficult to manage. *Ruhul jihad* aims to make foster parents have *ghiroh* in serving students. Moreover, this *Ruhul jihad* is followed by foster parents, special administrators, and regional heads. Caregivers, central BK administrators, or experts in that field fill *ruhul jihad*.

NF as the foster guardian, explained that with the spirit of *jihad*, Pesantren hopes that foster guardians, regional heads, and special administrators can provide the best service to students. With this spirit of *jihad*, foster guardians, regional heads, and special administrators will hopefully have a sense of enthusiasm in serving the santri. With the *Ruhul jihad*, the foster guardian will foster a sense of enthusiasm in serving and educating the centre. This is based on the existence of *hablum min Allah*, *hablum min al-nass*, and *hablum Min al-Alam* (A. Saputra et al., 2021).

2. Mentoring The Foster Guardians

Mentoring guardians is caring for, fostering, advising, supporting, or educating children or students of various characters. This mentoring activity is held by the central BK every two months once. This mentoring activity is filled directly by people skilled in child care or santri (Simatupang et al., 2022). According to Robert Clinton, mentoring influences serving and providing children with professional direction and psychological support (Labibatussolihah, 2022). This mentoring activity aims to make foster carers more compassionate in providing services to students, developing character, and cultivating students' potential in *al-tawazun* (balanced between spiritual (heart and feelings)) and potential intelligence (Etfita & Montessori, 2021). In the view of Fauchald et al. (2022), mentoring is a relationship where a person has experience providing sound guidance and support to foster parents in serving students with several varied characters. The pesantren Nurul Jadid implements guardianship mentoring activities so foster parents get enlightenment and motivation to provide services or guidance to foster children or students.

In the pesantren environment, especially in character education, it is crucial because when students go down in the community, their morals will be assessed when interacting. In Romdoni & Malihah (2020), character education is a conscious, planned effort to carry out rules of behaviour that are considered very good. Character education is not only applied to students, but all Pesantren throughout Indonesia also implement character education because character education is essential in the life of students. With

this guardianship mentoring activity, foster guardians can build good character toward students. This guardianship mentoring activity is a nurturing activity that adopts the pattern of foster care for students or foster children. This mentoring activity emphasizes the importance of communication and interaction between foster parents and students so that the foster guardian knows the character of the santri or foster child.

This guardianship mentoring activity aims to build the student's character to be better and superior, as well as knowing how to properly serve or care for students so that foster parents do not experience burnout. RN, as the foster guardian, explained that with foster care mentoring, foster guardians could build religious character and care for students with various characteristics and understand various kinds of students.

3. Knowledge Sharing

Sharing (sharing) is a solution carried out by regional counselling for foster carers who experience burnout in serving students, where the sharing of foster care is accompanied by the regional head and two regional assistants (A. F. Saputra, 2022). According to Gurteen's theory (2006), in the form of a communication process that aims to improve and discuss each member's self. The purpose of this sharing is that foster carers can express all their complaints or feelings of boredom when carrying out ongoing services for students. With this sharing of guardianship, the foster guardian will get a solution when sharing occurs. The sharing of foster care is held once every two months at the Azzainiyah Counseling Office (Purwanto et al., 2021).

The sharing of foster carers is not only carried out at the counselling office, but we fellow foster carers carry out the sharing ourselves accompanied by a companion located in our own regional office. With this sharing, foster guardians will get solutions to the problems they are experiencing (Halimatus Sa'diyah). As the foster caretaker explained above that, with this sharing, the foster caretaker can bring out the worries or problems they are experiencing. Moreover, with this sharing, foster parents will get solutions from this forum. How to implement this sharing can use paper containing questions or problems experienced by foster parents when the implementation of services occurs for students.

4. Caregiver Advice

Caregivers' advice is teaching or motivation given to foster guardians. The central counselling board holds this nanny's advice within six months to increase the foster guardian's birth in serving students. The nanny's advice was not only followed by the foster carers, but all administrators were involved in the event. The nanny's advice contains moolah and motivation for foster carers and administrators, so they are enthusiastic about serving students.

In the view of Robikhah & Sari (2021), advice is made by motivating or providing support to foster parents or all administrators who follow them so that they have

enthusiasm in serving students; advice is carried out using smooth and polite language. With the nanny's advice activities, foster carers will get motivation and will foster a sense of enthusiasm in serving the students as a foster guardian (Ainil Yaqinah) explained that with this caregiver's advice, foster guardians will have more compassion in serving students, as well as nurturing, educating, and being a good motivator for students.

From the explanation above, it is clear that burnout treatment for foster guardians, in the opinion of the Az-zainiyah regional counselling counsellor, can be handled or overcome through a spirit of jihad, guardianship mentoring, knowledge sharing, and caregiver advice. With this activity, the foster guardian is enthusiastic about serving the students.

According to LF as an administrator of Motivational Division, burnout is a saturation experienced by someone when carrying out activities or services excessively. The Nurul Jadid Motivational Institute is one of the institutions under the auspices of the Islamic boarding school to realize the vision and mission of the institution as a continuation of the great aspirations of the founder K.H. Zaini Abdul Mun'im, which is not only producing kya, but strong Muslims, who carry their religion wherever they are. Therefore, Motivational Division is to make pesantren institutions that form pious, knowledgeable, insightful, national, and community-serving individuals. Therefore, LMNJ is here to care for values in Pondok activities, especially motivational institutions (Syafiih, 2022). The Nurul Jadid Motivational Institute (LMNJ) creates harmony in facilities and infrastructure that allows recitation, worship, learning, and service. The program at Motivational Division uses a manual, namely students and foster carers, administrators, and the community who wish to consult regarding psychology or will take literacy classes must contact the Nurul Jadid Motivational Division office directly. This resulted in less than optimal management, service, and delivery of information related to the institution's activities (Fachrudin, 2019). Symptoms of burnout can be characterized by the following; 1) physical fatigue, manifested by reduced energy, feeling tired for a very long period, and showing physical complaints such as headaches, nausea, difficulty sleeping, and experiencing changes in eating fatigue, expressed by reduced arousal in carrying out activities or work; 2) Mental fatigue, which will experience a cynical attitude towards others, tends to be very detrimental to oneself, more generally expressed *suudzon* (wrong prejudice) towards others easily, and; 3) Emotional exhaustion, which will show symptoms such as depression, feelings of helplessness, feeling tormented in carrying out work, and feels boredom in doing work.

5. Recognize

Recognize, namely, paying attention to the signs of starting burnout. If you already feel the symptoms of burnout, then immediately get enough rest. Programmed and sufficient rest is essential for foster parents and all pesantren administrators so that they have a more compassionate feeling in serving students. Rest is a condition of being

calm, relaxed without emotional stress, and free from anxiety. Foster guardians or boarding school administrators take advantage of their rest time by sleeping, reading books, chatting with fellow foster guardians or fellow boarding school administrators, and making *maqbarah* pilgrimages for caregivers to be given the challenge or fortitude when serving unique students. By knowing the signs of burnout, foster parents and boarding school administrators can divide their time between serving students and resting to be even more maximal in providing student services. Swj said that being a foster carer in serving students is unique and very difficult.

6. Reverse

The reverse is to restore the mental state by seeking support and managing stress. Support can be obtained from friends, family, or groups (friends) around him. Stress is a condition experienced by a person when there is a discrepancy between the demands received and the ability to overcome them. Responses to situations and adaptations to the environment that have a positive impact are called eustress. Conversely, when there is a negative response, it will become distressed. If this negative response is not managed correctly and does not seek support, it will cause a person to be mentally disturbed.

Moreover, according to Bunyamin (2021), Foster carers or caretakers who experience negative stress (distress) must know the procedures for managing stress so that it does not have a negative impact that can affect services and health (physical and mental). Stress can affect a person's life unless he has an adequate adaptive response. In the explanation above, there is an approach to managing stress, namely a psychological approach. In the following, several psychological strategies for managing stress will be described, namely time management, which is the ability of caregivers or administrators to plan, organize, tighten schedules, control, use time, prioritize, and carry out individual responsibilities to achieve set goals. The purpose of time management is to increase the effectiveness and efficiency of job. Effectiveness can be interpreted as achieving target goals with the use of the time that has been planned, while efficiency means using less time than what was previously planned. Furthermore, relaxation is an alternative psychological approach widely used in managing stress and anxiety, either as individual therapy or as part of holistic therapy. Relaxation is the termination of thought (concentration) so that the muscles relax.

In a relaxed state, blood vessels become elastic so that they can facilitate blood flow throughout the body, which causes a feeling of being relaxed and warm, the heart rate will slow down, and the work of the heart is not heavy, which will affect the work of other organs of the body. Relaxation can be interpreted as a calming meditation with concentrated breath to restore the body to a fit state. The benefits of relaxation include that relaxation will make individuals better able to avoid overreactions due to stress. Reduce anxiety levels; some evidence has shown that individuals with high levels of

anxiety can show positive physiological effects through relaxation exercises, increasing enthusiasm for carrying out daily activities, fatigue, mental activity, and delayed physical exercise can be overcome more quickly by using exercise. As well as meditation is an activity to focus the mind on a specific target with an optimal level of awareness and feel the effects of meditation within himself. The effect of meditation is that there is a decrease in the frequency of brain waves, breathing becomes slower, and the need for oxygen decreases. Adherents of Hinduism and Buddhism initially practised meditation. However, meditation has undergone modifications and developments because it has been used as an alternative to recovery fitness and therapy for people with psychological disorders. In Islam, solemn prayer and *dhikr* are equivalent to meditation. Therefore, for foster carers or caretakers who are not skilled in carrying out meditation practices, the guardian foster can sit in complete silence and then pray and think (Zamroni, 2022). The guardian foster will get the same calming effect as those who carry out meditation, even more, meaningful because there are values divine in it. As a foster guardian, Sf said that when the guardian foster feels burnout in serving or nurturing, the guardian fosters must ask for support from her family or pesantren administrators.

7. Resilience

Building a healthy mentality by practising emotional management and self-care. This self-care can be done by getting enough rest, eating regularly, and exercising. *Emotions* are turbulent feelings in each individual, which can cause changes in facial expressions, resulting in actions to vent these emotions, such as crying, laughing, moving, and anger (Karisma et al., 2020). According to Juwita (2018), that the managing emotions is an individual's ability to recognize and change emotions. Managing emotions is included in personal counselling guidance. By managing emotions, foster carers and caretakers can care for themselves (self-care). Self-care is an activity carried out to care for oneself to reduce stress, managing and improving our mental self. Self-care begins with the individual's full awareness of himself by being aware of what will happen to him in the future so that he will manage, overcome, and prevent various problems that can affect his physical, mental, emotional, mental, and spiritual health (Nina & Pranajaya, 2020). Safaro, the head of the Azzainiyah area, said that when the guardian foster feels burnout in serving students or doing a very sudden job (deadline assignment from the centre), you have to rest entirely so you do not get stressed and stay physically healthy.

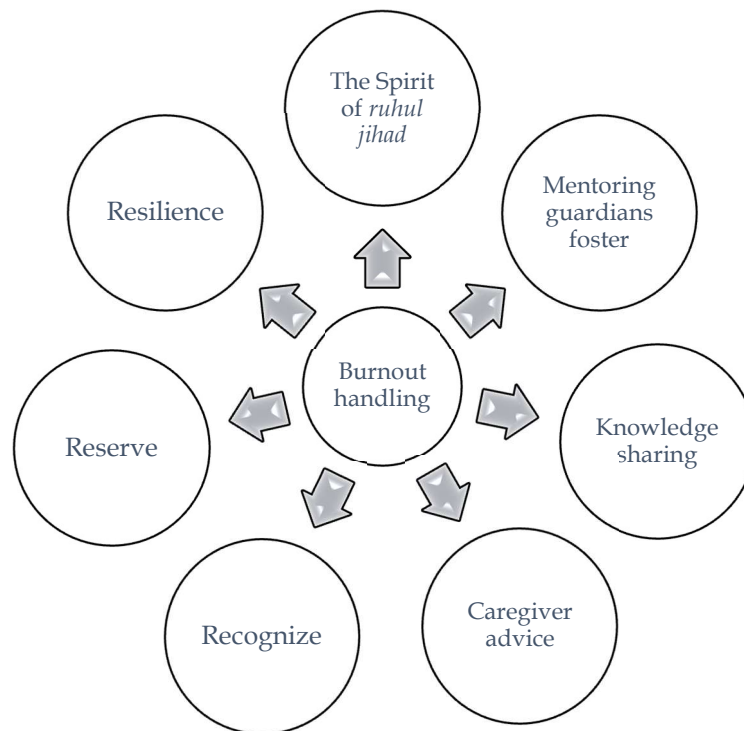


Figure 1: Several Burnout Management Strategies for Guardian Foster

This research explains the research results that the handling of burnout at the pesantren Nurul Jadid is through strategies: ruhul jihad, mentoring guardianship, knowledge sharing, caregiver advice, recognition, reserve, and resilience. This explanation is relevant to the theory expressed by Dana Yagil that handling burnout in foster care is through reserve and resilience, recognition, *ruhul jihad*, mentoring guardianship, knowledge sharing, and caregiver advice. With this research, the management of burnout in foster care can be handled with a strategy so that the students get excellent service.

CONCLUSION

Pesantren are places for students to study, both formally and non-formally. The guardianship program was implemented at the pesantren Nurul Jadid, especially in the Azzainiyah region. to foster, guide, and serve students well. In general, foster parents play an essential role in the pesantren environment, such as: controlling, motivating, guiding, and being counsellors to assist in the effectiveness of implementing pesantren activities, as well as the students themselves. Foster guardians are referred to as educators because they guide and teach helpful things to students. Foster guardians are an essential organ in the daily activities of students. Foster parents interact directly with students every day because they foster parents will supervise the activities of students, care for, guide and accompany their students in any case. That makes foster parents experience burnout in serving students because, on the other hand, foster guardians must recognize several different characters.

Strategies for dealing with foster carers who experience burnout at the pesantren Nurul Jadid, namely: ruhul jihad, guardianship mentoring, knowledge sharing, and caregiver advice.

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