

View of Earnings and Employee Status: What Differences Burnout Inclusion Teacher Are

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Abstract

The research aimed to find the differences burnout inclusion teacher based on earnings and employee status. This research used quantitative approach. This type of research was comparative research which compared two variables. A sampling technique of this research was random sampling. The samples are 69 respondents inclusion teacher at Duren Sawit District. The research scale was adapted by Maslach Burnout Inventory (MBI) that contains 25 items in the three dimensions. Those dimensions are emotional exhaustion, depersonalization, and reduced personal achievement. Data analysis techniques of this research were independent sample t-test and variance analysis with SPSS 16 version. The result of this research shows that there are significant difference burnout inclusion teachers based on earnings and employee status. This research is useful for government in educational policy to increase the inclusion teacher's incentive.

Keywords: Earnings, Employee Status, Burnout, Inclusion Teacher, Jakarta.

Introduction

Since 2007, Jakarta has organized inclusive education in some schools which starts from elementary level to senior high school level. Besides the improvements in national education policies and programs in Indonesia, increasing the professionalism of teachers is performed. As research conducted by Rockoff, (2003), it was found that the quality of teachers has an impact on student achievement. This proves that the teacher or teaching aspect is a very important aspect in the success of the students' learning process.

The teachers are professional educators with the primary task of educating, teaching, guiding, directing, training, assessing, and evaluating the students. The role and responsibility of the teacher are very important and a lot. It explained that the profession of the teacher is not an easy profession. It can be seen from the primary task of teachers who could be potential for teachers burnout. It is in accordance with one of the causes of burnout that is work overload or circumstances have excessive workloads (Maslach & Leiter, 1997).

In addition to the responsibilities listed in the Law of the Republic of Indonesia Number 14 Year 2005 on "Teachers and Lecturers". Teaching load of teachers is also pretty much as stated in article 1 of the National Education Minister Regulation No. 39 Year 2009 on Fulfillment of Workload and Supervisory Unit of

Education. It stated that the workload of teachers assigned at least 24 (twenty four) hours of face-to-face and at most 40 (forty) hours of face-to-face within 1 (one) week on one or more educational unit have permitted the establishment of a government or local government. The workload does not include teachers' teaching load that is given additional tasks such as, principals, vice-principals, heads of libraries, and the head of the laboratories. The workload is different from the workload of teachers at the school that organizes inclusive education has additional tasks compared to schools without inclusive education. Creating a climate conducive learning so that students feel comfortable learning in the classroom or school, organize and carry out assessments for all the students to know the capabilities and needs, develop learning programs with curriculum modifications together with the supervising teacher specifically a few assignments classroom teachers in schools that use inclusive education (Ministry of Education, 2010).

In addition to the problem of increasing the workload of teachers, in the implementation of inclusive education to meet some resistance in various regions that organizes inclusive education. The Head of Depok City Department of Education explained that the application of the special needs child education or inclusion in Depok apparently cannot be applied optimally in virtually all public and private schools. That's because until now a teacher for students with special needs that can not be fulfilled. It

affects a lot of schools that have accepted the inclusion of students can not do much in learning activities (Department of Education in Depok Confess, 2015). The same thing often encountered in the implementation of inclusive education in Jakarta. In addition to news based on barriers to inclusive education, other barriers also discovered through field interviews inclusive schools in Jakarta. The results of the interview at the school found that the classroom teacher is often difficulty in handling ABK (special needs) students when ABK teachers or shadow teachers do not assist ABK students. The above explanation shows that inclusion primary school teachers in Jakarta experience the obstacles or problems in implementing inclusive education. It is in accordance with one of the causes of burnout is work overload which is the state has a duty more work than usual so that the situation can lead to burnout.

Other factors that cause burnout is an insufficient reward or salary unsatisfactory (Maslach & Leiter, 1997). Phenomena associated with these factors are found in several newspapers that some inequality of salaries between temporary teachers to civil servant teachers and civil servant teachers to non- civil servant teachers. Based on the information, inaccuracies temporary teacher salaries are still far from the minimum salary limit provinces of 2.4 million per month, even still find a temporary teacher who received a salary of 300 thousand rupiah (Jakarta Provincial Government Asked to Raise Wages Honorary Teacher, 2014). In addition to non-civil servant teachers' salaries, allowances civil servant teachers are still considered less than non-civil servant teachers with the same group. The information contained in the online newspaper, the civil servant teacher with class III-C and III-D given allowance of 4.9 million, with the same group of non-civil servant teachers to get 9.1 million an allowances. This has led to protests about the inequality of the allowance of teachers (Teachers in Jakarta Protests Inequality Benefit Value, 2015). This inequality raises a sense of injustice among civil servant teachers because it was distinguished from civil servant other non-teachers. It can be a trigger burnout as it relates to one of the causes of burnout, namely absence of fairness or lack of fairness. The absence of fairness is a factor that defined that the organization considered fair if the trust, openness, and respect in the organization (Maslach & Leiter, 1997).

In the above description, it is explained about the phenomenon of teachers in Jakarta and its relationship with burnout. In general, teachers in Jakarta prone to burnout due to the discovery of the phenomenon associated with two factors that affect burnout is insufficient reward and an absence of fairness. In addition to these two factors, there is one more factor that is work overload that of the teachers in the school that organizes inclusive education because of the increasing workload of the teachers than teachers in other schools.

Burnout Theory

Burnout first proposed by Freudenberg in 1975, which is a response to pressure stress cannot be avoided on the job (in Glendon, Thompson, Myers, 2007). According to Maslach & Jackson (1986), burnout syndrome is described as containing emotional exhaustion, depersonalization, decreased self achievement that can occur in people who work in fields related to people (in Schaufeli and Enzmann, 1998). Another opinion expressed burnout is defined as the phase of physical exhaustion, emotional, and mental, caused by long-term involvement in stressful situations emotionally (Pines, A., Aronson, E., 1988). According to Brill (1984), burnout is a state of dysfunction and stress, generalized, mediated and related to work, but without symptoms of primary psychopathology so it still has work performance and the level of effective enough, but could not improve as before without the help of others or the environment (in Schaufeli and Enzmann, 1998). Based on these descriptions, it can be concluded that burnout is a syndrome that contain emotional exhaustion, depersonalization, decreased self achievement without major symptoms of psychopathology that cannot be improved as a previous state without outside help.

The dimensions of burnout are emotional exhaustion, cynicism and inefficacy (Maslach *et al.*, 2001 in Glendon *et al.*, 2007). Maslach other sources reveal about the dimensions of burnout, burnout has three dimensions: emotional exhaustion, depersonalization, and reduced the achievement of self (Schaufeli and Enzmann, 1998). The second theory according to Maslach burnout dimensions have the same understanding only the name of a different dimension. Emotional exhaustion is the dimension of the emotional state that is drained. Workers feel that they have an endless source of emotion. They also feel they are no longer able to put themselves in a certain psychological level. Depersonalization is a dimension that refers to the development of negative attitudes, cynical and indifferent to the recipient of the service work. They feel labeled and treated with contempt or inappropriately. In other words, depersonalization is also the perception of individuals who feel treated humanely. The decline in the achievement of self is a dimension which means the tendency to evaluate their work to others negatively. They believe that the goal cannot be achieved in his work, and followed feelings of dissatisfaction and low self-esteem professionalism. These three dimensions are equally related to the problem of the relationship between the individual so that the jobs associated with the service of the people like the work in the fields of education, health, social and more often experience burnout (Maslach & Jackson, 1981; 1986 in Schaufeli and Enzmann, 1998).

Teacher Theory

According Djamarah (2010), the teacher is the one who gives knowledge to the students. It is also supported by Supardi, Darwyansyah, Sutomo, and Supriyadi (2009) who said that the teacher is the figure of an architecture that can form the soul and character of the students and have the power to shape and build the personality of the student to be a useful to religion, homeland and nation as well as prepare human decency a conversation that can be expected to establish itself and build the nation. According to NA Atembaun (in Supardi, *et al.*, 2009), teachers are all those who have responsibility for the education of students, either individually or classical, both at school and outside of school. Understanding the teacher could mean that the teacher is a profession that aims to educate students both the knowledge, character, and soul in different aspects of life both at school and outside of school.

Inclusion Education Theory

Inclusion is a philosophy that brings students, families, educators, members of different communities to create schools and other social institutions based on acceptance, possession, and society (Rose in Salend, 2008). Inclusion view all students as learners who are able to benefit from a curriculum that is meaningful, challenging, and in accordance delivered in general classrooms, as well as from technical instruction Different addressed to diversity, uniqueness, challenges and experiences the students themselves (in Salend 2008). Understanding of the inclusion according to Hehir & Swedeen, Inclusion strives to provide all students with students who are collaborative, supportive, and interbreeding which is based on the value of providing services and accommodations to the students that they need to be successful, as well as learning and the behavior of mutual respect of each other of different individuals (in Salend, 2008). From the various terms of the inclusion, inclusion concept is the concept of the learning process with the principle of accepting the situation of students based on the differences and the individual's ability to provide services, instruction and amenities to suit the individual circumstances to help students to success.

Earnings Theory

Salary is one of the things that is important for every employee who works in a company, because the salaries earned one can meet their needs. Hasibuan (2002) states that salary is the remuneration paid periodically to permanent employees as well as having a definite assurance. Another opinion expressed by Handoko (1993), Salary is the provision of financial payments to employees as remuneration for work performed and as motivation the implementation of activities in the future. In addition to statements Hasibuan and Handoko, there

are other statements regarding the salaries of Hariandja (2002), that salary is one of the important elements that can affect the performance of employees, because the salary is a tool to meet the different needs of employees, so that the actual salaries paid employees will be motivated to work harder. The above statement is also supported by the opinion and Lackson Mathis (2002), Salary is a form of compensation that is linked to the performance of individuals, groups or organizational performance. Based on these definitions, the salary is a reward to employees for work done which aims to motivate employees.

Civil Servants Status Theory

According to Law No. 8 of 1974 on the Principles of Civil, Civil Servants are those who, after fulfilling the conditions specified in the legislation in force, appointed by the competent authority and entrusted with the task with something the post of State or entrusted with the task other countries are determined based on something the legislation and are paid according to the legislation in force. Thus, the Civil Servants are employees assigned by the competent authority, was assigned a country office and paid by the government in accordance with applicable regulations. Therefore, an employee who works in the office of the country or other countries, but the task is not fixed by the competent authorities and paid by the government is an honorarium or non-civil servants.

Research Methodology

This study used a quantitative approach as defined by Sugiyono, quantitative approach is a method of research to examine the population or a particular sample. This approach was also collecting data through research instruments, and analyze data that were quantitatively using statistical techniques, in order to test the hypothesis that has been set (2009). This type of research was comparative studies or comparative research. The comparative research is research that compares two or more variables to look for differences (Musfiqon, 2012). The research sample consists of inclusion in Jakarta 69 teachers selected by random sampling technique.

The burnout scale used in this study was adapted from the Maslach Burnout Inventory (MBI). This scale consists of three dimensions of burnout, namely emotional exhaustion, depersonalized, and reduced personal accomplishment. Item number as many as 25 items. Reliability of magnitude 0.867.

Data analysis used the comparison of two mean (t-test) and one-way Analysis of Variance.

Results and Discussion

Statistical analysis has been done, is shown in the tables below:

Table 1. Analysis of the Earnings Based Burnout Anova

Variables	F Value		P Value		Interpretation
	F	F table	p	A	
Total Burnout	304.3	3,135	.000	.05	There is a difference

As the data contained in Table 1. The value of the result of analysis of variance analysis. Based on the analysis, the value of $F = 304.3$ is greater than the value of F table = 3.135 and $p = .000$ value smaller than $\alpha = .05$, then $H_0: \mu_1 = \mu_2 = \mu_3$ rejected. The conclusion is that there are differences in the inclusion of teacher burnout significantly in terms of earnings.

Table 2. Analysis Based on Status Employee Burnout T-test

Variables	db	t		The p-value		Interpretation
		t	t table	p	A	
Total Burnout	67	-9.859	1.996	0,000	0.05	There is a difference

Based on the analysis, the value of $t = 9.859$ is greater than t table = 1.996 and $p = 0.000$ less than at $\alpha = 0.05$, then $H_0: \mu_1 = \mu_2$ rejected. The conclusion is that there are differences in the burnout inclusion teachers significantly in terms of employee status.

Overall the data obtained, the data burnout Inclusion Elementary School teacher in Duren Sawit District, East Jakarta is in the range of low and medium. Different test results of teacher burnout in terms of earnings and employee status are significantly different. This finding is consistent with burnout factor proposed by Maslach and Leiter (1997) is an insufficient reward or gift that is not satisfactory or in this case the salary is less. This factor is evidenced by looking at the difference burnout in teachers' employee status and inclusion that have different earnings. T-test scores are shown in Table 2 is negative, this indicates that teacher burnout scores air inclusions non-civil servant status have higher burnout scores. The results are consistent with research conducted by Gupchup, Singhal, Dole, & Lively (1998)

who also conduct research on burnout experienced by a pharmacist. The result shows that the pharmacist who earn less than \$ 49,999 have higher burnout scores. Other studies also showed the same thing that nurses are experiencing an imbalance of effort and reward has a higher burnout score (Bakker, Killer, Siegrist, & Schaufelli, 2000).

From both a statistical test, it can be proven that there are differences in the inclusion of teacher burnout significantly in terms of earnings and employee status.

Conclusion

The average score of burnout in teachers and the inclusion of non-civil servants who have earnings of under one million more than in status and other earnings. Based on the results of hypothesis research testing of burnout inclusion teachers difference in terms of earnings and employee status, it can be concluded that there are differences in the inclusion of teacher burnout significantly in terms of earnings and employee status. The governments need to make policies relating to the inclusion teacher incentives through increased incentives.

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