



THE RELATIONSHIP BETWEEN BIG FIVE FACTORS PERSONALITY AND BURNOUT INCIDENTS IN TEACHERS

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Received:	1 st June 2022	<i>Burnout is fatigue that results from work both physically and emotionally which can have an impact on decreasing individual achievement. The prevalence of teachers experiencing burnout globally is 32%. The prevalence in Indonesia who experience prolonged stress is 6.0%. In Jakarta, the intensity of burnout experienced by teachers is 74.6%. The general objective of this study was to determine the relationship between the big five personality factors and the incidence of burnout in the teachers. This study uses a cross-sectional approach and total sampling where the total population is 31 respondents to teachers. Statistical test using Correlation Test. The results of this study indicate the average burnout score is 39.55; a minimum score of 26; the max score is 54; On neuroticism, the average score was 18.90; a minimum score of 10; a maximum score of 28; In extraversion, the average score is 22.55; a minimum score of 17; a maximum score of 28; In openness to experience the average score is 28.48; a minimum score of 24; a maximum score of 35. On agreeableness the average score is 27.55; a minimum score of 23 and; a maximum score of 35. In conscientiousness the average score is 26.29; a minimum score of 17 and; a maximum score of 34. The conclusion of this study there is a relationship between neuroticism and burnout ($p = 0.000$) correlation of 0.732. There is a negative relationship between extraversion and burnout ($p = 0.024$), correlation of -0.405. There is no relationship between openness to experience with burnout ($p = 0.748$) correlation of -0.060. There is no relationship between agreeableness and burnout ($p = 0.053$), correlation 0.350. There is a negative relationship between conscientiousness and burnout ($p = 0.003$), correlation of -0.052. The results showed that there was a significant correlation between burnout and neuroticism</i>
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PRELIMINARY

The International Labor Organization (ILO) in 2015 stated that every 15 seconds 1 worker in the world dies due to a work accident and 160 workers experience work-related illness. Burnout in Europe shows that 43% are experienced by nurses, 32% are experienced by teachers, 4% are experienced by law and police workers, and 2% are experienced by other workers. From this percentage, it can be seen that the teaching profession ranks second highest after nurses as the profession that experiences the most burnout (Sari, 2015).

In various countries, both in Western and Eastern countries, such as Singapore, Malaysia, Japan, and China, teaching is the most stressful job (Education Guidance and Counseling Development Journal, 2021). The teaching profession is associated with high levels of stress experienced by teachers with time constraints, workload, and extracurricular obligations (Wolgast & Fischer, 2017). In addition, teachers have several responsibilities (Kebbi & Al-Hroub, 2018). Thus, teachers are very susceptible to burnout (Richards, Hemphill, and Templin, 2018).

Meanwhile, based on data from the 2013 Basic Health Research (Riskesdas) shows that the prevalence of Indonesian population in the population aged 15 years who experience mental and emotional disorders or stress is 6.0% or around 37,728 people. The work of teachers is highly valued and so noble (Naono-Nagatomo et al 2019). However, as educators, teachers experience stress as a result of their profession. It is undeniable that teaching is one of the most stressful jobs or professions (Education Guidance and Counseling Development Journal, 2021).

The existence of expectations that are not following reality makes the teacher tired and exhausted both physically and psychologically it can result in disruption of the teacher's work performance in carrying out the tasks he carries, so this is also called burnout. (Hamalik, 2010; Kristanti, 2014). The theory of personality, a discussion of personality in psychology, one of which is the big five personality factors personality type. According to McCrae and Costa (Feist, Feist & Roberts, 2017), the Big five personalities are five major dimensions of personality consisting of neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness.

The research of Gholipur, Kalali, Anvari, and Yazdani (2011) who conducted a study using the Big Five Factors Personality showed that neuroticism and extroversion have a relationship with all three factors of burnout. Some of the indicators contained in the Big Five Factors Personality include neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. Among these indicators indicate the direction of burnout. Based on the formulation of the problem that has been described, the researchers are interested in seeing the relationship between the big five personality factors and the incidence of burnout in SMK teachers.

METHOD

The number of samples in this study was 32 teachers, which were obtained using the total sampling technique.

Research design

This research is an analytic study with a cross-sectional research design and a quantitative approach to determine the relationship of the big five personality factors with the incidence of burnout. Quantitative research is a research problem formulation that is asking the relationship between 2 (two) or more variables (Sugiyono, 2016). Analytical research aims to explain a situation or situation, while cross-sectional itself is a research design in which the independent and dependent variables are measured or collected at the same time (Notoatmodjo, 2012).

Research Instruments

1. Burnout Scale

Burnout is a statement by respondents of fatigue, depersonalization, and decreased personal achievement. The measuring instrument used to measure burnout was developed by Maslach known as the Maslach Burnout Syndrome Inventory (MBI) (1981). The MBI was created by Maslach and Jackson to measure burnout in social service jobs. The Maslach Burnout Inventory measuring instrument can be used to measure burnout levels. After item analysis, the results obtained from 882 items that 22 items passed with a Cronbach alpha reliability value of 0.928.

2. Big Five Factors Personality Scale

In this study, the big five personality factors were measured using five factors, namely neuroticism, extraversion, openness to experience, agreeableness, and conscientiousness. This big five factors personality questionnaire uses Christianto's 2020 questionnaire. The measurement of the big five factors of personality refers to the Big Five Inventory (BFI) introduced by John, Donahue, and Kentle in 1991. It consists of 790 items with a Cronbach alpha reliability value of 0.70 -0.79.

Data Analysis

The data analysis phase was carried out through the Kolmogorov-Smirnov normality test, and the univariate test to determine the mean, maximum and minimum scores. The criteria for testing normality are if the significance value is greater than 0.05 then the data is said to be normal, and the hypothesis test uses Pearson Product Moment correlation analysis (if the data is normal) and the Spearman Rank correlation analysis hypothesis (if the data is not normal) with the help of the SPSS (Statistical) program. Product and Service Solution) for windows version 21.

RESULT

The results of this study are described regarding the results of research on the relationship between the Big Five Factors Personality and Burnout Incidence in Teachers.

1. Univariate Test

Univariate analysis was carried out to explain the results of this research data to identify the burnout picture for the teachers and identify the big five factors personality picture for the teachers.

Table 1. Overview of the Big Five Factors Personality of Teachers

Variabel Big Five Factors Personality	Amount			(N)
	Mean	Min	Max	
Neuroticism	18,90	10	28	31
Extraversion	22,55	17	28	
Openness To Experience	28,78	24	35	
Agreeableness	27,55	23	35	
Conscientiousness	26,29	17	34	

The results of the distribution of the big five personality factors with the average number (mean) on the neuroticism variable of 18.90, the minimum value obtained is 10 scores, and the maximum value is 28 scores, the average number (mean) on the extraversion variable is 22 .55, the minimum value is 17 scores, and the maximum value is 28 scores, the average number (mean) on the openness to experience variable is 28.48, the minimum value is 24 scores, and the maximum value is 35 scores the average number (the mean) on the agreeableness variable is 27.55, the minimum value is 23 scores, and the maximum value is 35 scores, the average (mean) for the conscientiousness variable is 26.29, the minimum value is 17 scores, and the maximum value is 34 scores. at the teacher

2. Normality Test

The normality test was carried out to determine whether the researcher's data came from a population with normal distribution. This test is carried out because all parametric statistical calculations have the assumption of normality of distribution, using the data processing tool program. The statistical test used depends on whether the data is categorical or numeric. This study uses numerical data. If it is normally distributed, it uses Pearson Product Moment, if it is not normally distributed, it uses Rank Spearman. In calculations performed using the Shapiro - Wilk type, the distribution of variable items will be said to be normal if the significance level shows a number greater than p-value 0.05 ($\alpha > 0.05$), otherwise ($\alpha < 0.05$) will be said to be abnormal data.

a. *Burnout*

The normality test on the burnout scale on the teachers got the results of the Shapiro – Wilk score of 0.951 with a p-value of 0.165 ($\alpha < 0.05$). This value means that the distribution of variable data distribution is normal.

Table 2. Burnout Normality Test on Teachers

Variabel Burnout	Shapiro – Wilk Sig		Amout (N)
Burnout	0,951	0,165	31

Ket: normal bila ($\alpha > 0,05$)

b. *Big Five Factors Personality*

The normality test on the Big Five Factors Personality scale on teachers got the following results.

Table 3. Big Five Factors Personality Normality Test on Neuroticism Variables

Big Five Factros Personality	Shapiro – Wilk Sig		Amouth (N)
Neuroticism	0,968	0,455	31

Ket: normal bila ($\alpha > 0,05$)

The results of the normality test on the Big Five Factors Personality with the Neuroticism variable get the results of the Shapiro - Wilk value of 0.968 with a p-value of 0.455 ($\alpha > 0.05$) this value means that the variable data is normal.

Table 4. Big Five Factors Personality Normality Test on Extraversion Variables

Big Five Factros Personality	Shapiro – Wilk Sig		Amouth (N)
Extraversion	0,913	0,015	31

Ket: normal bila ($\alpha > 0,05$)

The results of the normality test on the Big Five Factors Personality with the Extraversion variable get the results of the Shapiro - Wilk value of 0.913 with a p-value of 0.015 ($\alpha < 0.05$) this value means that the variable data is abnormal.

Table 5. Big Five Factors Personality Normality Test on Openness to Experience Variables

Big Five Factros Personality	Shapiro – Wilk Sig		Amouth (N)
Openness to Experience	0,914	0,089	31

Ket: normal bila ($\alpha > 0,05$)

The results of the normality test on the Big Five Factors Personality with the Openness to Experience variable get the results of the Shapiro - Wilk value of 0.941 with a p-value of 0.089 ($\alpha > 0.05$) this value means that the variable data is normal.

Table 6. Big Five Factors Personality Normality Test on Agreeableness Variables

<i>Big Five Factro: Personality</i>	<i>Shapiro – Sig Wilk</i>		Amouth (N)
	<i>Shapiro Wilk</i>	<i>– Sig</i>	
<i>Agreeableness</i>	0,939	0,076	31

Ket: normal bila ($\alpha > 0,05$)

The results of the normality test on the Big Five Factors Personality with the Agreeableness variable get the results of the Shapiro - Wilk value of 0.939 with a p-value of 0.076 ($\alpha > 0.05$) this value means that the variable data is normal.

Table 7. Big Five Factors Personality Normality Test on Conscientiousness Variables

<i>Big Five Factro: Personality</i>	<i>Shapiro – Sig Wilk</i>		Amouth (N)
	<i>Shapiro Wilk</i>	<i>– Sig</i>	
<i>Conscientiousness</i>	0,868	0,001	31

Ket: normal bila ($\alpha > 0,05$)

The results of the normality test on the Big Five Factors Personality with the Conscientiousness variable get the results of the Shapiro - Wilk value of 0.868 with a p-value of 0.001 ($\alpha < 0.05$) this value means that the variable data is abnormal.

Tabel 7. Big Five Factors Personality Relationship With Burnout Events

Hubungan Five Personality dengan Burnout	<i>Big Factors Correlati ons</i>	Sig	Jumlah (N)
<i>Neuroticism</i>	0,732	0,000	31
<i>Extraversion</i>	-0,405	0,024	
<i>Openness To Experience</i>	-0,060	0,748	
<i>Agreeableness</i>	-0,350	0,053	
<i>Conscientiousnes s</i>	-0,052	0,003	

Ket: normal bila ($\alpha < 0,05$)

DISCUSSION

In this study, the incidence of burnout was divided into those who experienced the level of the average score (mean), the minimum score level, and the maximum score, based on table 4.1 it is known that those who experienced burnout were the teachers with an average (mean) as much as 39.55, while the minimum score that experienced burnout was 26 scores, and the maximum score that experienced burnout was 54 scores. This shows that the incidence of burnout in teachers does not reach the maximum score limit specified.

According to Ananda (2017) which states that burnout is a psychological syndrome that occurs due to feelings of boredom and extraordinary fatigue both physically, mentally, and emotionally, which results in a person being disturbed and experiencing a decrease in personal achievement.

OVERVIEW OF THE BIG FIVE FACTORS PERSONALITY IN TEACHERS

a. *Neuroticism*

In this study, the description of the big five personality factors is divided into the average value (mean), the minimum score level, and the maximum score. Based on table 4.2, it is known that respondents who have a neuroticism personality are with an average (mean) of 18.90, while the minimum value of those who have a neuroticism personality is 10 scores, and the maximum value of those who have a neuroticism personality is 28 scores for the teachers.

This study also has similar results with research conducted by Hardiyanti (2013) with the title Burnout in terms of the Big Five Factors of Personality in Malang Central Post Office employees. In the study, it was said that the factors that tended to have a high level of burnout were neuroticism 32 as many as 21 teachers (65.6%).

b. *Extraversion*

In this study, the description of the big five personality factors is divided into the average value (mean), the minimum score level, and the maximum score. Based on table 4.2, it is known that respondents who have an

extraversion personality are with an average (mean) of 22.55 while the minimum value of those who have an extraversion personality is 17 scores, and the maximum value of those who have an extraversion personality is 28 scores for the teachers.

c. *Openness to Experience*

In this study, the description of the big five personality factors is divided into an average value (mean), a minimum score level, and a maximum score, based on table 4.2 it is known that respondents who have an openness to experience personality with an average (mean) of 28.48 while the minimum score for having an openness to experience personality is 24 scores, and the maximum value for having an openness to experience personality is 35 scores for the teachers.

d. *Agreeableness*

In this study, the description of the big five personality factors is divided into an average value (mean), a minimum score level, and a maximum score, based on table 4.2 it is known that respondents who have agreeableness personality are with an average of 27.55, while The minimum score for agreeableness personality is 24 scores, and the maximum score for agreeableness personality is 35 scores for the teachers.

e. *Conscientiousness*

In this study, the description of the big five personality factors is divided into an average value (mean), a minimum score level, and a maximum score, based on table 4.2 it is known that respondents who have conscientiousness personality are with an average (mean) of 26.29, while The minimum score for conscientiousness is 17, and the maximum for conscientiousness is 34 for teachers.

THE RELATIONSHIP BETWEEN NEUROTICISM AND BURNOUT IN TEACHERS

The results of the analysis using the Pearson Product Moment correlation test obtained a p-value of 0.000 ($\alpha < 0.05$). This shows that there is a relationship between the personality of neuroticism and the incidence of burnout in the teachers. And the correlation between neuroticism and burnout is 0.732. The level of closeness between the independent variable and the dependent variable, it shows that there is a strong (high) correlation. While the direction of the relationship is positive because the r value is positive, meaning the higher the neuroticism personality possessed by the teacher, the more burnout experienced by the teacher.

The results of this study are in line with research conducted by Christianto (2020) that there is a significant relationship between neuroticism and burnout in employees at PT. X, and other research sites conducted by Florensia (2019) regarding the relationship between the big five personality factors and job burnout for employees at PT. X in South Sulawesi said there was a significant relationship between neuroticism and burnout based on the correlation scale p-value of 0.000 ($\alpha < 0.05$).

This personality dimension concerns a person's ability to withstand stress or pressure. If someone who has a high neuroticism score tends to be anxious, insecure, easily angry and changes his mind (McCare and Costa, 2017).

THE RELATIONSHIP BETWEEN EXTRAVERSION AND BURNOUT IN TEACHERS

The results of the analysis using the Spearman Rank correlation test obtained a p-value of 0.024 ($\alpha < 0.05$). This shows that there is a relationship between extraversion personality and the incidence of burnout in the teachers. And the correlation between extraversion and burnout is -0.405. The level of closeness between the independent variable and the dependent variable shows that there is a moderate (sufficient) correlation. While the direction of the relationship is negative because the r value is negative, meaning that the higher the extraversion personality experienced by the teacher, the lower the burnout experienced by the teacher.

This is consistent with the results of research conducted by Bekker (2006) that extraversion does not affect burnout. This means that the higher the extraversion personality, the lower the burnout experienced by employees. And vice versa. The existence of this influence can be seen in the test results which have a significance level ($\alpha < 0.05$) (Florensia, 2019).

This personality dimension states the level of comfort if a person communicates well with everyone, can have good relations with outsiders, has positive character can live in groups, is active, and is full of love and spirit. Meanwhile, individuals who have low extraversion scores have a spirit that is not enthusiastic, aloof, and passive (McCare and Costa, 2017).

THE RELATIONSHIP BETWEEN OPENNESS TO EXPERIENCE AND BURNOUT IN TEACHERS

The results of the analysis using the Pearson Product Moment correlation test obtained a p-value of 0.748 ($\alpha > 0.05$). This shows that there is no relationship between the personality of openness to experience and the incidence of burnout in the teachers. And the correlation between openness to experience and burnout is -0.060

This personality dimension identifies someone who has a personality in a particular field broadly and deeply, has a high interest in learning something new to gain new knowledge, creativity, and high imaginativeness. Vice versa if someone who has low openness to experience will describe as someone who is not creative and does not like new changes (McCare and Costa, 2017).

The results of this study are in line with research conducted by Christianto (2020) that has a negative relationship between openness to experience and burnout, getting a value of -0.433 with a p-value of 0.000 ($\alpha < 0.05$) which means it has a negative relationship.

THE RELATIONSHIP BETWEEN AGREEABLENESS AND BURNOUT IN TEACHERS

The results of the analysis with the Pearson Product Moment correlation test obtained a p-value of 0.053 ($\alpha > 0.05$). This shows that there is no relationship between agreeableness personality and the incidence of burnout in teachers. And the correlation between agreeableness and burnout is -0.350.

The results of this study are in line with research conducted by Christianto (2020) that there is no relationship between agreeableness and burnout, getting a value of -0.499 with a p-value of 0.000 ($\alpha < 0.05$) which means it has a negative relationship.

The prosocial personality dimension tends to be more broken and has a conflict-avoidance personality. One of their positive characteristics is easy to work with, soft-hearted, tolerant, easy to trust, and generous. If someone has low agreeableness, they have negative tendencies, full of suspicion, indifferent, hostile, irritable, and hard-hearted (McCare and Costa, 2017).

THE RELATIONSHIP BETWEEN CONSCIENTIOUSNESS AND BURNOUT IN TEACHERS

The results of the analysis using the Spearman Rank correlation test obtained a p-value of 0.003 ($\alpha > 0.05$). This shows that there is a negative relationship between conscientiousness personality and the incidence of burnout in the teachers. And the correlation between conscientiousness and burnout is -0,052. The level of closeness between the independent variable and the dependent variable shows that there is a very low correlation so the correlation is ignored (it is considered that there is no correlation). While the direction of the relationship is negative because the value of r is negative, meaning that the higher the conscientiousness personality experienced by the teacher, the lower the burnout that will be experienced by the teacher.

The results of this study are in line with research conducted by Christianto (2020) that there is no relationship between conscientiousness and burnout, getting a value of -0.533 with a p-value of 0.000 ($\alpha < 0.05$) which means it has a negative relationship.

This personality dimension shows the attitude of someone who is very careful to do something and acts with a specific purpose, is considerate when making decisions, has a high sense of discipline, and is easily trusted by many people (McCare and Costa, 2017).

CONCLUSION

Based on the results of research on the relationship between the Big Five Factors Personality and Burnout Incidence on Teachers which was conducted in September 2021 with a total of 31 teachers, the conclusions that can be drawn from this research are as follows:

The results of this study indicate the average burnout score is 39.55; a minimum score of 26; the max score is 54; On neuroticism, the average score was 18.90; a minimum score of 10; a maximum score of 28; In extraversion, the average score is 22.55; a minimum score of 17; a maximum score of 28; In openness to experience the average score is 28.48; a minimum score of 24; a maximum score of 35. On agreeableness the average score is 27.55; a minimum score of 23 and; a maximum score of 35. In conscientiousness the average score is 26.29; a minimum score of 17 and; a maximum score of 34. The conclusion of this study there is a relationship between neuroticism and burnout (p-value 0.000) correlation of 0.732. There is a negative relationship between extraversion and burnout (p-value 0.024), correlation -0.405.

There is no relationship between openness to experience with burnout (p-value 0.748) correlation of -0.060. There is no relationship between agreeableness and burnout (p-value 0.053), correlation 0.350. There is a negative relationship between conscientiousness and burnout (p-value 0.003), correlation -0.052. The results showed that there was a significant correlation between burnout and neuroticism in the teachers.

SUGGESTION

Teachers should always maintain their performance in teaching students following their responsibilities and duties as teachers. When experiencing fatigue and being unwell, it is better to take a break to maintain stamina so that you are always fit and excited to minimize the occurrence of work fatigue which affects the occurrence of burnout. Efforts made by the workplace/school are to pay attention to time pressure and targets that must be met so that teachers do not feel pressured and provide workloads with their work, provide opportunities for training and development programs so that fear/worries and feel insecure can be avoided.

The results of this study are expected to help provide information to the school about the burnout that occurs in teachers. Although this study shows that burnout results are relatively low, it is hoped that the school will still be able to minimize fatigue that occurs in teachers by further improving the welfare of teachers and be used for the academic community environment as a means of supporting information and as a reference for further research with other research variables. . The next researcher can distribute the scale directly to the subject so that they can directly observe and control the process of filling the scale. So that the subject can answer more fully and objectively. For other researchers who are interested in knowing more about burnout, they should consider other factors that can influence the emergence of burnout, namely external factors including lack of social support, organizational factors, and job factors.

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