

FACTORS ANALYSIS AFFECTING BURNOUT AND SELF-ESTEEM IN THE GUIDANCE IMPLEMENTATION AS A TASK OF BUDDHIST EDUCATION TEACHERS

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Abstract: The objective of this study is to find out the factors and indicators that influence “burnout” and Self-Esteem in the guidance implementation as a task of Buddhist education teachers. This research is research and development, and the research subjects are Buddhist education teachers in Central Java Indonesia. The result of the study shows that the factors that influence “burnout” and Self-Esteem in the guidance implementation as a task of Buddhist education teachers are consisted of eight components, namely: additional tasks, classroom atmosphere, conflict, ambition, policy/rules, teaching success, self-esteem, and work-pressure. Indicators that influence each factor in guiding include: Additional tasks consist of four indicators, classroom atmosphere consists of four indicators, conflict consists of four indicators, ambition consists of four indicators, policy/rules consists of four indicators, teaching success consists of three indicators, Self-esteem consists of three indicators, and the work-pressure consists of three indicators.

Keywords: Burnout, Self-esteem, Guidance.

1. Introduction

Teachers have a key role in elevating success in the nation. Educational success can be seen from one of the criteria, that is in school success, which is a criterion that covers aspects of student success to fulfill educational process standards which are appropriate to the needs. This means that this success won't be separated from various aspects of success, including the success of the teacher.

The success of the teacher is a success at work. This success includes a success accomplished in carrying out the professional duties as a teacher. The teacher as a professional educator has a quiet hard duty. One task that can be described is to bring students succeed in learning. This shows that a teacher will have a focus to bring success to the students.

In their relationship with the community, teachers are also required to be a person who becomes a role model, that is “*digugu*” (being believed) and “*ditiru*” (being imitated). In more concrete, teachers are demanded to have performance that is able to provide and realize the hopes and desires of all parties, especially the general public who have trusted the school and the teacher in fostering students. Generally, good quality education is a measure of the

success of the teachers' performance. This illustration actually becomes an emphasis to the teacher, so that it becomes a factor that causes successful and unsuccessful, or it can motivate the teachers, or on the contrary, the teachers become fatigue to work (Sadtyadi, 2020).

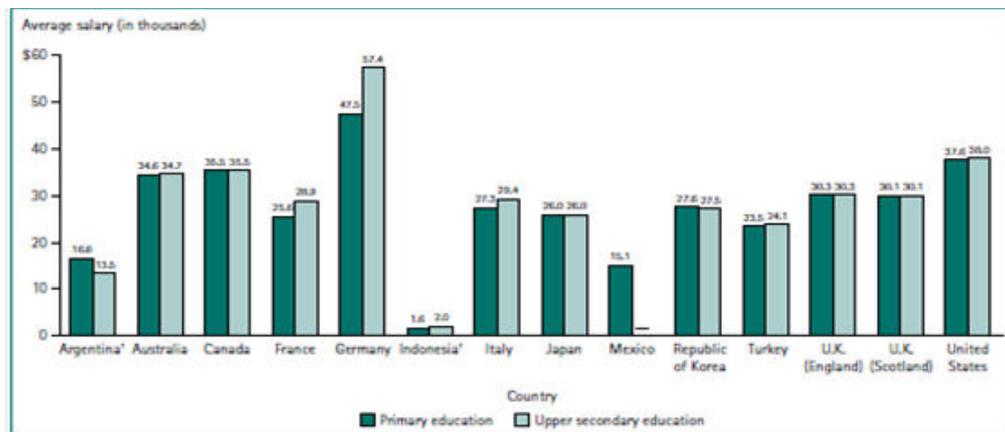
A high potential is actually owned by the teachers to be creative in order to improve their performance. However, teachers' potential to be creative as an effort to improve their performance does not always improve naturally and smoothly due to the influence of various factors that arise in the teachers' own personality as well as those found outside the teachers' personality. It cannot be denied that in fact, the condition is not in line with the expectations. As a factor, there is a pressure which can be caused by many things including lack of clarity of rules, work-load, recognition, demands, and the development around the teachers.

As an example of the pressure that illustrates the education in Indonesia which is still left-behind based on the data from national development agency, it appears that the problem of national education is at primary education, especially elementary schools that still have problems to be solved. This can be seen from two sides, namely the teacher itself, and the results of the educational process, namely the students. Relating to students as a result of the learning process, it is still far from the quality needed, as the quality of the results of the educational process.

An example of the form of pressure that still occurs can be seen from the totality of teachers who have successfully participated in the certification program, but the totality has not been fulfilled, although in 2019, there was an increase of 39,480 (thirty-nine thousand four hundred and eighty) teachers from the previous year (Kemdikbud, 2020). This is partly due to PPG's unfulfilled capacity. Even if it pays special attention to Buddhist education, it is far from lacking, because it has not been well organized. Of course, the uncertified teacher has an impact on the unfulfilled rights of teachers. This situation can be a part that can hinder the activities of carrying out the duties of the teacher.

Other examples of forms of pressure are also illustrated from the rights of teachers who are still far behind other countries such as in the duties of teachers and their role in advancing and improving human resources, it is also needed to be compared to the level of income earned to them. Table 1 shows the amount of teachers' first income. If it is compared between countries (secondary data from (Stephens et al., 2015), in 2011 showed that Indonesian teachers' income was relatively smaller compared to some of the G-20 countries. This shows that on the one hand there is a demand to improve quality, in the implementation of tasks, but the income indicator provides an illustration of the value that has not been able to meet the needs very well. Surely, relatively less income can interfere with the implementation of teacher duties.

Table 1. Average First Salary of Public School Teachers (in U.S. dollars), According to Level of Education and State, 2011



Source: Secondary Data, (Stephens et al., 2015)

Are students' success in the learning process only influenced by the teacher? Whether the main role is an absolute role that always has to carry a big wrong burden. Some examples of the questions are intended to bring actual examples of other criteria, outside the teacher, which is the reason why education becomes imperfect as assumed by all parties, so that errors should not be absolutely pointed to the teachers.

Based on the data, from the community factor in paying attention to education, it seems to have less attention. One of them is based on the participation rate in taking higher education which is still relatively small compared to the surrounding countries. Indonesia has a higher education participation rate of around 30.28%, which is three times lower than South Korea, which has reached 94.4% (Kemdikbud, 2020). This can be part of a sign that public attention to education still needs to be improved.

Previous data, on the average household spending on education per student, for 2009 and 2012, which can assess or show people's attention to education. Shows that the condition of the community in spending their income on education is less effective. This is illustrated by the part of spending on teaching materials, which is relatively small compared to other parts (Hakim, 2015). This situation also shows that teachers are not really the focus of educational problems, but other aspects are sometimes less of a concern.

It is undeniable that the teacher is a key success factor, and naturally, the concentration on the problem of education is usually placed on the teachers' problems. This becomes part of the reason for the pressure that makes the symptoms of stress or lack of motivation or saturation at work. Even if you pay attention to Buddhist education. Buddhist education teachers, have conditions and circumstances that need to be considered, especially related to the standard of infrastructure that must coexist with the implementation of the teacher's duties in teaching. Classrooms for the process of implementing learning and interacting students with teachers have not entirely used the study room or classroom, if the implementation of

learning is in accordance with the teaching and learning schedule. This data is based on observations that result in a special room for learning religion, not implicitly available, but provided, a space that can be used for learning (Sadtyadi, 2018).

Teachers in carrying out the tasks have a regular rhythm, with strict working hours. Even currently teachers are not easy to get a holiday. Teachers in terms of staffing are equated with employees in general, so even if students are off, the teacher has an obligation to be present every day.

The public's view of the position and duties of the teacher makes the teacher gets pressure from the community, moreover the community more often pays attention to educational issues especially with the academic achievement of their students. The stress experienced by teachers will influence their attitudes and have an impact on teachers' performance. In the end, the teacher will experience difficulties in developing abilities optimally.

Work-stress is a form of one's response both physically and mentally to a change in the environment that is felt to be disturbing and causing a threat. Prolonged stress can cause depression which can make a person affected by "burnout" syndrome, that is an emotional condition in which a person feels tired and saturated both physically and mentally, as a result of increasing job demands (Maslach, 1993). This problem occurs because of student factors, work environment, social environment, personal factors, and so on. This factor should get attention and must be overcome before it occurs.

Buddhist education provides morality and spirituality, in the form of faith, by applying Sadha, Silla, and Bhakti, to the God Almighty, the Tiratana, so that human life is intact, not just knowing the reason, but a positive moral attitude in empathetic towards the whole environment. This shows the importance of Buddhist education through teachers to guide their students to be intact.

This places Buddhist education teachers in the important task and role of guiding students to carry out activities in community life to be perfect. The task of the teacher in guiding is a part of the teachers' tasks. This study analysis not only the successful supporting factors but also the obstacle factors of guidance implementation as a task of Buddhist education teachers.

Stress factor that occurs in the religious education teachers can be caused by the students whose existence is dispersed, with a long distance between one school and another. The demand factor that requires a teacher to have 20 students, while in fact to get 20 students, it is not possible because it is separated by distance. Additional tasks given sometimes become a harder part of the task. Less technical guidance is provided by the school manager. The rights that should be owned are difficult to be realized (Sadtyadi, 2017).

2. Significance Of The Study

Why is the research of this article important, (1) as an educational perspective in addressing and making policies for the implementation of education, especially with regard to

Burnout and Self Estem in the implementation of the Duties of Buddhist Education Teachers in Guiding; (2) clearly depicts the process of Buddhist education in the school environment, especially with regard to Burnout and Self Estem in the implementation of the Tasks of a Buddhist Education Teacher in Guiding, (3) provides a real picture of the role of the Buddhist education process that takes place based on Burnout and Self Estem in the implementation of Buddhist Education Teachers in Guiding.

3.Review Of Related Studies

Dorman, (2003), conveyed the research conducted related to burnout in private school teacher institutions in Queensland. A total of 246 teachers gave answers to instruments that assess fatigue that occurs due to factors, school and class, work pressure, overwork, ambiguity factors, role conflict, teaching factors, external factors, and self-esteem. The Burnout assessment uses three aspects: emotional exhaustion, depersonalization and achievement. The hypothesized burnout model was tested in the LISREL analysis with post hoc modifications showing that work overload, work pressure, classroom environment and self-esteem were predictors of emotional exhaustion. Depersonalization was significantly associated with emotional exhaustion, role conflict, self-esteem and the school environment. Teaching, self-esteem and depersonalization are predictors of achievement.

4.Objectives Of The Study

- To find out the factors and indicators that influence “burnout” and Self-Esteem in the guidance implementation as a task of Buddhist education teachers,
- To find out the constructed model of factors and indicators that influence “burnout” and Self-Esteem in the guidance implementation as a task of Buddhist education teachers,
- Become a reference for other research relating to character and religious education.

5. Research Subject

This research incriminates experts or professional peer who are relevant to their field, the tryout subject for the development of the instruments Buddhist education teachers. Research place is in Central Java Province. The study was conducted in August to November 2017, with the 1st field testing, amounting to 50 respondents, and 2nd field testing with as many as 97 respondents.

5.1. Statistical Techniques Used in the Present Study

Mehrens & Lehmann, (1973: 124), say that there are several types of validity including construct validity and content validity. Construct validity is a degree that shows the accuracy of a test measuring a construct (Sukardi, 2007: 123). Construct validity refers to the extent to which the instrument can represent factors as identified based on the construct of the theory (Sugiyono, 2003: 270). The criteria used as the basis for continuous validity testing use factor analysis with the aim is to find the best grain composition. The criteria used as the basis for determining whether or not the instrument is valid by looking at the load factor of each indicator, each instrument must have a factor load greater than 0.3.

Content validity refers to how far the contents of the instrument or test are appropriate when it is compared to the existing material. In determining the content validity, must be referred at the topic or subject covered by the test. Content validity is obtained from the

decisions of experts about the relationship between the parts of the constructed test measured (Sukardi, 2007: 123).

Instrument reliability refers to the level of reliability of the instrument. Instruments are said to be reliable if they are used multiple times, then the data obtained is still constant. In other words, reliable instruments are instruments that can be trusted (consistent). Criteria used is by using Cronbach Alpha, reliability 0.65 or more, it means that the instrument is reliable (Mehrens& Lehmann, 1973: 122: Nunnally, 1978). Reliability of the instruments is obtained through inter-rater reliability testing. To calculate the inter-rater reliability coefficient, this study uses the SPSS program computer assistance.

5.2. Data Analysis and Interpretation

Buddhist education teachers in Central Java Province, in general, get other additional work tasks. 11% of Buddhist education teachers do not get additional teaching assignments in other subject areas, while 89% of Buddhist education teachers received additional teaching assignments in other subject areas. For additional assignments outside the teaching assignment, 21% of the teachers do not receive additional assignments, and 79% received additional assignments.

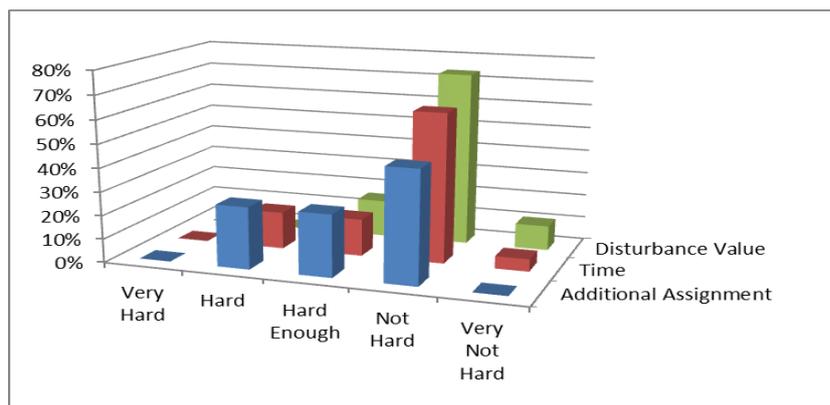


Figure. 1 Comparison of Additional Tasks towards the Values of Workload

Based on the additional assignments, the teachers state that the additional assignment is hard (series1) are 21%, while 32% state it is hard enough, and 47% state it is not hard. While based on the use of time (series2), who state it takes time are 21%, a quite time consuming 11% and does not take up 63%. If it is associated with the main task, then 16% teachers state it is quite disturbing the main task, while 74% state it is not disturbing, and 11% state it is not very disturbing. This description indicates that there is an opportunity related to workload especially for those who have additional teaching assignments and or other additional assignments.

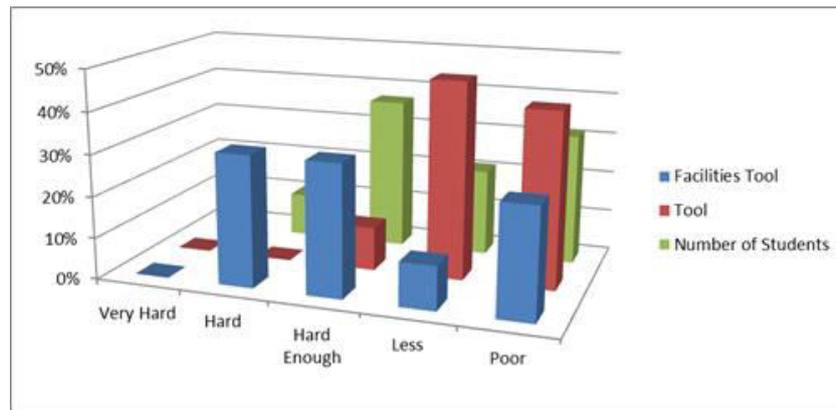


Figure. 2 Learning Process Implementation of Buddhist Religious Education Based on Facilities and Students

Based on the facilities used by the teacher, it can be shown in the picture that there are no facilities which support the learning process, besides the tool that is also very minimum in learning about Buddhist religious education. When viewed from the students' attitude, a general illustration is known that the teachers have problems with students (annoying and others) is amount 89%, while those that give answers "not" is amount 11%. This also shows an indication that the class atmosphere has a contribution related to work pressure or work stress.

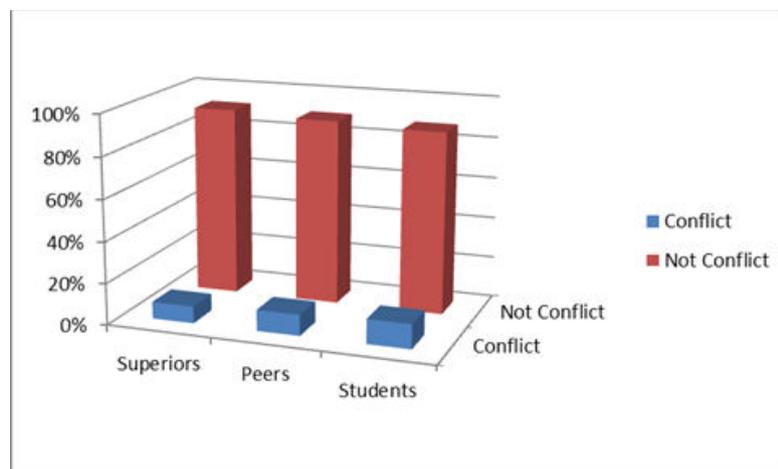


Figure. 3 Conflict Opportunity

Based on the chance of conflict emerged is relatively minor, both from the superiors, colleagues, and students, but all of them have the opportunity for conflict. The biggest conflict is caused by students that are 12%, peer 10% and boss 8%. This shows that superiors, colleagues, and students can be sources of conflict, which is also one of the triggers for the emergence of work pressure or work stress.

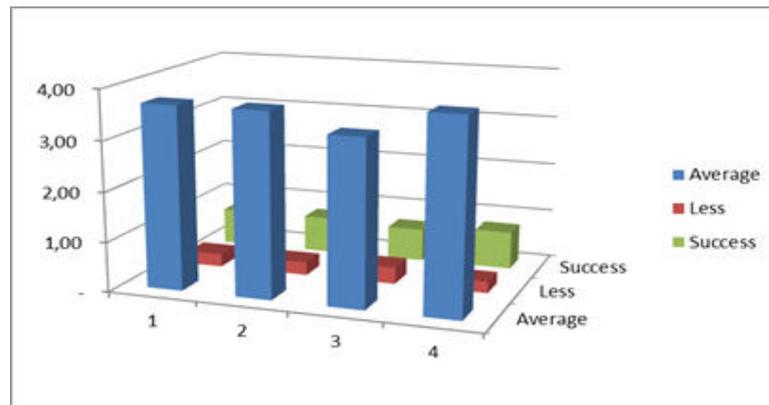


Figure. 4 Success in Guiding or Teaching Task

In general, teachers' perception about success in teaching is higher than average, that is above 66%, with an average score is above 3.32. This indicates that the Buddhist education teachers have a belief in the success of their work. This description also gives a difference in numbers that is around 33%, which should be anticipated for improvement.

5.3. Product and Product Revision Analysis

Based on the 1st field testing and 2nd field testing, it can be concluded that all the instruments are feasible to be used, which form 7 components in test 1 and become 8 components in test 2. The final product resulted after the product revision is found that the Burnout instrument can be compiled from Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and work pressure.

The Burnout and Self-Esteem factors are arranged from eight components, as follows: Additional tasks consist of four indicators which include: 1) Additional teaching assignments, 2). Non-teaching additional assignments, 3). Additional task time load 4). Additional workload. The Class atmosphere consists of four indicators namely 1). Facilities availability 2). Tools Availability, 3). The number of students and 4). Students' behaviour. The conflict consists of four indicators, namely 1). Relationships with superiors, 2) Relationships with colleagues 3) Relationships with students and 4) Ease of communication. Ambition consists of four indicators, namely: 1). Position wish 2). Good work completion, 3). Work completion and 4). An important value of the position. The Policy or Rules component consists of four indicators, namely: 1). Positive faith towards rules, 2). Understanding of rules, 3). Positive policies, and 4). Ease of implementing rules. Teaching success consists of three indicators, namely: 1). The success of planning, 2) Success of implementation and 3) success in the evaluation. Self-esteem consists of three indicators, namely 1). Self-satisfaction 2). Self-quality, and 3). Positive attitude. The work pressure factor consists of three indicators namely 1). Routines, 2). Environmental attention and 3). New or developmental thing.

In determining the components and indicators is carried out by observing the analysis process from the preliminary stages and product revisions made including factor analysis. In analysing the factor results in the following input, in the first field test, suggestions are generated as in the following table 2 :

Table. 2 Loading Factor in First Test Stages

	4		3		5		1	2
SKlas1	0,92173	TgsT1	0,89250 1	CFlik1	0,90569 5	Ambis 1	0,57325 3	0,53393 8
SKlas2	0,92809	TgsT2	0,92178 6	CFlik2	0,85146 8	Ambis 2	0,46907 5	0,58653 8
SKlas3	0,92156 4	TgsT3	0,87851 1	CFlik3	0,88809 9	Ambis 3	0,41166 9	0,51426 5
SKlas4	0,92573 6	TgsT4	0,88756 9	CFlik4	0,86728 2	Ambis 4	0,46389 6	0,58050 6
	1		2		6		7	
Atura1	0,94760 9	BHsil1	0,9444	HgDiri 1	0,90391 8	BNTT 1	0,94004 1	
Atura2	0,94334 1	BHsil2	0,90423 2	HgDiri 2	0,89540 3	BNTT 2	0,90042 2	
Atura3	0,92547 3	BHsil3	0,93332 6	HgDiri 3	0,88589 1	BNTT 3	0,88551 2	
Atura4	0,93260 6							

It appears that the ambition component has two-balanced components assessment, this indicates the need for improvements. Its existence corresponds to rules and success in work. But based on the anti-image shows that each instrument is valid, so the decisions taken is making improvements and additions to the respondents of the research.

Based on the results of the second field testing, obtained loading factors as in the following table. Based on the second test shows that Burnout and Self Esteem can be described into eight components, namely: Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and work pressure.

The indicators of each component can be re-explained as follows: Additional tasks consist of four indicators which include: 1) Additional teaching assignments, 2). Non-teaching additional assignments, 3). Additional task time load 4). Additional workload. The Class atmosphere consists of four indicators namely 1). Facilities availability 2). Tools Availability, 3). The number of students and 4). Students' behaviour. The conflict consists of four indicators, namely 1). Relationships with superiors, 2) Relationships with colleagues 3) Relationships with students and 4) Ease of communication. Ambition consists of four indicators, namely: 1). Position wish 2). Good work completion, 3). Work completion and 4). An important value of the position. The Policy or Rules component consists of four indicators, namely: 1). Positive faith towards rules, 2). Understanding of rules, 3). Positive policies, and 4). Ease of implementing rules. Teaching success consists of three indicators, namely: 1). The success of planning, 2) Success of implementation and 3) success in the

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Table. 3 Loading Factor in First Test Stages

	Component		Component
	3		1
SKlas1	0,867227	Atura1	0,93201
SKlas2	0,881844	Atura2	0,9357
Sklas3	0,892453	Atura3	0,938424
Sklas4	0,865115	Atura4	0,933866
	5		8
TgsT1	0,849491	BHsil1	0,921433
TgsT2	0,856645	BHsil2	0,911825
TgsT3	0,877583	BHsil3	0,920361
TgsT4	0,878908		
	4		
CFlik1	0,878631		7
CFlik2	0,861489	HgDiri1	0,923191
CFlik3	0,870271	HgDiri2	0,896894
CFlik4	0,862621	HgDiri3	0,919993
	2		6
Ambis1	0,892317	BNTT1	0,947899
Ambis2	0,889136	BNTT2	0,919302
Ambis3	0,855394	BNTT3	0,920575
Ambis4	0,889985		

Product revision is intended to improve the quality of the product. Product revision has been carried out from preliminary stages to the final product in this research. The intention is to make a good product, in terms of validity, reliability, and the quality of other products. The preliminary product revision is accomplished through FGD and discussions with the users so that changes and improvements to the proposed instruments are better. In addition, it is also considered suggestions based on the analysis of the first field test and second field test.

The alteration of the product revision begins with making instruments. Submission of preliminary instruments, which are divided into Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and work pressure. The steps taken before the first field test are conducted Focus Group Discussion (FGD) and discussions in a limited group, resulted in a number of suggestions and inputs, so that it results in the alteration of the instruments, either model or form, and in the number of instruments. The number of instruments or statements in the first field testing is still equal with the number of items. This instrument is analysed by the SPSS program, using factor analysis. Based on the analysis using factor analysis, it is found that all these instruments are

feasible to be used, the instrument forms 7 factors in the first field testing, while in the second field testing by using the same program the instrument forms 8 factors. Based on the second field testing, the instrument is analysed to be the final product.

The analysis is continued by scaling the results of an assessment from second field testing, into each component, to see whether each of these components fits in forming 8 factors in the form of Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and Pressure work. Based on rotated matrix factors, there are 8 valid items that fit the criteria for commonality and factor loading values, which are more than 0.5 and each item contains one factor. These apply to all instruments.

Product revisions, in this case, occur in a relationship to improve the instrument based on the Focus Group Discussion (FGD), as well as the stages carried out in the research process. Product revision is resulted based on consideration and analysis. The consideration used is based on data analysis through the SPSS program, in factor analysis, it is suggested that the dimensions or components are integrated from two factors, or a combination of factors occurs. In the second field testing, the factors return to the original which is from 7 components into 8 components, namely: Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and Burnout.

Based on product revision carried out in stages is resulted in the final product which has a good value of validity and reliability. This can be seen from the higher value of validity and reliability. So, through product revision is resulted in an improvement instrument model, in this case in the form of Burnout instruments consisting of Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Self-Esteem, and Burnout.

6. Research Findings

The objective of this study is to produce the components and indicators of Burnout and Self-Esteem through the preparation and development of instruments. The use of Burnout and Self-Esteem assessment instruments can be applied to support performance assessments for teachers. Through the assessment of Burnout and Self-Esteem will be able to describe a comprehensive situation, related to Burnout and Self-Esteem for Buddhist education teachers.

Based on the analysis of the first and second field testing, it can be said that the assessment of Burnout and Self-Esteem can be done by using instruments of the following indicators, which is: Eight components, namely: Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Price Self, and work pressure.

The indicators of each component can be re-explained as follows: Additional tasks consist of four indicators which include: 1) Additional teaching assignments, 2). Non-teaching additional assignments, 3). Additional task time load 4). Additional workload. The Class atmosphere consists of four indicators namely 1). Facilities availability 2). Tools Availability, 3). The number of students and 4). Students' behaviour. The conflict consists of four indicators, namely 1). Relationships with superiors, 2) Relationships with colleagues 3) Relationships with students and 4) Ease of communication. Ambition consists of four indicators, namely: 1). Position wish 2). Good work completion, 3). Work completion and 4).

An important value of the position. The Policy or Rules component consists of four indicators, namely: 1). Positive faith towards rules, 2). Understanding of rules, 3). Positive policies, and 4). Ease of implementing rules. Teaching success consists of three indicators, namely: 1). The success of planning, 2) Success of implementation and 3) success in the evaluation. Self-esteem consists of three indicators, namely 1). Self-satisfaction 2). Self-quality, and 3). Positive attitude. The work pressure factor consists of three indicators namely 1). Routines, 2). Environmental attention and 3). New or developmental thing.

7. Recommendations

It is better to do an assessment related to Burnout and Self Esteem by using an instrument that combines eight components, so as to produce a complete image of the teacher, and not just a image of the teacher's performance. It would be better if the results of the research related to Burnout and Self Esteem, were used as a companion for assessing the performance of Buddhist education teachers, so as to reduce the problem of teacher assignments.

8. Conclusion

As the conclusions of this research are:

1. Factors affecting burnout and self-esteem in guidance implementation as a task of Buddhist education teachers consist of eight components, namely: Additional Tasks, Class Atmosphere, Conflict, Ambition, Policy or Rules, Teaching Success, Price Self, and work pressure.

2. Indicators affecting each factor affecting burnout and self-esteem in guidance implementation as a task of Buddhist education teachers, include: Additional tasks consist of four indicators which include: 1) Additional teaching assignments, 2). Non-teaching additional assignments, 3). Additional task time load 4). Additional workload. The Class atmosphere consists of four indicators namely 1). Facilities availability 2). Tools Availability, 3). The number of students and 4). Students' behaviour. The conflict consists of four indicators, namely 1). Relationships with superiors, 2) Relationships with colleagues 3) Relationships with students and 4) Ease of communication. Ambition consists of four indicators, namely: 1). Position wish 2). Good work completion, 3). Work completion and 4). An important value of the position. The Policy or Rules component consists of four indicators, namely: 1). Positive faith towards rules, 2). Understanding of rules, 3). Positive policies, and 4). Ease of implementing rules. Teaching success consists of three indicators, namely: 1). The success of planning, 2) Success of implementation and 3) success in the evaluation. Self-esteem consists of three indicators, namely 1). Self-satisfaction 2). Self-quality, and 3). Positive attitude. The work pressure factor consists of three indicators namely 1). Routines, 2). Environmental attention and 3). New or developmental thing.

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