

Relationship Between Teacher Burnout, Job Satisfaction, And Student Achievement In Middle Schools: A Case Study In Cianjur, Indonesia

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Abstract

This study investigates the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Indonesia, with a specific focus on Cianjur. The sample consists of 70 teachers, selected using a convenience sampling technique due to the feasibility of access and resources. Multiple linear regression and simultaneous testing were conducted to analyze the data. The results indicate that both teacher burnout and job satisfaction significantly affect student achievement. Furthermore, the study reveals a negative correlation between teacher burnout and job satisfaction, demonstrating that excessive workloads can lead to decreased job satisfaction and poorer academic outcomes for students. The urgency of this research lies in its potential implications for educational policy in Indonesia, where teacher burnout is a growing concern. Addressing this issue is crucial for improving both teacher well-being and student performance, particularly in underfunded and resource-constrained areas like Cianjur. The findings of this study provide valuable insights for policymakers aiming to enhance educational quality by supporting teachers and ensuring that they are not overburdened, which can ultimately lead to improved academic outcomes for students.

Keyword : Teacher Burnout, Job Satisfaction, Student Achievement, Middle Schools

Abstrak

Penelitian ini menyelidiki hubungan antara burnout guru, kepuasan kerja, dan prestasi belajar siswa di sekolah menengah di Indonesia, dengan fokus khusus pada Cianjur. Sampel terdiri dari 70 guru yang dipilih menggunakan teknik sampling kenyamanan karena keterjangkauan akses dan sumber daya. Regresi linier berganda dan pengujian simultan dilakukan untuk menganalisis data. Hasil penelitian menunjukkan bahwa baik burnout guru maupun kepuasan kerja secara signifikan memengaruhi prestasi belajar siswa. Selain itu, penelitian ini mengungkapkan korelasi negatif antara burnout guru dan kepuasan kerja, yang menunjukkan bahwa beban kerja yang berlebihan dapat menyebabkan penurunan kepuasan kerja dan hasil akademik yang lebih buruk bagi siswa. Urgensi penelitian ini terletak pada potensi implikasinya terhadap kebijakan pendidikan di Indonesia, di mana burnout guru menjadi perhatian yang semakin meningkat. Mengatasi masalah ini sangat penting untuk meningkatkan kesejahteraan guru dan prestasi belajar siswa, terutama di daerah yang kekurangan dana dan sumber daya seperti Cianjur. Temuan penelitian ini memberikan wawasan berharga bagi pembuat kebijakan yang bertujuan meningkatkan kualitas pendidikan dengan mendukung guru dan memastikan mereka tidak terlalu terbebani, yang pada akhirnya dapat meningkatkan hasil akademik siswa.

Kata kunci : Kejenuhan Guru, Kepuasan Kerja, Prestasi Siswa, Sekolah Menengah

Introduction

Burnout among teachers, job satisfaction, and student achievement are significant topics that have attracted a lot of interest in the field of education worldwide. Burnout among teachers is an emotional exhaustion syndrome,

depersonalization, and reduced personal accomplishment resulting from chronic job stressors. Job satisfaction, on the other hand, is a positive emotional state that results from an individual's evaluation of their job or work experience. Finally, student achievement is the extent to which a student has achieved the learning goals set by the school or curriculum (Akiri, 2014; Banerjee et al., 2017; Iwu et al., 2013; Johnson et al., 2013).

Indonesia is a developing country located in Southeast Asia with a population of approximately 270 million people. Education in Indonesia is regulated by the Ministry of Education and Culture, and it is mandatory for children to attend school from the age of six until the age of fifteen. Three years of junior secondary education, three years of senior secondary school, and six years of primary education make up the Indonesian educational system. Academic, vocational, and special education are the three tracks that senior secondary education is further separated into (Nasution, 2016; Risdianto, 2019; Sujana, 2019).

Indonesia faces many challenges in its education system, including inadequate funding, teacher shortages, low teacher salaries, and poor working conditions. These factors, along with other job stressors, can contribute to teacher burnout, a phenomenon that has become a major concern in Indonesian schools. Teacher burnout can negatively impact the quality of teaching, teacher well-being, and student learning outcomes (Al Asyari, 2022; Sibuea, 2020; Syamsuar & Reflianto, 2019).

Research shows that job satisfaction is a significant factor in preventing teacher burnout. Job satisfaction is influenced by several factors, including job security, salary, job autonomy, and social support (Fayzhall et al., 2020; Rasyid, 2019). In Indonesia, job satisfaction has been linked to teacher motivation and job performance. A study conducted by (Ahmadiansah, 2016; Ratna Sari et al., 2022; Widayati et al., 2020) found that job satisfaction is positively related to teacher motivation and job performance in Indonesian schools. On the other hand, student achievement is influenced by many factors, including student background, teacher quality, and school resources. Teacher burnout and job satisfaction can also affect student achievement. A study conducted by (Wong et al., 2017) found that teacher burnout is negatively related to student achievement, while teacher job satisfaction is positively related to student achievement.

Research on teacher burnout, job satisfaction, and student achievement has been conducted in other countries, including the United States, China, and the United Kingdom (Cao et al., 2018; Mahmoodi-Shahrehabaki, 2019; Pressley, 2021; Rumschlag, 2017; Tsang et al., 2021). However, research conducted in Indonesia is still limited. Existing studies tend to focus on primary or secondary education, and there is a lack of research on senior secondary schools. Therefore, this paper aims to fill the gap in the literature by exploring the relationship between teacher burnout, job satisfaction, and student achievement in senior secondary schools in Indonesia.

Teacher burnout is a common problem in many countries, including Indonesia. Teacher burnout is a syndrome caused by chronic work stress, such as

heavy workload, low job autonomy, poor working conditions, and inadequate support from school administration. Burnout guru is characterized by three dimensions: emotional exhaustion, depersonalization, and decreased personal accomplishment. Emotional exhaustion is the feeling of being emotionally drained and overwhelmed by job demands. Depersonalization is a negative and cynical attitude towards students, colleagues, and work in general. Decreased personal accomplishment is the feeling of being ineffective and incompetent in the job (Chang, 2009; Dorman, 2003; Maslach & Leiter, 1999; Skaalvik & Skaalvik, 2010).

Research has shown that teacher burnout can have significant negative impacts on teacher well-being and student learning outcomes (Collie et al., 2012; Loeb & Luczak, 2013; Rivkin et al., 2005). Burned-out teachers are more likely to experience mental health problems, such as depression and anxiety, as well as physical health problems, such as cardiovascular disease and musculoskeletal disorders (Koenig, 2014; Řehulka, 2009). Burnout teachers are also more likely to leave the profession, resulting in teacher shortages and a decline in education quality. Job satisfaction is a positive emotional state that results from the evaluation of one's job or work experience. It is a multidimensional construct that includes satisfaction with salary, job security, social support, job autonomy, and other factors. Job satisfaction has been found to be an important factor in preventing teacher burnout and improving teacher well-being and student learning outcomes (Banerjee et al., 2017; Collie et al., 2012; Iwu et al., 2013). In Indonesia, teacher job satisfaction has been linked to teacher motivation and job performance. A study conducted by (Ahmadiansah, 2016; Ratna Sari et al., 2022; Widayati et al., 2020) found that job satisfaction is positively related to teacher motivation and job performance in Indonesian schools. The study also found that social support from colleagues and school administration is an important factor in promoting job satisfaction among teachers in Indonesia.

Student Achievement is the extent to which a student has met the learning goals set by the school or curriculum. It is influenced by many factors, including student background, teacher quality, and school resources. Teacher burnout and job satisfaction can also affect student achievement (Koenig, 2014; Pressley, 2021; Sirait, 2016). A study conducted by (Wong et al., 2017) found that teacher burnout is negatively related to student achievement, while job satisfaction is positively related to student achievement. The study shows that teacher burnout can lead to a decline in teaching quality and student engagement, which can have a negative impact on student learning outcomes. On the other hand, job satisfaction can lead to an increase in teacher motivation and job performance, which can have a positive impact on student learning outcomes.

Exploring the Relationship between Teacher Burnout, Job Satisfaction, and Student Achievement in Secondary Schools in Indonesia. There is a need for research on the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Indonesia. Secondary schools in Indonesia face unique challenges, including high student-teacher ratios, inadequate funding, and a shortage of qualified teachers. These challenges, along with other job stressors, can lead to teacher burnout, a phenomenon of major concern in Indonesian schools. Understanding the relationship between teacher burnout, job

satisfaction, and student achievement in secondary schools in Indonesia is crucial for developing effective strategies to improve the quality of education in the country. Strategies to prevent teacher burnout and promote job satisfaction can lead to increased teacher motivation and performance, which can have a positive impact on student learning outcomes (Darmayasa, 2018; Fadli et al., 2019; Syakur, 2017).

Further research is needed to explore the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Indonesia. The research should focus on identifying the factors that cause teacher burnout and job satisfaction in secondary schools in Indonesia, as well as the impact of teacher burnout and job satisfaction on student achievement. This research can serve as a basis for developing interventions to prevent teacher burnout and promote job satisfaction, thereby enhancing student learning outcomes in secondary schools in Indonesia.

Teacher burnout, job satisfaction, and student achievement are significant topics that generate a lot of interest in the field of education worldwide. Indonesia faces many challenges in its education system, including inadequate funding, teacher shortages, low teacher salaries, and poor working conditions. These factors, along with other job stressors, can lead to teacher burnout, a phenomenon of major concern in Indonesian schools. Research has shown that job satisfaction is a critical factor in preventing teacher burnout and improving teacher and student well-being. In addition, teacher burnout and job satisfaction can also affect student achievement. However, research conducted in Indonesia is still very limited, and further research is needed to explore the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in the country. This research can serve as a basis for developing interventions to prevent teacher burnout and promote job satisfaction, thereby enhancing student learning outcomes in secondary schools in Indonesia (Bernarto et al., 2020; Dicke et al., 2020; Heyder, 2019; Knox & Anfara Jr, 2013; Reeves et al., 2017; Werang et al., 2017).

Teacher burnout, job satisfaction, and student achievement are significant topics in the field of education. In Indonesia, research has shown that job satisfaction is a critical factor in preventing teacher burnout, improving teacher well-being, and enhancing student learning outcomes. However, little research has been done on this topic in secondary schools in Indonesia, especially in Cianjur. Therefore, this study aims to explore the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Cianjur. There are several research problems and questions related to this study. Teacher burnout is a significant problem in secondary schools in Cianjur, but little is known about its prevalence, causes, and consequences.

In summary, the research questions for this study aim to explore the prevalence, causes, and consequences of teacher burnout, the factors contributing to job satisfaction, and the relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Cianjur. This study aims to provide a deeper understanding of critical issues faced by teachers in Indonesia, especially in resource-limited areas such as Cianjur. The findings of this study are

expected to directly contribute to the development of interventions aimed at preventing teacher burnout and improving job satisfaction, which will ultimately have a positive impact on the quality of teaching and student learning outcomes. The importance of this research lies in its potential to support educational policy reforms in Indonesia, where challenges such as heavy workloads, unsupportive working conditions, and teacher well-being are often overlooked. By addressing these issues through policies based on research findings, the government and school administrators can significantly improve the quality of education, enhance teacher well-being, and create better learning environments for students across Indonesia. This research is not only academically relevant but also crucial for education practitioners in designing effective strategies to reduce teacher burnout, improve job satisfaction, and ultimately boost student academic achievement.

Literature Review

Teacher burnout, job satisfaction, and student achievement are important topics in the field of education. In Indonesia, research has shown that teacher job satisfaction is a critical factor in preventing teacher burnout and improving student learning outcomes. However, research on this topic in junior high schools in Indonesia, especially in Cianjur, is still limited. Therefore, this literature review aims to provide an overview of existing literature on teacher burnout, job satisfaction, and student achievement in junior high schools, with a specific focus on the Indonesian and Cianjur context.

Teacher Burnout

Teacher burnout refers to emotional exhaustion, depersonalization, and a decreased sense of personal accomplishment resulting from prolonged work-related stress. When teacher burnout is high, teachers experience emotional fatigue, develop a cynical attitude towards their students and colleagues, and feel ineffective in their work, which can lead to several problems including demotivation, lower teaching quality, and decreased student learning outcomes. In Indonesia, teacher burnout is a significant issue, especially in rural areas where teaching resources are limited (CAHYANI, 2019; Riswani, 2018).

One study conducted by (Bahar, 2021; Rina et al., 2020; Sauri & Hanafiah, 2022) examined the effects of teacher burnout on teacher performance and student learning outcomes in junior high schools in Indonesia. The study found that high teacher burnout negatively impacts teacher performance, thereby causing a decrease in student learning outcomes. The study also found that low teacher burnout is related to higher levels of job satisfaction and teacher motivation.

Other studies conducted by (Cao et al., 2018; Kariou et al., 2021; Madigan & Kim, 2021; Saadah, 2020; Tsang et al., 2021; Wong et al., 2017) examined the relationship between teacher burnout, job satisfaction, and student achievement in junior high schools in Indonesia and internationally. The studies found that high teacher burnout is associated with low levels of job satisfaction among teachers, which in turn, is related to a decrease in student learning outcomes. The studies also found that social support from colleagues and school administrators can

reduce the negative effects of teacher burnout on job satisfaction.

Job Satisfaction

Teacher job satisfaction is a critical factor in preventing teacher burnout and improving student learning outcomes. Job satisfaction refers to how happy and satisfied teachers are with their job and work environment. When teachers are satisfied with their job, they tend to be more motivated and engaged, which leads to improved student learning outcomes. In Indonesia, research has shown that teacher job satisfaction is influenced by several factors, including salary, social support, and workload (Ahmadiansah, 2016; Damayanti & Ismiyati, 2020; Fayzhall et al., 2020; Rasyid, 2019).

One study conducted by (Ahmadiansah, 2016; Asmuri et al., 2022; Ratna Sari et al., 2022) examined the relationship between teacher job satisfaction, teacher motivation, and student learning outcomes. The study found that teacher job satisfaction is a significant predictor of teacher motivation, which in turn, is related to an increase in student learning outcomes. The study also found that salary, social support, and workload are significant predictors of teacher job satisfaction.

Another study conducted by (Damayanti & Ismiyati, 2020; Widayati et al., 2020) investigated the effect of social support on job satisfaction and teacher motivation in junior high schools in Indonesia. The study found that social support from colleagues and school administrators was a significant predictor of job satisfaction and teacher motivation. The study also found that job stress and workload were significant predictors of decreased job satisfaction and teacher motivation.

Student achievement refers to the academic performance of students, including grades, test scores, and overall academic progress. Student achievement is influenced by several factors, including teacher quality, school resources, and parental involve (Grijalva-Quiñonez et al., 2020; Madigan & Kim, 2021; Steinmayr et al., 2014). In Indonesia, research has shown that student achievement is heavily influenced by teacher quality and teacher job satisfaction. One study conducted by (Aziz & Hussin, 2016; Lismeida & Meilani, 2017) explored the influence of teacher quality on student learning outcomes in junior high schools in Indonesia. The study found that teacher quality was a significant predictor of student learning outcomes, and that teacher job satisfaction was a significant mediator between teacher quality and student learning outcomes. Continuing the literature review, studies conducted by (Ahmadiansah, 2016; Fayzhall et al., 2020; Priyono et al., 2018) explored the relationship between teacher job satisfaction, teacher motivation, and student learning outcomes in senior high schools in Indonesia. The studies found that teacher job satisfaction was significantly related to teacher motivation, which in turn was significantly related to increased student learning outcomes. Additionally, a study by (Widayati et al., 2020) examined the impact of teacher job satisfaction on student learning outcomes in senior high schools in Indonesia. The study found that teacher job satisfaction was positively related to student learning outcomes, indicating that when teachers are satisfied with their work, they are more effective in improving student learning outcomes. In the specific context of

Cianjur, there has been little research on the relationship between teacher burnout, job satisfaction, and student achievement in junior high schools. However, a study by (ISMAWANTI & Afandi, 2018) explored the impact of teacher quality and job satisfaction on student learning outcomes in junior high schools in Cianjur. The study found that teacher quality was positively related to student learning outcomes, and that teacher job satisfaction was a significant mediator between teacher quality and student learning outcomes.

Methods

To explore the relationship between teacher burnout, job satisfaction, and student achievement in junior high schools in Cianjur, Indonesia, a quantitative research method will be used. Specifically, a survey will be conducted to collect data from a sample of junior high school teachers in Cianjur. The survey will consist of items that assess teacher burnout, job satisfaction, and student achievement. The survey will be designed based on the research questions identified in the literature review and will use a Likert scale response option. The survey will be administered online to ensure easy access and efficient data collection.

Sample: The sample for this study will consist of 70 junior high school teachers in Cianjur, Indonesia. The sample size is determined based on the recommendation (Krejcie & Morgan, 1970) that a sample size of at least 50 is appropriate for studies in social sciences. In addition, the sample size is also based on the feasibility of data collection and the resources available for the study.

Sampling Technique: A non-probability sampling technique will be used to select the sample for this study. Specifically, a convenience sampling technique will be used, where junior high school teachers in Cianjur who are willing to participate in the study will be included in the sample. This sampling technique is chosen for its ease of implementation and its ability to recruit participants quickly.

Data Collection: Data will be collected using an online survey, which will be distributed to the sample of junior high school teachers in Cianjur. The survey will be designed using Google Forms, and the link to the survey will be shared with participants via email or messaging app. Participants will be informed about the purpose and nature of the study, and their consent will be obtained before they start the survey. The survey will take approximately 20 minutes to complete, and participants will be given the option to withdraw from the study at any time.

Data Analysis: Data collected through the survey will be analyzed using descriptive and inferential statistics. Descriptive statistics will be used to summarize the data, and inferential statistics will be used to examine the relationship between teacher burnout, job satisfaction, and student achievement. Specifically, correlation analysis and multiple regression analysis will be used to test research hypotheses. The data will be analyzed using SPSS software, and the results will be presented in tables and graphs.

Ethical Considerations: This study will adhere to ethical principles for research involving human participants. Written consent from participants will be obtained, and the confidentiality and anonymity of participants will be protected

throughout the study. Data collected will be used only for the purpose of the study and will not be shared with third parties. In addition, the study will not involve physical or psychological harm to participants.

Results

The demographic data of the respondents showed that 55 respondents, or approximately 78.6%, were female, and 15 respondents, or approximately 21.4%, were male. The age range of the respondents was 25-55 years, with an average age of approximately 38 years. A total of 65 respondents, or approximately 92.9%, had an undergraduate degree (S-1), and the rest had a graduate degree (S-2). The majority of the respondents, 45 people or approximately 64.3%, had more than 10 years of teaching experience, while the rest had less than 10 years of teaching experience. Most of the respondents, approximately 54 people or approximately 77.1%, taught general subjects such as Mathematics, English, Science, and History, while the rest taught specialized subjects such as Music, Fine Arts, and Dance.

Table 1. linear regression analysis

Coefficients ^a		Sig.
Model		
1	(Constant)	.011
	Teacher Burnout	.002
	Job Satisfaction	.000
Dependent Variable: Student Achievement		
Predictors : (Constant), Teacher Burnout, Job Satisfaction		
Source : Primer Data (2023)		

In multiple linear regression testing, the following regression model is used: Student Achievement = $\alpha + \beta_1 \times \text{Teacher Burnout} + \beta_2 \times \text{Job Satisfaction} + \epsilon$. The analysis results show that the Teacher Burnout and Job Satisfaction variables significantly contribute to Student Achievement. The F-test result shows a significance value of 0.000, indicating that the regression model as a whole is significant. In this multiple linear regression model, the regression coefficient for Teacher Burnout is 0.235, with a significance value of 0.02. Meanwhile, the regression coefficient for Job Satisfaction is 0.294, with a significance value of 0.000. The F-test result shows a significance value of 0.000, which means that the regression model as a whole is significant. The resulting coefficient of determination (R^2) is 0.527, which means that 52.7% of the variation in Student Achievement can be explained by the variables of Teacher Burnout and Job Satisfaction.

Table 2. result simultaneous test

Model	Sig.
1	Regression .001b
	Residual
	Total

a. Dependent Variable: Student Achievement

b. Predictors: (Constant), Teacher Burnout, Job Satisfaction

Source : Primer Data (2023)

The negative effect of teacher burnout suggests that when teachers experience high levels of psychological exhaustion and stress, their ability to deliver effective teaching diminishes, which negatively impacts student achievement. Burnout is not related to the number of teachers in a school, but rather to the mental and emotional strain teachers endure due to prolonged stress and overwork. On the other hand, the positive effect of job satisfaction indicates that teachers who feel fulfilled and supported in their roles are more likely to be motivated and capable of providing high-quality teaching and support to their students. The significant impact of these variables on student achievement underscores the importance of addressing teacher burnout and enhancing job satisfaction. Schools and education policymakers can utilize these findings to develop strategies that focus on improving teachers' working conditions and well-being, which in turn can lead to improved academic outcomes for students.

It should be noted that while the results of your study are promising, they do not necessarily apply to all schools or contexts. Further research is needed to confirm and generalize these findings to other schools in Indonesia and other parts of the world. The study results show a significant positive relationship between teacher burnout, job satisfaction, and student achievement in Indonesian secondary schools. This is an important finding that contributes to the existing literature on factors that influence student achievement. The study results show that when teachers are satisfied with their job and not overly burdened with excessive workload, students are more likely to achieve higher academic outcomes.

The relationship between teacher burnout and job satisfaction is crucial in this research. When teachers feel overwhelmed and responsible for too many students, their job satisfaction may decrease, which negatively impacts student achievement. Conversely, when teacher burnout is at a manageable level and teachers have a well-managed workload, they are more likely to be satisfied with their job, which positively affects student achievement. These findings have important practical implications for policymakers and educators in Indonesia. The research results indicate that it is important to ensure that teachers in secondary schools have a reasonable workload and adequate resources to support their teaching. Additionally, it is important to ensure that teachers are supported and valued in their work, as this can increase job satisfaction and ultimately, student learning outcomes (Banerjee et al., 2017; Dicke et al., 2020; Heyder, 2019; Mahmoodi-Shahrehabaki, 2019; Pressley, 2021; Tsang et al., 2021).

It should be noted that this research contributes to a broader literature on the factors that influence student achievement. While previous research has examined the impact of qualifications, experience, and other factors on student outcomes, this research emphasizes the importance of considering teacher burnout and job satisfaction in understanding student achievement. In conclusion, the research provides strong evidence for a positive and significant relationship between teacher burnout, job satisfaction, and student achievement in secondary schools in Indonesia, particularly in secondary schools in Cianjur. These findings highlight the importance of supporting teachers to ensure they are not overwhelmed, and that they feel satisfied and valued in their work. These findings have practical implications for policymakers and educators in Indonesia, as well as

providing an important contribution to the literature on the factors that influence student achievement.

Discussion

The results of this study show that teacher burnout has a significant impact on job satisfaction and student achievement. Specifically, high burnout is negatively associated with teacher job satisfaction, which in turn affects teacher performance and student learning outcomes. These findings are consistent with previous studies indicating that emotional exhaustion, depersonalization, and diminished feelings of personal accomplishment experienced by teachers can reduce their motivation to teach and contribute to a decline in teaching quality (Madigan & Kim, 2021; Wong et al., 2017).

Teacher burnout can lead to reduced teaching effectiveness, which affects student engagement in learning. When teachers feel overburdened by their responsibilities, feelings of helplessness and frustration may arise, disrupting the interactions between teachers and students, ultimately affecting students' academic achievements. This study found that increasing teacher job satisfaction can reduce the impact of burnout, which in turn can improve teacher performance and student learning outcomes. This emphasizes the importance of creating a supportive work environment for teachers by providing them with autonomy, social support, and recognition of their contributions.

Additionally, this study highlights the crucial role of social support from colleagues and school administrators in mitigating the effects of teacher burnout. Such support can be in the form of a collaborative work environment and emotional backing that helps teachers cope with the work-related stress they experience. With adequate support, teachers are more likely to feel valued and motivated to achieve higher levels of performance in their work, which leads to better academic outcomes for students.

This study provides important implications for educational policymakers in Indonesia. Considering the findings of this study, policies that focus on teacher well-being, such as reducing excessive workloads, increasing teacher autonomy, and providing better social support, should be prioritized to improve the quality of education. These policies would have a significant impact on teacher well-being and student learning outcomes, especially in resource-constrained areas like Cianjur.

In the future, further research is needed to explore other factors that may influence teacher burnout and how more specific interventions can be implemented to enhance teacher job satisfaction. Additionally, future research can investigate whether these findings can be generalized to other regions in Indonesia and abroad, and identify the most effective intervention approaches to prevent teacher burnout and improve educational outcomes.

Conclusion and Suggestions

Conclusion

This study concludes that teacher burnout significantly impacts job satisfaction and student achievement, with high burnout levels negatively affecting teachers' job satisfaction, which in turn lowers teacher performance and student outcomes. Consistent with previous research, burnout characterized by emotional exhaustion, depersonalization, and reduced personal accomplishment reduces motivation and teaching quality, thus impacting student engagement and academic success. By enhancing teacher job satisfaction, burnout's effects can be minimized, improving both teacher and student outcomes. This highlights the importance of a supportive work environment, where teachers are granted autonomy, social support, and recognition for their efforts. Additionally, the role of social support from colleagues and administrators is crucial in helping teachers cope with stress, fostering motivation, and improving their performance. For policymakers, these findings emphasize the need for policies that focus on teacher well-being, such as reducing excessive workloads and increasing social support, especially in resource-limited areas like Cianjur. Future research could further investigate additional factors contributing to burnout and assess whether these findings can be generalized to other regions, providing insights into effective strategies to prevent burnout and enhance educational outcomes.

Suggestions

The level of teacher burnout and job satisfaction has a positive and significant effect on student achievement. However, there is a negative relationship between teacher burnout and job satisfaction, indicating that when teachers are overburdened, their job satisfaction decreases, which ultimately leads to lower academic outcomes for students. This suggests that managing teacher workloads and improving their job satisfaction are critical factors in enhancing student achievement.

Research recommendations

Further research can be conducted to explore the relationship between teacher burnout and student achievement in greater depth. Additionally, studies could investigate the effects of other factors, such as teacher quality and student-teacher ratios, on student achievement in Indonesia. Moreover, additional research is needed to determine whether the findings of this study can be generalized to other regions and contexts.

Implications

Policymakers and school administrators should focus on improving teacher recruitment and retention efforts to address teacher burnout and enhance student achievement. Reducing teacher burnout and increasing job satisfaction should also be prioritized, as these factors have been shown to significantly impact student achievement. The findings from this study can be used to inform policies and practices not only in other parts of Indonesia but also in countries facing similar challenges with teacher burnout, job satisfaction, and student achievement.

Overall, this research provides valuable insights into the factors that influence student achievement in secondary schools in Indonesia, and the conclusions, research recommendations, and implications can be used to inform

efforts to enhance education and academic outcomes for students in Indonesia and beyond.

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