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## TRANSFORMATIONAL LEADERSHIP IN OVERCOMING TEACHER BURNOUT

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### ABSTRACT

*This study discusses transformational leadership in overcoming private school teacher burnout. This study focuses on the application of transformational leadership style carried out by the principal to overcome burnout. Teacher burnout should be addressed immediately so as not to worsen the impacts caused. The purpose of this study is to describe the transformational leadership style applied in Bumitama private schools in overcoming teacher burnout. This study was conducted at Bumitama private schools located in West Kotawaringin Regency. This research method uses a qualitative approach with a case study research design. Primary data sources were obtained from interviews with the principal and secondary data sources were obtained from relevant observations and documentation. Data analysis techniques used include data collection, data reduction, data presentation, and drawing conclusions and verification. The results of the study indicate that Bumitama private schools take various actions such as providing opportunities for teachers to improve their competence, being open to new ideas or ideas and creating equality in work relationships. This is a form of transformational leadership style in overcoming and reducing the level of teacher burnout.*

**KEYWORDS** Burnout; Principal; Transformational Leadership



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### INTRODUCTION

The development of technology is one of the concrete proofs of the progress of the times. Rapidly developing technology has an impact on various aspects of life, including the world of education. The use of technology is able to stimulate the development of cognitive skills, increase knowledge, increase motivation to learn and develop students' social-emotional skills (Saifuddin Amin, 2023). Technological innovations in the world of education have changed teachers' teaching styles, student learning methods and educational services. The use of information technology in education can increase the efficiency and effectiveness of learning (Kanti et al., 2022).

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Technological developments have an impact on increasing accessibility in the world of education. The existence of the internet has penetrated almost all over Indonesia and the existence of an independent teaching platform prepared by the government, all teachers can access it so that it provides convenience in planning learning, preparing teaching materials, conducting evaluations and even to improve teacher competence. Advances in information technology provide opportunities to be more interactive, inclusive and relevant (Verawati & Sarjan, 2023). This platform allows teachers to always learn anytime and anywhere so that the improvement of competencies can be more flexible.

Teachers are professions that provide services to the community that have various demands of duties that cause teachers to be at great risk of experiencing *Burnout* (Palupi & Pandjaitan, 2022). *Burnout* is a stressful condition where teachers feel tired and saturated physically, mentally and emotionally experienced while working (Meilina et al., 2022). According to Maslach and Jackson (in Rahmi & Nio, 2021) Burnout is also the result of accumulated work.

*Burnout* It is one of the big challenges faced by teachers in various schools, both elementary, middle and high schools. This condition can cause physical fatigue, emotional fatigue and mental disturbance in teachers. (Santi, 2020). Feelings of indifference to their duties and responsibilities, loss of motivation, feeling isolated, and experiencing a decline in the quality of their performance in teaching are characteristics of teachers *burnout*.

*Burnout* negatively impact on teacher performance, academic and non-academic achievement of students (Hasyiyati & Widiasari, 2023). Impact *Burnout* For teachers, it can cause mental and physical health problems. Mental health disorders that occur such as decreased motivation and job satisfaction, loss of empathy, difficulty maintaining a balance between work and personal life. Meanwhile, physical health problems that are felt such as feeling tired, dizzy, and decreased immunity that can cause pain.

While the impact *Burnout* for students, it can be seen in the declining quality of learning which causes low student motivation to learn. This triggers the emergence of academic stress in students which results in academic achievement failures (Suswandari et al., 2022). Teachers who experience burnout will more often miss work or even decide to leave the profession so that it increases *Turnover* teachers in the school environment. A participatory, communicative, and empathetic transformational leadership style can manage teachers' work stress, balance the workload, and provide the emotional and professional support needed.

Bumitama is a private school under the auspices of the Bumitama Foundation which is located in the middle of oil palm plantations. Although its existence is far from the hustle and bustle of the city, this does not dampen the enthusiasm of educators and education staff to achieve achievements. Some of the achievements of Bumitama schools include the first place in the district level healthy school, the third place in the district level clean school and the award as the National and Independent Adiwiyata schools. Achieving these achievements is certainly not easy and requires solid teamwork.

The number of school achievement targets can increase the burden and working time so that teachers can experience work stress. However, the support

provided by the principal and the Foundation is considered to be able to reduce and overcome the condition of teacher burnout. The principal divides the teacher's duties fairly so that no teacher feels burdened with many tasks. In addition, the principal seeks to increase work morale and *Commitment* teachers through various joint activities. The Foundation's support in overcoming burnout is carried out through education to maintain teachers' mental health.

Although there is an increasing burden and work time for teachers, the achievements achieved by the school are proof of the success of human resource management in Bumitama private schools. This is what the author is interested in to find out the strategic steps taken by the principal in achieving the set targets. The target of school achievement will certainly increase the burden and work time of teachers because in addition to teaching, teachers must complete additional tasks that may cause *burnout*.

Based on the description above, transformational leadership in overcoming teacher burnout can be applied in Bumitama School. Therefore, this paper aims to describe transformational leadership in overcoming teacher burnout.

## RESEARCH METHOD

This research uses a qualitative approach with a case study research design. Case studies are contemporary studies in real life (Nur'aini, 2020). Case study research design is a strategy to reveal a case that focuses on human behavior and the environment. The research was conducted at a private school in West Kotawaringin Regency in January – March 2025.

Data collection techniques are carried out by interviews, observations and documentation. The researcher conducted a semi-structured interview that was open to dig deeper into the information. Resource persons can answer research questions according to their experience and understanding without. The observations in this study are unstructured observations. Researchers conducted direct observations at Bumitama private schools and captured what was observed. Documentation is complementary and supportive of data collection from interviews and observations.

Data collection comes from two data sources, namely primary data sources and secondary data sources. The primary data source was obtained directly from the resource person, namely by interviewing the principal. Meanwhile, secondary data sources are obtained indirectly and used as supporting information. The secondary data sources in this study were obtained from observations and relevant documentation.

The stages in this study are preparation, implementation, data processing and compiling research reports. 1) The preparation stage is the initial stage of research which includes observation of the research object, identification of problems and determining the formulation of the problem. 2) The implementation of the research is carried out by data collection techniques, namely interviews, observations and documentation. Interviews were conducted with kindergarten principals, elementary school principals and junior high school vice principals. Observation is carried out by observing what happens in Bumitama private schools without any

observation guidelines. Documentation will be a support or complement to the results of interviews and observations. 3) After the data collection process, the researcher conducts data processing. Data processing in this study uses Miles and Huberman data analysis techniques which begin with data collection, data reduction, data presentation, and conclusion drawing and verification. The data that has been collected is then reduced or simplified by means of data selection and categorization. Meanwhile, data that is not used will be discarded so that data processing is more directed. The results of the data analysis are presented in the form of charts and narrative texts to make it easier to understand the facts in the field. Verification is carried out to ensure that the data entered is in accordance with the original data and the conclusion is drawn must be easy to understand and refer to the purpose of the research. 4) The last stage is to prepare a research report outlined in the research result article.

## **RESULT AND DISCUSSION**

The results of the study show that Bumitama private schools in West Kotawaringin Regency always help overcome the burnout conditions experienced by teachers. Burnout in teachers is a problem that must be overcome immediately and requires support from various parties including students, parents, other fellow teachers and school principals. Based on the results of research in the field and the findings of previous research, the following is a description of the transformational leadership of the Bumitama private school principal in overcoming teacher burnout.

Transformational leadership is considered a leadership style that can influence teachers to increase work motivation for the better (Fitrianti, 2023). Transformational leadership provides opportunities and encouragement to its subordinates to innovate, collaborate and provide motivation (Lamirin et al., 2023).

The progress and decline of an organization is greatly influenced by the leadership style within an organization. Transformational leadership is a leadership style that is widely applied in organizations to achieve goals together (Basirun & Turimah, 2022). Transformational leadership style has a positive influence on the performance of subordinates (Irmayanthi & Surya, 2020). According to the results of this study which reveals transformational leadership and the principal's efforts to overcome *Burnout* teachers so that the teacher's performance is better.

Based on the results of the data analysis that has been carried out, three important themes were found that explain transformational leadership in overcoming teacher burnout in Bumitama private schools, namely opportunities to improve competence, openness to new ideas and equality in work relationships. Each theme is supported with relevant coding such as the following figure:

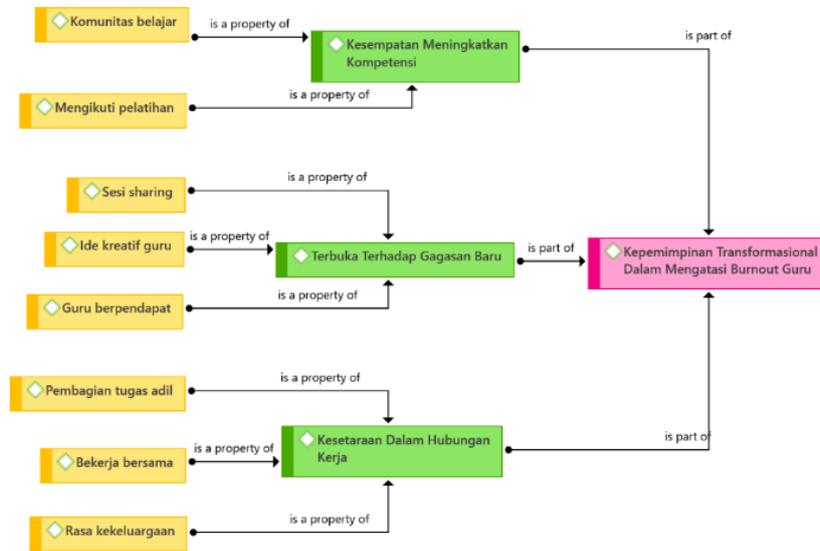


Figure 1. Atlas.ti Research Data Analysis 9

A school principal with a transformational leadership style always tries to prepare teachers to be more responsible at work. One of them is by improving teacher competence. As the results of the interview delivered by the interviewee 1.

"When there is an invitation to training, teachers will definitely be included. Usually, only teacher representatives take part in IHT or training. Both online and offline training, but many trainings are offline because they are considered more effective."

This was also confirmed by resource person 2 who stated:

"I understand that there is a possibility that teachers experience burnout because they feel that they lack knowledge or skills related to learning. This can happen, especially if they are faced with curriculum changes, new technologies or the demands of innovative learning methods that they have not yet fully mastered. To help teachers overcome this, the school held training."

Based on the quote, it indicates that the principal conducts training and provides opportunities for teachers to take part in training outside of school. Improving competence is one of the strategic steps to reduce *Burnout* experienced by teachers who carry out learning in a monotonous manner. Choosing a more creative and innovative learning strategy can be one alternative to prevent *Burnout* Teachers and students (Novianti, 2021). Based on the results of the study, it shows that principals in private schools in Bumitama provide opportunities to improve competence by holding training at school and teachers participating in training outside of school.

In addition to improving the competencies they already have, training also provides new skills and knowledge. This will reduce the stress of teachers' work at school and will provide a new enthusiasm for work. Teachers will feel more confident, more responsible and calmer in dealing with problems at school.

Learning community activities are used as a means to improve teacher competence (Hamzah, 2023). A learning community in schools allows teachers to exchange experiences, learn together and solve problems together. One of the activities in the learning community that is effective to improve teacher professionalism is through *Lesson Study* (Suwandana, 2021). Teachers can share learning experiences with each other and collaborate with each other so as to increase work motivation.

A learning community in schools can make teachers feel not isolated and isolated in solving problems. In addition to improving the ability to manage learning, learning communities can also improve mental and emotional health. Teachers with a healthy mentality and good emotional management skills will be able to think critically and productively so that they can lower the level of *Burnout* teacher (Sri Suryanti & Hartini, 2020).

In addition to providing opportunities for teacher competency development, as a transformational leader, the principal must be open to new ideas so that teachers feel that they are part of the decision-making at school. This is important because it can increase teacher involvement in schools. As conveyed by the following narasumber 1:

"Yes, of course I have asked for the opinion of the teachers. Because usually teachers have more innovative ideas or opinions so that it helps the school work program to be better."

The same thing was also conveyed by resource person 2 who stated:

"I think this is to respect teachers' opinions, provide a forum for teachers to express their creative ideas, and increase teachers' participation in school policies."

Dynamics in the world of education are challenges that always occur and must be faced. The principal must encourage teachers to hone their creative thinking skills so that teachers get new ideas or ideas in solving problems (Sulastris et al., 2020). Based on the results of the interview, it can be concluded that the principal of the Bumitama private school always receives new ideas or ideas. This is done in joint meeting activities and sharing sessions related to learning. Openness to new ideas will increase creativity in solving problems, establish good relationships so as to reduce organizational conflicts and empathy for others.

During the sharing session, teachers reflect on learning and do not close themselves to criticism and suggestions from other teachers. On another occasion, teachers with high creativity abilities carried out activities to share good practices with other teachers to provide learning inspiration. During the meeting, the

principal asks the teacher to convey ideas or ideas so that creative solutions to solve problems often come up.

The principal must be open to new ideas that teachers have in learning. Teachers who are creative in learning are considered to be able to increase students' learning motivation (Irawan, 2022). An open attitude to new ideas will create a harmonious and dynamic learning environment, so that teachers and students are more enthusiastic in learning and carrying out their duties so as to reduce teachers' work stress.

Principals and teachers must avoid boundaries between superiors and subordinates in order to create closeness in the school environment. Closeness between the principal and teachers can build a sense of family. All school residents must work together so that there is no gap in schools as conveyed by resource person 1, namely:

"We used to do activities together. For example, when we eat together. We ate in 1 of the same places. In addition, in community service activities, we all went to the field, both teachers, principals, administration, school guards. Our principle, one work must work all"

This was also conveyed by resource person 3 who stated:

"We carry out all school activities together. For example, in the Clean Friday activity, all school residents went to the field with the division of areas that had been conveyed previously."

The results of the interview provide an illustration that the activities carried out together are able to reduce the level of teacher burnout. Teachers do not feel that they are working alone so that the workload is not felt heavy.

Equality means that all individuals in schools are treated fairly and without discrimination. Equality in employment relationships will create a sense of mutual respect and appreciation that increases collaboration at work, reduces conflicts and helps achieve the vision of a common school. The principal of the Bumitama private school always strives to create equality in employment relations. This can be seen in several activities carried out such as community service activities. Both the principal, teachers, other education personnel and students together clean the school environment. The principal also seeks to distribute duties fairly according to the capacity of the teacher, providing equal opportunities and rights to all teachers without discrimination of gender, ethnicity, and religion (Gultom, 2021).

One way to overcome *Burnout* Teachers, namely school principals, rotate tasks in turn, so that teachers do not feel burdened with continuous and monotonous tasks. The principal can form a working group or team to deal with a big project so that all teachers are involved and no one feels like they have the heaviest workload. The involvement of teachers by paying attention to equality is able to create a sense of kinship in the work environment. A sense of family in the school environment can help teachers more easily guide students and give students enthusiasm to learn

(Durisa et al., 2022). Teachers will be more familiar with students because there is no gap between them.

## CONCLUSION

This research shows that the leadership style of Bumitama private school principals can help overcome and reduce teacher burnout rates. With various actions carried out such as providing opportunities for teachers to improve their competence, being open to new ideas or ideas and creating equality in employment relationships. The success of school principals in overcoming and reducing the level of teacher burnout is a form of leadership that is carried out in a transformational manner.

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