

The Influence Of Supportive Group To Improve Psychological Burnout For Ekstra Ordinary School (Slb) Teachers In Lampung

Laila Maharani, Syamsuri Ali

Abstract: The aim of this research is to analysis the effectiveness of using the supportive group therapy method to reduce the level of psychological burnout experienced by SLB teachers in Lampung Province. Based on this background, the purpose of this study is to find out whether there is an influence between the provision of Supportif Group therapy with the level of Psychological Burnout for Special School teachers in Lampung Province. The result show that, based on these conclusions, it can be suggested that Supportive Group Therapy activities can be recommended as the core method of introduction, exploring experiences to find joint solutions in Teaching and Learning activities at Extraordinary Schools in Lampung Province.

Index Terms: Supportive Group, Psychological Burnout, Lampung

1 INTRODUCTION

Education is a process where the teacher provides knowledge and students can absorb and understand the knowledge provided. The role of the teacher as a guide and teacher is very important. Because teachers interact directly with students in class. For this reason teachers as instructors and mentors demand harder in improving the quality of education. Education is not only intended for people who are normal or have no abnormalities, but also facilitate children who have physical and mental limitations. Education for children with special needs or having disabilities is regulated in Law No. 20 of 2003 concerning National Education System Article 32. Special or extraordinary education is given to students who have difficulty in following the learning process caused by abnormalities or physical, emotional, mental and social disorders (Efeendi, 2006). Based on the law, it has been explained that children with special needs have equal opportunities and rights to education. The learning process is at the core of the formal education process at school. The activity is a condition that is deliberately created by the teacher to transfer knowledge to students. Teachers who teach and students learn. The teacher plays an important role in special education or Special Education (hereinafter referred to as the PLB). Especially for cognitive, motoric, social and psychological development of students with special needs during the learning process. Being an Extraordinary School teacher (hereinafter referred to as SLB), in fact is a job that is not easy. Kuswatun and Meimulyani (2013) define children with special needs (heward) as children with different characteristics from children in general without always showing mental, emotional or physical disabilities.

Will have special needs that differ from children in general or on average children his age. Children are said to have special needs if there is something less or more in him. There are two kinds of children with special needs, the first are children with special needs who such as blind, deaf, speechless, mentally disabled, physically disabled, tuna, multiple tuna (plural disorders), children with multiple learning difficulties (Learning Disability) , children slow learning, autism and children with concentration disorders. Second is children with special needs who have the potential of intelligence and / or special talents such as Giftend (IQ> 125) who have special skills in a particular educational field where children are gifted to each other are not the same. Achieving educational goals is inseparable from the existence of a teacher. In Law Number 14 Year 2015 Article 1 Paragraph 1 concerning teachers and lecturers, teachers are defined as professional educators who have the main task, namely educating, teaching, guiding, directing, training, evaluating, and evaluating their students in early childhood education formal education, basic education and secondary education. Uno (2007) revealed that teachers are adults who are consciously responsible for educating, teaching and guiding students. People who are called teachers are people who have the ability to design learning programs and are able to organize and manage classes so that students can learn and eventually can reach maturity as the ultimate goal of the education process. Uno (2007) also emphasized that SDLB / SMPPLB / SMALB teachers must have a minimum academic qualification of four diploma (D-IV) or undergraduate degree (S1) special education programs that are in accordance with the subjects taught, and obtained from study programs that accredited. The regulation is in accordance with the ministry's regulation No. 16 of 2007 concerning standard academic qualifications and teacher competencies. There have been many studies that show that teachers for special needs children, both in inclusive and special education, are very vulnerable to psychological burnout (Wisniewski & Gargiulo, 1997; Fore, Martin, & Bender, 2002; Talmor, Reiter, & Feigin, 2005; Schlichte , Yssel, & Merbler, 2005). This is caused by various factors. Some of them are related to the task load in carrying out a career as a special education teacher such as, many students with special needs must be handled, lack of assistance received during carrying out tasks, additional administrative tasks and so on (Talmor, et.al., 2005).

- Laila Maharani is currently lecture in Universitas Islam Negeri Raden Intan Bandar Lampung, Indonesia
- Syamsuri Ali is currently lecture in Universitas Islam Negeri Raden Intan Bandar Lampung, Indonesia

The teacher is an important component in teaching and learning activities, therefore the teacher is required to be able to carry out the task as well as possible. However, the implementation of SLB teachers is faced with various challenges and conditions. In working on the task the teacher is dealing directly with students who have obstacles, therefore more attention and energy is needed in teaching children with special needs. This condition if not above will effectively affect the teacher, one of which is the occurrence of sustained fatigue (burnout). Continuous fatigue (burnout) is caused by fatigue both physically and psychologically to the teacher when teaching students with special needs, delivering material repeatedly so that the teacher feels bored and bored, and there is a high emotional involvement in work. Wardhani (2012) revealed that teachers in special schools were charged with a more difficult task compared to teachers in public schools. Basically, the workload of teachers in public schools with teachers in SLB is no different. Both teachers in public schools and high school teachers, both of whom were charged with teaching assignments. It's just that, as we know that teaching children with special needs certainly requires more energy and attention than teaching children in public schools. Aside from being an educator, teachers also have the obligation to carry out more structural tasks in the school organization. This multi-fold task load is the factor that influences the psychological burnout experienced by SLB teachers. Psychological burnout is often interpreted as a condition characterized by emotional fatigue, depersonalization, and reduced personal achievement that occurs in a person in working in a certain capacity with others (Maslach & Jackson, 1981). According to Chang (2009) psychological burnout is a syndrome that results from the accumulation of stress from the work environment that accumulates in a person. Psychological burnout experienced by someone will certainly have an impact on their work performance. For teachers, for example, the occurrence of psychological burnout will have an impact that can be seen from the outside (external) and will have an impact on the individual who experiences it (internally). External impacts that will occur for example resign from work or decrease work performance. Meanwhile, the internal impact that will occur, especially when they decide to remain at the job, is physical and psychological fatigue which will also lead to ineffective work performance (Chang, 2009). Based on interviews in the preliminary study conducted by researchers at one of the SLB teachers who have served more than 10 years in the city of Bandar Lampung, it is known that the complaints that often appear to SLB teachers are physical fatigue. According to the informant, physical fatigue is very influential on his work performance in school, especially when facing students. The speaker said that when physical fatigue arises, he often becomes more irritable and impatient in dealing with students. According to him, the same thing also often happens to other colleagues. Referring back to the theory of psychological burnout proposed by Maslach, et. al. (1981), behaviors such as those experienced by SLB teachers fall into the category of emotional fatigue and depersonalization. The study conducted by Chang (2009) also confirms that psychological burnout symptoms that are specifically experienced by special education teaching staff are harsh treatment or neglect of students. Seeing the impact caused by the psychological burnout, Fore et. al., (2002) said that in order to reduce the level of psychological burnout experienced by teaching staff in

special education, direct support is needed. Support can be given by other experienced colleagues or other experts who can provide emotional support. In line with this opinion, a case study conducted by Schlichte et.al., (2005) also said that in fact special education teachers who experience this psychological burnout need support that can listen to their problems and provide solutions to these problems. They also need to discuss the problems they face in class with other teachers. In other words, interventions to reduce the level of psychological burnout in special education teachers can be done using the supportif group method. In this study, the researchers intended to determine the level of psychological burnout experienced by the SLB in Lampung province in a quantitative manner. In addition, researchers also want to test the effectiveness of using the supportive group therapy method to reduce the level of psychological burnout experienced by SLB teachers in Lampung Province. Based on this background, the purpose of this study is to find out whether there is an influence between the provision of Supportif Group therapy with the level of Psychological Burnout for Special School teachers in Lampung Province?

2. METHODOLOGY

Participants in this study were teachers who had served more than one year in Special Schools in Lampung Province. The sampling technique is done by probability sampling method that is randomization. The researcher will randomly choose which school to take the data from. Lampung Province alone has 22 SLBs where 9 schools are public SLBs and 13 are private SLB schools (Kemendikbud, 2016). Based on these data, the target participants in this study amounted to 11 schools taken randomly from public and private SLB in Lampung Province. The total respondents are 45 people. The instrument used in this study was MBI-ES (Maslach's Burnout Inventory-Education Survey) with 22 test items (Maslach & Jackson, 1981). This instrument measures three constructs in Maslach's psychological burnout theory, namely emotional fatigue (nine items), depersonalization (five items), and inefficacy (eight items).

3 RESULT AND DISSCUSION

Before the questionnaire was processed further, researchers conducted questionnaire reliability testing with validity tests and data reliability tests. Validity test is done by product moment method; compare the value of Sig. (2-tailed) with a probability of 0.05 where the value of Sig. (2-tailed) <0.05 and Perason correlation is positive then the question questionnaire is declared valid. The results of the validity test are as follows;

Table 7. Uji Validitas in Independent Variable

Item	Sig. (2-tailed)	Pearson Correlation
1	0,000	,788
2	0,000	,809
3	0,009	,506
4	0,014	,709
5	0,000	,398
6	0,008	,896
7	0,012	,356
8	0,000	,467
9	0,000	,902
10	0,007	,789
11	0,000	,476

Source: Process datas, 2018

Based on the data processing output, it can be concluded that all question items in Variable X are valid, so that they can be used in further processing of data

Table 8. Uji Validitas Variable Terikat

Items	Sig. (2-tailed)	Pearson Correlation
1	.000	.742
2	.000	.906
3	.000	.109
4	.001	.205
5	.000	.544
6	.018	.907
7	.004	.804
8	.000	.455
9	.000	.702
10	.002	.654
11	.021	.390
12	.000	.201
13	.000	.600
14	.000	.707
15	.004	.301
16	.000	.903
17	.001	.271
18	.019	.508
19	.031	.809
20	.000	.602
21	.014	.400
22	.000	.309
23	.000	.779
24	.000	.450

Source: Process datas, 2018

Thus, it can be stated that all questionnaire items in variable Y are declared valid. The next step is to test the reliability of the instrument by testing Alpha Cronbach's Reliability. If the Alpha value is greater than 0.60, the questionnaire items used are declared reliable or consistent. Based on the results of data processing, the Alpha value for variable X is 0.795 and the Alpha value for the Y variable is 0.855. Thus the questionnaire items on variable X and variable Y are declared Reliable and can be used for further processing of data. As the next step is to test the normality of data. Tests carried out by the Kolmogorov-Smirnov Normality Test. If the significance value is greater than 0.05 then the data is normally distributed. So the researcher can proceed with the Parametric statistical calculation model. Based on the output calculation, the results are as follows;

Table 9. One-Sample Kolmogorov-Smirnov Test

	Unstandardized Residual
Kolmogorov-Smirnov Z	.487
Asymp. Sig. (2-Tailed)	.973

Source: Process datas, 2018

Thus it can be concluded that the research data are normally distributed where the value of Sig (2-tailed) is 0.973 and greater than 0.05. To find out the magnitude of the effect of variable X on the Y variable, the researcher uses simple regression testing. This is because the research variables are not too complex, there are only 1 independent variable and 1 dependent variable. Simple linear regression test or multiple linear regression basically has several objectives, namely;

calculate the estimated average value and the value of the dependent variable based on the value of the independent variable, test the dependency characteristic hypothesis and predict the average value of the independent variable based on the value of the independent variable outside the sample period. The data processing output is as follows, The correlation value is 0.602. This value can be interpreted that the relationship between the two research variables is in the fairly strong category. Thus it can be obtained the value of R Square or coefficient of determination (KD) which shows how good the regression model is formed by the interaction of independent variables and dependent variables. The KD value obtained is 36.24%. This can be interpreted that the independent variable X has a contribution of 36.24% on the Y variable and 63.76% is influenced by other factors outside the X variable.

Table 10. Model Summary

Model	R	R Square	Adj. R Square	Std. Error of the Estimate
1	0,602	36.24	35.78	3,418

Source: Process datas, 2018

Next is to test the level of significance or linearity of regression. The criteria can be determined based on the F test or the Significance test (Sig.). The easiest way is the Sig. Test, with provisions, if the Sig. <0.05, then the variable X significantly affects the Y variable, and vice versa. Based on the table, the Sig value is obtained. = 0.001 which means <significant criteria (0.05), thus the regression equation model based on the research data is significant and means, the linear regression model meets the linearity criteria and the X variable gives a significant influence.

Table 11. ANOVA

Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	182,597	1	182,597	13,962	.001
Residual	677,516	34	19,927		
Total	855,121	35			

Source: Process datas, 2018

The next information regression equation models obtained by constant coefficients and variable coefficients in the Unstandardized Coefficients column.

Table 12. Coefficients

Model	Unstandardized Coefficients		Unstandardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Const)	9,482	4,400		2.155	.016
Trust	0,359	,114	,463	3,735	.000

Source: Process datas, 2018

Thus the regression equation is

$$Y = 9,482 + 0.359 X$$

Based on this table, the regression equation model is obtained: $Y = 9,482 + 0,359 X$. Thus, every variable X is not

treated anything (left), then the value of Y is 34,476. But if the variable X is treated with a given increase of 1, the variable Y will change to 34,835.

4 CONCLUSION

Based on the results of the study, it can be concluded that Supportive Group Therapy has a significant influence in improving Psychological Burnout for SLB teachers in Lampung Propins. This can be seen from the results of research that show that:

1. The correlation value is 0.602. This value can be interpreted that the relationship between the two research variables is in the fairly strong category.
2. Supportive Group Therapy Variables have a contribution of 36.24% on the Psychological Burnout variable and 63.76% other influenced by other factors outside the Supportive Group Therapy variable.
3. The results of the study show that the value of Sig. = 0.001 which means <significant criteria (0.05), thus the regression equation model based on the research data is significant and means, the linear regression model meets the linearity criteria and the Supportive Group Therapy variable gives a significant influence on the Psychological Burnout variable.
4. Based on these conclusions, it can be suggested that Supportive Group Therapy activities can be recommended as the core method of introduction, exploring experiences to find joint solutions in Teaching and Learning activities at Extraordinary Schools in Lampung Province.

Supportive Group Therapy activities have been carried out in Lampung Province Special Schools, but the implementation is still not effective and the results are not optimal given the lack of deep understanding of the social and psychological aspects of Special School students, so for further advice the Extraordinary School can partner with knowledgeable practitioners and academics and experts in the field of Psychology so that Supportive Group Therapy activities can produce optimum progress

5 REFERENCES

- [1] Appelbaum, A.H. (1995). Supportive Therapy, 4, <http://www.focus.psychiatryonline.org/cgi>. Diperoleh tanggal 2 Maret 2009.
- [2] Burke, R. J., & Greenglass, E. (1995). A longitudinal study of psychological burnout in teachers. *Human Relations*, 48(2), 187-202.
- [3] Chang, M. L. (2009). An appraisal perspective of teacher burnout: Examining the emotional work of teachers. *Educational psychology review*, 21(3), 193-218.
- [4] Chien, W.T., Chan, S.W.C., dan Thompson, D.R. (2006), 12, <http://bjp.rcpsych.org/cgi>. Diperoleh tanggal 9 april 2009.
- [5] Fore, C., Martin, C., & Bender, W. N. (2002). Teacher burnout in special education: The causes and the recommended solutions. *The High School Journal*, 86(1), 36-44.
- [6] Gravetter, F. J., & Forzano, L. B. (2012). *Research methods for the behavioral sciences*. Wadsworth, Cengage Learning. International Edition: ISBN-13, 978-1.
- [7] Holmes, J. (1995). *Supportive Psychotherapy The Search*

- For Positive Meanings.1, <http://www.bjp.rcpsych.org/cgi>. Diperoleh tanggal 2 Maret 2009.
- [8] Hunt. (2004). A Resource Kit for Self Help / Support Groups for People Affected by an Eating Disorder. <http://www.medhelp.org/njgroups/VolunteerGuide.pdf> Diperoleh tanggal 6 April 2009.
 - [9] Kemendikbud. (2016). Diunduh dari http://publikasi.data.kemdikbud.go.id/uploadDir/isi_9CBD2FEC-C6BF-4ABA-B153-59B7DE31C66B_.pdf
 - [10] Kumar, S., & Phrommathed, P. (2005). *Research methodology*(pp. 43-50). Springer US.
 - [11] Maslach, C., & Jackson, S. E. (1981). MBI: Maslach burnout inventory. Palo Alto, CA.
 - [12] Maslach, C., Schaufeli, W. B., & Leiter, M. P. (2001). Job burnout. *Annual review of psychology*, 52(1), 397-422.
 - [13] Schlichte, J., Yssel, N., & Merbler, J. (2005). Pathways to burnout: Case studies in teacher isolation and alienation. *Preventing School Failure: Alternative Education for Children and Youth*, 50(1), 35-40.
 - [14] Scott, J.E. and Dixon, L.B. (1995). *Psychological Interventions for Schizophrenia*, 13, <http://www.schizophreniabulletin.oxfordjournals.org>. Diperoleh tanggal 2 Maret 2009.
 - [15] Stuart, G.W., and Laraia (1998). *Principles and Practice of Psychiatric Nursing*. (7th ed.). St. Louis : Mosby Year.
 - [16] Talmor, R., Reiter*, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in inclusive education. *European Journal of Special Needs Education*, 20(2), 215-229.
 - [17] Wisniewski, L., & Gargiulo, R. M. (1997). Occupational stress and burnout among special educators: A review of the literature. *The Journal of Special Education*, 31(3), 325-346. J.S. Bridle, "Probabilistic Interpretation of Feedforward Classification Network Outputs, with Relationships to Statistical Pattern Recognition," *Neurocomputing—Algorithms, Architectures and Applications*, F. Fogelman-Soulie and J. Hérault, eds., NATO ASI Series F68, Berlin: Springer-Verlag, pp. 227-236, 1989. (Book style with paper title and editor)