

The Contribution of Co-Worker Social Support on Burnout of School Counselor

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Abstract: The demands of a lot of work on school counselors and the lack of social support in carrying out tasks cause school counselors to experience burnout and lead to burnout conditions. This study aims to examine the contribution of co-workers social support to the condition of school counselor burnout. This study uses a descriptive correlational quantitative method. The study population was a high school counselor SMAN in Pekanbaru . The sample amounted to 52 people who were determined by the Sampling total sampling technique. The instrument used was co-workers social support questionnaire and burnout with a Likert scale model . Instrument reliability test results co-worker social support 0.959 and burnout conditions of 0.976. The research data were analyzed using simple regression. The research findings show that there is a contribution of co-workers social support to the conditions of school counselor burnout by 37.4%. The implications of the results of the study can be used as an effort to improve the quality of guidance and counseling services, especially in increasing social support for work towards the conditions of school counselor burnout.

Keywords: Co-worker social support; Burnout; School Counselor



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Introduction

School counselors have a very central role in developing the potential that exists in students to become independent and successful individuals in their lives. Soetjipto and Kosasi (2009) suggest that school counselors must carry out their functions in helping students overcome difficulties in learning, overcoming the occurrence of bad habits, continuation of studies, social emotional problems in schools, school environment, family and community environment. Furthermore, Afdal (2015) explains that collaborative activities with various parties are important for school counselors to achieve the goal of guidance and counseling services towards the development of independent and optimal students. Burnout in education is a phenomenon that often occurs (Khairani & Ifdil, 2015). Teachers are one of the jobs that have the highest rates of sick leave caused by stress at work. This form of stress can cause fatigue syndrome, which is

characterized by emotional fatigue, depersonalization and low personal achievement (García., Marín & Aguayo2019). (Bozkuş,2018) Based on the results of this study indicate that almost half of the teachers experience burnout at work.

The number of tasks performed by the school counselor will be barrier if not done properly. Many job demands make school counselors may experience fatigue, stress, and stress at work, so it is feared that leads to burnout condition. This is in line with the opinion of Corey and Corey (in Fernet, Guay, Caroline, and Austin, 2012), Kiarie, Sirera, and Mwenje (2011) explaining that school counselors who work excessively in dealing with clients will direct themselves to fatigue. It is supported by several studies including Blazer (2010) explains that the condition of burnout in teachers recognized as a serious problem. Furthermore, Wozny, Polowczyk and Zygmunt (2014) explained that 54% of teachers felt stressed with the work they were doing. Furthermore, the results Schonfeld and Bianchi (2016) explained 86% of teachers were identified affected by burnout also experience depression. Teacher and student relationships have a significant effect on teacher burnout, cynicism, and inefficiency. the teacher's relationship with superiors and the teacher's relationship with co-workers have a moderate effect on burnout.

Based on the explanation above it is known that school counselors experience stressful conditions which if this is continuously allowed, will lead the teacher to burnout conditions. Teaching is a profession that is prone to stress and burnout (R. Richards.,et al. 2018., Garcia., et all. 2019). Saloviita & Pakarinen (2021) explained teachers who experience fatigue will have a negative impact on individual teachers, students, organizations, and communities, so they need special attention to the factors that cause teachers to experience burnout. Chernis (1980) explains that burnout is a change in attitude and behavior in the form of a reaction psychologically withdraw from work, such as cynical and distant with the client, truant, tardy, and a strong desire to change job.

Furthermore, Maslach and Leiter (1997) also explained that burnout is emotional, physical, and mental fatigue caused by the atmosphere of a rigid, hard, very demanding workplace both economically and psychologically. Burnout is a physically or mentally damaging condition caused by overwork or stress (Dimitriu,2020) and risk factors on educators' health (Kyriacou,2001; Papastilianou, Kalia, & Polychronopoulos, 2009). Gold and Roth (1993) suggest factors that affect burnout in teachers including; lack of social support, demographic factors, self-concept, role of conflict (role of ambiguity), and isolation. Based on the opinions above, it can be concluded that burnout is a condition of physical, emotional and mental fatigue that makes withdrawing from work which makes him lose enthusiasm in doing work.

Maslach and Leiter (1997) suggested the dimensions of burnout, namely: (1) exhaustion (fatigue) experienced by a person while working both emotionally and physically, (2) cynicism (cynicism), namely cynicism, being cold and giving distance to work, and people around him, (3) ineffectiveness is a feeling of ineffectiveness, feeling himself unable to do work. As for the causes of burnout can be seen from six forms, namely incompatibility between people with work, namely: excess workload, lack of system control, inadequate rewards, disruption of community systems in work, loss of justice, and conflict of values. Furthermore, Gold and Roth (1993) suggest factors that influence burnout in teachers including; lack of social support, demographic factors, self-concept, role of conflict (role of ambiguity), and isolation.

Based on the opinions above, there are several factors that influence burnout, one of which is social support. Social support influences school counselors to prevent burnout conditions, social support obtained by school counselors is better able to strengthen themselves in facing pressing situations in work and able to overcome existing problems. Taylor, Peplau, and Sears (2009) explain that individuals need social support in dealing with and overcoming stressful conditions. Individuals who have high social support can deal with stress compared to individuals who lack social support. Furthermore, Fraizer (in Baron and Byrne, 2002) explains that social support is very useful to help someone overcome stressful conditions.

Ganster, Fusilier, and Mayes (1986), Doosje, Jans, and Hopstaken (in Taylor, Peplau, and Sears, 2009) suggest that social support can be obtained from families, partners, coworkers, superiors, social contacts and the community. Sarafino & Smith (2011) suggests that someone who gets support will feel loved, cared for, valuable, valuable to others. If the school counselor gets social support from a colleague, then the school counselor can carry out his duties well, however, if the school counselor does not obtain social support from a colleague, then the school counselor will feel there is no place and a way to share the work problems he faces.

Barak, Nissly, and Levin (2001) explain that school counselors who lack social support will reduce their ability to deal with stress in their work. This is also supported by the research of Adawiyah (2013) that there is a very significant negative relationship between social support and the tendency to burnout. Those who get high social support tend not to experience burnout at work. The purpose of this study was to determine the magnitude of the impact of co-workers' social support to the conditions of school counselor burnout.

Method

This study uses a quantitative approach with descriptive correlational types. The sample in this study were 52 school counselors. The sample is determined by the total sampling technique. The instrument used was a colleague's social support questionnaire and burnout with a Likert scale model. To find out the contribution of independent variables to the dependent variable, the data were analyzed by simple regression. Data analysis was assisted by using the SPSS version 20.00 program.

Results and Discussion

Based on data obtained from the results of the study, all data were obtained from the results of administration of 52 school counselors. This data is to test the contribution of co-workers' social support to the conditions of school counselor burnout.

Testing Data Analysis Requirements

Requirements test analysis carried out in this study is the normality test, linearity test.

Normality Test

The normality test using the Kolmogorov Smirnov method shows that the research variable data is normally distributed, with the value of Asymp. Sig. variable co-worker social support of 0.396, and burnout conditions of 0.43.

Linearity Test

The results of the linearity test show that the data on the co-worker social support variable with the burnout condition is linear with the Sig. $0,000 \leq 0,05$.

Impact to coworkers' social support and Burnout conditions

The results of the analysis of the contribution of co-workers' social support to burnout conditions can be seen in Table 1.

Table 1. Results of Simple Regression Analysis and Significance Tests

Variabel	R	R Square	Sig.
X ₁ – Y	-0,611	0,374	0.000

Table 1. Shows the R value of -0.611, which shows the regression coefficient of co-worker social support for burnout conditions. The R Square value is 0.374, which means 37.4% of the co-worker social support for the burnout condition, with a significance level of 0.000 smaller than 0.05. The results of the analysis show that the social support of coworkers contributes negatively to the burnout condition.

Table 2. The Results of Simple Regression Analysis

Variabel	Unstandardized		
	Coefficients B	T	Sign
(Constant)	199,108	12,285	0,000
X ₁	-0,539	-5,461	0,000

The simple regression results in Table 24 show that tcount is -5.461, while t table is 2.021 means tcount > t table. This means that the social support of co-workers contributes significantly to the condition of the school counselor's burnout. These results illustrate the regression equation as follows:

$$\hat{Y} = a + bX_1 = 199.108 - 0.539X_1$$

The equation model contains the following meanings:

- The value of a constant (a) is 199,108, meaning that if a colleague's social support is worth 0, then burnout is worth 199,108.
- Regression coefficient value of co-worker social support (b) is negative, meaning that any increase in co-worker social support of 1 will reduce burnout conditions by 0.539 assuming other variables are of fixed value.

The results of the analysis that have been described, that the variable co-worker social support can be used to predict the variable burnout condition. In the following section, the discussion will be explained for the impact of co-workers' social support to the conditions of burnout of school counselors.

The results of the study indicate that co-workers' social support contributes significantly to the condition of school counselor burnout. This finding was obtained based on data analysis which showed that the correlation coefficient was -0.611 and the coefficient of determination (R Square) of co-workers' social support for the burnout condition was 0.374. That is, co-worker social support contributes to the condition of school counselor burnout by 37.4%, while the rest (100% - 37.4% = 62.6%) is explained by other variables. Based on these explanations, it can be seen that one of the factors contributing to burnout is social support from colleagues. Therefore, it can be seen, the higher the social support of school counselor co-workers, the more school counselors feel comfortable in carrying out their duties and responsibilities as school counselors, to prevent burnout conditions in school counselors, it requires social support from colleagues, in the Social support for school counselors will be better able to deal with pressing situations, and be able to overcome the problems they face in work. However, if school counselors do not get social support, this will make school counselors vulnerable to work problems and vulnerable to burnout conditions. This is supported by several research results, including Purba, Yulianto, & Widyanti (2007) explaining the variable social support contributing to the burnout conditions experienced by teachers by 58% and the remaining 42% influenced by other factors. In addition, research conducted by Bataineh and Alsagheer (2012) explains that social support can be obtained from supervisors, colleagues, friends, spouses, or families, and social support is most effective in reducing burnout conditions in special education teachers. Furthermore, Adawiyah's research (2013) explains that someone who gets high social support in carrying out their duties and responsibilities will be more protected from burnout conditions.

Based on the explanation above, it can be seen that the social support obtained by a person will affect the level of burnout it has, the higher the social support it receives, the lower the burnout conditions it experiences. Therefore, various efforts must be made to improve the social support of coworkers. As for how to improve the social support of coworkers, according to Puspita (2012), there are steps that can be taken to improve co-workers' social support by creating a pleasant and mutually supportive work atmosphere with other colleagues, so that better cooperation can be formed. Furthermore, holding recreational activities together at a certain time so that workers feel cared for by the place of work, so as to reduce boredom and be able to spend time together with colleagues outside working hours and the creation of cohesiveness and closeness between one another.

Wiyono and Haryadi (2014) explain that to increase co-worker social support can be done by strengthening relationships between fellow coworkers, and also the leadership in which we work. Hold gatherings to form togetherness such as: eating together, making new year events, as well as other holidays.

This activity was held with the aim of strengthening relations between fellow colleagues and leaders, this activity also aims to momentarily eliminate the burden of work tasks. At work, coworkers provide support motivation such as giving advice on problems faced, giving praise to fellow colleagues who succeed in achieving an achievement, giving information to each other both from inside the agency and from outside the agency, giving direction / examples and being able to motivate colleagues who are less successful in completing the task given.

Based on the explanation above, it can be seen that steps can be taken to improve the social support of colleagues, including establishing good relationships between colleagues, conducting discussions and sharing on problems faced in work, outbound and gathering with co-workers to bring together togetherness and cohesiveness. mutual respect, and help each other when experiencing problems.

Conclusion

Based on the findings and discussion of the results of the study, then conclusions can be stated as follows: Social support from colleagues provides a significant negative contribution to the condition of school counselor burnout. Co-worker social support contributed 37.4%. This means that the better the social support provided by coworkers, the lower the burnout conditions experienced by the school counselor. So, to be able to reduce burnout conditions for school counselors by increasing the social support of coworkers.

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