

## THE EFFECT OF INTERNAL LOCUS OF CONTROL, JOB INSECURITY, AND JOB STRESS ON THE BURNOUT OF NON-FULLTIME TEACHERS AT PAMENANG SELATAN ELEMENTARY SCHOOL

K.A. Rahman <sup>1</sup>, Mohamad Muspawi <sup>1</sup>, Nurul Fa'izah <sup>1</sup>

<sup>1</sup> Universitas Jambi, Indonesia

\*Corresponding Address: ka\_rahman@unja.ac.id

*Received: 12 August 2022 / Approved: 25 November 2022 / Published: 28 December 2022*

**Abstract:** This study sought to ascertain the impact of internal locus of control, job stress, and job insecurity on burnout among South Pamenang's non-full-time teachers. This study employs quantitative research and is a form of survey research. The sample for this study comprised 50 respondents who were non-full-time teachers in South Pamenang. Employing the entire sampling method for sampling. The analytical techniques employed include multiple linear regression, path analysis, and a t-test with a significance threshold of 0.05%. According to the findings of this study, the value of t-count > t table, or  $2,924 > 1.6794$ , and Sig. 0.05 or 0.005 0.05, whereas the t-table value is 1.6794. This indicates that the Burnout of non-full-time teachers in South Pamenang is influenced by an internal locus of control, job stress, and job uncertainty. Thus, it can be inferred that internal locus of control, job stress, and job insecurity all impact the Burnout of non-full-time teachers in South Pamenang.

**Keywords:** Internal Locus of Control, Job Insecurity, Job Stress, Burnout, Non-Fulltime Teacher

## **INTRODUCTION**

Basically, a teacher's responsibility is to educate students well, both civil servant teachers and non–full-time teachers. It's just that there are differences in the rights received by teachers depending on rank and years of service. By the Regulation of the Minister of Education and Culture Number 8 of 2020, in which it has been stated that the payment of the monthly honorarium for non–full–time teachers and non–full-time education personnel can be obtained from BOS funds of a maximum of 50% with a note that Non –Fulltime teachers and Non –Fulltime education personnel who have a NUPTK number have not had an educator certificate, and is recorded in the basic education data on December 31, 2019 (not to finance new Non –Fulltime teachers) (Yoza, 2021).

Non –Fulltime teachers do have quite complex problems. Among them are; (1) The occurrence of discrimination/gaps between Non –full-time teachers and PNS teachers in the community; (2) a workload that is not equal to the salary given, resulting in economic problems for Non –full-time teachers; (3) the welfare of Non –Fulltime teachers has not been fully a concern of the government, because no law regulates the rights and obligations of Non –Fulltime teachers; (4) dismissal of Non –Fulltime teachers on a contractual basis and without severance pay may occur, this is because all policies or decisions rest with the principal; (5) The facilities received between Non –Fulltime teachers and PNS teachers are different. This situation causes Non –Fulltime teachers to feel pressured and uncomfortable with the existing situation and will later result in Burnout for Non –Fulltime teachers (Cahyani, 2019). These problems allow researchers to use the internal locus of control as the first variable of the research object. As mentioned above, an internal locus of control is needed to control individual behavior, a personality that can influence a person's behavior.

The opinion of Greenhalgh and Rosenblatt states that "Locus of control is the belief of each individual about his ability to be able to influence all events related to himself (internal) and his work (external)." This opinion is supported by Kreitner and Kinicki (in Noviarini, 2013), who state that "locus of control consists of two constructs, namely internal and external, where if someone who believes that what happens is always under his control and always takes a role and is responsible for In every decision making, it is included in the internal locus of control, while someone who believes that events in his life are outside his control are included in the external locus of control. "The term job insecurity first appeared in America in the mid-1970s since many workers lost their jobs due to the prolonged economic crisis" (Greenhalgh & Rosenblatt in Nithomul, 2015). "Job insecurity arises when there is a gap between the expected level of security and the experience of perceived security. Job insecurity can be interpreted as a condition of being powerless in maintaining the continuity of a person who is threatened by working conditions. According to Greenhalgh and Rosenblatt, there are

four important elements of job insecurity, namely aspects of work at risk (job feature at risk), desired continuity of work (desired continuity), threats (threats), and powerlessness. Since then, job insecurity has become an important construct to study about the impact of job insecurity in Irene's organization (Trias and Novita, 2013).

Invancevich and Matteson (Luthan 2011) said that job stress can be interpreted as a response that is easy to adjust through the intermediary of psychological processes or individual differences due to situations, events, or environmental actions that can cause excessive psychological and physical demands. Job stress is a loss of control over the performance of Non –full-time teachers. Then work can be defined as a pressure that can occur when non–full-time teachers are required to do or do something that is not the desired job. Colquitt, LePine, and Wesson (Lindawati, 2014) provide information about how a person faces and assesses stress in the theory they developed, namely the Transactional Theory of Stress. This theory explains how stressors can be accepted and assessed by someone and how that person responds to the assessment and acceptance of these stressors. According to the transactional theory of stress, once people realize that a stressor causes stress, they will think about how to deal with it. They should be coping. Folkman (Lindawati, 2014) "expressed the opinion that coping is a thought that a person can use to manage the emotions that arise due to stress and stress. " "Coping is an assessment of what things can be done or that can be used to change the situation" (Lazarus in Gaol, 2016). "Dividing coping (Coping) into two methods that can be used when dealing with stress, including coping focusing on emotions (emotion-focused coping) and problem-focused coping (problem-focused coping)."

Maslach (Trias and Novita, 2013) defines Burnout as a psychological syndrome consisting of three dimensions, namely emotional exhaustion, personalization, and low self-esteem, that can occur among individuals who work with others in several capacities. Leatz and Stolar (Trias and Novita, 2013) affirmed that burnout is "physical, mental, and emotional exhaustion caused by stress experienced for a long time with situations that require emotional involvement and high standards of personal success." Duyan (2022) added, "Burnout is a syndrome that occurs as a physical and psychological reaction as a result of long-term emotional exhaustion in occupational groups (teaching, nursing, etc.) that deal with people."

Studies on internal locus of control, work instability, job stress, and Burnout have already been conducted. Studies have examined how leadership affects organizational behavior using job stress as a mediator. He cited Hamidi and Shamloo, who stated that teacher job stress is linked to various negative employment outcomes, including relocation plans, a lack of job satisfaction, Burnout, ineffective teaching, and ineffective classroom management. Hammali and Nastiezaie (2012). Studies

have also examined the connections between Burnout, job satisfaction, and collective efficacy among instructors. The findings indicated that teachers' collective efficacy positively and adversely predicted job satisfaction and Burnout. Burnout is significantly influenced by teachers' overall job satisfaction and collective efficacy. (Yurt, E:2022).

The research looks at the impact of life and job satisfaction on the sense of professional Burnout in teachers. According to research, teachers' perceptions of Burnout are negatively impacted by how satisfied they feel in their jobs and personal lives. (2002) (Aydogmus and Serce). Additionally, studies linking Burnout to job satisfaction among university staff, including academic and non-academic staff, indicate its frequency and the risk factors linked with it. The findings indicated that academicians had high degrees of Burnout in their personal, professional, and client-related lives, which increases psychological suffering and adversely affects job satisfaction. (Mohammed, Nikmat, Hashim, Shuib, and Ridwan, 2021). The association between psychological capital and stress, anxiety, job burnout, job satisfaction, and job engagement has also been studied. The result is that school administrators must support the growth and fortification of teachers' psychological capital to lessen instructors' unfavorable views and foster positive attitudes at work. (Demir, 2018). According to Trias' research findings, there is a positive correlation between work insecurity and Burnout and a negative correlation between internal locus of control and Burnout among non-full-time teachers at SDN Bekasi Selatan (Trias and Novita, 2013). The study's methodology and subject matter differed from those covered in past studies. In light of the justification mentioned above, this study aims to investigate the impact of internal locus of control, job stress, and job insecurity on Burnout among non-full-time teachers in South Pamenang, Merangin Regency, Jambi Province.

## **METHODS**

This study used a survey method as its research strategy. According to Fraenkel and Wallen (1993) in Alam (2011):64, survey research is a method of gathering data from a sample by asking them to characterize various population characteristics through interviews or questionnaires. Respondents filled out a questionnaire that the researcher had created. On a 5-point Likert scale, respondents to the questionnaire provided their responses.

Non-Full-Time Elementary School Teachers in South Pamenang, Merangin Regency, made up the study's population. The researcher employed a complete sampling strategy to collect the sample. A method known as total sampling uses the same number of samples as the population. The researcher uses Total sampling since there will be less than 100 people in the population that will be researched. This is in line with Sugiyono's (2018) assertion that because there are less than 100 people

in the entire population, the entire population must be employed as a study sample. The study's sample was fifty part-time elementary school teachers in South Pamenang District.

Validity tests, reliability tests, variable descriptive tests, homogeneity tests, normalcy tests, and normality tests are all used to analyze the data used in this study. T-test, f-test, path analysis, and multiple linear regression test to test the hypothesis. Using SPSS 21.0, validity and reliability tests were conducted on inquiries about internal locus of control, work insecurity, job stress, and Burnout. How to do the validity test, which determines if an item is valid by associating its score with a score at the 5% confidence level ( $\alpha = 0.05$ ) or probability ( $\alpha = 0.05$  and the value of  $r_{count} > r_{table}$ ). Untrue statements must be removed. A reliability test is performed to see if the questions can be utilized many than once, if not with different respondents, and still produce reliable findings. The degree of consistency is referred to as reliability. The formula for Cronbach's Alpha equation was utilized in the reliability test. Additionally, the reliability coefficient is contrasted with the  $r_{table}$  value at a significance level of 5% (0.294), and if  $r_{count} > r_{table}$ , the instrument is deemed reliable and suitable for use in research.

## RESULTS AND DISCUSSIONS

Based on the research and data analysis findings on the previously mentioned topic in the thesis. The authors offer a questionnaire that the non-full-time teachers must complete to gather information regarding the impact of internal locus of control, job insecurity, and job stress on the Burnout of non-full-time teachers at elementary schools in South Pamenang. The table below demonstrates it.

**Table 1.** Research Instrument Validity

No.	Variables	Number of Statements	Invalid
1.	Internal Locus Of Control (X1)	6	-
2.	Job Stress (X3)	12	12
3	Job Insecurity (X2)	12	21
4	Burnout (Y)	12	36,39 and 41

The statements (X1) all have valid questions, (X2) there is 1 invalid statement, (X3) there is 1 invalid statement, and (Y) there are 3 invalid statements. The validity results of all invalid statements are not used as research questionnaires, with very high reliability.

**Table 2.** Research Instrument Reliability Score

No.	Variables	Reliability Score	Note
1.	<i>Internal Locus Of Control (X1)</i>	0.880	Very High
2.	<i>Job Stress (X3)</i>	0.869	Very High
3	<i>Job Insecurity (X2)</i>	0.887	Very High
4	<i>Burnout (Y)</i>	0.8865	Very High

A normality test is needed to determine whether the data to be analyzed is in the form of a normal distribution, which is processed through SPSS 21.0. Under the terms, if the value of Asymp. Sig. (2-tailed)  $> 0.05$ , the data is normally distributed, but if the Asymp value is. Sig. (2-tailed)  $< 0.05$ , the data is not normally distributed. So according to the above provisions, using the Kolmogrov-Smirnov (K-S) method, it appears that the sig internal locus of control value is  $0.131 > 0.05$ , the sig job insecurity value is  $0.063 > 0.05$ , the sig job stress value is  $0.075 > 0.05$ , and the sig burnout value is  $0.200 > 0.05$ . Thus it can be concluded that all data from the four variables are normally distributed.

The linearity model can be considered appropriate and acceptable if the Deviation from the Linearity value is  $> 0.05$ . So with the above provisions, X1 with Y is  $0.210 > 0.05$ , X2 with Y is  $0.204 > 0.05$ , and X3 with Y is  $0.594 > 0.05$ . so it can be concluded that all data have a linear relationship with Y.

The hypothesis is then put to the test using multiple linear regression analysis. Two regression analyses were run. Determine the strength of the link between the independent variable (independent) and the mediating variable (intervening) using the first regression analysis. The second regression analysis assesses the strength of the correlation between the independent and dependent variables. It will be explained in detail below, one by one.

**Table 3.** Coefficients of the Influence of Internal Locus of Control on Burnout on Non-Fulltime Teachers in South Pamenang (H1)

**Coefficients**

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.210	2.530		4.827	.000
	Y	.314	.107	.407	2.924	.005

a. Dependent Variable: X1

According to Table 3, the count value is greater than that of ttable, or 2,924 is greater than 1.6794, Sig. is less than or equal to 0.05, whereas ttable is 1.6794. Because t count 2.924 is higher than t table 1.6974, the regression equation is  $Y = 12.210 + 0.407X_1$ . As a result, it can be stated that there is an internal locus of control influence of 0.407 on Burnout for non-full-time teachers in South Pamenang. This suggests that  $H_a$  is accepted and  $H_o$  is rejected.

**Table 4.** Coefficients of the Influence of Internal Locus of Control on Jobstress on Non-Fulltime Teachers in South Pamenang (H2)

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	12.338	2.694		4.579	.000
X3	.220	.082	.380	2.694	.010

a. Dependent Variable: X1

Table 4 shows that  $t_{count} > t_{table}$ , or  $2.694 > 1.6974$ , and  $Sig. > 0.05$ , or  $0.010 > 0.05$ . As a result,  $Y = 12.338 + 0.380 X_2$  is the regression equation since tcount 2.694 is higher than ttable 1.6974. As a result, it can be determined that there is an internal locus of control influence of 0.380 on job stress for non-full-time teachers in South Pamenang. This suggests that  $H_a$  is accepted and  $H_o$  is rejected.

**Table 5.** Coefficients of the Influence of Job Insecurity on Jobstress on Non-Fulltime Teachers in South Pamenang (H3)

**Coefficients**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	25.747	3.082		8.353	.000
X3	.406	.093	.553	4.351	.000

a. Dependent Variable: X2

According to table 5, the values of  $t_{count} > t_{table}$ ,  $4.351 > 1.6974$ , and  $Sig. 0.05$  or  $0.000 < 0.05$  can be shown. As a result,  $Y = 25,747 + 0,553X_3$  is the regression equation since tcount 4.351 is higher than ttable 1.6974. As a result, it can be stated that there is a 0.553 effect of job insecurity on job stress for non-full-time teachers in South Pamenang. This means that  $H_a$  is accepted and  $H_o$  is rejected.

**Table 6.** Coefficients of the Influence of Job Insecurity on Burnout on Non-Fulltime Teachers in South Pamenang (H4)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	29.909	3.225		9.275	.000
	Y	.391	.137	.399	2.856	.007
a. Dependent Variable: X2						

According to table 6, the values of  $t_{count} > t_{table}$ ,  $2.856 > 1.6974$ , and Sig. 0.05 or 0.007 0.05 can be noticed. Because  $t$  count 2.856 is higher than  $t$  table 1.6974, the regression equation is  $Y = 29,909 + 0.399 X_4$ . This indicates that  $H_0$  is rejected, but  $H_a$  is accepted, leading to the conclusion that there is a 0.399-percentage effect of job insecurity on Burnout for non-full-time teachers in South Pamenang.

**Table 7.** Coefficients of the Influence of Job Stress on Burnout on Non-Fulltime Teachers in South Pamenang (H5)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	15.625	4.002		3.904	.000
	Y	.731	.170	.549	4.303	.000
a. Dependent Variable: X3						

Table 7 shows the  $t_{count}$  values  $> t_{table}$  or  $4.303 > 1.6974$  and Sig. 0.05 or 0.000 0.05. Consequently, the regression equation is  $Y = 15,625 + 0,549X_5$ , as the  $t_{count}$  is higher than the  $t_{table}$ , which is 1,6974. As a result, it can be inferred that for Non-Full-Time Teachers in South Pamenang, 0.549, there is a direct relationship between job stress and Burnout.  $H_a$  is accepted, and  $H_0$  is refused.

**Table 8.** Regression Equation (H6)

Coefficients						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.076	5.362		.574	.569
	X1	.291	.176	.224	1.653	.106
	X2	.122	.154	.120	.795	.431
	X3	.298	.118	.397	2.530	.015
a. Dependent Variable: Y						

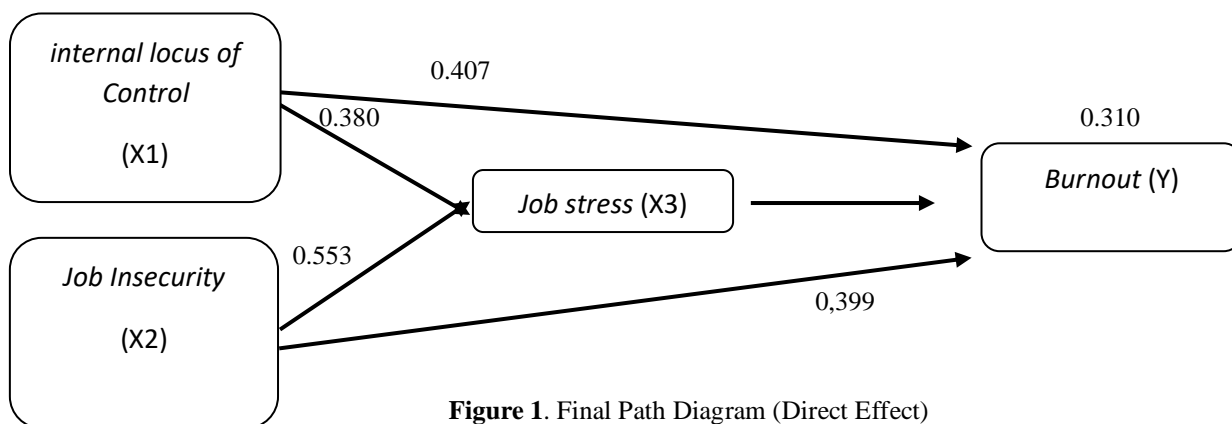


A significant value of 0.015 0.05 was obtained based on table 8. This indicates that the Burnout of non-full-time teachers in South Pamenang is influenced by an internal locus of control, job stress, and job uncertainty. Thus,  $Y = 3.076 + 0.224X_1 + 0.120X_2 + 0.397X_3$  is the regression equation created. The following are the results of hypothesis testing in brief;

**Table 9.** Summary of Hypothesis Test Results

No	Hypothesis	Influence	t-statistics	Sig	Description
1	X1 to Y	0.407	2.924	0.005	Significant
2	X1 to X3	0.380	2.694	0.010	Significant
3	X2 to X3	0.553	4.351	0.000	Significant
4	X2 to Y	0.399	2.856	0.007	Significant
5	X3 to X1	0.549	4.303	.000	Significant
6	X1,X2, X3 to Y	0.310	2.350	0.015	Significant

The following is the output of the complete model analysis, which can be seen in the analytical framework model as follows:



**Figure 1.** Final Path Diagram (Direct Effect)

The important health component of Burnout is extensively researched as a symptom of poor employee health. The antecedents and processes contributing to Burnout and other associated outcomes in organizations were the subject of several research studies in this special issue. Less Burnout was observed by participants with a more balanced view of time, and this resulted in greater job satisfaction. In a sample of Australian aged care workers, Guan and Jepsen (2020) examined the moderating effects of employees' dispositional gratitude as well as the effects of intrinsic (self-regulating emotions through reappraisal or suppression) and extrinsic (self-regulating emotions through cognitive change or response modulation) regulating emotions on Burnout. When employees controlled the emotions of others, their dispositional thankfulness mitigated the effects of cognitive change on emotional weariness and the effects of response modulation on emotional exhaustion and depersonalization. When workers controlled their emotions, gratitude did not affect the links between emotion regulation and exhaustion.

The study highlights the potential role that appreciation may play in enhancing the health and well-being of workers. From a person-centered viewpoint, Min and Su (2020) examined the connections between citizenship and counterproductive behaviors, per-personality profiles, and Burnout. The 'ordinary,' 'resilient,' and 'rigid' personality profiles had a significant difference with the outcomes examined, according to latent profile analysis (LPA). The authors stress the significance of person-centered approaches when examining the connections between personality traits and health and performance outcomes.

## **CONCLUSION**

After the author examined the influence of internal locus of control, job stress, and job insecurity on Burnout in non–full–time teachers in South Pamenang so that the researcher can conclude there is an influence of internal locus of control, job stress, and job insecurity on the Burnout of non–fulltime teachers in South Pamenang.

## **REFERENCES**

- Alam, S. (2011). Analisis Kebutuhan Pelatihan Berbasis Kompetensi dalam Rangka Meningkatkan Profesionalisme Guru SD di Kab. Maros Sulawesi Selatan (Doctoral dissertation, Universitas pendidikan Indonesia)
- Aydogmus, M. and Serce, Husein, (2021). Investigation of the regulatory role of collective teacher efficacy in the effect of job satisfaction and satisfaction with life on professional Burnout. *Research in Pedagogy*, Vol.11, No.1, pp. 234-250
- Cahyani, D. R. (2019). Kejenuhan kerja (burnout) pada guru honorer di kota makassar (Doctoral dissertation, Universitas Negeri Makassar).
- Demir, Selcuk , (2018). The Relationship between Psychological Capital and Stress, Anxiety, Burnout, Job Satisfaction, and Job Involvement, *Eurasian Journal of Educational Research* 75,137-154
- Duyan, M. (2022). The mediating role of job satisfaction in the effect of leader-member exchange on Burnout: A study on physical education teachers. *Kuramsal Eğitimbilim Dergisi [Journal of Theoretical Educational Science]*, 15(2), 264-286
- Gaol, T. (2016). Teori stress stimulus, respond an transaksional. *Buletin Psikologi*, 24 (1)

- Guan B. and Jepsen, D.M. (2020). Burnout from emotion regulation at work: The moderating role of gratitude, *Personality and Individual Differences*, Volume 156.
- Hammali, A. & Nastiezaie, N. (2022). The effect of Machiavelli's leadership on destructive organizational behaviors through mediation job stress. *International Journal of Psychology and Educational Studies*, 9(2), 273.
- Lindawati. (2014). *Manajemen kinerja sumberdaya manusia*. IPB Press
- Lutheran. (2011). *Perilaku organisasi*. Andi Offset. Edisi kesepuluh.
- Min, H., and Su, S. (2020). Examining relationships between personality profiles and organizational health outcomes, *Personality and Individual Differences*, Volume 164, Shiyang Su, Examining relationships between personality profiles and organizational health outcomes, *Personality and Individual Differences*, Volume 164
- Mohamed S, Nikmat A, Hashim N.A, Shuib N, and Raduan, N.J.N, (2021), Burnout and Its Relationship to Psychological Distress and Job Satisfaction among Academicians and Non-Academicians in Malaysia. *International Journal of Higher Education* Vol. 10, No. 1; pp. 85-92
- Nithomul. (2015). *Hubungan antara Internal Locus of Control dengan Sikap Kreatif*. Fakultas Psikologi UI
- Noviarini. (2013). *Peran locus of control dalam hubungan job insecurity dengan komitmen organisasi dan kepuasan kerjastudi kasus: Karyawan PLN Denpasar*. Tesis. Universitas Udayana.
- Trias, X.A.P, and, Novita, D.I.P, (2013). Internal Locus of Control dan Job Insecurity terhadap Burnout pada Guru Honorer Sekolah Dasar Negeri di Bekasi Selatan. *Jurnal Fisip{ Soul*, Vol.6 No.1,
- Sugiyono. (2018). *Metode Penelitian Pendidikan*. Cetakan ke 10. CV. Alfabeta
- Yoza, M. (2021). *Implementasi peraturan menteri pendidikan dan kebudayaan nomor 8 tahun 2020 tentang petunjuk teknis bantuan oprasional sekolah reguler terhadap pembayaran gaji tenaga honor guru* (doctoral dissertation, uin fas bengkulu).
- Yurt, E (2022). Collective teacher self-efficacy and Burnout: the mediator role of job satisfaction. *International Journal of Modern Education Studies*, 6(1), 51-69.  
<http://dx.doi.org/10.51383/ijonmes>. 168

