



THE EFFECT OF BURNOUT, EMOTIONAL INTELLIGENCE AND EXTROVERT PERSONALITY TYPE ON THE PERFORMANCE OF TEACHERS AT SMPN 1 PAGAI UTARA SELATAN

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Abstract

This study aims to see the effect of (1) Burnout on the performance of teachers at SMPN 1 Pagai Utara Selatan. (2) Emotional intelligence on the performance of teachers at SMPN 1 Pagai Utara Selatan. (3) Extrovert personality type on the performance of teachers at SMPN 1 Pagai Utara Selatan. (4) Burnout, emotional intelligence and extrovert personality type have a joint effect on the performance of teachers at SMPN 1 Pagai Utara Selatan. The population in this study were all teachers at SMPN 1 Pagai Utara Selatan totaling 41 people. And the technique in taking this sample used the total sampling technique (overall sample). The results of this study indicate that (1) Burnout has a significant negative effect on the performance of teachers at SMPN 1 Pagai Utara Selatan. (2) Emotional intelligence has a positive effect on the performance of teachers at SMPN 1 Pagai Utara Selatan. (3) Extrovert personality type has a positive effect on the performance of teachers at SMPN 1 Pagai Utara Selatan. (4) Burnout, emotional intelligence and extrovert personality type jointly influence the performance of teachers at SMPN 1 Pagai Utara Selatan.

Keywords: Discipline, Organizational Climate, Placement, Motivation, Performance.

INTRODUCTION

One of the biggest challenges faced by institutions is ensuring that teacher performance remains stable or even improves (Wahono, 2021). Teacher performance will directly affect organizational performance as one aspect in creating competitive advantage. This makes understanding the factors that can influence performance important for organizations, considering that teacher performance is one of the important aspects in achieving the success of an organization (Kappagoda, et al, 2021). Reviewing theoretical and empirical evidence, researchers have identified many factors that can influence performance and divided them into three aspects, namely internal teachers, internal environment, and external environment (Wirawan, 2021). Internal factors are factors that originate from within the teacher such as burnout Sukmana, (2018), emotional intelligence Nurita, (2021), and Personality Type Tendencies Afidah, (2020).

Performance in carrying out its functions does not stand alone, but is related to social support and stress levels or work saturation (burnout) which results in a decline in individual skills, abilities and traits Maryanti, S., & Citrawati, (2021). The impact of burnout has the potential to be serious for workers such as teachers and several human service professions including teachers (Jackson, 2020). In line with this opinion, Maharani (2019) also argues that burnout is something that may be experienced in a job, teachers are one of the professions that have the potential to have high stress and workload.

The negative impact of prolonged burnout will be manifested in the form of abstinence, low productivity, lack of responsibility in the agency Rahmawati, (2020), this and of course will result in low teacher performance. According to the results of research conducted by Asi, (2020) burnout has a strong influence on performance, where if not addressed immediately, performance will decline. With

burnout, a person's mind often feels full and begins to lose rationality, this can cause overwhelm in work and eventually cause mental and emotional fatigue, then begin to lose interest in work and motivation decreases, ultimately the quality of work and quality of life also decreases (National Safety Council, 2018). Research conducted by Yuhadi, (2020) concluded that there is a strong relationship between burnout and performance, where the higher the level of burnout, the lower the performance and vice versa.

SMPN 1 Pagai Utara Selatan located in Sikakap Village, Sikakap District, Mentawai Islands Regency, West Sumatra, is a public school with B accreditation based on the latest assessment. This school holds teaching and learning activities in the morning using the 2013 Curriculum, supported by electricity facilities from PLN and a 3000 watt diesel generator. Under the leadership of Principal Rina Julianti and school operator Mateus, this school strives to provide the best educational services. Financial management is carried out through Bank Nagari, Tuapejat Branch with an account in the name of BOS SMPN 1 PUS Sikakap. With various efforts In doing so, this school continues to improve the quality of education to support the development of students in fairly remote island areas.

As time goes by, SMPN 1 Pagai Utara Selatan faces strategic issues, namely the suboptimal service of teachers in teaching, there are still complaints from students about existing services, lack of facilities and infrastructure, competition between schools in the surrounding area. So it is important for school management to be able to maintain the best performance of its teachers, one of which is by stimulating the performance of its teachers. Each room of SMPN 1 Pagai Utara Selatan accepts criticism and suggestions in the form of complaints or suggestions to evaluate teacher performance:

Table 1 Performance Data Preliminary Study of Teacher Performance of SMPN 1 Pagai Utara Selatan

No	Dimensions	Statement	Agree (%)	Don't agree (%)
1	Quantity of Work	My work quantity exceeds what the organization expects.	40%	60%
2	Quality of Work	Results work Isatisfy the leader	60%	40%
3	Cooperation	I am able to work well with my co-workers	30%	70%
4	Responsibility	I am very responsible for the work that I do	45%	55%
5	Initiative	I very likechallenges in new job	40%	60%
Average			43%	57%

Table 1 shows the results of the author's initial interview with 10 teachers of SMPN 1 Pagai Utara Selatan related to teacher performance. This table shows the results of a survey on five dimensions of employee performance in the organization, namely work quantity, work quality, cooperation, responsibility, and initiative. The data shows the percentage of agreement and disagreement on statements related to the performance of each dimension. The average agreement was only 43%, while disagreement reached 57%, indicating that most employees did not feel they met the organization's expectations in some aspects of their work.

METHOD

The method used in this research is quantitative. This quantitative method aims to determine the role of the independent variable on the dependent variable. While the approach used is an associative descriptive approach, according to Sugiyono (Sugiyono, 2017), an associative descriptive approach, namely research that aims to determine the effect or relationship between 2 (two) or more variables.

Population and sample in a study have a central and determining role Muri, (2021). Population is the entirety of the objects of study that provide an accurate picture of the study. According to Darmadi, (2020) population is the total number of objects or subjects used as data sources in a study that have the same nature or characteristics. Thus, the population in this study is all employees at SMPN 1 Pagai Utara Selatan, totaling 41 people. This study uses this sampling technique using the total sampling technique (overall sample), total sampling is a sampling technique where the number of samples is the same as the population Sugiyono, (2021). The reason for taking total sampling is because according to Sugiyono, (2021) the population is less than 100, the entire population is used as a research sample. Therefore, the sample in this study was all 41 teachers of SMPN 1 Pagai Utara Selatan (Sari et al., 2021, 2023; Septiano & Sari, 2020).

RESULTS AND DISCUSSION

Table 2 Normality Test

No	Variables	Asymp. Sig. (2-tailed)	Information
1	Performance (Y)	0.108	Normal
2	Burnout (X1)	0.226	Normal
3	Emotional intelligence(X2)	0.191	Normal
4	Extrovert personality type (X3)	0.210	Normal

Source: SPSS Output Normality Test Results, 2025.

From Table 2 which is a normality test, it can be seen that in the regression model, the interfering variables or residuals have a normal distribution. This can be seen from the results of the sig value of the performance variable (Y) is $0.108 > 0.05$ burnout variable (X1) is $0.226 > 0.05$; emotional intelligence variable (X2) is $0.191 > 0.05$; extrovert personality type variable (X3) is $0.210 > 0.05$. So it is concluded that for the performance variables, burnout, emotional intelligence, and extrovert personality type and motivation of SMPN 1 Pagai Utara Selatan teachers are normally distributed.

Table 3 Multiple Regression Equation *Correlations*

Coefficients ^a				
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.

		B	Std. Error	Beta		
1	(Constant)	29,013	6,585		4,405	.000
	X1	-.541	.149	-.133	-3,63	.000
	X2	.497	.139	.520	3,571	.001
	X3	.459	.162	.053	2,833	.009

a. Dependent Variable: Y

Source: Multiple Linear Regression Results SPSS Output 2025

Based on Table 6, the estimation model can be analyzed as follows:

$$Y = 29.013 - 0.541 (X_1) + 0.497 (X_2) + 0.459 (X_3)$$

Based on the equation above, it can be explained that:

1. From the equation above, it can be seen that there is a constant value of 29.013, which means that if burnout, emotional intelligence, and extrovert personality type are zero, then the value of the performance variable is at 29.013 units.
2. The regression coefficient value of burnout is negative 0.541. This means that if work burnout increases by one unit, it will result in a decrease in performance of 0.541 units assuming the other variables are 0.
3. The regression coefficient value of emotional intelligence is positive, namely 0.497. This means that if emotional intelligence increases by one unit, it will result in an increase in teacher performance of 0.497 units, assuming the other variables are 0.
4. The regression coefficient value of the extrovert personality type is positive, namely 0.459. This means that if the extrovert personality type increases by one unit, it will result in an increase in teacher performance of 0.459 units assuming the other variables are 0.

The Influence of Burnout on the Performance of Teachers at SMPN 1 Pagai Utara Selatan

The results of this study indicate that burnout has a significant effect on teacher performance at SMPN 1 Pagai Utara Selatan. However, it should be clarified that the effect is negative. The coefficient of -0.541 indicates that burnout has a significant effect on decreasing teacher performance. This means that the higher the level of burnout experienced by teachers, the lower the quality of their performance. High burnout can cause emotional exhaustion, depersonalization, and decreased personal achievement, which ultimately affects teachers' ability to provide effective teaching (Maslach & Leiter, 2016).

The decline in the quality of teacher performance due to burnout is very relevant to the findings of research conducted by (Cordes, & Dougherty, 2019), which found that burnout is closely related to decreased motivation and work productivity in workers. In addition, research by (Maharani, PA, & Triyoga, 2019) also shows that burnout not only affects individual performance, but also has an impact on job satisfaction, which in turn affects overall organizational performance. Therefore, to improve teacher performance at SMPN 1 Pagai Utara Selatan, it is important to design interventions

that can reduce burnout levels, such as managing excessive workloads, providing better social support, and creating a healthier and more supportive work environment. By reducing burnout, it is hoped that teacher performance can improve, which in turn will improve the quality of education provided to students.

Burnout reduction can be achieved through a more holistic approach, including the development of teacher well-being programs, counseling on stress management, and improving communication between schools and teachers. In line with the JD-R (Job Demands-Resources) theory proposed by Bakker, (2022), by reducing excessive job demands and increasing supporting resources, burnout can be minimized, so that teacher performance can be maintained or even improved.

This is in line with the opinion according to According to (Febrisa Yosanti, 2020) burnout is an emotional stress, constant or repeated which is caused by interaction and conflict with many people over a long period of time. And usually this job burnout is experienced by many public service workers, such as teachers, teachers, social services. (Limonu, 2020) stated that burnout is a change in attitude and behavior in the form of a psychological withdrawal reaction from work such as keeping a distance from clients or being cynical, playing truant, often being late and a strong desire to change jobs. In addition, burnout can have an impact on the deterioration of physical, mental, and emotional conditions, as well as on the work performance of teachers, so that it can worsen the image of teachers (Lailani, 2020). The results of this study are in line with research (Asi, 2020) which shows that burnout has a negative and significant effect on teacher performance. (Sani, MP, & Suhana, 2022) the results of his research also showed that burnout had a significant negative effect on teacher performance (Sari et al., 2021)(Sari & Septiano, 2023)(Septiano & Sari, 2021).

The Influence of Emotional Intelligence on the Performance of Teachers at SMPN 1 Pagai Utara Selatan

The results of this study indicate that emotional intelligence has a significant positive effect on teacher performance at SMPN 1 Pagai Utara Selatan. The coefficient of 0.497 illustrates that emotional intelligence plays a major role in improving teacher performance. This means that the higher a teacher's emotional intelligence, the better their performance in the school environment. Emotional intelligence, which includes the ability to recognize, understand, and manage one's own emotions and interact with others effectively, enables teachers to manage stress, adapt to change, and build healthy relationships with their students and colleagues (Goleman, 2021).

Previous studies also support these findings. For example, research by (Duwit, 2019) states that emotional intelligence is closely related to workplace performance, especially in professions that require intense social interaction, such as education. (Goleman, 2021) further revealed that teachers who have good emotional intelligence can more easily manage emotions and stress, which in turn increases the effectiveness of their teaching. This is because emotional intelligence allows teachers to

remain calm in the face of challenges and create a positive and supportive learning environment for students.

Furthermore, research by (Eman & Soesatyo, 2021) shows that emotional intelligence improves an individual's ability to work in a team, resolve conflicts, and communicate effectively, all of which contribute to better performance. In the context of SMPN 1 Pagai Utara Selatan, creating and developing emotional intelligence among teachers can be an important strategy to improve the quality of education. This can be achieved through training, workshops, or professional development programs that focus on improving emotional intelligence skills, such as stress management, empathy, and effective communication. Thus, improving emotional intelligence can be a key factor in improving teacher performance and ultimately impacting the quality of education in the school.

This is in line with the opinion According to (Goleman, 2021) emotions refer to a distinctive feeling and thought, a biological and psychological state and a series of tendencies to act. Emotions are basically the urge to act. Usually emotions are a reaction to stimuli from outside and within the individual. Furthermore (Goleman, 2021) states that emotional intelligence is a person's ability to regulate their emotional life with intelligence, maintain emotional harmony and expression through self-awareness skills, self-control, self-motivation, empathy, and social skills. The results of this study are in line with research (Tikollah, 2020) which shows that emotional intelligence has an effect on teacher performance. (Jamaluddin, 2021) the results of his study also show that emotional intelligence has a significant effect on teacher performance.

The Influence of Extrovert Personality Type on Teacher Performance at SMPN 1 Pagai Utara Selatan

The results of this study indicate that the extrovert personality type has a significant influence on teacher performance at SMPN 1 Pagai Utara Selatan. The coefficient of 0.459 indicates that the extrovert personality type plays an important role in improving teacher performance. The extrovert personality type, which is characterized by a tendency to be open, active, and easy to interact with others, allows teachers to adapt well to their social and professional environments. Extroverts tend to have better communication skills, are more confident in public speaking, and find it easier to build productive relationships with students, colleagues, and parents of students (Risma, 2022).

Previous studies also provide evidence to support this finding. For example, research by (Fitriani, 2020) revealed that individuals with extrovert personalities tend to show higher performance in the workplace, because they are more likely to build effective social networks and can better manage interactions with others. In the context of education, extroverts have the ability to create a dynamic and positive atmosphere in the classroom, which contributes to increased student motivation and performance (Eman & Soesatyo, 2021).

Furthermore, research by (Frengky, 2018) shows that extrovert personality is associated with

higher levels of involvement in social and professional activities, which can increase effectiveness in tasks that require social interaction, such as teaching. Therefore, in order to improve teacher performance at SMPN 1 Pagai Utara Selatan, it is important to identify and develop the extrovert traits possessed by teachers. This can be done through self-development training or welfare programs that support the improvement of communication skills, social interaction, and self-confidence of teachers, so that they can be more optimal in carrying out their duties as educators.

This is in accordance with the opinion of (Alwisol, 2019). Alwisol explains that type can be interpreted as similar to nature, but in a more limited group of stimuli. While personality is a descriptive description of behavior without giving a value. Based on these two terms, it can be concluded that personality type is a special trait that describes a person's behavior. Furthermore, (Alwisol, 2019) said that personality type is a characteristic of an individual that can describe their behavior, thoughts and emotions and can be observed which characterizes a person in facing their world.

Table 4 F Test Results

ANOVA ^b						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	38,959	3	12,986	5,066	.000b
	Residual	94,845	37	2,563		
	Total	133,805	40			

Source: SPSS Output F Test Results, 2025

The Influence of Burnout, Emotional Intelligence, and Extrovert Personality Type on Teacher Performance at SMPN 1 Pagai Utara Selatan

The results of this study indicate that burnout, emotional intelligence, and extrovert personality type together have a significant influence on teacher performance at SMPN 1 Pagai Utara Selatan. This indicates that these psychological factors interact with each other in influencing the quality of teacher performance. The lower the level of burnout, the higher the emotional intelligence, and the stronger the extrovert personality type possessed by teachers, the better their performance. Low burnout allows teachers to stay motivated and focused on their work without feeling emotionally or physically exhausted. Good emotional intelligence allows teachers to manage their stress and emotions effectively, which contributes to a positive and productive work atmosphere. In addition, extrovert personality types, which tend to be more active, communicative, and easy to interact with others, play a role in creating good relationships with students, colleagues, and parents, which in turn improves their performance in teaching.

Previous studies provide evidence to support these findings. (Kour, P. and Sharma, 2020) in their study revealed that burnout negatively affects teacher performance, while emotional intelligence

and extrovert personality types have a positive relationship with performance. They emphasized the importance of stress management and emotional skill development for teachers to improve their teaching effectiveness. Research (Duwit, 2019) also supports these findings by showing that psychological factors, including burnout, emotional intelligence, and extrovert personality, interact with each other in influencing individual performance in the workplace. (Duwit, 2019) argued that burnout can reduce work enthusiasm and motivation, while emotional intelligence and extrovert personality can help individuals overcome challenges at work and improve their performance.

In addition, research by (Goleman, 2021) shows that emotional intelligence, which includes the ability to manage emotions and interact with others positively, greatly influences performance in environments that require social interaction, such as education. On the other hand, (Zebua, 2021) in their research showed that extroverted personality has a positive relationship with work performance, because individuals with this personality are better able to adapt and communicate well in various work situations.

Thus, to improve teacher performance at SMPN 1 Pagai Utara Selatan, it is important for the school to create an environment that supports the development of emotional intelligence and extrovert personality types, as well as reducing factors that cause burnout. This can be done through professional training, providing psychological support, and formulating policies that reduce excessive work pressure, so that teachers can work more effectively and motivated.

Coefficient of Determination (R Square)

The determination coefficient aims to see or measure how far the model's ability to explain the variation of independent variables, where the R square value is used for research with 2 variables and the R Square value is used for research with more than 3 variables. The determination coefficient value in this study is taken from the R Square value which can be seen in table 5

Table 5 R Square Test Results

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.840a	.705	.634	160.106

a. Predictors: (Constant), X₃, X₁, X₂

b. Dependent Variable: Y

Source: SPSS Output R Square Test Results, 2025

Table 5 presents the results of the R Square test from the regression analysis, which shows the extent to which the independent variables (X_1 , X_2 , X_3) can explain the variation of the dependent variable (Y). The R value of 0.840 indicates a very strong relationship between the independent and dependent variables, indicating that the regression model has high predictive power and a positive relationship between the variables analyzed. The R Square of 0.705 means that about 70.5% of the variation in the dependent variable can be explained by the independent variables, indicating that this model is quite good at describing the relationship between variables. More than two-thirds of the variability in Y can be predicted using X_1 , X_2 , and X_3 as predictors. However, the lower Adjusted R Square value, which is 0.634, provides a more realistic picture of the quality of the model after taking into account the number of variables used. This value indicates that although this model is good, there are still other factors that may not have been included in the analysis that can improve the model's explanation. The standard error of 1.60106 illustrates how much the model's prediction error is against the actual data. Although this model provides fairly good predictions, moderate standard errors indicate that there is a significant deviation between the predicted and actual values. Based on the results of the R square analysis is 0.705, this means that 70.5% of teacher performance is influenced by the independent variables of burnout, emotional intelligence, and extrovert personality type and motivation. While the remaining 29.5% is influenced by other variables outside the model.

CONCLUSION

Based on the results of testing and the discussion of hypotheses explained in the previous chapter, several conclusions can be drawn: burnout has a negative effect on the performance of teachers at SMPN 1 Pagai Utara Selatan, meaning that teacher performance improves as burnout decreases; emotional intelligence positively influences teacher performance by fostering work enthusiasm, so better emotional intelligence leads to better performance; the extrovert personality type also positively affects teacher performance, as teachers with extroverted traits tend to be more enthusiastic and effective in their work; and finally, burnout, emotional intelligence, extrovert personality type, and motivation together have a significant positive effect on teacher performance, as evidenced by the ANOVA F test result of 0.000 (<0.05), indicating that these independent variables collectively influence teacher performance at SMPN 1 Pagai Utara Selatan.

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