Burnout Among Accounting Teachers: The Ethnographic Study in Indonesian Professional Teachers

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ABSTRACT--The research aims to explore the burnout among Indonesian accounting professional certified teachers and to explore how they try to cope with burnout conditions. The study is ethnographic by conducting observations and interviews among certified teachers. The participants are six teachers in Muhammadiyah 1 Karanganyar Senior High School (SMA). The triangulation procedure is conducted regarding the validity of the data, while the data analysis technique consists of data collections, data display, data reduction, and interpretation. The study finds that the certified professional teachers suffer burnout shown by the exhaustion because of teaching hours load, which is they should teach 24 teaching hours in a week. Furthermore, besides it, they must make administrative tasks such as a lesson plan, a semester program, and many others. As a result, the way of teaching in those teachers are likely not expected as a professional teacher. They tend to give assignments to their teachers to have "break" and let the students study by themselves. The striking feature is the age of the teacher that nearly in a retired age shows better the teaching process than the younger teachers even though with some deficiencies. However, they try to solve this condition by being calm, make the relaxed teaching atmosphere, and the most striking feature is the support from their family is reducing their burnout.

Keyword-- Burnout, Teachers, Accounting

I.   INTRODUCTION

In the last several decades, the Indonesian educational system has changed rapidly. The curriculum reforms from the 1994 curriculum to competency-based curriculum 2006, education unit level curriculum and the 2013 curriculum that focuses on the scientific learning approach have evoked many reformations in several sectors in education. These changes drive the teachers to adjust the way of teaching in accordance with the new curriculum. The curriculum change has a positive impact on teaching (Li & Ni, 2011) and it can increase academic performance (Moyer, Cai, Wang, & Nie, 2011; Williams, Epps, & McCammon, 2011). However, the curriculum reform sometime does not significantly impact the teaching process on medical education (Parsons, Blencowe, Hollowood, & Grant, 2011). The revision of the curriculum is needed for coping with new challenges, and this policy brings both positive and negative impacts on the educational process.

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Following the reformation of the curriculum in Indonesia, teacher professionality improvement is being the primary issue. The ministry of education runs the programs to enhance teacher performance such as Pendidikan dan Latihan Profesi Guru / Teacher Professional Education and Training (PLPG) then transformed to Pendidikan Profesi Guru / Teacher Professional Education (PPG). The objectives of this program are to solve the issue of the low professionality among teachers, to push teachers to be creative in teaching and to develop teachers who mastery on pedagogy, professional, social, and personal competencies. Based on the law of education number 14 2005, competency pedagogy means the teacher's capability in teaching and class arrangement. While the professional, social and personal competencies are the capability of the subject material, good relationship in the social environment, and play as a role model.

Following this law and government regulation, teacher education must include four of those competencies by running the certification process. The certification process is an additional educational process to increase and to examine the mastery of four compulsory competencies among teachers. Those who pass this process and examination will be named as professional teachers so that the motivation of the participants to enter the certification process is important to the teacher's success (Richter, Kleinknecht, & Gröschner, 2019).

The certification process is fathomed to have a significantly positive impact on teacher performance (Hasanah, Syamwil, & Sudana, 2017). Some studies reveal that those who pass the professionalism examination have better performance compared to their performance before the certification (Ansori, Arief, & Sukirno, 2017; Istiarini & Sukanti, 2012). However, this study neglect to explore how teachers do their tasks in school by observing and interviewing. This study just takes the questionnaire the which is the performance might be a self-perception of themselves.

However, the global study among Indonesian teachers reveals that teacher professionalism in Indonesia still is questioned after the certification among them. Even though the teacher status in Indonesia is increasing, the reformation among teachers in this country is still critical (Chang et al., 2013). They need to collaborate with colleagues to explore new methods in teaching and maintain their professionalism by sharing with the colleague (Sprott, 2019). One factor that emerges among teachers is burnout which may reduce the professionalism among them.

Job burnout is a critical issue since 1970 to capture something essential in the condition of circumstances in the work environment felt by the workers (Schaufeli, Leiter, Maslach, Michael, & Christina, 2009). Burnout is a state of physical, emotional and mental exhaustion that results from long-term involvement in work situations that are emotionally demanding (Schaufeli & Greenglass, 2001). The meaning of burnout is suspected to close to depression (Bianchi, Schonfeld, & Laurent, 2015). In terms of the educational context, teachers' burnout is a feeling of exhaustion both physical and emotional regarding the jobs in the school context such as planning, teaching, and evaluating students learning.

The study in teachers' burnout has been done in several decades. Some of them define the burnout (Squires et al., 2014), and the rest try to explore the factors of the burnout (Wilkinson, Whittington, Perry, & Eames, 2017) and what the characteristic features of burnout (Berjot, Altintas, Lesage, & Grebot, 2017). The study mainly explores what burnout is, why burnout occurs, and how burnout emerges in a particular profession.

Teachers' burnout is essential to be explored, especially in certified accounting teachers in Indonesia. After the certification, the accounting teachers have several indicators of key performance that must be fulfilled in every

semester. It means that the workload might be more burdensome than before be named as professional. While the workload is one of the factors that can lead to burnout (Hakanen & Koivumäki, 2014).

Therefore, this study aims to explore teachers' burnout especially in accounting teachers who have been certified by the Indonesian ministry of education in Sekolah Menengah Atas (Senior High School) Muhammadiyah 1 Karanganya (one district in Surakarta, Indonesia). By conducting the ethnography, this study tries to explore how burnout occurs among teachers, the characteristic features, and how they solve the burnout.

II.   MATERIAL AND METHODS

1.1. Context

The present study took place at SMA Muhammadiyah 1 Karanganyar, Indonesia. This school is a private school run by the second-largest Muslim organization in Indonesia, namely Muhammadiyah. Muhammadiyah has a long history in education. This organization is one of the bodies that break traditional teaching methods that adopts the western style of education. All school under Muhammadiyah have both Islamic and National curriculum so that the students will have two significant competencies. These objectives bring some consequences, such as the workload of the teachers might heavier than other schools.

1.2. Participants

The participants of this research were six consisted of four teachers and two students. The role of these participants showed in table 1. The participants were chosen by conducting purposive sampling with a snowball sampling technique.

Table 1:The Participants' Initials

Name	Gender	Age	Role	Tutor experiences
WW	F	46-50	Certified Teachers	21-25 Years
SP	F	60-65	Certified Teachers	30-35 Years
AG	M	36-40	Certified Teachers	15-20 Years
LN	F	36-40	Certified Teachers	15-20 Years
AT	F	16-17	Student	-
WU	F	16-17	Student	-

1.3. Research design and data collection

The research used ethnography design to capture how the certified teachers run their teaching in complex circumstances. The data collections were observation and interview during a year's research process. The researcher triangulates data and information from the participants by crossing the data collection method and information from three groups (teacher, colleague, and students).

1.4. Sequence

The sequence of this study was observing, interviewing, and looking for the documentation. However, the process of the research might different from the planning followed by the information found after meeting with the participants. After all data collected, the data were looked for the pattern and displayed for the interpretation. All the information of this research might be personal and might not be the same as other objects.

The study implements ethnography design to understand the attitude, habit, and the way of teaching of professional accounting teachers. The purposive non-random sampling was used to collect data from two accounting teachers in SMA Muhammadiyah 1 Karanganyar. The respondents were selected because both are certified teachers and based on the theory and past studies, they were possible to suffer burnout. The data collection methods were observation, documentation, and interviews in a year. While the data analysis techniques were data collection, data display, data reduction, and data interpretation.

III.   RESULTS

4.1. First respondent

The first respondent is a female teacher, Mrs. WW who has 21-25 years' experience of teaching, certified teachers, and 46-50 years old. The observation and interview are conducted in the teaching process, relationship with colleagues, and how she overcomes the barrier that decreases the quality of teaching and learning. This participant shows several patterns of burnout even though she tries to overcome and peripheral support may have a positive impact on her.

The emotional exhaustion occurs in this participant. After she got the certification as a professional teacher, she must at least teach 24 lesson hours with all the complements such as lesson plan, examination and assignment corrections, and other tasks. She was asked about "tell me how you feel about your tasks after certification". She answered, "my feeling after completing the task was very tired". Answering this question, she tried to explain to the researcher that the tasks were very burdening. This condition completely different between the new system and the old one which is teachers were imaged as a very relaxing occupation. The rapid change of curriculum is a type of organizational exposure that worsen burnout (Kim, Youngs, & Frank, 2017). She came to school at 7 am and went home at 2 pm, however after certification she must go to work at 6 am and she can go home at 4 pm. Then, when she was asked "why you still do this job like that?" she answered, "because it is my duty as an educator so just enjoy it". It seems that she accept the duty, however, it is more likely to surrender to the condition and do as like a compulsory thing but not a passion anymore.

The emotional exhaustion likely emerges when she faces the students that not listen to her when she is explaining the material. She told the researcher that she can be more angered but she does not show that emotion to the students. She told that "when explaining, if there are students who talk to themselves, I just remind them, but if the students keep talking to themselves, I leave it alone". Once again, she shows the resignation about the condition. She cannot manage the class to make students focus on the lesson and what she has to say. The teacher just warns the students once and then leaves to teach because she wants to finish the material and has tiredness regarding the school jobs.

However, even though this teacher suffers some indicators of burnout, she gets some supports from their colleagues and family. For example, she has a good relationship with her friends in school. She usually shares the knowledge to the colleague. She told the researcher that "we exchange information about a discussion of questions about subjects that cannot be solved so that later I can find out through my seniors". The social support can indeed reduce burnout (Consiglio, 2014). Furthermore, she expressed as a motivated teacher, she said: "I always give the best for my students". This condition indicates that, through a good relationship with her colleague and high motivation, she can decrease the exhaustion feelings. The high motivation decreases the level of burnout and suffers teachers less engage in teaching (Abós, Haerens, Sevil, Aelterman, & García-González, 2018). On the other hand, the family support for this participant gives a prominent role. She said "especially my husband is very supportive of my work because when we got married my profession was already a teacher"

The positive feeling coming from her own thought continued. She overcomes the obstacles in teaching calmly. In the observation session, even though some students made some noisy she tried to talk wisely. This attitude is a kind of interpersonal constraint that practically reducing burnout (Consiglio, 2014). However, she was too fast to leave their students ignoring the learning process. On one side she tried to retain herself from the anger, but on the other hand, she did not care with her students. Finally, some students did not do their assignments.

4.2. Second respondent

The second participant is a female teacher, Mrs. SP. She is an experienced teacher and she is almost in the retired age (60-65 years old). The observation and the interview were conducted regarding her teaching process. The researcher came to the class that she was teaching and interviewing in the different places that convenient to talk. The data about this teacher will talk about the burnout features that emerge in Mrs. SP, how she overcomes this burnout, and how she gets support from the social environment.

This participant showed the way of professional teacher characteristics. She has a lot of experience in teaching, facing and overcoming many problems in teaching in the different curriculum. She told me that "I taught in this school since 33 years ago" then she continued to say, "I am not easily emotional". This seems that the experienced teacher like Mrs. SP has stable emotions to cope with unplanned teaching situations. The emotional intelligence indeed correct burnout among teachers (Mérida-López & Extremera, 2017). She also explained that she is not easily offended by the colleagues in their relationship in school. She looked good in maintaining the relationship. The conversation reveals that the feeling as a senior makes Mrs. SP become "parent" in school. She looks to prevent the negative feeling that may lead the burnout and impact on her performance (Andreychik, 2019). She said, "because here I am also a senior teacher so sometimes, I also give suggestions to more junior teachers regarding learning and other teaching assignments". this finding adds a better understanding of previous research finding that having many experiences allows a person to reduce burnout (Pietarinen, Pyhalto, Soini, & Salmela-Aro, 2013).

The observation during the teaching process in a particular class reveals some facts. First of all, even though Mrs. SP told that she did not feel angry with their students regarding noisy class and other negative conditions, she always sits on the chair in front of the class. She did not look around to the students to make sure that their pupils understood what she explained and ordered. Secondly, she tried to strengthen the discipline among students. For example, those who open their gadget during the class, she will confiscate their phone. This finding complements

the pas studies that age contribute to the depersonalization, while support from the social environment is critical (Van Droogenbroeck, Spruyt, & Vanroelen, 2014).

4.3. Colleagues and Students' perception on two respondents

Table 2: The colleague's and students' perceptions of Mrs. WW and Mrs. SP are drawn in

No	Source Persons	Opinions
1	AT (student)	Mrs. WW, if she has the chance to be present in teaching, we will be given assignments and will later be told to collect. Besides that, she is a person, if she is tired, she can be patient, sometimes she is ignorant of his students.
2	WU (student)	Mrs. SP is a strict person sometimes also fierce. But so far during teaching it's rarely absent, the way of teaching also varies sometimes using a cellphone for interludes.
3	AG (colleague)	They are easy to get along with, they can be invited to work together, the administrative tasks of the class are always complete, they often give input to their juniors
4	LN (colleague)	Mrs. WW is patient but sometimes ignores her students, sometimes she also leaves class. Whereas Mrs. SP is a strict person, maybe the age factor has become less clear in listening and sometimes in explaining lessons is also difficult.

Table 2 depicts the colleague's and students' perceptions of Mrs. WW and Mrs. Suparti as certified professional teachers regarding the information that the researcher got from both. These interviews are the validation data as a triangulation method. AT and WU as students of Mrs. AT and Mrs. SP confirmed the information that the researcher got from both participants. They told me that Mrs. WW sometimes leaves the class and gives an assignment and sometimes she is an ignorant person. While Mrs, SP, is a very strict person as Mrs. SP told the researcher about the discipline. Their colleagues also explain that both are diligent teachers even though they suffer some burnout characteristics. However, Mrs. SP as a very experienced teacher looks depersonalization because of age but not because of conditional situations.

IV. DISCUSSION

The most striking feature from the first respondent is the ignorance of the students who do not pay attention to the material. She tries to warn the pupils but only at the minimum degree level. If they are still stubborn, she just leaves them and continues to explain the material with or without listened to by the audience. This seems one of the signs of burnout since many experts tell about the burnout.

Burnout occurs at an individual level; that it is an internal psychological experience involving feelings, attitudes, motives, and expectations; and that it is a negative experience for the individual, in that it concerns problems, distress, discomfort, dysfunction, and/or negative consequences (Maslach, Leiter, & Schaufeli, 2009). The definition implies that burnout is a psychological disorder regarding the specific phenomenon on particular work or social interactions. It also clear that burnout is related to the negative feeling of a person regarding a particular situation. Burnout and depressive symptoms are similar (Ahola, Hakanen, Perhoniemi, & Mutanen, 2014).

Furthermore, the workload is blamed on the major factor of teacher burnout in this study. Both respondents express that policy change in the teaching profession convert their profession from an enjoyable profession to very burdensome work. However, other studies reveal other factors that can lead to burnout.

Six factors contribute the occupational health which is similar to burnout if occupational health is poor (Brom, Buruck, Horváth, Richter, & Leiter, 2015). Those six factors consist of workload, control, reward, community, fairness, value, and well being. All of these factors strengthen occupational health significantly. The low degree of these factors in the workers, these might worsen the burnout among them so that it might decrease the performance (May, Bauer, & Fincham, 2015). In addition, job demand, job stressor, social media usage time, and educational level correlate positively to burnout while job resources, a branch of office, and openness attitude decrease burnout (Fernet, Torrès, Austin, & St-Pierre, 2016; Lee & Wolf, 2019; Yildiz Durak & Saritepeci, 2019). Furthermore, organizational exposure, social network exposure, and poor socio-economic status, poor relationship deepen the burnout (Kim et al., 2017; Van Droogenbroeck et al., 2014).

However, even though burnout seems to occur in both respondents, the support from the colleague plays a significant role that makes them hold out the profession. They explain that the sharing season to the colleague can release the burden in their work. In addition, as a senior, the appreciation from coworkers make them happier in their daily work even though they feel a burden. Some previous studies reveal the positive feeling is a key factor to reduce burnout.

Thirdly The employees who meet the customer should always have positive feelings even if they have personal problems. Therefore, they must not have exhaustion, cynicism and depersonalization feeling. Burnout among employees decreases customer satisfaction (Söderlund, 2017). This finding suggests that those who feel burnout should not contact the customer until they can control their feeling into positive ones. While, exhaustion does not impact on the burnout after peripheral controlling (Hakanen & Koivumäki, 2014).

V.   CONCLUSIONS

Burnout in teachers is a condition that should be prevented especially after the various effort to make teachers be professional. The Indonesian professional teachers are expected to bring change in human development in Indonesia. The burnout features such as emotional exhaustion and depersonalization likely occur in teachers in this study. The feature such as leave the class, ignore students' behavior in class, give students an assignment to have "break" because of the workload, and having difficulties transferring knowledge to the pupils are found in this study. Fortunately, these teachers have a good relationship with the colleagues and their families so that the burden of burnout can not be reduced. The social support from the work environment seems important to support teachers

to maintain their professionalism. When they feel the features of burnout, the family and environment bring a positive impact on them. Furthermore, motivation and positive belief have another role in reducing burnout. Even though the support from the external is strong, without the escalated positive feeling in internal aspects, the feeling of burnout might decrease significantly on professionalism even if they have done excellent programs during the educational process.

VI.   ACKNOWLEDGMENT

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