

The Effect Of Self-Leadership And Emotional Intelligence In Reducing The Level Of Teacher Burnout In 3t Regions Studied Based On The Spirituality Aspect

Fransiscus Amonio Halawa¹, Ari Saptono², Anan Sutisna³

^{1,2,3} State University of Jakarta, Department of educational research and evaluation, Jl. R.Mangun Muka Raya No.11, Jakarta, Indonesia

franshalawa@lemondial.ac.id¹, saptono.fe@unj.ac.id², asutisna@unj.ac.id³

Abstract

This study aims to analyze the influence of spirituality on self-leadership, emotional intelligence, and burnout levels among teachers working in 3T areas (Frontier, Outermost, and Disadvantaged regions) in Indonesia. The main focus of the research is to understand how spirituality can serve as a protective factor in reducing teacher burnout, both directly and through the mediating roles of self-leadership and emotional intelligence. The results show that spirituality has a positive and significant effect on both teachers' self-leadership and emotional intelligence, as well as a negative and significant effect on burnout. Self-leadership also has a negative and significant impact on burnout, while emotional intelligence shows a negative but not significant effect.

Keywords: spirituality, self-leadership, emotional intelligence, teacher burnout, 3T regions

1. INTRODUCTION

Teachers are professional educators with the main responsibilities of educating, teaching, guiding, directing, training, assessing, and evaluating students at early childhood, primary, and secondary levels of formal education, as stated in the Indonesian Law No. 14 of 2005 on Teachers and Lecturers. In fulfilling these responsibilities, teachers are not only expected to perform their duties professionally, but also to maintain good physiological and psychological well-being in order to provide optimal educational services. However, education in underdeveloped, frontier, and outermost regions (commonly referred to as 3T areas), such as South Nias Regency, still faces numerous challenges. These include a shortage of qualified educators, imbalanced teacher distribution, and high levels of burnout due to excessive workloads, demanding work environments, and inadequate infrastructure.

Teacher burnout is a serious issue that negatively impacts teaching quality and educators' mental health. Global studies reveal that teachers are among the most vulnerable professions to stress, anxiety, and depression. Burnout not only deteriorates job performance but also increases turnover intention and reduces the quality of educational services. Contributing factors to burnout include work overload, poor working conditions, ineffective leadership, and lack of emotional and spiritual support.

In response to these challenges, self-leadership has emerged as a promising personal strategy to reduce burnout. Self-leadership refers to the process of influencing oneself to achieve self-direction and self-motivation, which empowers individuals to take initiative, prioritize effectively, and solve problems independently. Alongside this, emotional intelligence also plays a crucial role in managing occupational stress, enhancing psychological resilience, and fostering a positive work environment. Emotionally intelligent individuals are better equipped to regulate emotions, maintain social relationships, and respond to pressure constructively.

Moreover, spirituality has been identified as a protective factor against the negative effects of stress and burnout. Spiritual values offer meaning, inner strength, and hope, which help individuals navigate workplace challenges. Previous studies have demonstrated that religiosity and spiritual engagement are associated with improved psychological well-being, enhanced quality of life, and lower levels of emotional exhaustion among workers in service professions, including education.

Despite the critical importance of these factors, limited research has investigated the integrated role of spirituality, self-leadership, and emotional intelligence in mitigating teacher burnout, particularly in 3T regions. Therefore, this study aims to analyze the influence of spirituality on teachers' burnout levels, both directly and through the mediating roles of self-leadership and emotional intelligence. The focus of this research is on junior high school teachers in South Nias Regency, which represents a 3T area in Indonesia.

Spirituality in the workplace is understood as a search for deeper meaning, values, and connections in professional life (Pargament, 1997). Teachers who have high spirituality tend to have a strong sense of meaning in life, resilience,

and gratitude, so they are more resistant to stress (Tepper, 2003). Research by Mahoney & Schmalzbauer (2008) shows that spirituality is closely related to job satisfaction and resilience to stress. However, research that integrates spirituality as an important aspect that strengthens the influence of self-leadership and emotional intelligence on teacher burnout is still limited, especially in the context of religious Indonesian culture.

The research topic is different from several previous studies, where previous studies did not examine the problem of burnout in teachers, especially in the 3T (Frontier, Outermost, and Disadvantaged) areas. In this study, the researcher will combine several analysis methods at once, including: Factor analysis, Univariate analysis, Bivariate analysis and multivariate analysis using Structural equation modelling (SEM).

Based on the literature review, although there are many studies on burnout, the integration of self-leadership, emotional intelligence, and spirituality in one research model that focuses on teachers has not been widely conducted, especially in Indonesia. Therefore, this study will provide significant contributions both theoretically and practically, especially in efforts to reduce teacher burnout through strengthening self-leadership, emotional intelligence, and spirituality. Another uniqueness of this study is its approach that combines the Level of Teacher Burnout with spirituality to determine the extent of each influence in relation to self-leadership and emotional intelligence, so as to provide a new perspective that these elements can work synergistically to reduce the Level of Teacher Burnout in the 3T Regions (Frontier, Outermost, and Disadvantaged).

2. LITERATURE REVIEW

Burnout

Freudenberger (1990) describes burnout as a condition of exhaustion or frustration that arises when individuals push themselves excessively to meet their own expectations while neglecting personal needs. These individuals often start with strong dedication and deep commitment to their work, holding idealistic views that lead to high—sometimes unrealistic—expectations. In striving to meet these goals, they may overwork themselves and begin to ignore self-care. If this pattern continues, they may experience symptoms such as fatigue, decreased energy, or other issues, indicating the onset of burnout.

Self-Leadership

According to Achua and Lussier (2010), a leader is someone who possesses the ability to influence group or organizational members in order to motivate them toward achieving collective goals. The term "leader" emphasizes the individual's traits or characteristics. In contrast, "leadership" refers to the act of exerting influence within a group or organization to guide others toward goal attainment. Robbins (2008) explains that self-leadership involves a set of processes through which individuals regulate their own behavior. People with strong self-leadership are considered accountable, proactive, and capable of initiating actions independently, without external pressure. They maintain awareness of their responsibilities and are able to oversee and manage their own behavior effectively.

Emotional Quotient

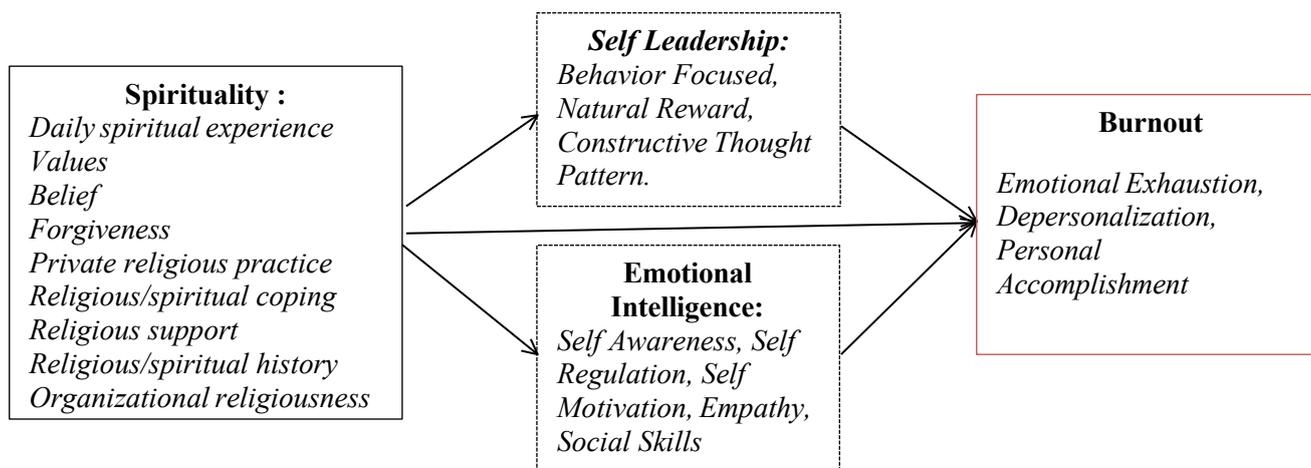
Goleman (2001) describes emotional intelligence as a set of emotional skills that include self-regulation, resilience in the face of challenges, impulse control, self-motivation, mood management, empathy, and the ability to build interpersonal relationships. Similarly, Shapiro (2001) defines emotional intelligence as a group of mental capacities that enable individuals to recognize and assess the intensity of emotions in themselves and others. People with high emotional intelligence tend to be self-confident, enthusiastic, capable of organizing and evaluating information effectively, and able to use that information to guide their thinking and behavior.

Spirituality

The term "spirituality" originates from the Latin word *spiritus*, meaning the breath of life. Across various cultures, *spiritus* is associated with concepts such as wisdom, intellect, the ability to reason, and the soul or an immaterial life force (Peterson & Seligman, 2004). Spirituality is considered a universal aspect of human experience, encompassing core values, life's meaning, and purpose, regardless of one's religious affiliation (Zohar & Marshall, 2005).

While religiosity focuses on nurturing and sustaining spiritual life, spirituality itself is regarded as a vital component of religious involvement (Fetzer, 2003).

Figure 1 Research Thinking Framework



Research Hypothesis

Based on the above framework, the following hypotheses can be made:

- H1: Spirituality influences self-leadership of Junior High School Teachers in the 3T area of South Nias Regency
- H2: Spirituality influences emotional intelligence of Junior High School Teachers in the 3T area of South Nias Regency
- H3: Spirituality influences burnout levels of Junior High School Teachers in the 3T area of South Nias Regency
- H4: Self-leadership influences burnout levels of Junior High School Teachers in the 3T area of South Nias Regency
- H5: Emotional intelligence influences burnout levels of Junior High School Teachers in the 3T area of South Nias Regency?
- H6: Self-leadership is able to mediate the influence between spirituality and burnout levels of Junior High School Teachers in the 3T area of South Nias Regency?
- H7: Emotional intelligence is able to mediate the influence between spirituality and burnout levels of Junior High School Teachers in the 3T area of South Nias Regency?

3. METHOD

Research Design

This research adopts a quantitative approach, utilizing a survey method with a causal design. The study aims to explore the relationships among variables and assess how one variable may impact another. Four main variables are examined: spirituality, self-leadership, emotional intelligence, and burnout. The research method combines descriptive and quantitative techniques, incorporating hypothesis testing. As stated by Sekaran and Bougie (2016:43), descriptive research is intended to outline the characteristics of individuals, events, or situations, clarify correlations between variables, systematically analyze elements within a specific context, generate insights, and support informed decision-making. This study employs a quantitative correlational research method, which is useful for identifying prevalence, examining the relationships between variables, and predicting outcomes based on existing data and knowledge (Curtis, Comiskey, & Dempsey, 2015).

The data in this study is analyzed using the Covariance-Based Structural Equation Modeling (SEM) approach. Data collection is conducted through pre-designed questionnaires and assessments. Additionally, the study incorporates a research and development (R&D) method. Unlike most educational research, this method focuses on creating and refining products through testing and revisions to ensure they are suitable for practical use. According to Borg and Gall (as cited in Sugiyono, 2019), development research involves processes aimed at creating and validating educational and instructional products.

Population and Sample

The population of the study consisted of all junior high school teachers in the South Nias district, totaling 1983 people. The sampling technique in this study was selected using the simple random sampling technique. The sample in this study was selected using the simple random sampling technique using the Slovin formula. The sample in this study was 333 junior high school teachers in the South Nias district, where this number can be said to represent the

population.

Instrument Development Process

The research instrument development process consists of two parts, namely validity testing and reliability testing which are used to test each statement item contained in the questionnaire created by the researcher. Validity and reliability testing will be conducted after the questionnaire is distributed to respondents. The distribution of the number of questionnaire trial items can be seen in Table below.

Table 1 Number of Questionnaire Trials

No	Variable	Number of Questionnaire Trials
1	Spirituality	30
2	Self-Leadership	13
3	Emotional Intelligence	38
4	Burnout	24

Data Collection Techniques

In this research, data was collected through a questionnaire. A Likert scale was utilized, featuring response options with corresponding scores: Strongly Agree (5), Agree (4), Somewhat Agree (3), Disagree (2), and Strongly Disagree (1). The questionnaire consisted of closed-ended questions, structured to limit respondents to selecting one answer from five predetermined choices.

Data Analysis Techniques

Data analysis in this study used univariate analysis, bivariate analysis and multivariate analysis. The collected data were analyzed using SPSS 25.0 and Lisrel 9.1 programs and further interpreted. Data analysis was carried out in 3 (three) stages, namely:

1. Univariate Analysis

The data collected in this study were analyzed using descriptive frequencies. Descriptive statistics are used to present data for each variable individually. The descriptive statistics used are the calculation of the average score, median, mode, standard deviation, frequency table.

2. Bivariate Analysis

Bivariate analysis is a data analysis carried out to find the correlation or influence between 2 or more variables studied.

3. Multivariate Analysis

Multivariate analysis is a statistical method used to understand the structure of high-dimensional data. Where the variables in question are interrelated. For data processing and analysis in this study, it was carried out using structural equation model analysis (Structural Equation Model/SEM).

4. RESULT AND DISCUSSION

Respondent Characteristics

Based on the distribution of 333 questionnaires to junior high school employees in South Nias Regency who were used as respondents, after collecting the results of filling out the questionnaires by respondents, it turned out that 333 were returned/collected (all returned) and all were declared complete and met the requirements for analysis. Data on the composition of respondents based on the gender of respondents showed that most of the junior high school teacher respondents in South Nias Regency were male, reaching 50.2%, while 49.8% were female teachers. Respondent data based on the age of respondents showed that most of the junior high school teacher respondents in South Nias Regency were teachers aged \leq 40 years old, reaching 77.5%, while teachers aged over 40 years old were 22.5%. Most of the respondents from junior high school teachers in South Nias Regency were teachers with a married Marital Status of 81.7%. Meanwhile, teachers with unmarried marital status were 18.3%. Most of the respondents from junior high school teachers in South Nias Regency were teachers with a Bachelor's degree, reaching 99.4%, while teachers with a Master's degree were only 0.6%. The number of respondents with a working period of \leq 10 years was more dominant than the number of respondents with a working period of 10 - 20 years and $>$ 20 years.

Research Instrument Development

Content Validity Test (Expert Validation)

To determine the feasibility of the assessment instrument developed, an instrument validation test was conducted both theoretically and empirically. The theoretical instrument validation test was conducted by 11 (eleven) instrument experts. The instruments reviewed consisted of 24 Burnout instruments, 13 Self-Leadership instruments, 38 Emotional Intelligence instruments and 30 Spirituality instruments. Content validity testing requires a test tool to ensure the results. The content validity test tool used in this study is the validity index proposed by Aiken (1985). The Aiken V Index is an index of rater agreement on the suitability of the item (or whether or not the item is appropriate) with the indicator to be measured using the item.

From the results of the analysis of the validity of the Burnout Variable instrument using the Aiken index, it can be concluded that most of the Burnout instrument items have high content validity. There are only 2 (two) items that have moderate validity with an Aiken Index value between 0.4 -0.8, namely items no. 18 and 23. From the results of the analysis of the validity of the Self-Leadership Variable instrument using the Aiken index, it can be concluded that most of the Self-Leadership instrument items have high content validity. There are only 2 (two) items that have moderate validity with an Aiken Index value between 0.4 -0.8, namely items no. 3 and 11. From the results of the analysis of the validity of the Emotional Intelligence Variable instrument using the Aiken index, it can be concluded that most of the Emotional Intelligence instrument items have high content validity. There are only 4 (four) items that have moderate validity with an Aiken Index value between 0.4 -0.8, namely items no. 8, 12, 16 and 25. From the results of the analysis of the validity of the Spirituality Variable instrument using the Aiken index Aiken, it can be concluded that most of the items in the Spirituality instrument have high content validity. There are only 3 (three) items that have moderate validity with an Aiken Index value between 0.4 -0.8, namely items no. 5, 18 and 19.

Instrument Trial Validity Test

Validity test by looking at the Kaiser-Meyer-Olkin Measures of Sampling (KMO-MSA) and Bartlett's Test of Sphericity (BTS) values in the KMO and Bartlett's Test tables. For variables and indicators, they can be said to be valid if the KMO-MSA value is > 0.5, the BTS value is < 0.05, and the anti-image correlation is > 0.5.

Table 2 Validity Test

Variable	Dimensi	Item Code	KMO MSA	BTS	Anti Image Correlation	Conclusion
Burnout	Emotional Exhaustion	BO.1	0,746	0,000	0,693	Valid
		BO.2			0,076	Invalid
		BO.3			0,775	Valid
		BO.4			0,767	Valid
		BO.5			0,564	Valid
		BO.6			0,605	Valid
		BO.7			0,837	Valid
		BO.8			0,609	Valid
	Depersonalization	BO.9			0,795	Valid
		BO.10			0,774	Valid
		BO.11			0,802	Valid
		BO.12			0,880	Valid
		BO.13			0,720	Valid
		BO.14			0,679	Valid
		BO.15			0,853	Valid
		BO.16			0,249	Invalid
		BO.17			0,916	Valid
		BO.18			0,857	Valid
		BO.19			0,775	Valid

	Personal Accomplishment	BO.2 0			0,832	Valid
		BO.21			0,769	Valid
		BO.2 2			0,735	Valid
		BO.23			0,649	Valid
		BO.2 4			0,821	Valid
Self Leadership	Behavior focused strategies	SL.1	0,790	0,000	0,892	Valid
		SL.2			0,703	Valid
		SL.3			0,918	Valid
		SL.4			0,674	Valid
	Natural reward strategies	SL.5			0,904	Valid
		SL.6			0,774	Valid
		SL.7			0,893	Valid

Variable	Dimensi	Item Code	KMO MSA	BTS	Anti Image Correlatio n	Conclusio n
	Constructive thought pattern strategies	SL.8			0,838	Valid
		SL.9			0,197	Invalid
		SL.10			0,724	Valid
		SL.11			0,720	Valid
		SL.12			0,741	Valid
		SL.13			0,844	Valid
Emotional Intelligenc e	Self Awareness	KE.1	0,625	0,000	0,669	Valid
		KE.2			0,691	Valid
		KE.3			0,609	Valid
		KE.4			0,708	Valid
		KE.5			0,629	Valid
		KE.6			0,799	Valid
		KE.7			0,281	Invalid
		KE.8			0,741	Valid
	Self Regulation	KE.9			0,619	Valid
		KE.10			0,368	Invalid
		KE.11			0,584	Valid
		KE.12			0,698	Valid
		KE.13			0,754	Valid
		KE.14			0,725	Valid
		KE.15			0,589	Valid
		KE.16			0,786	Valid
		KE.17			0,576	Valid
		KE.18			0,540	Valid
		KE.19			0,713	Valid

	Self Motivation	KE.20	0,705	Valid
		KE.21	0,583	Valid
		KE.22	0,610	Valid
		KE.23	0,487	Invalid
		KE.24	0,560	Valid
	Empathy	KE.25	0,564	Valid
		KE.26	0,608	Valid
		KE.27	0,637	Valid
		KE.28	0,504	Valid
		KE.29	0,696	Valid
		KE.30	0,731	Valid
		KE.31	0,786	Valid

Variable	Dimensi	Item Code	KMO MSA	BTS	Anti Image Correlation	Conclusion
	Social Skills	KE.32			0,757	Valid
		KE.33			0,692	Valid
		KE.34			0,579	Valid
		KE.35			0,528	Valid
		KE.36			0,631	Valid
		KE.37			0,548	Valid
		KE.38			0,678	Valid
Spirituality	Daily experience spiritual	ST.1	0,694	0,000	0,788	Valid
		ST.2			0,888	Valid
		ST.3			0,578	Valid
		ST.4			0,215	Invalid
	Values	ST.5			0,620	Valid
		ST.6			0,842	Valid
		ST.7			0,655	Valid
	Belief	ST.8			0,745	Valid
		ST.9			0,655	Valid
		ST.10			0,804	Valid
		ST.11			0,378	Invalid
	Forgiveness	ST.12			0,648	Valid
ST.13		0,674	Valid			
ST.14		0,827	Valid			
Private religious practice	ST.15	0,682	Valid			
	ST.16	0,801	Valid			
	ST.17	0,643	Valid			
Religious/coping spiritual	ST.18	0,683	Valid			
	ST.19	0,669	Valid			

		ST.20	0,579	Valid
Religious support		ST.21	0,649	Valid
		ST.22	0,322	Invalid
		ST.23	0,789	Valid
		ST.24	0,641	Valid
Religious/ spiritual history		ST.25	0,705	Valid
		ST.26	0,744	Valid
		ST.27	0,732	Valid
Organizational religiousness		ST.28	0,615	Valid
		ST.29	0,278	Invalid
		ST.30	0,754	Valid

From the results of data processing, it can be seen that all KMO values are > 0.5, thus the statements of the Burnout, Self-Leadership, Emotional Intelligence and Spirituality variables are declared valid or able to measure the variables, so that they can be used as data

collection tools in this study. For the Anti Image Correlation value, there are several items below 0.5 so they are declared invalid, including items BO.2 and BO.16 in the Burnout variable, item SL.9 in the Self-Leadership variable, items KE.7, KE.10 and KE.23 in the Emotional Intelligence variable and items ST.4, ST.11, ST.22 and ST.29 in the Spirituality variable.

Reliability Test

Reliability was assessed using the Cronbach's Alpha method. According to the decision criteria, a Cronbach's Alpha coefficient greater than 0.6 indicates that the questionnaire items are considered reliable and consistently measure the intended variables.

Table 3 Reliability Test

Variable	Number of Items	Cronbach's Alpha	Criteria	Conclusion
Burnout	22	0.644	0.6	Reliable
SelfLeadership	12	0.934		Reliable
Emotional Intelligence	35	0.973		Reliable
Spirituality	26	0.740		Reliable

Analysis of Research Variable Categories

Table 4 Variable Categories

Variable	Category	Frequency	Percent
Spritualitas	Low	52	15,6%
	Medium	216	64,9%
	High	65	19,5%
	Total	333	100%
Self-Leadership	Low	57	17,1%
	Medium	209	62,8%
	High	67	20,1%
	Total	333	100%
Emotional Intelligence	Low	29	8,7%
	Medium	230	69,1%

	High	74	22,2%
	Total	333	100%
Spirituality	Low	46	13,8%
	Medium	236	70,9%
	High	51	15,3%
	Total	333	100%

Based on the categorization results, most respondents were at a moderate level for all four variables. In the Spirituality variable, 64.9% of respondents were in the moderate category, 19.5% high, and 15.6% low. For Self-Leadership, 62.8% were in the moderate category, 20.1% high, and 17.1% low. In the Emotional Intelligence variable, 69.1% of respondents were in the moderate category, 22.2% high, and 8.7% low. Meanwhile, for the Burnout variable, 70.9% of respondents were in the moderate category, 15.3% high, and 13.8% low.

Overall Model Analysis (Hybrid Model) or Full Model

Stage next is merge fifth CFA model constructs for produce hybrid model (full model). Based on results data analysis with using LISREL 8.80, then obtained size conformity the overall hybrid model is as following:

Table 5 Size Suitability of the Overall Model (Hybrid Model) SEM

Indicator GOF	The size that It is expected	Results Estimate	Conclusion
Absolute Size Fit			
GFI	GFI ≥ 0.90	0.91	Good Fit
RMSEA	RMSEA < 0.08	0.059	Good Fit
Size Increment Fit			
NNFI	NNFI ≥ 0.90	0.97	Good Fit
NFI	NFI ≥ 0.90	0.95	Good Fit
AGFI	AGFI ≥ 0.90	0.88	Marginal Fit
RFI	RFI ≥ 0.90	0.94	Good Fit
IFI	IFI ≥ 0.90	0.97	Good Fit
CFI	CFI ≥ 0.90	0.97	Good Fit

Source: Processed Results Lisrel 8.8 (2025)

Next the overall model (hybrid model) with Confirmatory Factor Analysis (CFA) Second Order from every dimension (sub-constructs) in each variable, such as seen in Figure 4.14 and Figure 4.15 below.

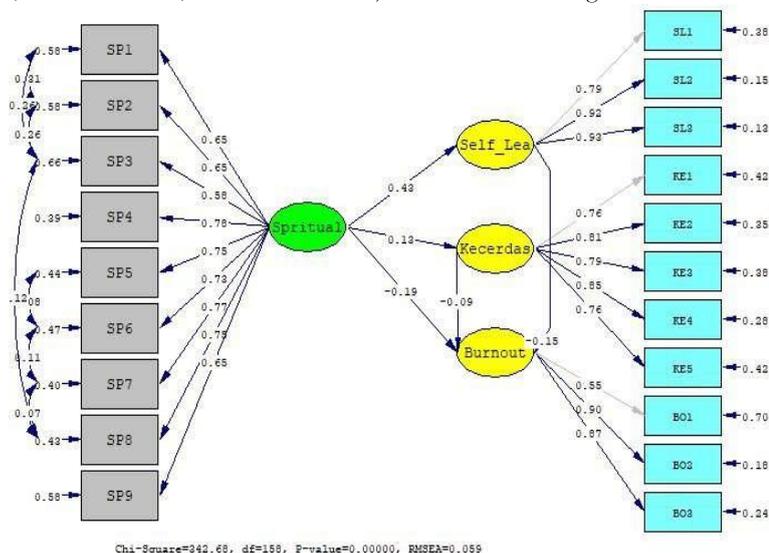


Figure 2 Model (Standardized) Hybrid Model

Table 5. Confirmatory Factor Analysis (CFA) Hybrid Model

Measurement Model		SLF	Error	SLF ²	t value	εSLF ²	Construct Reliability (CR)	Variance Extraction (VE)
Latent Variable	Sub Variables / Dimensions							
Spirituality	Daily spiritual experience	0.65	0.58	0.42	12.62	40.45	0.900	0.504
	Values	0.65	0.58	0.42	12.53			
	Belief	0.58	0.66	0.34	10.93			
	Forgiveness	0.78	0.39	0.61	16.24			
	Private religious practice	0.75	0.44	0.56	15.23			
	Religious/spiritual coping	0.78	0.41	0.61	14.47			
	Religious support	0.77	0.40	0.59	15.83			
	Religious/spiritual history	0.75	0.43	0.56	15.29			
	Organizational religiosity	0.65	0.58	0.42	12.52			
Amount		6.36	4.47	4.54				
Self-Leadership	Behavior focused strategies	0.79	0.38	0.62	11.31	6.97	0.913	0.780
	Natural reward strategies	0.92	0.15	0.85	19.25			
	Constructive thought pattern strategies	0.93	0.13	0.86	19.39			
Amount		2.64	0.66	2.34				

Measurement Model		SLF	Error	SLF ²	t value	εSLF ²	Construct Reliability (CR)	Variance Extraction (VE)
Latent Variable	Sub Variables / Dimensions							
Intelligence Emotional	Awareness self	0.76	0.42	0.58	10.81	15.76	0.895	0.631
	Arrangement emotion	0.81	0.35	0.66	15.01			
	Motivation self	0.79	0.38	0.62	14.53			
	Empathy	0.85	0.28	0.72	15.76			
	Connection social	0.76	0.42	0.58	14.07			
Amount		3.97	1.85	3.16				

Burnout	Fatigue emotional	0.55	0.70	0.30	12.16	5.38	0.828	0.625
	Depersonalization	0.90	0.18	0.81	10.11			
	Achievements self	0.87	0.24	0.76	10.24			
Amount		2.32	1.12	1.87				

Table 5 above shows that all sub variables (dimensions) have a Standardized Loading Factor (SLF) ≥ 0.50 and the value of $|t_criteria| \geq 1.96$ (at $\alpha = 0.05$) (Ghozali and Fuad, 2014:183), then all sub variables (dimensions) forming latent variables (exogenous and endogenous) are significant.

Structural Model Analysis

Structural model analysis done with objective For to study connection between latent variable (Latent Variable or LV) that is in the research model. The study This at a time test various the hypothesis that was proposed and has been explained in chapter previously. There are two forms testing conducted in structural model analysis namely the suitability test overall model fit (GOF) and structural model fit test.

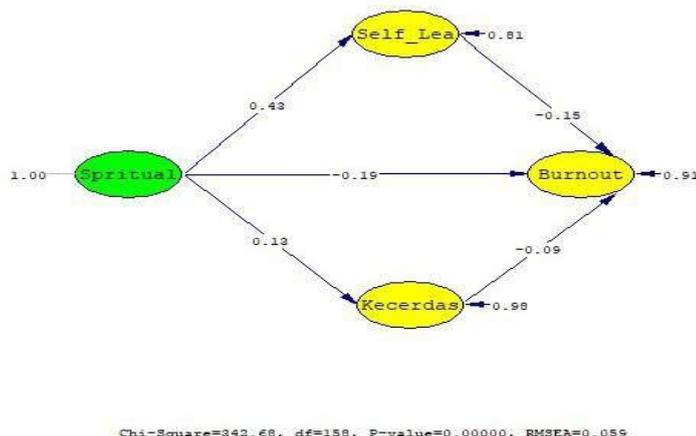


Figure 3. Structural Model (Standardized)

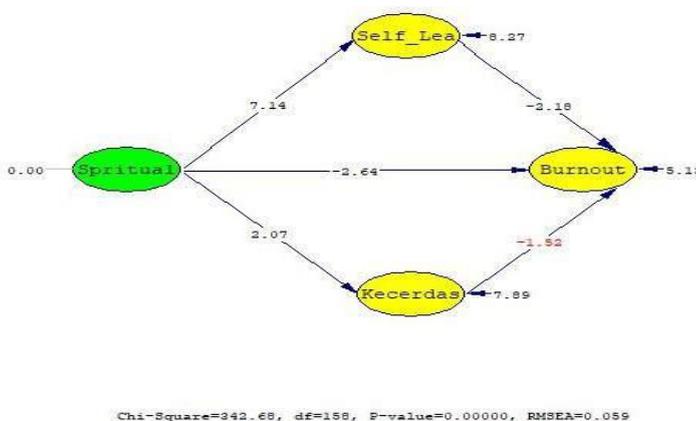


Figure 4. Structural Model (t-value)

Based on Figure 3 and Figure 4 it can be known existence connection between variable exogenous with endogenous variables. The results of testing significance from connection between latent variables, or track between two latent variables, can seen in Table 5 below and Table 6 shows mark the resulting coefficient along with t value. If track structural own mark t value ≥ 1.96 , then coefficient from track the stated significant, and if t value < 1.96 , then

concluded that coefficient from track No significant.

Table 5. Significance Between Variables

No	Tracks Structural	Coeff. Track	t value	t criteria	Results Test
1	Spirituality → self-leadership	0.43	7.14	1.96	Significant
2	Spirituality → emotional intelligence	0.13	2.07	1.96	Significant
3	Spirituality → burnout	-0.19	-2.64	1.96	Significant
4	Self-leadership → burnout	-0.15	-2.18	1.96	Significant
5	Emotional intelligence → burnout	-0.09	-1.52	1.96	Not Significant

Based on Table 5. above as well as table above, can explained mark coefficient path / regression and t value (t count) of each variable as following:

a. Coefficient value regression variable Spirituality to variable self-leadership of 0.43. The coefficient value positive regression show that Spirituality influential positive to self-leadership. This means that the more Good function, role and aspects Spirituality so self-leadership will increased. While the t-count value Spirituality to self-leadership more big from the t-table value with significance $\alpha=5\%$ ($7.14 > 1.96$) shows Spirituality influential significant to self-leadership. So that can it is said that Spirituality influential positive and significant to self-leadership.

b. Coefficient value regression variable Spirituality to variable intelligence emotional of 0.13. The coefficient value positive regression show that Spirituality influential positive to intelligence emotional. This means that the more Good function, role and aspects Spirituality so intelligence emotional will increased. While the t-count value Spirituality to intelligence emotional more big from the t-table value with significance $\alpha=5\%$ ($2.07 > 1.96$) shows Spirituality influential significant to intelligence emotional. So that can it is said that Spirituality influential positive and significant to intelligence emotional.

c. Coefficient value regression variable Spirituality to variable burnout as big as -0.19. Coefficient value negative regression show that Spirituality influential negative to burnout. This means that the more Good function, role and aspects Spirituality so burnout will decreased. While the t-count value Spirituality to burnout more big from the t-table value with significance $\alpha=5\%$ ($-2.64 > 1.96$) shows Spirituality influential significant to burnout. So that can it is said that Spirituality influential negative and significant to burnout.

d. Coefficient value regression variable Self-leadership to variable burnout as big as -0.15. Coefficient value negative regression show that Self-leadership influential negative to burnout. This means that the more Good function, role and aspects Self-leadership so burnout will decreased. While the t-count value Self-leadership to burnout more big from the t-table value with significance $\alpha=5\%$ ($-2.18 > 1.96$) shows Self-leadership influential significant to burnout. So that can it is said that Self-leadership influential negative and significant to burnout.

e. Coefficient value regression variable Intelligence emotional to variable burnout as big as -0.099. Coefficient value negative regression show that Intelligence emotional influential negative to burnout. This means that the more Good function, role and aspects Intelligence emotional so burnout will decreased. While the t-count value Intelligence emotional to burnout more small from the t-table value with significance $\alpha=5\%$ ($-1.52 < 1.96$) shows Intelligence emotional No influential significant to burnout. So that can it is said that Intelligence emotional influential negative but No significant to burnout.

Table 6 Influence Value Direct and Indirect

Influence	Direct(L)	Indirect(TL)		Conclusion
		Self-leadership	Emotional intelligence	
Spirituality	$(-0.19)^2 =$	$(0.43 \times -0.15) =$ -0.06		L < TL

burnout	0.036		$(0.13 \times -0.11) = -0.01$	$L > TL$
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a. Influence direct and indirect direct Spirituality to Burnout through Self-leadership Influence value direct Spirituality to Burnout is by 0.036, more small compared to mark influence No direct Spirituality to Burnout through Self-leadership of -0.06. This is show that Spirituality can lower Burnout Good in a way direct and also No direct through Self-leadership, however influence No direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Self-leadership. This result explain that influence No direct variable Spirituality to variable Burnout through Self-leadership more big compared to with influence direct It means Spirituality will more effective influential to Burnout through Self-leadership. So that's the influence Spirituality to Burnout, variable Self-leadership is mediating variable. In other words in matter This variable Self-leadership play a role as variable decisive mediation Burnout.

b. Influence direct and indirect direct Spirituality to Burnout through Intelligence emotional Influence value direct Spirituality to Burnout is by 0.036, more big compared to mark influence No direct Spirituality to Burnout through Intelligence emotional of -0.01. This is show that Spirituality can lower Burnout Good in a way direct and also No direct through Intelligence emotional, but influence direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Intelligence emotional. This result explain that influence direct variable Spirituality to variable Burnout through Intelligence emotional more big compared to with influence No direct It means Spirituality No will more effective influential to Burnout through Intelligence emotional. So that's the influence Spirituality to Burnout, variable Intelligence emotional No is mediating variable. In other words in matter This variable Intelligence emotional No play a role as variable decisive mediation Burnout.

DISCUSSION

Influence Spirituality to self-leadership

Results of data analysis with statistical tests proven that Spirituality influential positive and significant to Self-leadership of Junior High School Teachers in the 3T District of South Nias. Coefficient value regression variable Spirituality to self-leadership variable is 0.43. The coefficient value positive regression show that Spirituality influential positive to self-leadership. This means that the more Good function, role and aspects Spirituality so self-leadership will increase.

Spirituality can to form character behavior someone, like to form calm and calm behavior work as something of value and meaning. Spiritual leadership in form of religious beliefs capable push confidence and pride employee to the work they do have. Research previous find that spiritual dimension of leadership relevant with theories about management organization and leadership so that can developed and implemented in organization. Spirituality own significant impact to self-leadership with increase awareness self, building motivation intrinsic, strengthening mental resilience, and helps taking more decisions wise. Therefore that, develop spiritual aspect in life daily can be an effective strategy in increase ability self-leadership someone. With Thus, individuals who have strong self-leadership No only capable reach objective personal but also provide impact positive for environment surrounding area.

Influence Spirituality to intelligence emotional

Results of data analysis with statistical tests proven that Spirituality influential positive and significant to intelligence emotional Junior High School Teachers in the 3T area of the Regency South Nias. Coefficient value regression variable Spirituality to variable intelligence emotional of 0.13. The coefficient value positive regression show that Spirituality influential positive to intelligence emotional. This means that the more Good function, role and aspects Spirituality so intelligence emotional will increase.

In the world of education, the role of teachers is very important in to form character and intelligence emotional participant educate. One of influencing factors to intelligence teacher's emotional is spirituality. Spirituality in context This No only refers to the aspect religious, but also on moral values, meaning life, and consciousness high self in operate task as educators. Some study show that there is connection positive between spirituality and

intelligence emotional. Teachers who have spirituality tall tend more capable manage his emotions with good, have more empathy big, and capable face various challenge in the world of education with a more positive attitude wise. Therefore that, strengthening spirituality in the world of education become aspect important in increase teacher quality, which ultimately will impact on quality learning and development character students. With Thus, development spirituality

and intelligence emotional teacher must become attention main in system education For create environment learn more positive, inclusive and inspiring.

Influence Spirituality to level burnout

The coefficient value regression variable Spirituality to variable Burnout of -0.19. The coefficient value negative regression show that Spirituality influential negative to Burnout. This means, the more Good function, role and aspects Spirituality so Burnout will decreased. While the t -count value Spirituality to Burnout more big from the t -table value with significance $\alpha=5\%$ ($-2.64 > 1.96$) shows Spirituality influential significant to Burnout. So that can it is said that Spirituality influential negative and significant to Burnout.

Spirituality often teaches about acceptance, patience, and balance inner. Teachers who have strong spirituality will own ability For accept pressure and stress that comes with work they, who can help reduce level fatigue emotional. Spiritual practices such as meditation, prayer, or reflection can become mechanism effective coping. Teachers who have spiritual

routines are often more capable manage stress and fight feeling fatigue or boredom that can develop become burnout. Spirituality can giving teachers a greater sense of purpose big. When a teacher feels that his job own deeper meaning height, for example with feel that they play a role in help development children in a way holistic (including moral and spiritual aspects), things This can increase satisfaction work and reduce feeling excessive anxiety. One of element

spirituality is importance guard balance in life. Teachers who have deep spiritual practice Possible more aware will limitation between life personal and work them, so that more easy for avoid excess burden work that can cause burnout.

Research result Haldorai et al. (2020) found that environment work that has spirituality in place Work can beneficial for welfare employees, companies and society in a way overall. This is supported with research by Gupta and Srivastava (2020) which proves If spirituality in place Work own connection with welfare employee Because spiritual awareness has proven

weaken pressure extreme stress normal and improve welfare employee so that company must apply spirituality in place Work Because matter This can cause purpose and sense of belonging for employees. Spirituality can play significant role in reduce burnout among teachers, with offer ways For manage stress, strengthening the sense of purpose in work, and provide calm the inner self needed For face challenge everyday in the room class. Schools and institutions education can consider For provide support for teachers to develop their spiritual dimension through training programs or support time For reflection and practice that can reduce fatigue emotional.

Influence Self-leadership to level burnout

The coefficient value regression variable Self-leadership to variable burnout as big as -0.15. Coefficient value negative regression show that Self-leadership influential negative to burnout. This means that the more Good function, role and aspects Self-leadership so burnout will decreased. While the t -count value Self-leadership to burnout more big from the t -table

value with significance $\alpha=5\%$ ($-2.18 > 1.96$) shows Self-leadership influential significant to burnout. So that can it is said that Self-leadership influential negative and significant to burnout. Self-leadership or leadership self refers to the ability individual For arrange himself Alone in matter goals, motivation, and management behavior For reach desired outcome. In the context of teachers, Self-leadership Can covers skills For manage stress, build mental resilience, setting objectives, and increase performance and well-being emotional in work they. Teachers who have Good self-leadership tend more capable manage stress that arises consequence burden jobs. They can more wise in arrange time, set limitation between work and life personal, as well as avoid too Lots pressure. Self-leadership help teachers to develop resilience or resilience to stress and challenges. With ability For still focus on the goal personal and professional, teachers can more Ready face challenges that exist in the environment Work without easy feel burdened. A number of studies has show that Self-leadership can play a role in reduce level burnout in various profession, including in profession education. For example, the theory self-determination from Deci and Ryan (1985) shows that individuals who feel own control on decisions and actions they tend more motivated and have level more stress low. In addition, the theory

job demands-resources (JD-R) which explains that burnout happen consequence imbalance between demands jobs and resources available power is also relevant.

Self-leadership can functioning as source Power psychology that helps teachers to manage demands work they with more effective, (Bakker and Demerouti, 2007).

Influence Intelligence emotional to level burnout

The coefficient value regression variable Intelligence emotional to variable burnout of -0.099. The coefficient value negative regression show that Intelligence emotional influential negative to burnout. This means that the more Good function, role and aspects Intelligence emotional so burnout will decreased. While the t -count value Intelligence emotional to

burnout more small from the t -table value with significance $\alpha=5\%$ ($-1.52 < 1.96$) shows

Intelligence emotional No influential significant to burnout. So that can it is said that Intelligence emotional influential negative but No significant to burnout. In the world of education, the role of teachers is very important in create environment conducive learning for students. However, the burden high work, demands administrative, as well as pressure from various party often causes teachers to experience burnout. burnout is condition fatigue emotional, depersonalization, and decline achievement self consequence prolonged stress.

One of factors that can influence level burnout is intelligence emotional. Intelligence emotional refers to the ability somebody in recognize, understand, and manage emotion himself Alone and others. Teachers with intelligence high emotional allegedly more capable manage stress and coping challenges in the environment Work with more good.

Burnout is condition fatigue physical, emotional, and mental stress caused by excessive stress in the workplace. Work or in life personal. Symptoms burnout covering fatigue emotional, depersonalization (feelings isolated and not care to work), and decline achievement personal. One of the factors that can influence level burnout is intelligence emotional (EQ). Intelligence emotional refers to the ability individual For recognize, understand, and manage emotion self Alone and others. Burnout and Intelligence Emotional Burnout can appear consequence ongoing stress continuous, feeling No appreciated, or inability in overcome burden work. This is where role intelligence emotional become very important. Individuals with high EQ own ability more For manage stress, maintain balance emotions, and responding challenging situation with a better way Healthy.

According to Molero et al (2019) the syndrome burnout This can trigger teachers to experience emotional exhaustion, depersonalization and having attitude cynicism that can be shown to colleague Work or students who make it difficult for teachers in carry out work. Teachers are expected to For display emotion positive and negative show emotion negative, expectation emotional can make the teacher not can control emotion. based on research

conducted by Esmaili et al (2014) is available connection negative and significant between intelligence emotional with three dimensions burnout. Burnout in teachers is a frequent phenomenon happen consequence pressure high workload, high expectations, and limitations source power. Condition This can impact negative on teacher performance, quality teaching,

as well as welfare psychological they. One of them believed factors play a role in reduce burnout is intelligence emotional. Intelligence emotional proven own significant role in reduce burnout in teachers. With increase intelligence emotional, teachers can more capable face challenge work, manage stress, and guard welfare emotional them. Therefore that,

strengthening intelligence emotional through training and support from institution education is very important in create environment healthy and productive work for teachers. Influence Spirituality to level burnout with mediated by Self-leadership

Research result show that Self-leadership capable mediate in a way significant influence between spirituality to level burnout. Spirituality can lower Burnout Good in a way direct and also No direct through Self-leadership, however influence No direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Self-leadership. This result explain that influence No direct variable Spirituality to variable Burnout through Self-leadership more big compared to with influence direct It means Spirituality will more effective influential to Burnout through Self-leadership. So that's the influence Spirituality to Burnout, variable Self-leadership is mediating variable. In other

words in matter This variable Self-leadership play a role as variable decisive mediation Burnout.

Self-leadership refers to the ability individual For arrange self yourself, set goals, and motivate self in work. Teachers who have good self-leadership tend to : able manage stress more effective, with

strategies such as think positive and management emotion, able improve control self, which helps they avoid fatigue emotional and adaptable self with pressure work, with determine method more work efficient and appropriate with values personal. Spirituality

can strengthen self-leadership Because individual with strong spirituality often own discipline self, more reflection good, and awareness will objective life them. With good self-leadership, impact negative from burnout can reduced. Spirituality contribute to decline burnout in teachers, especially with increase self-leadership they. Teachers who have spirituality tall

more capable lead self own, manage stress, and find meaning in work them, so that risk burnout can minimized. Therefore that, strengthening aspect spirituality and self-leadership can become an important strategy in support teacher welfare.

Influence spirituality to level burnout with mediated by Intelligence emotional

Research result show that Intelligence emotional No capable mediate in a way significant influence between spirituality to level burnout. Spirituality can lower Burnout Good in a way direct and also No direct through Intelligence emotional, but influence direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Intelligence emotional. This result explain that influence direct variable Spirituality to variable Burnout through Intelligence emotional more big compared to with influence No direct It means Spirituality No will more effective influential to Burnout through Intelligence emotional. So that's the influence Spirituality to Burnout, variable Intelligence emotional No is mediating variable. In other words in matter This variable Intelligence emotional No play a role as variable decisive mediation Burnout.

Claims psychological and emotional overload can also cause feeling tired and not enthusiastic in work. Burnout is felt almost every employee can reduced. Individual need own intelligence good emotions For reduce the occurrence burnout. One of the consequence from

challenge This is emergence burnout among teachers who can result to participant educate. Burnout or fatigue Work is condition physical, emotional, and mental caused by prolonged stress and burden overwork (Parashakti & Ekhsan, 2022). Spirituality and intelligence factors emotional believed can play a role in reduce level burnout in teachers. Spirituality in context

This referring to the meaning life, values personal, and relationships with something more big, like belief or objective deep life. While that, intelligence emotional covers ability recognize, understand, and manage emotion self Alone and others. Intelligence emotional play role important in connect spirituality with burnout because the teacher with intelligence emotional tall more capable manage stress and pressure Job, Intelligence high emotional help build

more relationship Good with students, colleagues work, and superiors, who can reduce factor trigger burnout and intelligence emotional help teachers stay motivated and see challenge as opportunity growth. From the analysis this, can concluded that spirituality own influence

significant in a way direct to teacher burnout, however spirituality No own influence significant in a way No direct through intelligence emotional. Teachers who have level spirituality tall tend more own intelligence good emotional, which in the end reduce risk burnout. Therefore that, intervention based on spirituality and strengthening intelligence emotional can be an effective strategy in reduce burnout among power educator.

5. CONCLUSION

From the results development instrument through validation testing instrument Good in a way theoretical and also empirical. From the results of the validation test instrument in a way theoretical carried out by 11 (eleven) experts instrument use Aiken index is obtained that part big grain instrument Variables of Spirituality, Self-leadership, Intelligence Emotional and Burnout own validity high content. From the test results instrument obtained number of statement items used For measure variable Burnout as many as 22 items, Self- Leadership as many as 12 items, Intelligence emotional as many as 35 items and Spirituality as many as 26 were declared valid and reliable.

Results of data analysis with statistical tests proven that Spirituality influential positive and significant to Self-leadership of Junior High School Teachers in the 3T District of South Nias. Coefficient value regression variable Spirituality to variable Self-leadership of 0.43. The coefficient value positive regression show that Spirituality influential positive to Self-leadership. This means that the more Good function, role and aspects Spirituality so Self-leadership will increase.

Results of data analysis with statistical tests proven that Spirituality influential positive and significant to intelligence emotional Junior High School Teachers in the 3T area of the Regency South Nias. Coefficient value regression variable Spirituality to variable intelligence emotional of 0.13. The coefficient value positive regression show that Spirituality influential positive to intelligence emotional. This means that the more Good function, role and aspects Spirituality so intelligence emotional will increase.

Results of data analysis with statistical tests proven that Spirituality influential negative and significant to Burnout of Junior High School Teachers in 3T District South Nias. Coefficient value regression variable Spirituality to variable Burnout of -0.19. The coefficient value negative regression show that Spirituality influential negative to Burnout. This means, the more Good function, role and aspects Spirituality so Burnout will decrease.

Results of data analysis with statistical tests proven that Self-leadership influential negative and significant to Burnout of Junior High School Teachers in 3T District South Nias. Coefficient value regression variable Self-leadership to variable burnout of -0.15. The coefficient value negative regression show that Self-leadership influential negative to burnout. This means that the more Good function, role and aspects Self-leadership so burnout will decrease.

Results of data analysis with statistical tests proven that Intelligence emotional influential negative but No significant to Burnout of Junior High School Teachers in 3T District South Nias. Coefficient value negative regression show that Intelligence emotional influential negative to burnout. This means that the more Good function, role and aspects Intelligence emotional so burnout will decreased, but No significant.

Self-leadership capable mediate in a way significant influence between spirituality to level burnout. Spirituality can lower Burnout Good in a way direct and also No direct through Self-leadership, however influence No direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Self-leadership.

Intelligence emotional No capable mediate in a way significant influence between spirituality to level burnout. Spirituality can lower Burnout Good in a way direct and also No direct through Intelligence emotional, but influence direct more dominant. So that Burnout in junior high school teachers in the district South Nias will more decrease if Spirituality possessed by junior high school teachers in the Regency South Nias is capable increase Intelligence emotional.

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