

# THE DEVELOPMENT OF THE “BURNOUT” AND “SELF ESTEEM” FORMULA ON LECTURER PERFORMANCE IN THE EXECUTION OF QUALITY MANAGEMENT IN HIGHER EDUCATION

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This research has the primary aim of describing the symptoms and factors that cause burnout and affect self-esteem on the performance of lecturers in the execution of quality management in higher education, and the secondary aim of obtaining a formula for burnout and self-esteem that can depict the emotional condition or feelings of lecturers toward their performance. The approach used in this research was qualitative-descriptive. Data analysis was conducted during and after data collection. Research results showed that the primary cause of burnout is not stress, but imbalance in mental processes (thinking, feeling, behaving). The primary cause of a low self-esteem is the character of the individual in the inability to control emotions. This research also produced a formula in the form of a scale to measure burnout using the two dimensions of (a) emotional exhaustion and (b) cognitive distortion. Meanwhile, the formula for self-esteem utilizes the two dimensions of (a) confidence and (b) the reduction of confidence.

**Keywords:** Burn Out, Self-Esteem, Quality Management

## 1. INTRODUCTION

The execution of quality management for lecturer performance involves activities in carrying out duties (behavior, process) and showing results (achievements) that can be evaluated based on standards that have been established by the higher education institution in question. Considering the heavy work load, a lecturer thus needs to make commitments to oneself and the higher education institutions to be able to carry out the burden of duties, and to be responsible for what has been carried out. Lecturers are also expected to behave based on a balance among thoughts, feelings, and desires (wants, dreams), because with this balance, a lecturer can decide to act with the appropriate behavior or action. Referring to the view of Dewantara, H.K. (2009, 53), thoughts, feelings, and desires are the three incredible strengths or intelligences that are part of the mind, while the mind complements the soul, which sets apart people from animals.

The soul is understood as the depiction of the behavior of someone, which is realized in the form of actions. The soul as defined in the Dictionary of the Indonesian Language (*Kamus Besar Bahasa Indonesia*, KBBI) is the entire collection of inner activities of the heart of people that comes from feelings, thoughts, and desires. This understanding of the soul is in line with the view of Dewantara, H.K., and thus it can be concluded that the behavior of people is a consequence of the balancing process between thinking, feeling, and wanting (thoughts, feelings, and desires). These three elements affect one in another in responding to an impulse or stimulus, and thus this event can be said to be the mental process to make a decision about which course of action to be taken in order to act. When the mental process only emphasizes on feelings, the actions or behaviors that emerge are only supported by feelings. Irrational thoughts or emotional reasoning emerge if the mental process is only based on the stimulus of feelings. This occurs because of the presence of a cognitive distortion or reasoning faults, which lead to irrational thoughts or emotional reasoning.

Observations conducted on the everyday behaviors of lecturer show that a majority of them, prior to making a decision about the course of action to be taken, appear to only consider their feelings. This can be seen in how they show their emotional side in responding to problems on

campus. They do not initially consider the problem, whether right or wrong or good or bad, which would then lead to a certain desire to make a decision and take a particular course of action. As they always use their emotions when facing problems at work without being offset by thoughts and desires, this is suspected to cause unpleasant feelings such as frustration, annoyance, sadness, disappointment, stress, and hopelessness, all of which then leads to burnout.

Lecturers experience burnout due to the mental process affected by the imbalance among their thoughts, feelings, and desires in executing their duties and responsibilities, which will then affect their performance in the execution of quality management for higher education. This condition, if occurring for a long time and with a high intensity without being realized, will cause an increase in stress and a decrease of self-concept and self-esteem, which then will cause depression.

The problem that occurs is that the execution of quality management for higher education will become ineffective if there are lecturers that experience stress, have a tendency to experience burnout, are experiencing burnout, and possess low self-esteem. The effects that may be caused by these conditions are the reduction of work ethic, commitment, and responsibility of performance. This agrees with the research by Sholikan (2009, 247) that emotional fatigue affects performance. As such, this condition needs to be detected early on, so that this does not disrupt lecturer performance in the execution of quality management for higher education. This condition may be detected with a formula that can determine if a lecturer is experiencing burnout and possesses a low self-esteem in performance. This formula may be developed if the symptoms and factors that cause burnout and low self-esteem in relation to lecturer performance can be understood. In addition, it is important to know the fundamental dimensions and indicators used to compose the formula.

“Burnout” according to Schaufeli, W., *et al.* (2008, 90) is the collection of symptoms that appear together as a sign of an abnormal condition, such as emotions as responses toward work-related stress. Maslach, C., *et al.* (p. 192), in developing a measuring instrument known as the Maslach Burnout Inventory (MBI) which is published online, state that burnout is a collection of the symptoms of emotional exhaustion, depersonalization, and reduced personal accomplishment. Cooper *et al.* (1996, 82) states that burnout occurs when people experience problems.

Self-esteem according to Joshi, S. and Srivastava, R. (2009, 33) is a positive or negative attitude of the results of the evaluation of someone else toward the self. This view agrees with the views of Mruk, J.C. (2013, 15), and Larasati, P.W. (2012, 18) that self-esteem is a positive or negative attitude toward oneself. ASAP states that low self-esteem is a negative attitude of someone toward the self-concept. Sobur, A. (2009, 507) states that self-concept is as an understanding of the self for all aspects.

The goals of this research are to (1) create a formula for a scale of measuring burnout and self-esteem that can depict the emotional condition of lecturers toward their performance; and (2) describe the symptoms and factors that cause burnout and self-esteem toward lecturer performance and identify

the dimensions and indicators of burnout and self-esteem toward lecturer performance, which becomes the base to compose the formula for measuring burnout and self-esteem.

## **2. METHODS**

The research method operationally used the qualitative-descriptive approach; this is in consideration of the aims of this research. The type of research used for this research is a case study, which explores the case of burnout and self-esteem toward lecturer performance. Exploration of the case of burnout and self-esteem toward lecturer performance was conducted intensively, in-depth, in detail, and comprehensively. The presence of the researcher on the field was directly as the instrument and data collector. In addition to the researcher as the primary instrument in this research, there were also supporting instruments, which were the burnout measuring scale using the Maslach Burnout Inventory (MBI) which was combined with the views of the researcher and the self-esteem measuring scale adapted from Rosenberg's self-esteem scale (RSES) (Rosenberg, M., 1965). The burnout measuring scale was used to collect research subjects, who were lecturers experiencing burnout, while the self-esteem scale was used to find lecturers with low self-esteem.

The location of this research is a private university in Surabaya, which is Wijaya Kusuma University in Surabaya. The location of the research was based on considerations of the interest of the researcher and appropriateness with the problem being researched. Some of the considerations include that the university is one of the top 10 private universities in the Coordination of Private Universities, Group VII of East Java. The primary data source is directly from the informants, composed of leaders of the university, institutions, or internal quality assurance agencies, as well as students and lecturers at the university. Meanwhile, secondary data is data obtained from documents of evaluation results of lecturer performance.

The procedure of data collection in this research used the technique of data collection with in-depth interviews, observation, and documentation. However, before using these techniques of data collection, a measurement was first conducted using the scale for burnout and the scale of low self-esteem. This measurement was used to find the research subjects, lecturers who experience burnout and lecturers who possess low self-esteem. Semantically, the questions may be differentiated into informative questions and confirmative questions. Informative questions are questions that contain requests, information, or explanations on one of the elements that form the proposition of the question.

Data analysis in this research was conducted during or while data collection occurred and after data collection at certain times. Data analysis was conducted directly during the interviews when data from the answer of the interviewee was immediately analyzed, in order to see whether the researcher needed to continue or stop questioning. Data analysis for this research was to determine subjects as lecturers that experience burnout and that possess low self-esteem, where the analysis resulted from measurement using the burnout scale and the self-esteem scale.

Data analysis was conducted to find causative factors or the primary source for burnout and low self-esteem among lecturers; data was taken from in-depth interviews, observations, and documentation. Data analysis was conducted to find signs or symptoms of burnout and low self-esteem among lecturers with data from the measurement results with the scales of burnout and low self-esteem, as well as data from interviews, observation, and documentation. Checking the validity of research findings was done by using the technique of extended researcher presence on the field, observations, in-depth interviews, triangulation (usage of various sources and theory), peer review, and analysis of the negative case.

The research was conducted in stages; the first stage involved (a) conducting literature reviews and comparing study results of relevant researches and (b) conducting field surveys to find out how burnout and low self-esteem conditions affected lecturer performance. The second stage involved (a) developing interview and observation strategies, (b) creating continuous daily notes, (c) looking for data from documents, (d) seeking other informants, and (e) using triangulation to confirm truth from the data. The third stage involved (a) composing the concepts for the burnout and low self-esteem scales, (b) validating and testing of the scale as well as testing for reliability and evaluation as well as improvements, and (c) identifying the causative factors for burnout and low self-esteem among lecturers which include symptoms or signs.

### **3. RESULTS**

The findings of the research indicated several factors that cause burnout and affect lecturer performance in the execution of quality management in higher education. (a) The burden of duties that was felt by lecturers was too heavy and weighed them down; this is in line with the findings of Kurniawati, D.N., *et al.* (2013, 151) that work burden affects emotional exhaustion. (b) The work environment had not been maximal in creating an organizational culture and academic atmosphere that can support the tasks of lecturers. (c) For individual character in relation to the character of personality, based on facts obtained from observation, it was indicated that there were lecturers who lacked the capability of controlling emotions. (d) Institutional support had not been maximal in the management of human resources at a university. (e) Emotional involvement (relationships among lecturers, and among students) of lecturers was present in their everyday work of having to meet students face-to-face in the learning process. (f) Stress is the condition that occurred because of the imbalance between environmental demands and the resources that are possessed.

The most dominant factor that caused burnout from the results of the findings of this research was the individual character in relation to the character of personality; based on facts obtained from observation, it was indicated that there were lecturers who lacked the capability of controlling emotions. This was caused by the everyday work of lecturers which always involves feelings. This then caused their mental processes (thinking, feeling, behaving) to be unable to balance the three strengths or intelligences of the mind and soul. The three intelligences are thoughts, feelings, and desires. Meanwhile, the factor of stress is a condition that is temporary, non-permanent (fluctuating),

changing, or shifting. This was shown by the certain times a lecturer experienced the condition of tension, but at other times not experiencing the same tension.

The symptoms or signs of a lecturer experiencing burnout include (a) errors in responding, or the use of emotional reasoning based on only emotions (feelings), such as not thinking objectively (by feeling), being rushed to make conclusions or decisions, often seeking excuses or justification (dishonesty), being impulsive, not showing acceptance, being irresponsible, and not having commitment; (b) thinking irrationally, resulting in destructive behavioral responses such as being egoistic or cynical, not completing tasks, avoiding by procrastinating on work, and being immoral by not showing up; and (c) emotional exhaustion due to the excess overuse of feelings instead of brainstorming, as indicated by feelings of frustration, despair, sadness, powerlessness, tension, apathy, tiredness to do work, being shackled or weighed down by tasks, irritability, difficulties, and anger for no reason.

The factors that cause low self-esteem in lecturer performance in executing quality management in higher education include (a) work satisfaction, (b) individual character in the capability to control emotions, (c) success in lecturer promotion to a higher academic position or rank or group, (d) honors from other people, leaders, or institution, and (e) emotional exhaustion. These findings are in contrast to the findings of Nurvia, L. and Safitri, R.M. (2012, 6) that self-esteem is not affected by emotional exhaustion but that self-esteem affects burnout. The most dominant factor that caused low self-esteem from the results of the research was individual character that indicates that lecturers lacked the capability to control emotions. This resulted in an attitude of not having confidence in oneself or one of a lowered confidence.

There were several symptoms or signs of a lecturer having low self-esteem. (a) Lecturers felt pessimistic, not accepting of failure and being disappointed of failure, and not being satisfied with oneself in regarding the difficulties of passing lecturer certification and obtaining a higher lecturer academic position; this shows the signs that the lecturers had low self-esteem because they respond to their failure in obtaining lecturer certification and therefore a higher lecturer academic position with negative feelings or without the confidence to bounce back in certain times. (b) Lecturers often felt negative emotions (stress, sadness, anger), avoid risk, act cynical, tend to feel unhappy about life and felt difficult to receive compliments but are disturbed by criticism. (c) Lecturers felt a lack of confidence, shown by their attitude of not being satisfied with oneself, not being proud of oneself, not thinking constructively, acting negatively to oneself, and feeling underappreciated.

#### **4. DISCUSSION**

This research has resulted in a formula in the form of a measurement scale for burnout and self-esteem that can depict the emotional condition of lecturers toward their performance in executing quality management in higher education. The burnout measurement scale was composed based on the results of findings that indicated that the most dominant factor that caused burnout was the individual character in relation to the character of personality. Based on facts obtained from observation results,

there was the indication that lecturers lacked the capability of controlling emotions. This was caused by the lecturers always using their feelings in their everyday work. The result was that their mental processes (thinking, feeling and behaving) were unable to balance the three strengths or intelligences of the mind and soul, which are thoughts, feelings, and desires.

Based on the above explanation, it can be concluded that the primary source of burnouts is not stress, but the inability of their mental processes to balance out the three strengths or intelligences of the mind and soul. In other words, lecturers in their everyday work more often use feelings than thoughts. In their work, they always use an excess of feelings, and thus occurs the imbalance between thoughts and feelings, leading to the condition of emotional exhaustion. Meanwhile, stress was not sufficient to affect burnout, since stress occurs when there is an imbalance between demands of the working environment and the resources or abilities possessed by individuals. Hasibuan (2005, 204) stated that stress is caused in one way by a difficult and excessive work load. Robbin (2006, 793) stated that stress is the perception of what is desired while the results are uncertain.

The resulting findings of this research are different from the view of Maslach (1982) as quoted by Hariyadi, U. (2006, 38) who states that the primary cause of burnout is the presence of stress that accumulatively grows due to the involvement of the contributor and recipient of services in the long term. The view of Maslach was also refined by Schaufeli, W., *et al.* (2008, 90) who define burnouts as a psychological syndrome as responses toward stress. Psychologically, stress is as an excessive response toward work. A collection of signs or symptoms that occur together or all at once can mark an abnormality by forming a model or pattern that can be identified. The examples are emotions or actions to avoid work, an attitude of blaming others, and changes in behaviors and actions.

Stress is a process of temporary adaptation toward pressures in the work environment, being temporary, non-permanent (fluctuating), changing, or shifting. This could be seen in how there were times lecturers experienced tension, but at other times they did not feel the same tension. This is in agreement with the view of Sulistyantini (1997) as quoted by Lailani, F., (2015, 88) that stress can shift and change, as in individuals experiencing stress one day and feeling normal the next.

Results of the research conducted by Satriyo, M., (2014) showed that there was a direct and significant effect of work stress toward lecturer burnout. However, Satriyo, M. did not conclude that the primary source of burnout was stress. This shows that stress is not guaranteed to be the sole cause or primary source of burnout, but there are other factors yet to be revealed. Similarly, the term “affects” does not guarantee that one cause is the primary factor, but the research results do show that the primary factor or primary source of burnout is mental processes (thinking, feeling and behaving).

Stress can be experienced by anyone, but this may quickly become normal; this is because stress is shifting and temporary. According to Schaufeli, W., Buunk (1996) as quoted by Lailani, F., (2005, 89), work stress does not cause changes in attitudes and behaviors. This is different from burnout which will cause negative changes in attitudes and behaviors toward work, institution, or even other people. This explanation shows that stress will not become continuous over the long term,

and thus stress will not accumulatively grow into a burnout condition. Lumban Gaol (2016, 7) concluded that in actuality stress does not always give negative effects (distress) because stress may also have positive effects (eustress) on people, becoming the motivation for doing better things.

The dimensions of measurement to find out whether someone is experiencing burnout in this research only involved two dimensions, which were the dimensions of emotional exhaustion and mistakes in responding, without being measured by the dimensions of physical exhaustion and mental exhaustion. This is different from the dimensions used in the Maslach Burnout Inventory (MBI). The MBI contains the three dimensions of (a) emotional exhaustion, (b) depersonalization, and (c) reduced personal accomplishment. Maslach, C. *et al.* (2017) stated that exhaustion is the primary quality of burnout, but exhaustion is not solely the criteria for burnout. De Silva, P.V. (2009, 52) stated that burnout is the condition of someone experiencing physical, emotional, and mental exhaustion. Iwanicki and Schwab (1981, 6) mentioned the three dimensions of MBI as being sub-scales of the MBI.

Several considerations were taken into account: (a) emotional exhaustion is the early phase of burnout which occurs when individuals in their work always respond to problems using an excess of feelings without being balanced by rational thinking, which results in the depletion of emotions to carry out the work load; (b) depersonalization according to Sutjipto (2001) as quoted by Purba, J. (2007) is the development of the dimension of emotional exhaustion – according to Schaufeli, W., Buunk (1996) as quoted by Lailani, F., (2015, 94), depersonalization is the second phase after emotional exhaustion; (c) reduced personal accomplishment is the third phase from emotional exhaustion; and (d) the second and third phases represent the form of occurring changes in attitudes and behaviors as caused by emotional exhaustion.

The results of findings of this research also indicated that the most dominant factor that caused low self-esteem was individual character, where lecturers lacked or had a low capability in controlling emotions. This manifests in a lack of confidence of oneself or the reduction of self-confidence. These findings are in agreement with the views of Joshi, S. and Srivastava, R., (2009, 33) that self-esteem is as a positive or negative attitude from the results of the evaluation of a person toward oneself. This finding is also in agreement with the views of Mruk, J.C. (2013, 15), Larasati, P.W. (2012, 18) that self-esteem is a positive or negative attitude regarding oneself. The same is true with the view of Simbolon, HYS. (2008, 11) that the fourth element related to self-esteem is strategies to overcome the problems of a person.

Based on the findings explained above, it can be concluded that the primary cause of a lecturer having low self-esteem is individual character in relation to the inability of controlling emotions. This inability of a person leads to a negative attitude toward oneself which becomes apparent from the reduction of self-confidence. Therefore, based on these results, the researcher defines low self-esteem as the negative attitude of an individual towards oneself, which is apparent from lowered or lack of self-confidence caused by the inability to control emotions.

In order to find out whether someone possessed low self-esteem, this research utilized two dimensions, which were the dimension of confidence and dimension of lowered self-confidence. The indicator for the dimension of self-confidence and high self-esteem is composed of feeling satisfied with oneself, feeling proud of one self, thinking constructively, having a positive attitude of one self, and feeling a sense of self-worth. Meanwhile the indicator for lowered self-confidence and low self-esteem is composed of not feeling satisfied with oneself, not feeling proud of one self, not thinking constructively, having a negative attitude of oneself, and feeling underappreciated.

## **5. CONCLUSIONS**

Burnout is primarily not caused by stress, but by the mental process becoming incapable of balancing the three strengths or intelligences of the mind and soul. These three intelligences are thoughts, feelings, and desires. It was found that within their daily work, lecturers more often use feelings than thoughts. Within their work, there is always an overuse of feelings, which causes imbalance between thoughts and feelings and then leads to the condition of emotional exhaustion. On the other hand, stress was insufficient in affecting burnout as stress is a process of temporary adaptation towards pressures in the working environment and its nature is always changing or shifting.

The formula for the burnout measuring scale utilized two dimensions, which were the dimension of emotional exhaustion and dimension of cognitive distortion. The indicators for the dimension of emotional exhaustion is composed of feelings of frustration or disappointment, desperation, sadness, powerlessness (not having strength), pressures, apathy (indifference, ignorance, boredom) toward work, being shackled by tasks, being easily offended, complaining (feeling difficult) endlessly, and being angry without a reason.

The indicators for the dimension of cognitive distortion are composed of feeling rushed in making conclusions or decisions, not thinking objectively, seeking excuses or justification, not being honest, being impulsive or unable to contain anger, not accepting, showing egoism by only prioritizing oneself or not being tolerant, not being responsible in carrying out duties, not working diligently, always blaming others, not having commitment by completing tasks too late or procrastinating, and selfish in wanting to always be praised by others or leaders as being intelligent although this is not the case.

The primary cause of low self-esteem among lecturers is individual character regarding the inability to put emotions under control. The personal inability causes a negative attitude to oneself which is manifested in the lowering of self-confidence or not having self-confidence. Based on the results, low self-esteem can thus be defined as the negative individual attitude to oneself resulting in lowered self-confidence or lack of self-confidence caused by the inability of controlling emotions.

The formula for the self-esteem utilized two dimensions, which were the dimension of self-confidence and the dimension of lowered self-confidence. The indicator for the dimension of self-confidence as high self-esteem is composed of self-satisfaction, pride in oneself, constructive



thoughts, positive attitudes toward oneself, and the feeling of being useful. The indicator for the dimension of lowered self-confidence as low self-esteem is composed of self-dissatisfaction, no pride in oneself, non-constructive thoughts, negative attitudes toward oneself, and the feeling of being underappreciated.

Research results also showed that not all lecturers experienced burnout and possessed low self-esteem; it was revealed that each lecturer had differing mental endurance and psychological conditions.

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