



Overcoming Teacher Burnout to Improve Performance Through Spiritual Approach Services

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Abstract:

This study aims to analyze the approaches in community building, positive habits in educational institutions, and support services and stakeholders in two educational institutions with a comparative concept in dealing with teacher burnout. The focus of this study is to explore how both institutions implement positive habits and stakeholder engagement in an effort to improve the quality of education. This study uses a qualitative approach with a case study method, which includes observation, documentation, and in-depth interviews with key stakeholders in both institutions. The findings indicate that community and positive habits are built through a profoundly spiritual approach, while in the second institution, the main focus is on collaboration between stakeholders and the development of positive habits in the context of modern education. Both institutions show that adequate stakeholder support, such as teacher training and parent involvement, plays an important role in creating a supportive educational environment. The contribution of this study is to provide new insights into understanding the influence of community, positive habits, and the role of stakeholders in improving the quality of education and to suggest an integration between spiritual and modern approaches to achieve more holistic educational success.

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INTRODUCTION

The teaching profession is often faced with various challenges, such as high work demands, significant responsibilities, and extraordinary societal expectations (Hilger et al., 2021; Pacaol, 2021; Beauchamp et al., 2021). These conditions can trigger work stress or burnout, which affects the physical, emotional, and mental health of teachers (Agyapong et al., 2022; Cormier et al., 2021; Candeias et al., 2021; Zaini & Sanjani, 2023). Burnout has a negative impact on performance, such as fatigue, cynicism towards work, and low effectiveness in carrying out tasks (Koutsimani et al., 2021; Leitão et al., 2021; Madigan & Kim, 2021; Genoud & Waroux, 2021). Teachers who experience burnout tend to feel physically and emotionally exhausted, which causes them to lose motivation and enthusiasm for teaching (Karimi & Fallah, 2021; Sang et al., 2022; Lee & Cho, 2021). This not only disrupts the learning process but also has an impact on the overall quality of education (Mijakoski et al., 2022; Mosleh et al., 2022; Oliveira et al., 2021). Therefore,

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understanding and overcoming burnout is crucial to improving teacher welfare and supporting educational success.

In Indonesia, burnout among teachers often occurs due to heavy workloads, lack of support from superiors, and monotonous working conditions (Syamsul, 2023; Akrimah et al., 2023; Rahmadhon et al., 2024). Internal factors, such as job satisfaction, and external factors, such as lack of adequate rewards, are the leading causes of burnout (Puspitasari et al., 2024; Suriagiri et al., 2022; Shofwan et al., 2022; Anwar et al., 2023). In Nigeria, teachers face similar work pressures due to minimal support facilities and high societal expectations (Oderinde et al., 2024; Rwigema, 2022; Odutayo & Ramsaroop, 2023). In Pakistan, social factors such as lack of respect for the teaching profession and job instability are also major contributors to burnout (Chen et al., 2023; Ahmad et al., 2024; Sohail et al., 2023; Naz, 2022). This condition shows that teacher burnout is a global problem that requires a specific approach according to the social and cultural context of each country.

Several studies have discussed strategies for overcoming teacher burnout. Involvement in organizational activities can reduce teacher burnout in carrying out the learning process. Agyapong et al. (2022) suggest a behavioral theory approach to overcome social work burnout. Other things show the importance of positive coping in dealing with a teacher's workload (Zewude & Hercz, 2021; Rahmadhon et al., 2024; Rwigema, 2022). Research by Wang et al. (2022) revealed that practical training can help teachers deal with burnout. Social support and a positive work environment can also affect the improvement of teacher performance (Naz, 2022; Beauchamp et al., 2021). Chen et al. (2023) emphasized the role of leadership in providing significant support and motivation to teachers. Based on these findings, a spiritual approach has begun to be identified as a potential strategy for dealing with teacher burnout.

Although several studies have discussed strategies for overcoming burnout, most have focused on psychological and organizational approaches without exploring the spiritual approach in depth. Previous studies often do not discuss how spirituality can be applied as a systematic approach to improve teacher performance. This study presents novelty by integrating Corinne McLaughlin's theory to address teacher burnout through a spiritual approach that includes community formation, positive habits and habitats, and mentoring by stakeholders. This study will also fill the gap in the literature by linking the spiritual dimension to improving teacher performance.

This study aims to analyze and understand how a spiritual approach can address burnout in order to improve teacher performance. The study was conducted in two locations, namely Nurul Jadid Islamic Boarding School in Indonesia and Beaconhouse School System in Pakistan. This study will explore the application of a spiritual approach based on Corinne McLaughlin's theory with a focus on research novelty. By understanding the effectiveness of this approach, this study is expected to provide fundamental contributions to managing teacher burnout, not only in the local context but also on a global scale.

RESEARCH METHOD

This study was conducted in two locations, namely Nurul Jadid Islamic Boarding School in Indonesia and Beaconhouse School System in Pakistan. The selection of these two locations was based on their unique characteristics. Nurul Jadid Islamic Boarding School is an Islamic-based educational institution that integrates spiritual values in

learning and daily life. It is suitable for exploring spiritual approaches to overcoming teacher burnout. Meanwhile, Beaconhouse School System, as one of the largest private school networks in Pakistan, presents a different context with an emphasis on modern educational methods amidst the challenges of teacher professionalism. This combination provides added value in gaining a holistic understanding of the application of spiritual approaches in different educational environments. This study uses a qualitative approach with the aim of exploring in depth the experiences, perceptions, and practices of teachers in overcoming burnout (Kang & Hwang, 2021). Through this approach, the study focuses on the interpretation of social phenomena by considering the cultural context, values, and norms that apply in each location.

Data collection was carried out using several methods to ensure the completeness and accuracy of the data. The primary technique was in-depth interviews with teachers, principals, and pesantren leaders to understand their perceptions of burnout and the spiritual approaches used to overcome it. In addition, direct observation in the school and Islamic boarding school environment was conducted to document spiritual practices applied in daily life. Document studies were also conducted by reviewing spiritual activity records, institutional policies, and teacher performance reports. The use of this triangulation method aims to strengthen the validity of the data obtained. Informants were selected by purposive sampling based on criteria such as a minimum of five years of teaching experience, having experienced burnout, and being active in spiritual activities at their respective institutions. The data collection process lasted for three months to ensure representative and in-depth data coverage.

Data analysis in this study used the interactive model of Miles, Huberman, and Saldana, which includes three main stages: data reduction, data presentation, and concluding/verification (Marx, 2023). At the data reduction stage, researchers sorted, filtered, and summarized data from interviews, observations, and documents by transcribing and coding thematically to organize data into categories and subcategories related to spiritual approaches to overcoming teacher burnout. Furthermore, at the data presentation stage, the results of the reduction were arranged in narrative, matrix, or diagram formats to facilitate the identification of patterns and relationships between burnout factors, spiritual practices, and improving teacher performance. This data presentation helps provide a structured and in-depth understanding of the phenomenon being studied. The final stage is drawing conclusions and verification, where researchers interpret the data based on emerging patterns and relate them to relevant theories or literature, ensuring validity through data triangulation, member checking, and peer discussion. With this approach, the study provides comprehensive and reliable results regarding the effectiveness of the spiritual approach in overcoming burnout and improving teacher performance.

RESULTS AND DISCUSSION

Community Building

Building a solid relationship requires openness and mutual respect among others; the principal's attitude is the most supportive in establishing good relations with the school community. Therefore, the principal must have a wise and wise attitude. Being wise and wise in leading means being competent, clever, knowledgeable, leading, and always using reason every time you make decisions. He does not prioritize "ego" and does not "high-profile" himself as a principal. The results of the study show that at the Nurul

Jadid Islamic Boarding School, community building is carried out through activities such as deliberation, moral development, and the use of open communication that creates a sense of togetherness.

The head of the school said, we try our best in maintaining attitudes, behaviors and speech to avoid jealousy or misunderstanding from all school residents, "We also establish open communication and always involve all school components in deciding on a relationship by means of deliberation in order to maintain good relations with all school residents." These findings show that the principal and the entire school community have a human relationship in their leadership, starting from small pleasant things such as smiles, head nods as a sign of appreciation and gentle speech, and a friendly nature that is not artificial, with good traits in behavioral leadership, use of language, and attitude. The little things shown by the principal and the school community grow prominent with the growth of cohesiveness.

Finding at Beaconhouse School System show that the community-building approach is implemented in a structured manner through various programs that support positive interactions between students and teachers. One of the leading programs is mentoring, where teachers act as mentors who guide students in academic aspects and character development. Group discussions are also an important part, where students and teachers actively collaborate to discuss relevant topics, creating an inclusive and dialogic learning environment. Collaborative activities such as team-based projects and social activities involving the entire school community also strengthen relationships between school members. This approach not only increases student engagement but also creates a harmonious atmosphere that supports the spiritual and emotional development of the entire school community. Integrative strategies are important in building solidarity in the educational environment, especially in a multicultural and modern context such as the Beaconhouse School System.

The findings at the Nurul Jadid Islamic Boarding School are that community building is carried out through activities such as deliberation, moral development, and the use of open communication that creates a sense of togetherness. Meanwhile, in the Beaconhouse School System, this approach is realized through mentoring programs, group discussions, and collaborative activities involving students and teachers. The data from each location is summarized in Table 1 below,

Table 1. Aspects of Strengthening Community Habit

Environmental Building	Nurul Jadid	Beaconhouse School System
Key approaches	Deliberation and moral development	Mentoring and group discussions
Communication medium	Open communication	Collaborative activities
Purpose	Fostering solidarity	Improve collaboration

Table 1, shows that the community building patterns in the two locations have differences in implementation but are similar in their goals, namely increasing involvement and mutual ownership among institutional citizens. At Nurul Jadid, family relationships are built through traditional values such as mutual respect, whereas at Beaconhouse, the focus on modern collaboration improves communication efficiency. These two approaches prove that community building can be applied flexibly according to the local context. Community building approaches, both traditional and modern, can be effective in creating a harmonious and supportive work atmosphere. Openness, respect, and active participation from all parties are key in building a solid community.

With this approach, spiritual saturation can be minimized, and the citizens of the institution are more motivated in carrying out their duties.

The findings of this study are in line with previous research by Chen et al. (2023) which emphasized the importance of human relationships in overcoming spiritual burnout. The research of Lee and Cho (2021) also supports that open communication and solid teamwork increase productivity and efficiency in educational institutions. Spiritually-based motivation helps individuals find meaning in their work (Sanjani, 2024; Akrimah et al., 2023). In an international context, the community building approach applied in the Beaconhouse School System reflects the importance of cultural adaptation in building strong relationships in modern institutions (Agyapong et al., 2022; Candeias et al., 2021). The community building approach applied at the Nurul Jadid Islamic Boarding School and the Beaconhouse School System shows that although the context and methods are different, the ultimate goal remains the same, which is to create a harmonious community to support the continuity of quality education.

Positive Habits in Educational Institutions

Positive habits are essential in creating a productive, harmonious, and spiritually enriched educational environment. These habits play a critical role in maintaining teacher motivation and student engagement, reducing burnout, and fostering a culture of excellence. This study examines the implementation of positive habits at two distinct educational institutions: Nurul Jadid Islamic Boarding School in Indonesia and the Beaconhouse School System in Pakistan. While Nurul Jadid emphasizes a spiritual approach grounded in Islamic teachings, the Beaconhouse School System adopts a more contemporary framework, focusing on proactive and collaborative strategies. By exploring these institutions, we aim to understand how positive habits contribute to improved education quality and community building.

Based on field observations at Nurul Jadid, the integration of positive habits into daily school activities revolves around a deep spiritual foundation. Teachers and students engage in practices that nurture obedience and discipline, guided by the principle of *sami'na wa atho'na* (we hear and we obey). These habits include regular recitation of prayers, participation in congregational worship, and morning spiritual briefings delivered by the *kyai* (religious leader). Such routines not only reinforce faith but also serve as a motivational tool, preventing feelings of despair or frustration. Teachers are encouraged to align their roles with spiritual values, focusing on the broader purpose of education as a form of worship. These practices effectively mitigate teacher burnout and foster a positive, resilient atmosphere in the pesantren, ensuring that both educators and students are continuously motivated by their shared spiritual goals.

At the Beaconhouse School System, positive habits are instilled through a structured approach based on contemporary educational philosophies. These include fostering proactivity, goal orientation, synergy, and self-care. For instance, students are taught to take initiative and assume responsibility for their actions, aligning with the principle of being proactive. They are encouraged to set clear objectives and develop actionable plans to achieve them, emphasizing the habit of beginning with the end in mind. Collaboration is another cornerstone where students work together to appreciate diversity and achieve collective success, encapsulated in the habit of synergizing. Lastly, the school emphasizes *sharpening the saw*, which advocates for holistic well-being in terms of physical, mental, and emotional balance. These habits not only enhance

academic performance but also cultivate essential life skills, preparing students for challenges in an increasingly complex world.

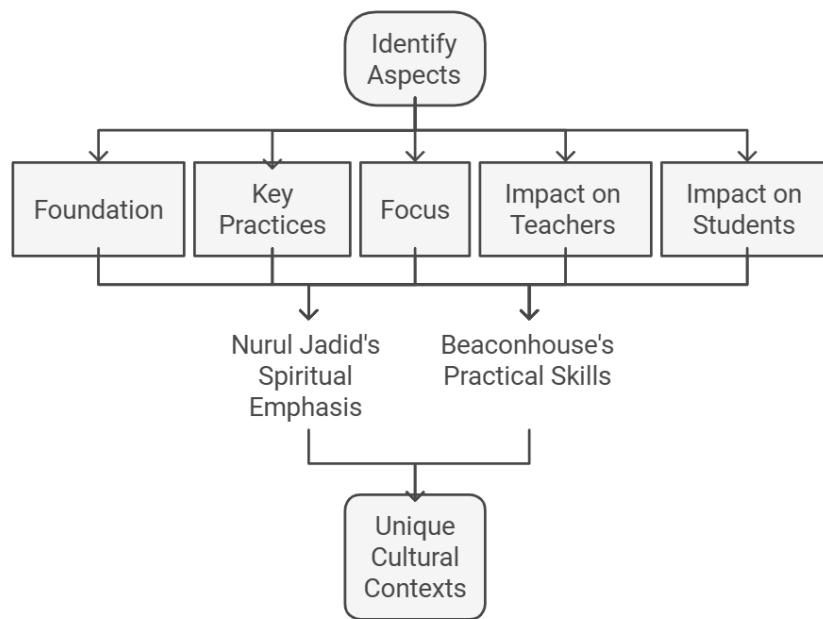


Figure 1. Comparison of Positive Environment

Figure 1, it is clear that while both institutions prioritize positive habits, their methodologies and impacts are tailored to unique cultural and educational contexts. Nurul Jadid’s spiritual emphasis fosters a deep sense of purpose, while Beaconhouse’s approach develops practical skills to address contemporary challenges.

The comparison of positive habits in Nurul Jadid and Beaconhouse reveals distinct yet complementary strategies for enhancing educational outcomes. At Nurul Jadid, the spiritual practices deeply rooted in Islamic teachings create a harmonious environment where burnout is minimized and faith-driven motivation thrives. In contrast, Beaconhouse leverages modern pedagogical frameworks to equip students and teachers with the skills needed for personal and professional success. Both approaches underscore the importance of creating a positive school culture, though the methods and underlying philosophies differ significantly. These findings suggest that positive habits can be effectively adapted to the cultural and institutional context, achieving similar outcomes in motivation, productivity, and personal growth.

These findings align with existing studies on the role of positive habits in education. Naz (2022) highlights that fostering a supportive and motivational environment can significantly reduce burnout among educators, similar to the outcomes observed at Nurul Jadid. The effectiveness of habits such as proactivity and collaboration in achieving personal and collective success (Madigan & Kim, 2021; Khotimah et al., 2024), reflecting the practices at Beaconhouse. The integration of spiritual values at Nurul Jadid resonates with Zaini and Sanjani (2023) study on spiritual-based teacher training, which emphasizes the role of faith in overcoming professional challenges. Collectively, these findings demonstrate that regardless of the approach, spiritual or contemporary positive habits are instrumental in fostering a thriving educational ecosystem that benefits both teachers and students.

Assistance and Stakeholder Services

The role of assistance and stakeholder services in shaping educational success has gained increasing attention in modern education. These services are critical for fostering collaboration, addressing challenges, and ensuring the sustainability of educational programs. Practical assistance and stakeholder engagement can create a conducive learning environment, improve teacher and student performance, and strengthen institutional ties with the community. This research explores how assistance and stakeholder services are implemented at two educational institutions: Nurul Jadid Islamic Boarding School and Beaconhouse School System. By examining these institutions, we aim to uncover the best practices that enhance the quality and sustainability of education.

Based on field documentation, assistance and stakeholder services at Nurul Jadid emphasize community involvement and spiritual engagement. The institution has a well-structured system where kyai (religious leaders), teachers, and parents actively participate in various programs. Regular meetings are held to discuss academic and extracurricular activities, with a focus on instilling Islamic values in students. Stakeholders are encouraged to contribute to program development through financial and moral support. Moreover, Nurul Jadid provides comprehensive assistance to teachers and students, including mentorship programs, spiritual counseling, and workshops aimed at improving educational quality. The involvement of alumni also plays a pivotal role in mentoring students and offering career guidance. These practices create a harmonious relationship between the institution and its stakeholders, fostering a shared sense of responsibility for educational success.

At the Beaconhouse School System, assistance and stakeholder services are designed to align with global educational standards and local community needs. The institution focuses on creating an inclusive environment where parents, teachers, and external partners collaborate to enhance learning outcomes. Parent-teacher associations (PTAs) are an integral part of stakeholder engagement, providing a platform for discussing student progress and addressing concerns. Beaconhouse also partners with organizations to offer specialized training for teachers and extracurricular opportunities for students. Financial assistance programs are available to support underprivileged students, ensuring access to quality education. Regular workshops and feedback sessions allow stakeholders to voice their opinions and contribute to institutional development. These initiatives not only strengthen relationships but also ensure that the institution remains adaptive to the changing needs of its community. The comparison between Nurul Jadid and Beaconhouse reveals distinct approaches to assistance and stakeholder services. These findings are summarized in the Table 2,

Table 2. Service and Assistance Aspects

Aspect	Nurul Jadid	Beaconhouse School System
Focus of Services	Spiritual and community-based engagement	Inclusive and global educational standards
Stakeholder Involvement	Kyai, parents, alumni, and community	Parents, external partners, and organizations
Key Programs	Mentorship, spiritual counseling, alumni support	PTAs, training programs, financial aid
Support for Teachers	Spiritual guidance, workshops	Specialized training, professional development
Impact on Students	Character building, career guidance	Academic excellence, holistic development

Nurul Jadid emphasizes spirituality and community ties, while Beaconhouse adopts a modern, inclusive framework. Despite their differences, both institutions demonstrate how tailored stakeholder services contribute to educational quality. Both Nurul Jadid and Beaconhouse prioritize stakeholder engagement, but their approaches reflect their unique cultural and institutional contexts. Nurul Jadid's emphasis on spiritual counseling and community involvement highlights the importance of faith-based values in education. Meanwhile, Beaconhouse leverages inclusive strategies and external partnerships to create a dynamic and adaptive educational environment. These findings suggest that practical assistance and stakeholder services can be achieved through diverse methodologies as long as they are aligned with institutional goals and community needs. The comparative analysis underscores the versatility of stakeholder engagement in addressing educational challenges and enhancing institutional resilience.

The findings align with previous studies highlighting the role of stakeholder services in educational success. Madigan and Kim (2021) framework on school-family-community partnerships underscores the significance of collaboration in improving student outcomes. The positive impact of spiritual-based stakeholder engagement in Islamic educational settings (Badruddin et al., 2023; Candeias et al., 2021; Agyapong et al., 2022), which resonates with the practices at Nurul Jadid. Beaconhouse's inclusive approach reflects findings by Odutayo and Ramsaroop (2023), who argue that parental involvement is a key determinant of academic success. This research contributes to the field by providing a comparative perspective on assistance and stakeholder services in diverse educational settings. By examining both spiritual and modern frameworks, it highlights the adaptability of stakeholder engagement strategies. Future research could explore how these approaches can be integrated to create a hybrid model that combines the strengths of both traditional and contemporary practices, ensuring a holistic and sustainable impact on education.

CONCLUSION

Nurul Jadid Islamic Boarding School in Indonesia and Beaconhouse School System in Pakistan demonstrate different but complementary approaches to building community, implementing positive habits, and engaging support services and stakeholders. Nurul Jadid stands out with its strong spirituality-based approach, where positive habituation programs such as *sami'na wa atho'na* and the involvement of *kyai* and alumni play a significant role in building student character and improving the quality of education. The Beaconhouse School System adopts a more modern and inclusive approach, emphasizing the importance of collaboration between stakeholders through PTA, teacher training, and financial support programs. Both institutions demonstrate that educational success can be achieved by adopting strategies that are appropriate to their respective cultural and social contexts. This study shows that a strong community, positive habits, and stakeholder engagement are essential pillars for creating a quality and sustainable educational environment. This study does not profoundly analyze the integration of spiritual and modern approaches to create a hybrid model that can be applied across educational contexts. Therefore, further research is recommended to explore interdisciplinary approaches that combine the strengths of both institutions and measure their impact on student learning outcomes quantitatively and longitudinally. In addition, involving the perspective of students as the primary beneficiaries can also provide a more holistic and balanced insight.

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