

The Influence of *Self Leadership, Work Ability, Organizational Climate* on Teacher *Burnout and Performance* at SMAN 12 Surabaya

Charles H. Sidauruk ¹ Ida Aju Brahmasari ² Ida Aju Brahma Ratih ³

¹Universitas 17 Agustus 1945 Surabaya;E-mail : 1262400040@surel.untag-sby.ac.id

²Universitas 17 Agustus 1945 Surabaya;Email: brahmasari@untag-sby.ac.id

³Universitas 17 Agustus 1945 Surabaya;E-mail : brahmaratih@untag-sby.ac.id

Abstract: SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000 m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with adequate bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish pond and school garden. MAN 12 has achieved many achievements in both academic and non-academic fields. This is inseparable from the good cooperation between school leaders, teachers, employees, students and guardians. Every leader who leads at SMAN 12 Surabaya has a program that supports the achievements of students and teachers. In 2025, SMAN 12 Surabaya will become a pilot project for the "Food School Care" program as an implementation to support the national food security program. The purpose of this study was to determine the effect of Self Leadership, Work Ability, Organizational Climate on Burnout and Teacher Performance at SMAN 12 Surabaya. This study uses a quantitative method with primary data sources obtained from distributing questionnaires. The population of the study were teachers at SMAN 12 Surabaya. The selection of respondents was carried out using the saturated non-probability sampling method with a total of 74 respondents. The data analysis method used descriptive analysis and SEM-PLS analysis. The results of the study showed that the variables of self-leadership, work ability, and organizational climate had an effect on burnout and teacher performance at SMAN 12 Surabaya.

Keywords: *self-leadership, work ability, organizational climate, burnout, Teacher Performance.*

I. INTRODUCTION

Ministry of Education, Culture, Research, And Technology (Kemendikbud Ristek) noted that the number of students in Indonesia in the odd semester of the

2023/2024 academic year has reached 53.14 million people. Almost 50% of that number are elementary school students, namely 24.04 million people. The number of junior high school students in Indonesia is 9.97 million, while high school students are 5.32 million. The number of vocational high school students in Indonesia is almost catching up with the number of high school students, which is 5.08 million students. A very large number to be managed to become a human resource strength for the sustainability of the life of the beloved Republic of Indonesia. This is the next generation that will bring sustainability and success and maintain unity in Indonesia. With good education, there will be human resources that able to compete well in the region, nationally and internationally which will bring changes towards goodness, security, sustainability, and appreciation from other countries. With good human resources, this nation will produce innovations in all areas of life, both in education, science, economics, technology, health, culture, so that its people can live prosperously and can build better aspects of life.

Article 31 of the 1945 Constitution of the Republic of Indonesia regulates: right And obligation inhabitant country And government in education sector. The article contains the rights and obligations of citizens, including: (1) Every citizen has the right to receive an education, (2) Every citizen is obliged to follow basic education and the government is obliged to finance it." Government during the Cabinet era Red white give Handling Which Serious for the sustainability of human resources of Indonesian society by dividing three ministries, namely the Ministry of Primary and Secondary Education, the Ministry of Higher Education, Science, and Technology and the Ministry of Culture.

The Ministry of Primary and Secondary Education handles Early Childhood Education, Primary Education, and Secondary Education. The Ministry of Higher Education, Science and Technology handles Higher education, science and technology. While the Ministry Culture deals with culture including preservation and cultural advancement and development of language and literature. The Ministry of Primary and Secondary Education oversees Formal Education and Non-formal Education, According to Law of the Republic of Indonesia No. 20 of 2003 concerning the national education system as stated in Article 1 paragraph 12, "Non-formal education is an educational path outside formal education. formal education that is implemented in a structured and tiered manner. Non-formal education "Formal education has the aim of replacing, supplementing and complementing formal education that supports the concept of lifelong education". Explained in the provisions of National Education.

Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have spiritual religious strength, self-control and self-control. self, personality, intelligence, morals glorious, and the skills needed by himself, society, nation and state. The system education national is the entire component of education that interrelated in an integrated manner to achieve national education goals. Educational pathways are vehicles through which students develop their potential in an educational process that is in accordance with educational goals. Educational units are groups of educational services that organize education on formal, non-formal, and informal pathways at every level and type of education. Educational personnel is member public Which to devote self and appointed to support the implementation of education. Educators are qualified educational staff as teachers, lecturers, counselors, learning facilitators, widyaiswara, tutors, instructors, facilitators, and other titles that are appropriate to their specializations, and participate in organizing education. Community -based education is the implementation education based on peculiarity religion, social, culture, aspirations and potential of society as embodiment education from, by, and for the community.

SMA Negeri 12 Surabaya (SMAN 12 Surabaya), known as "SMANDALAS," was established in 1982. Initially, learning activities were carried out in the SDN Pakal 1 No. 119 building, Benowo, for one year while waiting for the construction of the permanent building to be completed. The new building began to be used on December 9, 1983, in accordance with the Decree of the Minister of Education and Culture No. 377/104.1.1/E5.83/SK. Currently, SMAN 12 Surabaya is located at Jl. Sememi Kidul No. 1, Benowo District, West Surabaya. This school has a land area of approximately 30,000

m² and is equipped with various facilities to support learning activities both inside and outside the classroom such as classrooms, laboratories, libraries, mosques, playgrounds, school forests, school gardens, ceremonial fields, sports fields, green open spaces, art rooms and others. This school is also equipped with sufficient bathroom facilities for all school residents, a health unit room, meeting room, hall, green house, fish pond, fish farm and school garden.

The most important thing in an educational institution is the teacher who is a supporter for the success of its students. It is very important for educational institutions to recruit, train, manage, and provide appropriate compensation so that teachers/lecturers can provide their best potential so that students who are given teaching and knowledge are conveyed well and increase student knowledge.

Law Number 14 of 2005 states that, "Teachers are educators professional with the main task of educating, teaching, guiding, directing, training, evaluate, And evaluate students on education child age early track education formal, education base, And education medium". Professional is a job or activity Which carried out by someone and becomes a source of income for life that requires expertise, skill, or skills that meet certain quality standards or norms and require professional education. In carrying out professional duties, teachers are obliged to: 1). Plan learning, implement quality learning processes, and assess and evaluate learning outcomes; 2). Improve and develop academic qualifications and competencies in a sustainable manner in line with the development of science, technology, and art.

SMAN 12 Surabaya has developed well, the increase in students and assets each year is significant, but the problem that still arises in the organization is the high teacher burnout, because self-leadership is still lacking, so that teachers often lack discipline about working hours, and work abilities that are still not as expected, are a phenomenon in this study. Another thing from the researcher's initial observations that self-leadership *still* needs to be improved, seen from the tasks given have not been done quickly (Coaching is carried out by the Principal every 1 Semester). Teaching skills also need to be improved which can be done by the method of Teachers explaining, students asking, then the teacher evaluating the learning outcomes. The possibility of burnout can also occur because teachers get students who enter through the zoning route, this causes students to think it is easy to enter SMAN 12, where the change in curriculum is also a challenge for teachers so that they continue to re-learn and this can cause burnout.

Several studies have examined the relationship between *self leadership* with individual performance with activities carried out by the company. By using *VOSviewer software* and metadata from *Publish or Perish* with the keyword *selfleadership* obtained 28 items and 5 research clusters that are differentiated based on color that discuss research topics about *self leadership* has 249 relationships with other variables. This can be seen from the network visualization in Figure 1.1. Meanwhile, when viewed from the research density visualization, *self leadership* shows a nearly clear picture. This also shows that research on *self Leadership* has not been studied much by researchers.

Even though *self leadership* shows a clear density, but it is still interesting to study because there are so many items that can be connected to *self This leadership* , including that related to the education sector

II. LITERATURE REVIEW

Self Leadership

In the book " *Self-Leadership: How to Become a More Successful, Efficient, and Effective Leader from the Inside Out* ", Andrew Bryant And Dr. Ana Kazan defines *self-leadership* as the practice of intentionally influencing the thoughts, feelings, and action For going to personal goals. Neck & Houghton (2006) disclose that *Self- leadership* is an ability that individuals have to influence, direct, supervise, and motivate themselves, including thought patterns and behavior to achieve desired goals. Based on the problem, it is essential for a teacher to possess self-leadership, as it enables them to perform as a reliable and professional figure both for students and for the school. This quality should also be supported by the teacher's ability to carry out their duties

effectively and contribute meaningfully to the school environment. The study by Lopian et al. (2022) confirmed that self-leadership has a significant effect in reducing the level of burnout. Furthermore, Marques-Quinteiro et al. (2019) showed that changes in the level of self-leadership are positively related to changes in the level of adaptive performance and job satisfaction over time. Also, self-leadership can be used as a valuable tool to help organizations improve employee adaptive performance and job satisfaction. Next, Wijayanti (2023) stated that self-leadership affects many things in a person, namely improving the quality of performance, improving work ethic, and developing oneself. While Wuwungan et al. (2020) and Maharani et al. (2022) showed that work ability affects employee performance. Furthermore, Hatch et al. (2018) stated that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability.

Work Ability

In order to help achieve company goals, an employee must have good work skills. According to Hasibuan (2022), work ability is the result achieved by a person in completing a given task based on skills, experience, sincerity, and time. Ability, according to Gibson (2013: 53), is an innate or learned trait that allows a person to complete a job. In addition, according to Soelaiman (2007: 112), ability is an innate or learned trait that allows a person to complete a job, either both physical and mental.

In order to help achieve company goals, an employee must have good work skills. According to Stoner (2006), work ability is the power to perform an action, where ability includes employee knowledge and mastery of the technical implementation of the tasks given. Hatch et al. (2018) showed the physical and psychological dimensions of work ability that differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

Organizational Climate

Organizational climate is the atmosphere or mood that exists within an organization, which is influenced by factors such as culture, leadership, communication, and relationships between members of the organization. organization is "Atmosphere or atmosphere Which There is in A organization, Which influence the behavior and performance of organizational members (Robbins & Judge, 2018: 173). Organizational climate can also be defined as "The psychological conditions that exist within an organization, which affect the motivation, job satisfaction, and performance of organizational members." (Griffin, 2021: 221).

Organizational climate is also very helpful for a teacher to give and bring out their potential with enthusiasm and support to the people around them in the school. Saturation that can cause stress can be passed well and does not cause performance to decrease. However, it will be an obstacle to mental fatigue, work fatigue and can become stress chronic, where workers feel physically, mentally and emotionally tired because of their work, if the organizational climate is not supportive so that teacher performance is not optimal and eventually school performance decreases. This is what will disrupt the sustainability of the school. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and a balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. Meanwhile, Nufus (2021) and Asi (2014) proved that organizational climate has a negative effect on *burnout*. Organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

Burnout

Burnout is a state of extreme psychological stress that causes individuals to experience emotional exhaustion and low motivation to work. Burnout can be a result of chronic work stress (King, 2010). Maslach et al. (2015) argue that burnout is a negative emotional reaction that occurs in the work environment, when the individual experiences prolonged stress. Burnout is a psychological syndrome that includes fatigue, depersonalization and decreased ability to perform routine tasks such as causing anxiety, depression, or even sleep disorders.

Teacher Performance

Bernardin and Russel (1993); Ruky (2016:15) provide the following definition of performance: " *Performance is defined as the record of outcomes produced on a specified job function or activity during a time period*". Achievement or performance is a record of the results obtained from certain job functions or activities during a certain period of time. There are several performance indicators that are usually assessed to reveal employee performance. Martoyo (2012: 89) said that in performance assessment there is no agreement on the object of assessment or indicators assessed in determining performance. This is due to differences in positions. A person's performance cannot be separated from the support of adequate facilities and a conducive work environment

Research Hypothesis

Based on the literature review conducted, the relationship between *self leadership*, *work ability*, organizational climate, *burnout* and teacher performance have not been widely studied. Therefore, this study aims to explore the relationship between the five aspects in the education sector, especially at SMAN 12 Surabaya. So it is expected that the results of this study can contribute to the development of human resource management theory and practice in the field of education. By making the *burnout variable* a mediating variable, it becomes a novelty in this study. Based on the available literature, the following hypotheses are developed:

1. *Self-leadership* influential significant impact on *burnout* in teachers SMAN 12 Surabaya.
2. *Self-leadership* has a significant influence on teacher performance at SMAN 12 Surabaya.
3. *Work ability* has a significant effect on teacher *burnout* at SMAN 12 Surabaya.
4. *Work ability* has a significant influence on performance teacher of SMAN 12 Surabaya.
5. I organizational climate influences *burnout* teacher at SMAN 12 Surabaya.
6. I climate organization influential significant to teacher performance at SMAN 12 Surabaya
7. *Burnout* has a significant effect on teacher performance at SMAN 12 Surabaya.

A research framework that describes the relationship between research variables can be built based on the problems and literature review shown in Figure 1.

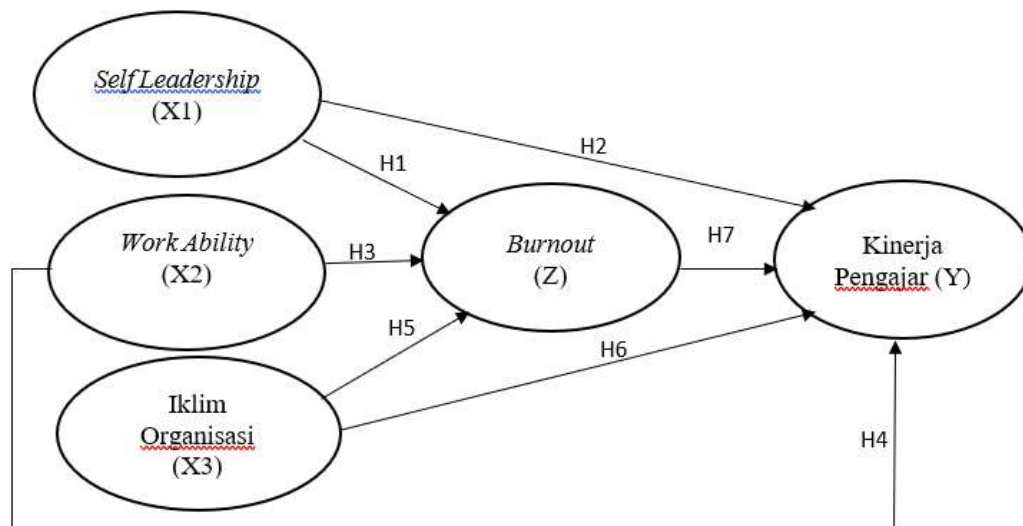


Figure 1 : Research Concept Framework

III. RESEARCH METHODOLOGY

This research is a causal research. The population of this study is all teachers at SMAN 12 Surabaya, a total of 64 teachers . (Malhotra & Birks, 2007). The sampling technique in this study is non-random or non-probability sampling. The type of non-probability sampling used is saturated sampling, as many as 64 respondents . The analysis technique uses SEM (*Structural Equation Modeling*) with the help of Warp PLS (*Warp Partial Least Square*) software.

The data source in this study is primary data , obtained from questionnaire responses. Data were collected by providing several statements in the questionnaire and about their demographic factors , perceptions of responses using a 5-level Likert scale. with a score interval from 1 (strongly disagree) to 5 (strongly agree) , then descriptive statistical analysis and hypothesis testing were carried out .

IV. RESEARCH RESULT

Respondent descriptions include gender, age, education level , and marital status are shown in Table 1 as follows:

Table 1 . Characteristics of respondents (N = 74)

Characteristics		Frequency	Percentage (%)
Gender	Male	51	68.9
	Female	23	31.1
Age	< 30 years	15	20,0
	31-40 years	49	66,0
	> 40 years	10	10.0
Education Level	SENIOR HIGH SCHOOL	-	-
	Bachelor	60	81,0
	Postgraduate	14	19.0
Length of work	< 1 year	8	10 .8
	1-4 years	51	69.0
	> 4 years	15	20.2

Descriptive data analysis of 74 respondents shows that: the gender of respondents is dominated by men (68.9%) . Respondent characteristics based on age , dominated in the age range of 31-40 years, which is 66.0 % , in the age > 40 years , as much as 10.0 % , and

in the age < 30 years , as much as 20.0 % of respondents. The education level of the majority of respondents is undergraduate , reaching 81.0 % , while the rest are postgraduate, 19.0 % . Length of work is dominated in the age range of 1-4 years, which is 69.0 % .

Goodness of fit model is analyzed from the value of Average Path Coefficient (APC) , Average R Squared (ARS) , Average adjusted R-squared (AARS) and Average Variance Inflation Factor (AVIF) . Table 2 shows the results of the analysis. Where AVIF and APC indicate the multicollinearity of independent variables and their relationships. The evaluation data indicates that the model is acceptable.

Table 2. Goodness of fit model

Results	Value	P-Value	Criteria	Description
Average path coefficient	0.385	0.000	≤ 0.05	Supported
Average R-squared	0.857	0.000	≤ 0.05	Supported
Average adjusted R-squared	0.854	0.000	≤ 0.05	Supported
Average block VIF	2.259	0.000	$\leq 5,000$	Supported

Source: WarpPLS Output

Validity Test of Research Variables

Discriminant validity is indicated by the AVE_s (square roots of average variance extracted) value, where the AVE_s value is in the diagonal position in the correlations among latent variables output of WarpPLS, and the expected value is greater than the correlation value in the same block. Based on Table 3 , the value in the diagonal block is greater than the value in the same block . Thus, all variables meet the discriminant validity criteria.

Table 3. Correlations among latent variables

Variable	S elf_le	Work_Ab	Org_Cli	Burnout	Teac_Per
S elf_le	0.844	0.442	0.786	0.154	0.847
Work_Ab	0.442	0.861	0.239	0.762	0.689
Org_Cli	0.786	0.239	0.804	0.070	0.636
Burnout	0.154	0.762	0.070	0.777	0.315
Teac_Per	0.847	0.689	0.636	0.315	0.919

Source: WarpPLS Output

Reliability Test of Research Variables

The reliability test of research variables is measured using two criteria, namely composite reliability and Cronbach's alpha.

Table 4 . Reliability Test Results

Cut Off Value		S elf_le	Work_Ab	Org_Cli	Burnout	Teac_Per	Notes
Cronbach's Alpha	> 0.6	0.792	0.764	0.795	0.871	0.856	All items meet the requirements
Composite Reliability	> 0.7	0.787	0.754	0.854	0.820	0.734	

Source: WarpPLS Output

Table 4 shows that the cronbach alpha value of each variable is greater than 0.6. Also, the composite reliability value is greater than 0.7. Therefore, all constructs have met the requirements.

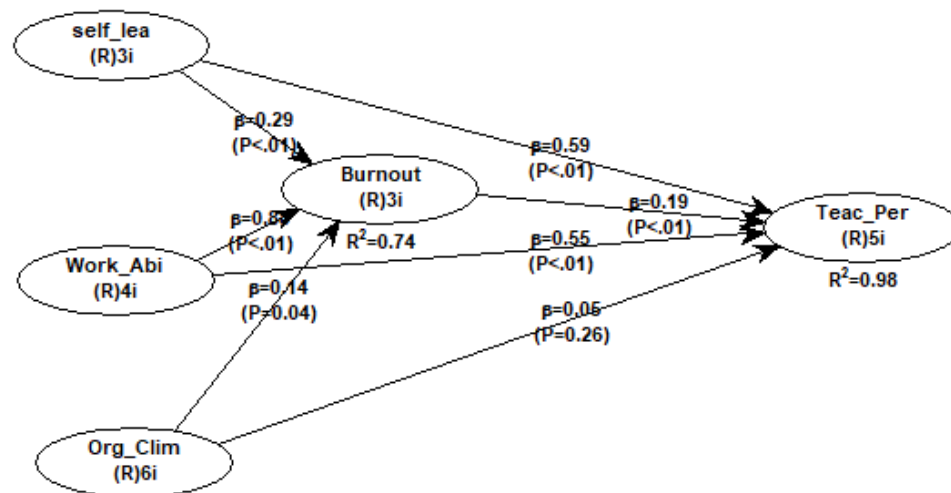


Figure 1 . Coefficient of research model path
(B= coefficient; p=probability; R^2 =determination)

Hypothesis testing

Hypothesis testing is carried out based on the estimated significance values of the research model parameters as shown in Table 5 .

Table 5 . Hypothesis Testing

H	Relationship	Standardized Coefficient	P	Decision
H1	<i>Self-leadership</i> → <i>Burnout</i>	0.293	0.000	accepted
H 2	Self-leadership → Teacher Performance	0.587	0.000	accepted
H 3	<i>Work Ability</i> → <i>Burnout</i>	0.885	0.000	accepted
H4	<i>Work Ability</i> → Teacher Performance	0.554	0.000	accepted
H5	Organizational Climate → <i>Burnout</i>	0.136	0.045	accepted
H 6	Organizational Climate → Teacher Performance	0.053	0.257	rejected
H 7	Teacher Performance <i>Burnout</i> →	0.186	0.009	accepted

Source: WarpPLS Output

V. DISCUSSION

This study found that teacher performance at SMAN 12 Surabaya can be significantly explained by the variables *self-leadership*, *work ability*, organizational climate and *burnout*. This study also proves that burnout is a positive intervening variable in this study. For clarity, the discussion and discussion of the research results are carried out one by one as follows:

5.1 . *Self-leadership* has a significant influence on *Burnout*

The findings of this study inform that *Self-leadership* has a significant effect on *Burnout*. Thus, *Self-leadership* provides reinforcement for *Burnout*. This evidence shows that Self-leadership on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents are aware of the impact of their behavior on people in their environment, and respondents have specific plans to achieve their career goals as educators. Respondents even feel motivated to continue learning to improve their teaching skills without encouragement from other parties.

The results of this study differ from the findings of Lopian et al. (2022) stated that *Self-Leadership* has an effect on reducing *burnout levels*. The results of this study are in accordance with the findings of Wijayanti (2023) which states that *self-leadership* affects many things in employees, namely improving the quality of performance, improving the work ethic of nurses, and developing a nurse. The importance of increasing *self-leadership*

in the form of training for employees so that it can improve employee performance. The results of this study confirm Lapien's statement (2022) which states that *burnout* occurs in health workers who are directly related to services and high prevalence in care, especially health workers because they always experience stressful work situations, working with direct contact with patients who have different levels of illness. shows the influence of spirituality on the level of nurse burnout through *self-leadership* and emotional intelligence, there is an influence of *self-leadership* on burnout and there is an influence of emotional intelligence on *burnout*.

5.2 Self-leadership has a significant influence on teacher performance

The findings of this study inform that *Self-leadership* has a significant influence on teacher performance, thus *self-leadership* provide reinforcement to teacher performance . This evidence shows that Self-leadership on According to respondents, SMAN 12 Surabaya is good. This is reflected in the respondents' answers which state that respondents prioritize the most important tasks to support student learning, and always try to see the positive side of difficult situations in their work. Respondents even believe that their hard work will have a positive impact on students and the work environment .

The results of this study are in accordance with the findings of Dewi et al. (2021) which show that *self-leadership* has a positive and significant effect on employee performance. The results of this study confirm the statement of Neck et al. (2020). revealed that *self-leadership* significantly improves employee performance by increasing intrinsic motivation and *psychological capital* (*PsyCap*). Employees with high *self-leadership* tend to more proactive and able to overcome work challenges. Thus, *self-leadership* has a positive and significant relationship to performance.

In this study, it was also found that there was an indirect influence of *Self-leadership* on teacher performance through *Burnout* . This informs us that *Burnout* is a good intervening variable in the relationship between *Self-leadership* and teacher performance. SMAN 12 Surabaya. Thus, to improve teacher performance can be done through increasing *Self-leadership* and *Burnout*.

5.3 Work Ability has a significant effect on Burnout

The findings of this study inform that *Work Ability* influential significant to *Burnout*. Thus, *Work Ability* provides reinforcement for *Burnout* . This evidence suggests that Work Ability at SMAN 12 Surabaya according to respondents is already good. This is reflected in the respondents' answers stating that respondents feel they have sufficient knowledge to teach the subjects they teach well, and respondents continue to update their skills and knowledge through training. Respondents can even manage their time effectively between preparing materials, teaching, and administrative tasks.

The results of this study are in accordance with the findings of Gould et al. (2020) show that *work* High *ability correlates with employee productivity and well-being. Factors such as physical health, skills, and social support affect work ability, which in turn impacts* organizational performance. The results of this study are also in accordance with the findings of Lu, Y. et al. (2021) that the three dimensions of job burnout, namely *Emotional Exhaustion, Cynicism and Reduced Personal Accomplishment* , are negatively correlated with work ability and significantly affect work ability.

5.4 Work Ability has a significant influence on Teacher Performance

The findings of this study inform that *Work Ability* influential significant to teacher performance. Thus, *Work Ability* able to provide reinforcement to Teacher Performance . This evidence shows that *Work Ability* Teacher at SMAN 12 Surabaya according to respondents it is good and continues to be improved. This is reflected in the respondents' answers which state that respondents comfortable in providing constructive feedback to students, and have a less positive attitude towards challenges that arise in the teaching process.

The results of this study are in accordance with the findings of Wuwungan et al. (2020) which show that work ability has a significant effect on employee performance. Also, the results of this study are in accordance with the findings of Nurul Qomariyah

(2023) which show that *work ability* has a significant positive effect on teacher performance. This confirms that increasing work ability can directly improve teacher performance. The results of this study confirm the statement of Hatch et al. (2018) which states that the physical and psychological dimensions of work ability differ according to age and work fatigue. This emphasizes the need for interventions to reduce fatigue and address age-related strengths and vulnerabilities related to physical and psychological work ability. Viotti et al. (2019) stated that work ability positively predicts enthusiasm for work and negatively predicts fatigue. Conversely, work ability does not significantly affect cynicism.

In this study, it was also found that there was an indirect and insignificant influence between *Work Ability* and Company Performance through *Burnout*. This informs that *Burnout* is a less good intervening variable in the relationship between *Work Ability* and Company performance at SMAN 12 Surabaya. Thus, to improve the Company's performance can be done through increasing Work Ability and through increasing Burnout.

5.5 Organizational Climate has a significant influence on *Burnout*

The findings of this study inform that Organizational Climate has a significant effect on Burnout. Thus, Organizational Climate provides reinforcement for *Burnout*, this evidence shows that The organizational climate at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that the respondents are satisfied with the leadership in this tutoring, and feel free to express opinions in the work environment. Even respondents feel appreciated, because every decision to be implemented is communicated in advance.

The results of this study, in accordance with the findings of Asi (2014) showed that organizational climate has a significant negative effect on *burnout*. Organizational climate has a significant positive effect on nurse performance. *Burnout* has a significant negative effect on nurse performance. Kusuma & Herachwati (2023) showed that Organizational Climate has a direct effect on the level of *Burnout*. The results of this study, in contrast to the findings of Marpaung et al. (2020) stated that there was no effect of organizational climate on *burnout*.

5.6 Organizational Climate has no significant effect on Teacher Performance

The findings of this study inform that Organizational climate has no effect significant on Teacher Performance. Thus, the Organizational Climate still needs to be strengthened for School performance. This evidence shows that the organizational climate of employees at SMAN 12 Surabaya according to respondents needs to be improved. This is reflected in the respondents' answers which state that respondents are not yet motivated by the school environment, have not communicated the decisions taken have not been communicated in advance,

The results of this study are not in accordance with the findings of Triastuti (2019) who proved that organizational climate has a positive effect on employee performance. Also not with the findings of Radianto & Sunuharyo (2017) who also proved that organizational climate is significant for employee performance. Lan et al. (2020) proved that organizational climate has a significant positive correlation with workplace burnout, and retention. Dinibutun (2020) stated that organizational climate negatively affects emotional exhaustion, and balanced workload, task clarity, cohesion, and ethical dimensions in organizational climate have a negative effect on member depersonalization. The results of this study are in accordance with the findings of Nufus (2021) and Asi (2014) who proved that organizational climate has a negative effect on *burnout*. However, organizational climate has a positive effect on performance and burnout has a negative effect on performance. There is an indirect effect of organizational climate on performance through *burnout*.

In this study, it was also found that there was an indirect influence of Organizational Climate on Company Performance through Burnout. This informs that *Burnout* is a good intervening variable in the relationship between Organizational Climate and Company Performance. SMAN 12 Surabaya. Thus, to improve the Company's

performance can be done through improving the Organizational Climate and *Burnout*.

5.7 *Burnout* has a significant effect on teacher performance

The findings of this study inform that *Burnout* has a significant effect on Teacher Performance, thus *Burnout* provides reinforcement to school performance. This evidence shows that *Burnout* at SMAN 12 Surabaya according to respondents is good. This is reflected in the respondents' answers which state that respondents feel drained of energy after teaching, and feel tired overall emotional when dealing with students. Even feeling less effective in teaching compared to before, and feeling less meaningful achievements in their work as teachers.

The results of this study, in accordance with the findings of Hafizh & Hariastuti (2021) showed that burnout has a positive effect on employee performance. Hayati & Fitria (2018). Also found that burnout has a positive effect on employee performance. The results of this study, differ from the findings of Fitriani & Nugroho, (2022) who found that burnout had a negative effect on teacher performance. Factors such as workload and lack of social support worsen burnout. The results of this study are also different from the findings of Adnyaswari & Adnyani (2017) who found that burnout had a negative effect on nurse performance.

CONCLUSION AND SUGGESTIONS

The findings of this study indicate that : *Self-leadership* has a positive and significant effect on *Burnout*, and on teacher performance.; *Work ability* has a positive and significant effect on *Burnout*, and on teacher performance.; Organizational climate has a positive and significant effect on *Burnout*, and on teacher performance.; *Burnout* has a positive and significant effect on teacher performance.

For further research, it is necessary to expand the scope of the research, It is also recommended to conduct further research on the influence of other factors that affect teacher performance and other variables, which are not yet part of the topic of this research, where there are still many other variables that can affect teacher performance.

REFERENCES

- Adnyaswari, N. A., & Adnyani, I. G. A. D. (2017). *Pengaruh dukungan sosial dan burnout terhadap kinerja perawat rawat inap RSUP Sanglah* (Doctoral dissertation, Udayana University).
- Arruum, D., Suza, D. E., Asiah, N., & Sitepu, N. F. (2025). Descriptive of Critical Thinking in Nursing Care of Nurses: A Survey Study. *Jurnal Keperawatan Priority*, 8(1), 75-83.
- Asi, S. P. (2014). Pengaruh iklim organisasi dan burnout terhadap kinerja perawat RSUD dr. Doris Sylvanus Palangka Raya. *Jurnal Aplikasi Manajemen*, 11(3), 515-523.
- Bakker, A. B., & de Vries, J. D. (2021). *Job Demands-Resources Theory and Burnout: A Meta-Analysis*. *Work & Stress*, 35(1), 1-20.
- Bethge, M., & Radoschewski, F. M. (2020). Work Ability and Its Determinants: A Systematic Review. *Journal of Occupational Rehabilitation*, 30(1), 1-12.
- Day, C., & Gu, Q. (2022). Teacher Resilience and Well-Being: A Longitudinal Study. *Journal of Educational Psychology*, 114(1), 1-15.
- Dewi, N., Sujana, I. W., & Novarini, N. N. A. (2021). Pengaruh Self Leadership, Kerjasama Tim Dan Komunikasi Terhadap Kinerja Karyawan Pada Bali Management Villa Seminyak. *Values*, 2(2).
- Dinibutun, S. R., Kuzey, C., & Dinc, M. S. (2020). The effect of organizational climate on faculty burnout at state and private universities: A comparative analysis. *Sage Open*, 10(4), 2158244020979175.
- Ehrhart, M. G., Schneider, B., & Macey, W. H. (2021). Organizational Climate and Culture: A Review of the Literature. *Annual Review of Organizational Psychology and Organizational Behavior*, 8, 1-25.
- Elloy, D., & Patil, V. (2012). Exploring The Relationship Between organization Based Self Esteem and Burnout: A Preliminary Analysis. *International Journal Business Social Science*, 3(9), 283-288.
- Farhati, F., dan Rosyid, H.F. (1996). Karakteristik Pekerjaan, Dukungan Sosial Dan Tingkat Burnout Pada non Human Service Corporation. *Jurnal Psikologi*. No.1. Hal 1-12.
- Fitriani, R., & Nugroho, A. (2022). Dampak Burnout terhadap Kinerja Guru di Sekolah Menengah. *Jurnal Pendidikan dan Psikologi*, 15(2), 45-60.

- Godwin, J. L., Neck, C. P., & Houghton, J. D. (1999). The impact of thought self-leadership on individual goal performance: A cognitive perspective. *Journal of Management development*, 18(2), 153-170.
- Gould, R., Ilmarinen, J., Järvisalo, J., & Koskinen, S. (2020). Work Ability and Its Relationship with Productivity and Well-Being. *International Journal of Environmental Research and Public Health*, 17(7), 2605.
- Hafizh, M. A., & Hariastuti, N. L. P. (2021, March). Pengaruh Quality of Work Life dan Burnout terhadap Kinerja Karyawan Melalui Kepuasan Kerja Sebagai Variabel Moderasi (Studi Kasus: CV. XYZ). In *Prosiding SENASTITAN: Seminar Nasional Teknologi Industri Berkelanjutan* (Vol. 1, No. 1, pp. 89-98).
- Hatch, D. J., Freude, G., Martus, P., Rose, U., Müller, G., & Potter, G. G. (2018). Age, burnout and physical and psychological work ability among nurses. *Occupational Medicine*, 68(4), 246-254.
- Hauschildt, K., & Konradt, U. (2021). Self-Leadership and Work Engagement: A Longitudinal Study. *Journal of Occupational Health Psychology*, 26(2), 123-135.
- Hayati, I., & Fitria, S. (2018). Pengaruh burnout terhadap kinerja karyawan pada BMT El-Munawar Medan. *Intiqad: Jurnal Agama Dan Pendidikan Islam*, 10(1), 50-65.
- Hidayat, R., & Susanto, A. (2021). Pengaruh Kepemimpinan Kepala Sekolah terhadap Kinerja Guru. *Jurnal Manajemen Pendidikan*, 12(1), 34-45.
- Ho, Jessie & Nesbit, Paul L., (2009). "A refinement and extension of the Self-Leadership scale for the Chinese context", *Journal of Managerial Psychology*, 24(5), 450-476.
- Houghton, D. J. (2002). The Revised Self-Leadership Questionnaire. Testing a Hierarchical Factor Structure for Self-Leadership: *Journal Of Managerial Psychology*, 17 (8), 672-691
- Ian den Berg, T. I., Elders, L. A., & Burdorf, A. (2020). Influence of Health and Work on Work Ability. *Occupational Medicine*, 70(1), 45-50.
- Mudiarta Utama, I Wayan (2019). Pengaruh Iklim Organisasi, Komitmen Organisasi Dan Organizational Citizenship Behaviour (Ocb) Terhadap Kinerja Karyawan Pada PT. PLN (Persero) Area Manado. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 6(4).
- Klassen, R. M., & Chiu, M. M. (2021). Teacher Stress and Burnout: A Meta-Analysis. *Educational Psychology Review*, 33(1), 1-25.
- Konradt, U., Andreßen, P., & Ellwart, T. (2009). Self-leadership in organizational teams: A multilevel analysis of moderators and mediators. *European journal of work and organizational psychology*, 18(3), 322-346.
- Kuenzi, M., & Schminke, M. (2020). The Impact of Ethical Climate on Employee Behavior. *Journal of Business Ethics*, 163(2), 1-15.
- Kusuma, A. P., & Herachwati, N. (2023). Pengaruh Iklim Organisasi Terhadap Tingkat Burnout Pada Tenaga Kebersihan (Cleaning Service) Di Lingkungan Pt Pelindo Daya Sejahtera Dengan Komunikasi Interpersonal Sebagai Mediator. *Jurnal Ilmiah Edunomika*, 7(2).
- Lan, Y. L., Huang, W. T., Kao, C. L., & Wang, H. J. (2020). The relationship between organizational climate, job stress, workplace burnout, and retention of pharmacists. *Journal of Occupational Health*, 62(1), e12079.
- Lapian, L. G., Zulkifli, A., Razak, A., & Sidin, I. (2022). A Quasi-Experimental Study: Can Self-Leadership Training and Emotional Intelligence Mentoring Lower Burnout Rates in Hospital Nurses?. *Open Access Macedonian Journal of Medical Sciences*, 10(E), 905-912.
- Leiter, M. P., & Maslach, C. (2004). Areas of worklife: A structured approach to organizational predictors of job burnout. In P. L. Perrewé & D. C. Ganster (Eds.), *Research in occupational stress and well being: Vol. 3. Emotional and physiological processes and positive intervention strategies* (pp. 91-134). US: Elsevier Science/JAI Press.
- Lu, Y., Liu, Q., Yan, H., Gao, S., & Liu, T. (2021). Job burnout and its impact on work ability in biosafety laboratory staff during the COVID-19 epidemic in Xinjiang. *BMC psychiatry*, 21, 1-13.
- Manz, C. C. (1986). Self Leadership: Toward An Expanded Theory Of Self-Influence Processes In Organizations. *Academy of Management review*, 11(3), 585 -600.
- Maharani, A., Tanjung, H., & Pasaribu, F. (2022). Pengaruh kemampuan kerja, motivasi dan disiplin kerja terhadap kinerja pegawai badan pendapatan daerah Kabupaten Deli Serdang. *Maneggio: Jurnal Ilmiah Magister Manajemen*, 5(1), 30-41.
- Marpaung, F. V., Wiroko, E. P., & Wicaksana, S. (2020). Pengaruh iklim organisasi terhadap burnout pada perawat Rumah Sakit di Lebak dalam masa COVID-19. *JIVA: Journal of Behaviour and Mental Health*, 1(2)
- Marques-Quinteiro, P., Vargas, R., Eifler, N., & Curral, L. (2019). Employee adaptive performance and job satisfaction during organizational crisis: the role of self-leadership. *European Journal of Work and Organizational Psychology*, 28(1), 85-100.
- Maslach, C., Schaufeli, W.B. & Leiter, M.P. (2001). *Job Burnout*. Annual Review of Psychology, 52, 397-422.
- Maslach, C., Jackson, S. E., & Leiter, M. P. (2015). *MBI: The Maslach burnout inventory*: Press., Manual. Palo Alto: Consulting Psychologists, (June 2015).

- Maslach, C., & Pines, A. (1977). The burnout syndrome in the day care setting. *Child Care Quarterly*, 6(2), 110-113.
- Maslach, C., & Leiter, M. P. (2021). Burnout and Engagement: A Dual Process Model. *Journal of Organizational Behavior*, 42(1), 1-15.
- Musaheri (2013). Pengaruh Motivasi Berprestasi, Locus Of Control, dan Self Leadership terhadap Kompetensi dan Kinerja Guru Eks Rintisan Sekolah Menengah Atas Bertaraf Internasional Se- Madura. *Jurnal Pelopor Pendidikan*, 1-14.
- Muspawi, Mohamad (2021). Strategi Peningkatan Kinerja Guru, *Jurnal Ilmiah Universitas Batanghari Jambi*, Vol. 21 No.1.
- Neck, Christopher P., Jeffery D. Houghton, Shruti R. Sardeshmukh, Michael Goldsby, dan Jeffrey L. Godwin. "Self-Leadership: A Cognitive Resource for Entrepreneurs." *Journal of Small Business & Entrepreneurship* 26, no. 5 (September 2013): 463-80.
- Neck, C. P., Houghton, J. D., & Murray, E. L. (2020). *Self-Leadership and Psychological Capital: Key Drivers of Employee Performance*. *Journal of Leadership & Organizational Studies*, 27(1), 45-58.
- Neck CP & Houghton JD. (2006). Two Decades of Self Leadership Theory and Research: Past Developments, Present Trends, and Future Possibilities. *J. Manag. Psychol.*, 21(4): 270 – 295.
- Nufus, H. (2021). Pengaruh iklim organisasi terhadap kinerja karyawan pada Alfamart di Bintaro. *Jurnal Tadbir Peradaban*, 1(3), 182-188.
- Prasetya, A., Khairunnisa, H., & Aziz, A. L. (2021, September). The Effect of Work Stress and Burnout on Job Satisfaction and Employee Performance. In *3rd Annual International Conference on Public and Business Administration (AICoBPA 2020)* (pp. 74-79). Atlantis Press.
- Prussia, G. E., Anderson, J. S., & Manz, C. C. (2020). Self-Leadership and Performance Outcomes: The Mediating Role of Self-Efficacy. *Journal of Organizational Behavior*, 41(1), 58-73.
- Poerwandari, K. (2010). Mengatasi burnout di tempat kerja. Diunduh di <http://health.kompas.com/read/2010/01/10/05495918/Mengatasi.Burnout.di.Tempat.Kerja.tanggal.28>.
- Radianto, A., & Sunuharyo, B. S. (2017). Pengaruh iklim organisasi dan budaya organisasi terhadap kinerja karyawan (Studi pada Karyawan PT. PG Kribet Baru Malang) (*Doctoral dissertation, Bravijaya University*).
- Raharjo, S., P. D. Paramita., dan M. M. Warso (2016). Pengaruh Kemampuan Kerja, Pengalaman Dan Pelatihan Terhadap Produktivitas Kerja Pegawai Aparatur Sipil Negara Dengan Kompetensi Kerja Sebagai Variabel Intervening (Studi Kasus pada KUD "PATI KOTA" Kabupaten Pati). *Journal of Management*, Volume 2 No. 2.
- Salanova, M., Llorens, S., & Schaufeli, W. B. (2020). Burnout and Work Engagement: A Longitudinal Study. *Journal of Vocational Behavior*, 118, 1-10.
- Sari, R. P., & Utami, H. (2021). Pengaruh Iklim Organisasi terhadap Kinerja Karyawan pada Perusahaan Swasta di Indonesia. *Jurnal Manajemen dan Kewirausahaan*, 23(1), 12-25.
- Schneider, B., Yost, A. B., Kropp, A., Kind, C., & Lam, H. (2021). Organizational Climate and Employee Engagement: A Meta-Analysis. *Journal of Applied Psychology*, 106(3), 345-367.
- Schaufeli, W. B., Desart, S., & De Witte, H. (2020). Burnout Assessment Tool (BAT): Development, Validity, and Reliability. *International Journal of Environmental Research and Public Health*, 17(24), 9495.
- Shanker, R., Bhanugopan, R., Van der Heijden, B. I., & Farrell, M. (2017). Organizational climate for innovation and organizational performance: The mediating effect of innovative work behavior. *Journal of vocational behavior*, 100, 67-77.
- Skaalvik, E. M., & Skaalvik, S. (2020). Teacher Self-Efficacy and Collective Efficacy: Relations with Job Satisfaction and Emotional Exhaustion. *Teaching and Teacher Education*, 89, 1-10.
- Stewart, G. L., Courtright, S. H., & Manz, C. C. (2019). Self-Leadership: A Multilevel Review. *Journal of Management*, 45(1), 125-159.
- Suryani, I., & Dewi, R. S. (2021). Pengaruh Self-Leadership terhadap Kinerja Karyawan dengan Motivasi sebagai Variabel Mediasi. *Jurnal Manajemen dan Bisnis*, 18(2), 45-60.
- Triastuti, D. A. (2019). Pengaruh lingkungan kerja, kompetensi dan iklim organisasi terhadap kinerja pegawai. *Journal of management review*, 2(2), 203-208.
- Tschannen-Moran, M., & Hoy, A. W. (2020). Teacher Efficacy: Its Meaning and Measure. *Journal of Educational Administration*, 58(2), 141-158.
- Tuomi, K., Ilmarinen, J., & Seitsamo, J. (2021). Work Ability Index and Its Association with Work-Related Factors. *Scandinavian Journal of Work, Environment & Health*, 47(2), 123-132.
- Ulfa, S., & Aprianti, M. (2021). Pengaruh efikasi diri terhadap burnout dan erbedaannya berdasarkan gender. *Psychosophia: Journal of Psychology, Religion, and Humanity*, 3(1), 24-35.
- Viotti, S. et al. (2020) 'The buffering effect of humanity of care in the relationship between patient satisfaction and waiting time: A cross-sectional study in an emergency department', *International Journal of Environmental Research and Public Health*, 17(8), pp. 1-12. doi: 10.3390/ijerph17082939.
- Wijayanti, C. D. (2023). Literature Review: Pengaruh Program Self Leadership Terhadap Kinerja Perawat Di Rumah Sakit. *Jurnal Keperawatan Widya Gantari Indonesia*, 7(3)

- Wulandari, D., & Prasetyo, A. (2022). Pengaruh Work Ability terhadap Kinerja Karyawan pada Sektor Pendidikan. *Jurnal Psikologi Pendidikan*, 10(1), 23-35.
- Wuwungan, M. B., Nelwan, O. S., & Uhing, Y. (2020). Pengaruh kemampuan kerja dan motivasi kerja terhadap kinerja karyawan. *Jurnal EMBA: Jurnal Riset Ekonomi, Manajemen, Bisnis dan Akuntansi*, 8(1).
- Zohar, D., & Polachek, T. (2020). Safety Climate and Burnout: A Meta- Analysis. *Journal of Occupational Health Psychology*, 25(1), 1-15.