Achievement Motivation Training (AMT) for Burnout

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Abstract

A teaching profession is a form of human service profession that is full of challenges stated that high job demands can lead to burnout. Define burnout as physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations. Explains that one of the factors that can affect burnout is motivation. Therefore, it is important for teachers to develop motivation in order to overcome the burnout problem they face, and one way to develop motivation is with Achievement Motivation Training (AMT). Achievement Motivation Training (AMT) is a training activity to increase the need for achievement in a person. The purpose of this study was to determine the effectiveness of Achievement Motivation Training (AMT) in reducing burnout with the hypothesis that Achievement Motivation Training (AMT) had an effect on reducing burnout. The method used to analyze the data in this research is a t-test. The t-test used is the Mann-Whitney test. Based on the hypothesis test from the analysis results obtained a significance value of 0.000. This means that there is an effect of Achievement Motivation Training (AMT) in reducing burnout. The results of the analysis also obtained the Mean Rank burnout of male and female teachers at the pretest time = 29.33 with the posttest value = 11.68. From these results, it can be concluded that the provision of Achievement Motivation Training (AMT) can reduce burnout experienced by teachers at SMAI Miftahul Ulum Jatiurip Krejengan Probolinggo.

Keywords: Achievement Motivation Training; AMT; Burnout;

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Introduction

The teaching profession is a form ofhuman service professionthat is full of challenges (Maslach & Jackson, 1986). (Greenberg & Baron, 1995) stated that high job demands can lead to burnout. Burnout occurs because of three dimensions, namely emotional exhaustion, depersonalization and decreased personal achievement so that high pressure at work can affect the three dimensions of Burnout .

The term burnout was first expressed and introduced to the public by Herbert Freudenberger in 1973 (Farber, 1991). Freudenberger is a clinical psychologist at a social services agency in New York who treats troubled adolescents. He observed changes in the behavior of the volunteers after years of work. The results of his observations were reported in a professional psychology journal in 1973 called thesyndrome burnout (Farber, 1991) According to him, the volunteers experienced mental fatigue, lost commitment, and decreased motivation over time. Furthermore, Freudenberger (1973) provides an illustration of what a person experiencing the syndrome feels like aburned-out building. A building that at first stood majestically with various activities in it, after being burned all that was visible was only the outer frame. Similarly, the person affected by burnout, from the outside everything still seems intact, but inside it is empty and full of problems such as a burning building earlier.

Someone who works in a service, for example a teacher, then that person will tend to feel tired and that fatigue will later become the forerunner of burnout. Burnout occurs because a person is overworked, dedicated and committed, working too much for too long and viewing their needs and wants as secondary. This causes them to feel pressure to provide more services. This pressure can come from within themselves, from clients or students who are in dire need, and from superiors (owners or supervisors and so on).

Burnout is a multidimensional understanding. Burnout is a psychological syndrome consisting of three dimensions, namely emotional exhaustion, depersonalization, and decreased personal achievement (Schaufeli et al., 2017). (Aronson, 1989) define burnout as physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations. According to Pines and Aronson, burnout is experienced by someone who works in the social service sector for a long time.

Furthermore, (Sullivan, 1989) explains several factors that can cause burnout as follows: 1. Environmental Factors, namely environmental factors are factors related to role conflict, workload excessive workload, lack of social support, job involvement, level of work time flexibility. In the family, environmental factors include the number of children, involvement in the family, and the quality of relationships with family members. 2. Individual Factors, namely individual factors including factors demographic such as gender, ethnicity, age, marital status, educational background; personality factors such as personality type introverted or extroverted, self-concept, needs, motivation, ability to control emotions, locus of control. 3. Social-Cultural Factors, namely factors social-cultural related to values, norms, beliefs held in society related to social services.

Therefore, teachers need to develop motivation to overcome the problem of burnout they face, and one way to develop motivation is with Achievement Motivation Training (AMT). Motivation is a very important problem in every effort of a group of people who work together to achieve certain goals (Anoraga & Suyati, 1995).

Motivation comes from the word movere which means to move (Steers et al, 1996). According to (Munandar, 2001), motivation is a process that begins with a need, then the need encourages a person to carry out a series of activities that lead to the achievement

of certain goals. (Siagian, 2002) reveals that motivation is the driving force of a person to contribute as much as possible to the success of the organization in achieving its goals. According to (Halonen & Santrock, 1999), motivation is a factor that helps explain how a person behaves, thinks and feels what is being done. Motivation is very complex and different for each individual.

(McClelland & Mac Clelland, 1961) uses the term "N-Ach" which is short for Need for Achievement for the term achievement motivation (in Martaniah, 1983). Furthermore, he said that "achievement motivation is an effort to achieve success, which aims to succeed in competition with a certain measure of excellence. The measure of this advantage can be in the form of other people's achievements, but it can also be previous achievements". McClelland further said that highly motivated people have a positive attitude towards achievement situations.

Based on the definition put forward, it can be concluded that the notion of achievement motivation is an effort made by someone to achieve success by avoiding failure and competing in competition with a standard measure of excellence. The standard of excellence can be in the form of the perfection of the work being done, self-achievements that have been previously achieved, or by comparing with the achievements of others. In addition, someone who has high achievement motivation has different characteristics from those who have low achievement.

Teachers are a form of community service work so they often experience a lot of pressure at work, this is one of the causes of burnout even though in theory the burnout experienced by male teachers and female teachers has different dimensions. Teachers who experience burnout need to reduce their burnoutand one way is to increase the motivation of the teacher. One way to increase motivation is to do Achievement Motivation Training (AMT).

The purpose of this study was to determine the effectiveness of Achievement Motivation Training (AMT) in reducing burnout. Meanwhile , the benefits of this research are to provide an overview to the wider community regarding matters related to reducing burnout and to become a reference for related institutions in dealing with problems related to burnout.

Literature Review and Hypotheses

A. Burnout
1) Definition of Burnout
The term burnout was first expressed and introduced to the public by Herbert Freudenberger in 1973. Freudenberger is a clinical psychologist at a social service agency in New York who treats troubled adolescents. He observed changes in the behavior of the volunteers after years of work. The results of his observations, he reported in a professional psychology journal in 1973 called thesyndrome burnout (Farber, 1991). According to him, the volunteers experienced mental fatigue, lost commitment, and decreased motivation over time. Furthermore, Freudenberger provides an illustration of what a person experiencing the syndrome feels like a burned-out building. A building that at first stood majestically with various activities in it, after being burned all that was visible was only the outer frame. Similarly, the person affected by burnout,from the outside everything still seems intact, but inside it is empty and full of problems such as a burning building earlier.

Research on burnout itself has actually been going on for 20 years (Schaufeli et al., 2017) resulting in a variety of meanings. (Maslach & Jackson, 1986) in their research on

burnout in the field of work that is oriented towards serving others such as mental health, health services, social services, law enforcement, and education. They found that burnout is a multidimensional understanding. Burnout is a psychological syndrome consisting of three dimensions, namely emotional exhaustion, depersonalization, and decreased personal achievement (Schaufeli et al., 2017)

Then (Aronson, 1989) define burnout as physical, emotional, and mental exhaustion caused by long-term involvement in emotionally demanding situations. According to Pines and Aronson, burnout is experienced by someone who has worked in the social service sector for a long time. In this type of work, according to him, a person faces demands from clients, the success rate of the job is low, and there is a lack of strong appreciation for the performance of service providers. The situation facing demands from service recipients describes an emotionally demanding situation. In the end, in the long term, a person will experience fatigue, because he tries to give something to the maximum, but obtains minimal appreciation.

(Cherniss & Cherniss, 1980) states that burnout is a change in attitude and behavior in the form of a psychological withdrawal reaction from work, such as keeping a distance from clients. as well as being cynical with them, truant, often late, and a strong desire to change jobs. Cherniss's view seems to be in line with Freuddenberger's view that someone has an enthusiastic attitude and goals they want to achieve at the beginning of work. He felt called to work, so their idealism was high. However, chronic stress causes them to experience changes in motivation, they experience burnout (Greenberg & Baron, 1995)

Baron, McKnight, Glass, Parker & Kulik (in Sarafino, 1998) define burnout as a condition of chronic physical and psychosocial exhaustion, arising as a result of high levels of stress due to a lack of strong self-control. While Taylor (1999) explains that burnout is a risk that occurs in individuals who work in dealing with people who are deficient.

(Kreitner & Kinicki, 2005) define burnout as a condition of emotional exhaustion and negative attitudes over time. Kreitner and Kinicki explain that these negative attitudes include fatalism, boredom, displeasure, cynicism, inadequacy, failure, overwork, rudeness, dissatisfaction, and running away.

Based on the definitions and views described above, it can be concluded that burnout is a psychological syndrome caused by pressure and an unsupportive work environment and idealism that is not in accordance with the reality that occurs from time to time which causes emotional exhaustion, depersonalization, and decreased achievement personal.

2) The Burnout Dimension

Maslach (in (Schaufeli et al., 2017) explains that service-oriented work can form an "asymmetrical" relationship between service providers and recipients. Someone who works in the field of service, he will provide attention, service, assistance, and support to clients, students, or patients. This unbalanced relationship can lead to emotional tension that leads to the drain of emotional resources. Maslach (Schaufeli et al., 1993) suggests that *burnout* is a syndrome that has three dimensions, namely emotional exhaustion, *depersonalization*, and decreased personal achievement.

Emotional exhaustion
Exhaustion is characterized by the depletion of emotional resources, such as feelings of frustration, hopelessness, sadness, helplessness, depression, apathy towards work and feeling shackled by tasks at work so that a person feels unable to provide maximum psychological service. (Maslach & Jackson, 1986)

Depersonalization
Depersonalization, according to Maslach (Schaufeli et al., 2017) is a development of the dimensions of emotional exhaustion. He explained that *depersonalization* is *coping* (the process of overcoming an imbalance between individual demands and abilities) that individuals do to overcome emotional exhaustion. This behavior is an attempt to protect oneself from excessive emotional demands by treating other people around them as objects.

The description of *depersonalization* is a negative attitude, rude, keeping a distance from service recipients, staying away from a person from the social environment, and tending to not care about the environment and the people around him. Other attitudes that arise are losing idealism, reducing contact with their surroundings, relating only as necessary, having negative opinions and being cynical about their surroundings (Maslach & Jackson, 1986)

Concretely, someone who is *depersonalized* tends to belittle, ridicule, don't care about others being served, and be rude. The low desire for self-achievement is characterized by a feeling of dissatisfaction with oneself, work, and even life, and feels that he has never done anything useful (Maslach & Jackson, 1986). This refers to a low assessment of self-competence and achievement of self-efficacy in work.

Decreased Self Achievement
Maslach (in (Schaufeli et al., 2017) states that decreased personal achievement is caused by feelings of guilt for doing other people around him negatively. A person feels that he has turned into a person of poor quality towards others around him, for example not paying attention to their needs. Whereas a service provider is required to always have positive behavior, for example patient, attentive, warm, humorous, and most importantly have a sense of empathy.

Achievement motivation
  a. Definition of Achievement Motivation
The motivational theory used in this study is the theory of three needs proposed by David McClelland. McClelland developed the theory of needs proposed by Murray. Murray explained that the needs or needs exist in every human being, only the dominance that distinguishes (Murray, 1938). McClelland explained that individual behavior is strongly influenced by three main needs that dominate in the individual. The three needs are n-Ach, n-Aff, and n-Pow. Munandar (2001) explains that studies involving McClelland's theory tend to use only one requirement, namely n-Ach. In this study, researchers are interested in knowing the role of the other two needs.

Need for Achievement is explained as the need to be able to achieve something or achievement by showing persistent effort. Individuals with the dominance of this need generally have the characteristics of never giving up in achieving goals, having a sense of responsibility, enjoying challenging tasks, requiring feedback on each of their work,

having high innovative power, and among entrepreneurs can trigger the emergence of cunning behavior for the sake of success. goal achievement.

Research conducted by (McClelland, 1987, 1961, 1953) shows that individuals with high n-Ach tend to complete complex tasks. So that it raises the thought that subjects with these images will be known as superior people and will always do any task better under any circumstances. It turned out that this assumption was proven wrong because they actually could not work with routine tasks. (McClelland, 1987). Need for Achievement will bring the person to achieve only if the goals to be achieved are real and have the possibility to be achieved. Furthermore, it is said that a number of people with high n-Ach, if they are in a certain environment, tend to bring up creative activities. So it can be concluded that an increase in n-Ach may be able to increase the economic growth of certain regions or groups or organizations that have human resources with high n-Ach dominance (McClelland, 1961).

(McClelland, 1961) used the term "N-Ach" which is short for Need for Achievement for the term achievement motivation (in Martaniah, 1983). Furthermore, he said that "achievement motivation is an attempt to achieve success, which aims to succeed in competition with a certain measure of excellence. This measure of excellence can be in the form of other people's achievements, but it can also be their own previous achievements". McClelland further said that highly motivated people have a positive attitude towards achievement situations.

In line with this opinion, (Haditono, 1979) who took the concept of achievement motivation from Heckhausen's theory stated that achievement motivation is "the tendency to compete with a standard of excellence". The standard of excellence by Heckhusen is divided into three, namely: (1) related to the task (task-related standard of excellence), (2) related to other people, namely comparing with the achievements of others (other related of excellence), (3) related to oneself (self-related standard of excellence).

If we look closely at the limitations given by the experts above, it can be seen that achievement motivation is always associated with the existence of a standard of excellence to be achieved. The desire to achieve the best standards is principally related to the tendency to avoid failure in the hope of achieving success (Hudgins, 1983).

This opinion is at least supported by Atkinson (in Martaniah, 1983) who considers achievement motivation as an effort disposition to succeed, and he considers this motivation as motivation with a tendency to approach, on the other hand, he also assumes that there is a motivation that tends to avoid. He further revealed that people who have high achievement motivation when faced with a task situation that must be done in a state of coercion will show the strongest motivation if the difficulty is moderate.

On the other hand, people who have the disposition to avoid failure will avoid tasks of moderate difficulty. This is because the task arouses the greatest anxiety, so he will choose the easiest or most difficult task. Atkinson's description above can be concluded that someone who has a strong tendency to achieve success means that he has a stronger motivation to achieve than the motivation to avoid failure. Likewise, individuals who have a strong tendency to avoid failure have a stronger motivation to avoid failure than the motivation to achieve success. Thus the higher the expectation for success, and the strong determination to avoid failure is the main condition for achieving maximum results. In addition, the spirit of competition and the desire to do a job better than others by taking into account the risks that may occur allows one to achieve better results.

Basically, everyone has the same tendencies, avoid failure and hope for success (See Hudgins, 1983). However, the level of achievement motivation for each individual is not the same. From the definitions put forward by the experts above, it can be concluded that the notion of achievement motivation is an effort made by someone to achieve success by avoiding failure and competing in competition with a standard measure of excellence. The standard of excellence can be in the form of the perfection of the work being done, self-achievements that have been previously achieved, or by comparing with the achievements of others. In addition, someone who has high achievement motivation has different characteristics from those who have low achievement.

b. Characteristics of People Who Have Achievement Motivation

Although it is recognized by many psychologists that the level of achievement-motivation in individuals is different from one another, basically every individual must have achievement motivation no matter how big. This is because achievement motivation is a personality trait of each individual that is brought from birth. In adolescents, the encouragement for achievement can be in the form of activities related to their education at school, such as sports, arts, or special activities related to talents and interests. As for adults, it can be related to the type of work they do.

Weiner and Potipan (in Martaniah, 1983) state that individuals who have high achievement motivation are:

1. Individuals who have high achievement motivation attribute success to effort, and failure to attribute failure to lack of effort.
2. Individuals who have low achievement motivation do not involve effort as a determinant of results.
3. Individuals who have high achievement motives, while those who have low achievement motives consider the cause of failure to be incompetence.
4. Individuals who have high achievement motives have relatively high abilities.

Heckhausen (in Mataniah, 1983) presented six individual traits that have high achievement motives, namely:

1. More confidence in dealing with performance -related tasks.
2. Has a more forward -oriented nature and is more able to delay the satisfaction to get a reward (reward) in the future.
3. Choose a task whose difficulty is moderate.
4. Don't like to waste time.
5. In finding a partner prefer to choose people who have the ability than people who are sympathetic.
6. More tough in doing a task

c. Training for N.Ach Development

One of the efforts that can be taken to increase and develop the *need for achievement* of each resource is through the education sector. (Shane, 1984) believes that education is the best way to guide individual development in an effort to anticipate tomorrow. Basically what Shane said is not exaggerating, because only by creating conditions can motivate every individual in society to develop themselves as an effort to anticipate the future. Such opportunities exist only and are possible through the education sector.

Models of training or education for the development of one's achievement motivation can be done using *Achievement Motivation Training. Achievement motivation training* or commonly abbreviated as AMT is one of the training activities to increase achievement motivation (*need for achievement*) in a person. This training was developed by Prof. McClelland and Prof. Murray later Maslow also helped develop it. In essence, this training activity gives awareness to a person to know their potential and injects the spirit of the person concerned to achieve as much as possible.

The AMT is based on the theories of motivation developed by McClelland and Murray. The training activities are carried out for a certain time (8 hours). The number of participants in this training activity was 20 people, with details of 10 men and 10 women. There are several materials that are trained in AMT activities, including Understanding of achievement motivation, in this material participants are required to understand achievement motivation and matters related to achievement motivation. The level of achievement motivation, in this material participants, are expected to understand the level of achievement motivation so that it can be used as encouragement in carrying out their duties. Characteristics of individuals who have achievement motivation, in this material participants are expected to understand the characteristics of individuals who have achievement motivation so that they can be used as references in increasing their achievement motivation. Fun game, in this session, emphasizes the game about the ability to increase trust in colleagues, cohesiveness, alertness, and concentration.

Hypothesis

Based on the problem formula and theoretical study above, the hypothesis proposed in this study is that Achievement Motivation Training affects reducing burnout.

Method

Population in this study were 26 male and female teachers at SMAI Miftahul Ulum Jatiurip Krejengan Probolinggo. These teachers were experiencing burnout. To find out which teachers experienced burnout, researchers used the TNA (Training Needs Analys) measurement which was distributed first. The sample of this study was 20 teachers at SMAI Miftahul Ulum Jatiurip Krejengan Probolinggo with details of 10 male teachers and 10 female teachers. Sampling in this study used a technique, purposive namely selecting samples according to the desired or with certain characteristics (Latipun, 2002). The determination of these characteristics is carried out based on considerations so that the research subjects are homogeneous. The characteristics are:
1. Subjects are male and female
2. Subjects aged 20-35 years
3. The subject works as a teacher at SMAI Miftahul Ulum Jatiurip Krejengan Probolinggo
4. Subject is experiencing burnout

The experimental research design used in this study was the One-Group Pretest-Posttest Design, where the researcher conducted a pre-test of the level burnout subject. After the measurement, the subject will be given treatment in the form of AMT training, then a post-test will be carried out on the subject's burnout level using the same tool. In this design, the effectiveness of AMT on levels of burnout can be seen through the differences in the results of pretest and posttest

One-Group Pretest-Posttest experiment Design

$$O_1 \rightarrow X \rightarrow O_2$$
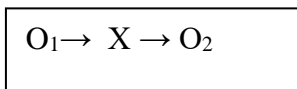
Description :

O1 : Measurement before treatment (pretest)
X : Giving treatment in the form of AMT training
O2 : First measurement after treatment(posttest)

Results and Discussion

Instrument The instrument used in this study is the scale *burnout* made by the researcher based on the definition, in which the results from this list are used as a reference for comparison of the level assessment of the *burnout* subject.

This scale of *burnout* consists of 25 items. Each item has a Likert scale ranging from 1 to 5. The items on this scale represent a person's current state of *burnout,* namely: emotional exhaustion, *depersonalization,* and decreased self-achievement.

Table 1 *blueprint* scale *Burnout*

No	Indicators	Favorable	Unfavoreble	Amount	weight
1	Emotional exhaustion	3, 11, 14, 23	1, 6, 9, 10, 17	9	36%
2	*depersonalization*	7, 15, 20, 22	4, 12, 18, 25	8	32%
3	Decreased self-achievement	2, 5, 13, 19,	8, 16, 21, 24	8	32%
Amount		**12**	**13**	**25**	**100%**

1. **Data Analysis**

Table 2

Test Statistics[a]

	Burnout
Mann-Whitney U	23,500
Wilcoxon W	233,500
Z	-4,780
Asymp. Sig. (2-tailed)	,000
Exact Sig. [2*(1-tailed Sig.)]	,000[b]

The method used to analyze the data in this study is the t-test. The t-test used is the Mann-Whitney test, the aim is to compare the average in the sample in the first state and the sample average in the second state, the sample is taken from the same population.

$$U_1 = n_1 . n_2 + \frac{n_2 (n_2 + 1)}{2} - \sum R_2$$

$$U_2 = n_1 . n_2 + \frac{n_1 (n_1 + 1)}{2} - \sum R_1$$

Information:
U1 = test statistic U1
U2 = test statistic U2
R1 = number of sample ranks 1
R2 = number of sample ranks 2
n1 = number of sample members 1
n2 = number of sample members 2

2.   **Hypothesis test 1**
        The results of statistical analysis show the effect of *Achievement Motivation Training* on reducing *burnout in* terms of gender in Miftahul Ulum SMAI teachers. Hypothesis testing in this study uses a nonparametric test with *the Mann-Whitney* test. The following tablethe results of hypothesis testing using *the Mann-Whitney*:

Table 3 hypothesis test *Mann-Whitney*

Test Statistics[a]

	Burnout
Mann-Whitney U	23,500
Wilcoxon W	233,500
Z	-4,780
Asymp. Sig. (2-tailed)	,000
Exact Sig. [2*(1-tailed Sig.)]	,000[b]

        The table above is the result of data analysis using the SPSS (statistical product and service solution) 20 for windows program. Overall, the results of the analysis of thehypothesis Achievement Motivation Training have an effect on decreasing burnout, which means that there is an effect of AMT (Achievement Motivation Training) training in reducing burnout. This is based on the results of the significance analysis which shows the number 0.000. This figure shows a very significant interpretation in statistical rules.

Table 4. Hypothesis Testing Mean Rank

Ranks

	Pre-Post	N	Mean Rank	Sum of Ranks
Burnout	pre test	20	29,33	586,50
	post test	20	11,68	233,50
	Total	40		

        Based on the table above, it is known that the value Mean Rank. burnout of male and female teachers at the time of pretest = 29.33 with a value of posttest 11.68. Based on this value, it can be concluded that giving an intervention using Achievement Motivation Training can reduce Burnout.

Conclusion

Based on the discussion of the results of research on the effectiveness of Achievement Motivation Training (AMT) in reducing burnout in terms of gender, it can be concluded that the provision of Achievement Motivation Training (AMT) can reduce burnout experienced by teachers.

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