

Analysis of Teacher Job Burnout Reviewed from the Mismatch of Academic Qualifications and Additional Non-Teaching Tasks: A Case Study at Madrasah Aliyah Cilacap Regency

Thoha Mukhtar^{1*}, Harjono², Sri Susilogati Sumarti³

^{1,2,3} Semarang State University, Indonesia

ABSTRACT: Job burnout is a natural trait caused by an excessively heavy workload, both physically and emotionally. Job burnout can be experienced by anyone, including teachers as the spearhead in the world of education. One example is a mismatched teacher who teaches more than one subject. A mismatched teacher is a teacher who teaches a subject that does not match his/her academic qualifications. The main task of a mismatched teacher is basically teaching students in class, but additional non-teaching tasks often overshadow the teacher's daily life, including being a homeroom teacher, extracurricular instructor, madrasah quality development team, competition instructor, IT team, and madrasah activity committee. This study aims to analyze the mismatch of academic qualifications and additional non-teaching tasks that affect teacher job burnout in madrasahs. This study uses a case study method with a descriptive qualitative approach. The selected respondents were five mismatched teachers who were given additional non-teaching tasks. Data analysis used the Miles and Huberman model and data triangulation. Based on the results of the study, factors that influence job burnout are subject mismatch, high workload, lack of self-appreciation, and a less supportive work environment. An adaptive attitude and high self-efficacy are needed so that teaching and learning activities can be more meaningful.

KEYWORDS: Job Burnout, Teacher Mismatch, Non-teaching Tasks, Workload

I. INTRODUCTION

Teachers are the spearhead of education in madrasahs. Their role extends beyond classroom teaching to administrative activities, student guidance, extracurricular activities, and additional duties. Observations at a Madrasah Aliyah (Islamic Senior High School) in Cilacap Regency revealed that some teachers served as extracurricular instructors, guided students in the National Science Olympiad (OSN), were part of the IT team responsible for creating flyers, banners, or editing videos for madrasah activities, and taught more than two subjects.

This mismatch between the subjects taught and their academic qualifications is often referred to as mismatch. According to Wadi (2023), a mismatched teacher is one whose academic qualifications are not aligned with the discipline they teach, thus underperforming their teaching abilities. This can have several impacts, one of which is work burnout. For example, some teachers hold a chemistry education diploma but teach physics, biology, or other general subjects due to institutional requirements. Teachers are also often given additional non-teaching duties, such as serving on madrasah activity committees and administrative tasks that can be quite time-consuming and energy-consuming.

A high workload, coupled with a mismatch in teaching areas, has the potential to lead to job burnout. According to Maslach et al. (1997), job burnout is a psychological syndrome consisting of three dimensions: emotional exhaustion, depersonalization, and decreased personal accomplishment, as well as low self-esteem in carrying out daily tasks. Job burnout can seriously impact teacher performance, the quality of learning, and even mental health and the sustainability of the teaching profession.

According to Satria et al. (2025), the causes of teacher burnout include work demands, relationship dynamics, individual factors, and the external context. This study aims to analyze how mismatched academic qualifications and additional non-teaching duties influence teacher burnout in madrasahs. The results are expected to provide a realistic picture of teacher conditions and serve as a basis for policymakers in formulating strategies for ASN transfers between agencies and managing teacher workloads.

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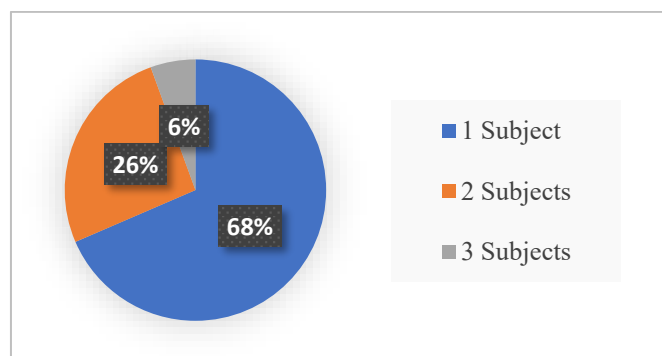
II. METHODS

This study uses a qualitative approach with a descriptive type. The qualitative approach allows researchers to explain the complexity of teacher burnout experiences in more depth. Researchers used data triangulation techniques to strengthen the validity of the data by triangulating sources in the form of five mismatch subject teachers, triangulating methods with interview data collection, observation and documentation as well as triangulating time analyzed for 3 months. This research method is a case study conducted at one of the Madrasah Aliyah in Cilacap Regency. This study uses thematic analysis with the stages of data reduction, data presentation and drawing conclusions according to the Miles and Huberman model.

III. RESULTS AND DISCUSSION

The Madrasah Aliyah used as the research site gave assignments to teachers outside their competence due to several reasons, including: 1) Mutations carried out by authorized agencies that do not match the needs of the madrasah. 2) Changes in the curriculum that present certain subjects suddenly, information from authorized agencies approaching the new school year, so there is not much time to find new teachers. 3) Discourse on limiting the appointment of non-permanent teachers by authorized agencies. 4) The need for teacher teaching hours of 24 hours, for example in chemistry subjects there are five teachers who match their academic qualifications, but in physics subjects there are only two teachers. This makes one of the chemistry subject teachers given additional assignments to teach physics subjects so that the distribution of teaching tasks that do not match their academic qualifications.

In one Islamic Senior High School in Cilacap Regency, during the 2024/2025 academic year, there was a mismatch of teachers, consisting of 26% of teachers teaching two subjects and 6% of teachers teaching three different subjects. The mismatched teacher data for the 2024/2025 academic year can be seen in Figure 1.



Mismatch Data for the 2024/2025 Academic Year

Responses from 5 respondents, namely

1. KA Teacher, Male, 39 years old, 15 years teaching experience and currently participating in a teacher education professional program

In the 2024/2025 academic year, he was given additional duties as a student council advisor, homeroom teacher, and IT team, teaching 2 subjects. The KA teacher can manage his physical condition quite stably, his relationship with students is also very good, but in giving final grades he often feels his efforts are in vain for some reason. He has taught mismatch subjects for 14 years, has taught informatics, Indonesian, history, and geography in addition to his main subject, Javanese. The challenge in teaching mismatch subjects is at the beginning of the year because he has to learn to adjust the material.

2. IRBP teacher, male, 31 years old, 5 years teaching experience, does not have a teacher certification

An idol teacher who is a homeroom teacher, mentor of 2 extracurricular activities, IT team coordinator, often guides non-academic competitions, is always on the committee in every madrasah activity, teaches 2 subjects. Every morning the IRBP teacher feels tired because of non-academic duties, his physical health is also disturbed, often feels that the students' abilities do not match his expectations, his self-confidence in students decreases, both in academic and non-academic fields.

3. Teacher H, Female, 50 years old, 20 years teaching experience, certified as an educator

A new senior teacher was given a teaching assignment according to his academic qualifications, because his certification subjects did not match his S1 diploma. He is also a homeroom teacher, teaching 2 subjects, Teacher H has poor emotional and physical management, his relationships with students and fellow teachers are often cold, he often gets angry, in terms of self-esteem, Teacher H feels optimistic and confident in teaching.

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4. Teacher HM, 37 years old, 15 years of teaching experience, and currently participating in a teacher education professional program

A teacher who has duties as a curriculum assistant, assisting with the administration of fellow teachers, responsible for the Madrasah Digital Report Card (RDM), homeroom teacher, extracurricular instructor, teaches 2 subjects, has an increased non-academic workload due to frequently representing institutions or madrasas in sports competitions, has been a mismatch teacher since 2021, is assisted with teaching other subjects with student teaching modules, and feels that he has not been optimal in delivering the material. Feeling physically and mentally tired, has a high level of concern and confidence in teaching.

5. TM teacher, 24 years old, 2 years teaching experience, does not have a teacher certification yet

A young teacher who is a homeroom teacher, OSN supervisor, IT team, research team, extracurricular supervisor, teaches 3 subjects, in the last two years his students have passed the OPSI competition research proposal selection, feels tired because the assignments always come one after another, tries to apply simple practicum to mismatch subjects so that students get meaningful experience even though they feel they are not optimal, TM teachers are patient in dealing with students, but feel less confident about what has been done, often think about whether there are benefits that can be taken from the material that has been delivered in class.

Based on in-depth interviews with five respondents, it was shown that: 1) Workload affects emotional exhaustion. The majority of teachers experience physical exhaustion due to additional non-teaching duties such as student council advisors, activity committees, IT teams, and competition supervisors. According to Fransiska & Tupti (2020), excessive workload can lead to excessive energy consumption and overstress, thus suboptimal learning outcomes; 2) Workload creates emotional distance with students and colleagues. Lost emotional energy can cause teachers to tend to withdraw from relationships and view students only as obligations to carry out tasks, not as individuals who need to be developed. It is not uncommon for teachers to enter the classroom only to fulfill their obligations and not explore enough in delivering the lesson material. Teachers should be responsible for their duties of educating and providing guidance to students.

Teachers not only display professionalism in teaching, but must be strengthened by good personality and work behavior so that the expected quality of education can be achieved (Alamsyah et al., 2022); 3) Low self-appreciation. Feelings of futility, lack of self-confidence and questioning the meaning of their duties are evidence of feelings of insufficient success that stem from the mismatch between expectations and work results. According to Rahman (2007) high expectations that do not match reality can cause someone to feel disappointed. Excessive disappointment can cause stress and when stress cannot be overcome and lasts for a long time, it may experience burnout; 4) Mismatch is one source of job burnout. Every Non-Permanent Teacher (GTT) has taught subjects that do not match their academic qualifications, even one respondent taught outside the subject group and certification.

Teachers must study and understand the subject matter to effectively convey it to students. The increasing number of mismatched subjects leads to fatigue and emotional instability, which impacts respondents' physical health. 5) The work environment negatively impacts job burnout. Students are less responsive to lessons, and some fellow teachers place high expectations on performance, causing respondents to feel stressed and disrupting harmony within the work unit. Observations conducted by researchers indicate dissatisfaction among some teachers with the results of the championship, even though the student mentoring process by respondents is quite intensive. There was no positive response from fellow teachers as moral support, causing respondents to feel their efforts were in vain. Research by Rudiyanto & Hanifah (2021) states that the work environment influences job burnout. The work environment will have a positive and significant impact on job burnout if colleagues have good morals. 6) The need for adaptive attitudes and self-efficacy as a balance to avoid job burnout. Mismatched teachers utilize teaching modules and maintain good relationships with students. The independent curriculum assigns teachers to be facilitators in teaching and learning activities.

Students attempt to construct subject matter by utilizing existing learning media. Mismatched teachers are expected to have a high level of self-efficacy by conducting simple practicum or implementing varied learning strategies. According to Ridani et al. (2022), teacher performance can improve as expected by empowering them. Therefore, training or guidance through the Subject Teacher Consultation (MGMP) forum is needed to support mismatched teachers, so that learning outcomes can be in line with expected learning outcomes.

CONCLUSIONS

Job burnout is a natural human response to activities that are monotonous, repetitive, or too emotionally or physically demanding. For teachers, this condition is caused by several factors, including mismatched subject matter, high workloads, minimal self-

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esteem, and an unsupportive work environment. Adaptive behavior and high self-efficacy are necessary to make teaching and learning activities more meaningful.

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