



Burnout in shadow teachers in teaching science to children with special needs: A case study at an inclusive elementary school in Jambi

Hendra Budiono ^{1*}, Akhmad Fikri Rosyadi ¹, Firman ¹, Silvina Noviyanti ¹, Violita Zahyuni ¹, Marites D. Antonio ²

¹ Jambi University, Jambi, Indonesia, 36361

² Central Luzon State University, Science City of Muñoz, Nueva Ecija, Philippines, 3108

Article info	Abstract
Keywords: Burnout, shadow teachers, children with special needs	The risk of burnout among shadow teachers significantly impacts the quality of services for children with special needs, so this issue needs to be considered, especially in inclusive education. The research purpose was to describe and examine aspects of burnout among shadow teachers in science education for children with special needs in inclusive elementary schools in Jambi. This study was qualitative and used a case study approach with three shadow teachers as subjects. The subjects were selected through purposive sampling and consisted of three shadow teachers with educational backgrounds and who had received training in handling children with special needs. Data collection techniques included observation and interviews. The results showed various forms of burnout in science teaching for children with special needs in inclusive schools, including emotional and physical exhaustion, depersonalization, and reduced self-esteem. Based on these results, it is necessary to develop a professional support system to prevent burnout and ensure the quality of assistance for children with special needs.

* Corresponding Author.

E-mail address: hendra.budiono@unja.ac.id (Hendra Budiono)

DOI: <http://dx.doi.org/10.33578/jpkip.v14i5.p748-757>

Received 5 August 2025; Received in revised form 26 September 2025; Accepted 3 October 2025

Available online 22 October 2025

e-ISSN 2598-5949 | p-ISSN 2303-1514 © The Authors.

1. Introduction

Every citizen has the right to receive education, including children with special needs (Rakhmawati, 2020). Qiftiyah & Calista (2021) state that one of the solutions taken to minimise gaps and discriminatory treatment in accessing educational opportunities, especially for children with disabilities or children with special needs, is through inclusive education. Inclusive education is based on the principle that, as much as possible, all children should learn together regardless of the difficulties or differences they may have.

The technical services of special education for students with disabilities or students with exceptional intelligence can be organised inclusively or in the form of special education units at the elementary and secondary education levels. Therefore, special education only exists at the elementary and secondary levels. With the existence of this law, children with special needs have the opportunity to better adapt to their normal peers. Every teacher is expected to be able to address the issues that cause learning discrepancies that occur within the classroom (Ashari, 2021).

Inclusive education requires schools to optimise each student's abilities by applying student-centred learning methods. However, implementing these methods can make classroom teachers less able to focus their attention on each student, especially those with special needs. Rahayu (2017) explains that due to this issue, there is a need for someone who is always present alongside children with special needs. This person provides guidance when the child does not understand their lessons. This person is known as a shadow teacher.

Muhibbin & Suryanto (2020) reveal that a shadow teacher is an educational practitioner who understands the characteristics of children with special needs and knows how to handle them properly. A shadow teacher's role is to assist the classroom teacher in supporting autistic children, ensuring that the learning process runs smoothly without disruptions. Qiftiyah and Calista (2021) state that many students in regular elementary school experience learning difficulties. The shadow teacher's duty is to serve students with special needs who face learning challenges due to physical, mental, emotional, or intellectual deficiencies in inclusive schools, so their potential can be maximally supported.

Shadow teachers carry a heavier burden when performing their duties than regular teachers who teach typical children. This workload can lead to burnout. Wilyanita et al., (2022) reveal that if shadow teachers become too exhausted due to the excessive demands of the child, they may become less focused on just one child, making it difficult to effectively address the child's issues and learning needs. The teachers' lack of knowledge in handling problems directly related to learning can lead to persistent issues and create additional problems for the child, resulting in a lack of professional competence among school teachers.

Burnout is a condition of chronic stress where individuals feel physically, mentally, and emotionally exhausted due to their work (Indrian, 2020); Hutabarat & Brahmana, 2023). Adawiyah & Blikololong (2019) states that burnout is a syndrome caused by work pressure that leads to feelings of fatigue, mental and emotional exhaustion, and a sense of helplessness, which is due to stress from excessive work. Rahayu (2017) also states that burnout is an individual's response to stress experienced in work situations, characterised by physical and psychological fatigue, feelings of helplessness, and the development of a negative self-concept regarding their work and life.

SDN 131/V Jambi is an inclusive elementary school that has children with special needs in almost every class. In the learning process, each student is accompanied by a shadow teacher during the learning process. During the science learning process, it appears that some shadow teachers experience burnout, characterised by signs of fatigue, anger, and a lack of social interaction with others when dealing with special needs students during science lessons that involve more physical activities, such as practical work.

Science learning often involves physical activities that require energy, such as standing during experiments, moving equipment, or performing a series of procedures. Furthermore, science learning also requires a high cognitive load. Students must simultaneously process new information, observe phenomena, generate hypotheses, analyse data, and draw conclusions. This complex and continuous thinking process can drain mental energy, known as cognitive

fatigue. This combination of physical and cognitive fatigue is what makes students feel more tired than in other subjects that might focus on only one type of fatigue.

Teachers who experience burnout are usually fatigued, exhibit exaggerated reactions when angry, anxious, depressed, bored, cynical, or guilty, show psychosomatic reactions, and emotional disturbances (Talmor et al., 2005). (Rosada et al., 2023) states that burnout refers to the negative feelings experienced by someone in their work environment. Examples include physical and mental exhaustion, decreased work performance, and reduced enthusiasm for work. According to Maslach (2001), the three aspects of burnout are Exhaustion, Depersonalization, and Reduced Personal Accomplishment.

The results of previous research conducted by Rahayu, (2017) revealed findings indicating that out of 4 subjects, 3 of them experienced burnout. Furthermore, the research by Setyowati et al., (2021) showed differences in the levels of burnout among inclusive elementary school teachers based on personality. The high level of burnout experienced by teachers can also impact their work and health. Therefore, based on observational results and considerations of the primary workload of shadow teachers, the researcher is interested in studying the burnout of shadow teachers for children with special needs in science learning at inclusive elementary schools in Jambi. The research purpose is to describe and examine the aspects of burnout among shadow teachers for children with special needs in science learning at inclusive elementary schools in Jambi.

2. Method

This study uses a qualitative approach. This approach was selected because this study aims to outline and describe topics related to Burnout Shadow Teachers in Teaching Science to Children with Special Needs and present them in the form of words or narratives. Ruhlman (2016) stated that qualitative is appropriately used to describe phenomena whose data is sourced from words (speech), behaviour, and documents and is not analysed using statistical formulas but in the form of narratives. Meanwhile, the type of qualitative research used is a case study. According to Fitrah & Luthfiah, (2017), a case study is a research strategy in which the researcher carefully investigates a program, event, activity, process, or group of individuals.

The research data are in the form of a description of Burnout Shadow Teachers in Teaching Science to Children with Special Needs. The data sources were shadow teachers who have an educational background and receive training in dealing with children with special needs. Supporting data source funds in the form of documents or records found during the research process. This study employed a purposive sampling non-probability sampling technique in determining the research subject. Subjects were selected based on more than two years of experience in helping children with special needs, having a bachelor's degree in psychology, and having completed training related to children with special needs. Arifin, (2018) expressed that purposive sampling is a sampling technique based on certain considerations and/or objectives.

Data collection techniques are methods used by researchers to obtain and collect data in the field. Data collection in the research field was conducted to answer research questions. Arifin (2018) stated that there are several data collection techniques that are commonly used in qualitative research, namely observation, interviews, focus group discussions, and documentation studies. To obtain the necessary data, the researcher in this qualitative research uses several data collection techniques as follows:

2.1 Interview

The use of this interview technique aims to get more in-depth information about. The researcher used the interview guide as a reference to conduct the interview. Burnout experienced

by accompanying teachers (shadow teachers) of children with special needs in Jambi inclusion elementary schools.

2.2 Observation

Observation is a method or technique in research that uses a method of directly observing the research object. This observation technique is used with the aim of seeing and observing conditions in the research field directly in order to get an overview of Burnout Shadow Teachers in Teaching Science to Children with Special Needs. The researcher uses a type of passive participant observation, where the researcher only observes and does not involve themselves in the activities of the research object. Furthermore, in order for the researcher to make observations according to the objectives, the researcher uses observation guideline references.

2.3 Documentation

Documentation is used as complementary data in fulfilling the information needed to answer the research question. The documentation was carried out in order to provide an overview of Burnout Shadow Teachers in Teaching Science to Children with Special Needs.

The validity of data in this qualitative research uses a data credibility test. The data credibility test used triangulation techniques. Triangulation is an effort to check the correctness of data or information obtained by researchers from various perspectives by reducing as much bias as possible that occurs at the time of data analysis. The triangulation technique uses two types of triangulations, namely:

2.3.1 Triangulation Source

Triangulation is a technique for checking the credibility of data. It involves examining data obtained from several sources. Source triangulation in the study is carried out by describing, categorising, and comparing answers from one source to another.

2.3.2 Triangulation Technique

Triangulation is a technique used to test the credibility of data. It involves checking data against the same source with different techniques. Triangulation techniques were carried out by checking and comparing data from various data collection techniques, namely interviews, observations, and documentation.

The data obtained through various sources and data collection techniques is then analysed. The data analysis is a qualitative analysis. This study uses qualitative data analysis of the Miles and Huberman model.

The steps taken by the researcher in analysing the data using the Miles and Huberman model are as follows:

2.3.3 Data Reduction

At this stage, researchers filter and summarise the vast amount of raw data from interviews, observations, and field notes. The goal is to eliminate irrelevant data and focus on core information. Then, the data is classified according to the subcomponents of active learning implementation.

2.3.4 Data Presentation

After data has been reduced, researchers present it in a structured and easily understood format, such as a table, chart, or matrix. The goal is to identify patterns, relationships, and trends that might otherwise be missed in the raw data. (Pratowo, 2016) mentioned that data presentation is an activity of compiling information that allows conclusions to be drawn and action taken. The presentation of data in this study is in the form of text in the form of a narrative.

2.3.5 Conclusion

The conclusion is in the form of a description of an object that was previously still unclear, so that after the research, it becomes clear. The final conclusion obtained from this study is that

Burnout is experienced by shadow teachers of children with special needs in Jambi inclusion elementary schools.

3. Results

The research results show the frustration experienced by shadow teachers in teaching science to children with special needs. Interviews and observations describe the following forms of burnout.

3.1 Fatigue

Based on the results of the interview with shadow teacher WD, it appears that the fatigue experienced is emotional exhaustion. Shadow teachers may feel mentally exhausted, no longer able to provide consistent emotional support due to the high emotional demands of accompanying a child with special needs, especially in a potentially challenging subject such as Science. WD stated that "in assisting students with special needs, I find it difficult, especially in learning science. With various activities designed by teachers, I must be able to follow the flow of activities in assisting children with special needs. On the other hand, I also have to keep the special needs child emotionally from rebelling, crying, or even doing something that hurts himself. These two things make me feel that I have to be extra in living my profession as a shadow teacher".

The results of the interview with RK's shadow teacher also made it clear that, in assisting children with special needs, they experienced work burnout due to unchanging routines. The stress experienced by the subject causes the subject to feel tired with the daily work routine, so that he is easily angered. RK revealed, "Yes, I feel bored with what I do every day, it's the same thing. With the behaviour of children with special needs that are out of control, my emotional level is easily angered." In this case, the subject's statement regarding physical fatigue was validated by observational findings, where the researcher witnessed that during science practicums, children with special needs sometimes did not want to carry out the teacher's instructions and even cried, so the subject had to physically guide and persuade the students during the science practicum activities.

In addition, in the observation activities carried out also show that in science learning, shadow teachers do more physical activities. They follow the flow or steps of learning by guiding children with special needs. Sometimes, children do not want to participate in activities. The shadow teacher seems to be trying to get students to return to the learning carried out by the teacher.

Furthermore, in addition to emotional fatigue, another fatigue experienced by teachers is physical fatigue. The results of the interview with WD stated that "the physical workload involved in assisting children with special needs, such as helping mobility, managing the learning environment and managing the behaviour of students with special needs that are sometimes unstable, can be very tiring. What's more, the process of teaching Science that requires special preparation and demonstration can add to physical fatigue. Symptoms can include lack of energy, headaches, sleep problems, or frequent feeling unwell". The subject's statement was validated by observation findings, where the researcher witnessed that the accompanying teacher sometimes sighed, held his head, and looked tired during the science learning process.

3.2 Depersonalization

In this type of burnout process, it is characterised by a negative, cynical, or indifferent attitude towards students with special needs being served. One form of this depression is non-objective and impersonal treatment. Shadow teachers treat children with special needs more

objectively or impersonally, as if they are a burden rather than a responsibility of individuals with unique needs and feelings. This can appear as a lack of empathy or a rigid response to the child's emotional needs. According to DW, "sometimes I feel that what is done is a very flat burden in exploring the profession as a shadow teacher".

The results of observations in science learning show that shadow teachers are occasionally indifferent to students with special needs who are being guided. Occasionally, shadow teachers are silent about the behaviour of children with special needs, especially when children have out-of-control tantrums.

3.3 Reduced Personal Accomplishment

This dimension refers to feelings of ineffectiveness or incompetence at work, as well as the loss of the feeling of achieving something meaningful. In the interview process with RK, he stated, "Even though I have tried hard, sometimes as a shadow teacher, I feel that the efforts made do not yield significant results, especially if the child's progress is slow or not clearly visible in learning Science".

Despite the hard work, shadow teachers feel that their efforts are not yielding significant results, especially if the child's progress is slow or not clearly visible in learning Science. They doubt their own abilities as teachers or companions. Initially, the profession shadow teacher may be chosen because of a desire to help and make a difference. But Burnout can erode this sense of purpose, making them feel like their work is no longer meaningful or has a positive impact.

In addition, there is a decrease in Productivity and quality of Work. This feeling of worthlessness can lead to a decrease in motivation, which in turn affects productivity and teaching quality. A shadow teacher is less eager to seek innovative methods of teaching Science or is less thorough in preparation. RK revealed that the feeling of inferiority due to a lack of satisfaction in accompanying students in need especially causes reduced motivation. Moreover, seeing the progress of other shadow teachers in need who are more advanced or more developed compared to the special needs students I assist".

4. Discussion

This research aims to describe the forms of shadow teacher burnout in teaching science to children with special needs. This research was carried out in a school with an inclusive education background, namely SDN 131/V Jambi. This is supported by the opinion that the education of children with special needs is provided under the auspices of the inclusive education system. In special education, children with light, medium, and severe needs are placed in regular classes (Riadin, 2017). Many of these children with special needs have difficulties in obtaining learning that suits their needs at school, even make learning in the classroom not optimal (Witarsa & Dista, 2019).

Based on the research of two shadow teachers interviewed about shadow teacher burnout in teaching science to children with special needs, the research results show that there are several forms of burnout experienced by shadow teachers in science learning for students with special needs. There are several forms of burnout experienced, namely, first, fatigue in the form of emotional fatigue and physical fatigue. Second, depersonalisation of treatment is not objective and impersonal. Third, reduced self-esteem in the form of feelings of failure or lack of effectiveness, decreased productivity and work quality. In contrast to previous research, where the fatigue faced by teachers was generally fatigue in providing learning administration, this study highlights how the physical demands of practice-based learning, such as in science, are a major trigger for fatigue among shadow teachers.

First, the fatigue experienced by teachers, both emotional fatigue and physical fatigue, in dealing with children with special needs in the science learning process. It seems that burnout experienced in the form of fatigue is a big part of carrying out duties as a shadow teacher. This is in line with previous research by Ramli et al (2022), which revealed that fatigue (Exhaustion) is an aspect caused by prolonged physical, mental, and emotional fatigue. These exhausted individuals find it difficult or are unable to cope with the demands and problems at work because they have lost their enthusiasm and interest in work.

Furthermore, teachers' fatigue is caused by many factors, including in dealing with various forms of behaviour of children with special needs, such as rebellious children, crying, hyperactivity, and sometimes even hurting themselves. This makes it necessary to be extra careful in carrying out the profession as a shadow teacher. Wilyanita et al (2022) Hyperactive child companion teachers should not be careless because children can quickly run out of the room and sometimes not be caught. Children with a hyperactive nature really like outdoor activities because they can enjoy the outdoor atmosphere and are free to choose the games they want to try. In such a situation, the teacher in question often feels tired because it takes a lot of energy to take care of children.

The second is Depersonalisation, which shows a sinful and sometimes indifferent attitude towards the child with special needs who is accompanied. Depersonalisation (cynicism) can be in the form of a cynical attitude towards others in the work environment and a tendency to withdraw and reduce self-involvement in a job (Prianto & Bachtiar, 2020). The teaching profession leads to burnout because of its role and responsibility in the object of relationships between individuals. A person's state when anxious, unable to concentrate, depressed, irrational, and there is no sense of excitement for work, which results in a person experiencing fatigue (Amalia & Amelasasih, 2022;(Ristian et al., 2021). This is also different from previous research, which showed that teachers' depersonalisation leads them to share their complaints while hoping for solutions to their problems.

The third is reduced self-esteem. This form of burnout is more of a feeling of ineffectiveness or incompetence at work. As a result, shadow teachers feel confident in their profession. This is in line with the opinion of Ristian et al., (2021), a decline in work performance is characterised by feelings of hopelessness, difficulties at work, and poor performance. Yu et al., (2016) state that burnout tends to develop over time, so in the end, the aspect of burnout is important to note that it has a quite serious impact on work life.

The research results reveal that there is burnout faced by shadow teachers in teaching science to children with special needs in basic schools of inclusion. This is certainly a part that many educators or teachers find or experience, especially for students with special needs. According to Indrian (2020) Burnout is a psychological syndrome that is triggered by continuous fatigue felt by physical, mental, and even emotional, leading workers to feel depressed and resulting in a decrease in their own achievements. The same way was revealed by Simatupang & Ningrum (2020) indicators of providing special services for children with special needs who experience obstacles in participating in the learning of the main classes as a useful job. Based on the results of interviews with the two caregivers, the researcher can conclude that the caregiver provides special assistance to children with special needs who have problems attending classes and tries to find the right solution to overcome these problems. Tarnoto (2016) stated that the problems that arise are the lack of special assistant teachers, the ability of teachers regarding children with special needs and inclusive schools, educational backgrounds, administrative and teaching burdens, and obstacles related to parents. Derived from the research results, it appears that burnout experienced by assistant teachers needs to be considered in

formulating policies related to assistant teachers for children with special needs, as well as the existence of a professional support system to prevent burnout and ensure the quality of assistance for children with special needs.

5. Conclusion and Implications

Referring to the research findings, it can be concluded that, first, burnout among shadow teachers in teaching science to children with special needs manifests as emotional and physical exhaustion. Second, depersonalisation results from non-objective and impersonal treatment. Third, reduced self-esteem results from feelings of failure or ineffectiveness and decreased productivity and work quality.

The research implications for shadow teachers are that burnout and feelings of failure can prevent them from providing optimal support in science learning. This directly impacts their ability to adapt teaching methods, manage student behaviour, or even maintain patience. Therefore, the findings of emotional and physical exhaustion suggest the need for inclusive schools to design structured rotation systems or rest periods for shadow teachers. For students, shadow teachers experiencing burnout may be less sensitive to individual children's needs, hindering the process of adapting science materials and appropriate teaching methods. This can impact children's understanding and development of science. For the government, this research suggests the need to develop standardised training modules on stress management and coping strategies specifically designed for shadow teachers, as well as regular activities such as counselling, stress management training, or experience-sharing forums.

6. Limitation

The research limitation is that the research was conducted in an inclusive elementary school in Jambi. In addition, careful burnout only focuses on the science learning process in elementary school.

Credit Authorship Contribution Statement

First Author: Methodology, data analysis, designing research schedules, and research funding

Declaration of Competing interest

The authors declare that they have no known competing financial interests or personal relationships that could have appeared to influence the work reported in this paper.

Acknowledgement

The author would like to thank the Institute for Research and Community Service (LPPM) of Jambi University and the Faculty of Teacher Training and Education for funding this research. Furthermore, he would like to thank his fellow research team members for their hard work in completing the research.

References

- Adawiyah, R., & Blikololong, J. (2019). Hubungan Antara Dukungan Sosial dan Burnout Pada Karyawan Rumah Sakit. *Jurnal Psikologi*, 11(2), 190–199.
- Amalia, V. ., & Amelasasih, P. (2022). Gambaran Burnout Belajar Siswa Kelas VI yang Menempuh Pendidikan Sekolah Dasar Plus Madrasah Diniyah di Desa Pandanan. *Jurnal Pendidikan Dan Konseling (JPDK)*, 4(4), 1761–1767.

- Arifin, Z. (2018). *Penelitian Pendidikan (Metode dan Paradigma Baru)*. PT. Remaja Rosdakarya.
- Ashari, D. A. (2021). Panduan Mengidentifikasi Anak Berkebutuhan Khusus di Sekolah Inklusi. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(2), 1095–1110. <https://doi.org/10.31004/obsesi.v6i2.1677>
- Fitrah, A., & Luthfiyah, M. (2017). *Metodolohi Penelitian; Penelitian Kualitatif, Tindakan Kelas, dan Studi Kasus*. Jejak Publisher.
- Hutabarat, U., & Brahmana, K. (2023). Gambaran Burnout pada Guru SD Negeri di Desa Hutabalang Kecamatan Badiri. *INNOVATIVE: Journal Of Social Science Research*, 3(4), 6384–6394.
- Indrian, E. (2020). Pengaruh Burnout Dan Ketidakamanan Kerja Terhadap Kepuasan Kerja Dalam Meningkatkan Kinerja Pada Tenaga Pendidik Sman 1 Karangnunggal Di Tasikmalaya. *Jurnal Riset Mahasiswa (BRAINY)*, 1(2), 16–21.
- Muhibbin, M. A., & Suryanto, S. (2020). Model Grit Pada Guru Shadow (Studi Fenomenologi Mengenai Grit Pada Guru Shadow Di Sekolah Inklusi). *Prosiding Seminar Nasional Milleneial 5.0 Fakultas Psikologi UMBY*, 12–22.
- Pratowo, A. (2016). *Metode Penelitian Kualitatif Dalam Perspektif Rancangan Penelitian*. Ar-ruzz Media.
- Prianto, J. S., & Bachtar, A. C. (2020). Hubungan Kejenuhan Kerja (Burnout) Dengan Kepuasan Kerja Pustakawan Direktorat Perpustakaan Universitas Islam Indonesia. *Fihris: Jurnal Ilmu Perpustakaan Dan Informasi*, 15(2), 131. <https://doi.org/10.14421/fhrs.2020.152.131-144>
- Qiftiyah, M., & Calista, W. (2021). Shadow Teacher for Special Needs Students: Case Study Class Vi Taman Muda Ibu Pawiyatan Yogyakarta. *EduHumaniora | Jurnal Pendidikan Dasar Kampus Cibiru*, 13(1), 26–35. <https://doi.org/10.17509/eh.v13i1.26273>
- Rahayu, T. (2017). Burnout dan Koping Stres Pada Guru Pendamping (Shadow Teacher) Anak Berkebutuhan Khusus yang Sedang Mengerjakan Skripsi. *Psikoborneo: Jurnal Ilmiah Psikologi*, 5(2), 192–198. <https://doi.org/10.30872/psikoborneo.v5i2.4363>
- Rakhmawati, M. E. (2020). Analisis Faktor Pendukung Hasil Pembelajaran Daring pada Anak Berkebutuhan Khusus. *Prosiding Seminar Nasional Pascasarjana Universitas Negeri Semarang*, 399–407.
- Ramli, M. R., Jufri, M., & Djalal, N. M. (2022). Perbedaan Strategi Coping Terhadap Burnout Guru Honorer Sekolah Luar Biasa di Kota Makassar. *PESHUM: Jurnal Pendidikan, Sosial Dan Humaniora*, 1(4), 359–368. <https://doi.org/10.56799/peshum.v1i4.469>
- Ristian, T., Wahyuni, E., & Komalasari, G. (2021). Gambaran professional quality of life guru bimbingan dan konseling. *Jurnal Konseling Dan Pendidikan*, 9(1), 102. <https://doi.org/10.29210/159600>
- Rosada, R., Fadli, U. M., & Khalida, L. R. (2023). Analysis Of Library And Archives Employee Burnout Analysis Of Karawang Regency. *Management Studies and Entrepreneurship Journal*, 4(5), 4782–4792.
- Ruhlam, A. (2016). *Metodologi Penelitian Kualitatif*. Ar-ruzz Media.
- Setyowati, L., Attiyatul, S., & Resmadewi, F. R. (2021). Perbedaan Tingkat Burnout Ditinjau Dari Kepribadian Pada Guru Inklusi Di Sekolah Dasar Inklusi Surabaya the Different of Burnout Level Reviewed From Personality At Inclusion Teacher in Inclusion Elementry School Surabaya. *ARCHETYPE Jurnal Ilmiah Psikologi & Terapan*, 4(2), 11–20.
- Simatupang, D., & Ningrum, E. P. (2020). Studi tentang perilaku hiperaktif dan upaya penanganan anak di TK Pembina Tebing Tinggi. *PEDAGOGI: Jurnal Anak Usia Dini Dan Pendidikan Anak Usia Dini*, 6(1), 31–39.
- Talmer, R., Reiter, S., & Feigin, N. (2005). Factors relating to regular education teacher burnout in

- inclusive education. *European Journal of Special Needs Education*, 20(2), 215–229. <https://doi.org/10.1080/08856250500055735>
- Tarnoto, N. (2016). Permasalahan-Permasalahan Yang Dihadapi Sekolah Penyelenggara Pendidikan Inklusi Pada Tingkat SD. *Humanitas*, 13(1), 50–61.
- Wilyanita, N., Herlinda, S., & Wulandari, D. R. (2022). Efektifitas Peran Guru Pendamping (Shadow Teacher) Anak Hiperaktif Dalam Proses Pembelajaran. *Jurnal Pendidikan Dan Konseling*, 4, 1349–1358.
- Witarsa, R., & Dista, D. X. (2019). Analisis Jawaban Siswa Usia 6 sampai 8 tahun terhadap Pembelajaran Sains Kreatif. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 4(1), 58. <https://doi.org/10.31004/obsesi.v4i1.288>
- Yu, H., Jiang, A., & Shen, J. (2016). Prevalence and predictors of compassion fatigue, burnout and compassion satisfaction among oncology nurses: A cross-sectional survey. *International Journal of Nursing Studies*, 57, 28–38.