

English Part-Time Teachers' Burnout Experiences in Indonesia Education Context

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KEYWORDS	ABSTRACT
<p>Keywords: burnout experience; part-time teacher; phenomenological study; student</p> <p>Conflict of Interest Statement: The author(s) declares that the research was conducted in the absence of any commercial or financial relationships that could be construed as a potential conflict of interest.</p> <p>Copyright © 2026 EDU. All rights reserved.</p>	<p>Teachers constantly face demands beyond their control in their daily lives as educators, due to their profession being considered noble because it influences the character formation of many people, making it a burden for them. If this condition is left unaddressed, it will disrupt the teaching and learning process in the classroom and also cause burnout. This research aims to capture how English part-time teachers at junior high schools in Medan interpret the burnout they experience. A qualitative design with an interpretative phenomenological approach was used as a guideline for conducting the research efficiently. The research subjects include 6 part-time teachers who have been selected according to the research participant criteria. Data were collected through observation and in-depth interviews. The research findings revealed the main themes: the experiences of English part-time teachers regarding their burnout. The finding analyzes how teachers perceive the burnout they experience while teaching, which is accompanied by social interactions between teachers and students during the teaching and learning process in the classroom. Therefore, this research aims to alleviate the conditions of English part-time teachers in junior high schools in Medan by guiding them to understand their emotional states and how to cope with them.</p>

Introduction

The profession of a teacher has been considered a noble profession because the activities they engage in are associated with numerous demands and varying characteristics. They are required to improve knowledge and teacher development for good student learning output. By engaging in self-development training, teachers will create a conducive learning environment (Sabariah et al., 2023; Su et al., 2022). However, the demands of the profession impact their emotional stability, as a form of teachers' failure to manage emotions that deplete them psychologically and cause burnout, as well as affecting students' participation and readiness to learn, such as facing and overcoming learning, academic, and social relationship challenges (Martínez-Monteagudo et al., 2019; Ibrahim et al., 2021; Zhai & Guo, 2025).

Teacher burnout has become a global concern due to the real threat it poses to themselves, which require them to face work stress and cause fatigue, often making them feel overwhelmed and burdened beyond their capacity. According to Maslach & Leiter (2016), the three main dimensions of burnout are conceptualized from previous theories by Maslach & Jackson (1981) that burnout can arise from exhaustion (emotional exhaustion), cynicism (initially referred to as depersonalization), and inefficacy (initially referred to as reduced personal accomplishment). These three dimensions of burnout develop into negative aspects such as self-perception, work behavior, and lack of concentration, leading to an unpleasant work environment, reduced commitment, job achievement, creating distance, and indifference to the surrounding work environment (Pines & Maslach, 1993; Alam, 2022).

Studies showed the negative effects of burnout on the mental and physical prosperity of teachers, which disrupt their performance and the stability of their profession (Cheng, 2022). The triggers of burnout among teachers in Turkey are caused by various factors such as interpersonal issues with colleagues, additional roles like mentoring between the duties of being a mother or continuing education, inappropriate working hours, handling students' homework and their anxiety for learning progress (Köksal, 2024). Nepalese teachers believe that stress occurs due to additional tasks such as extracurricular activities and administrative burdens, exam supervision, and lack of appreciation (Joshi, 2025). Similarly, teachers in China also show signs of burnout caused by students' behavior and the lack of cooperation in the classroom (Zhao & Wang, 2024).

In Indonesia, burnout symptoms most frequently occur in inclusive elementary schools or teachers who teach students with special needs (Purdue et al., 2011; Yotanyamaneewong & Juhari, 2012). Their profession demands a high level of knowledge and perseverance to be patient and careful, as they face various behaviors of children with special needs, especially those who have difficulty concentrating, tantrum, and struggle to understand instructions (Budiono et al., 2025; Setyowati et al., 2021).

Special education teachers, especially inclusion teachers, have been reported as the most stressed and least satisfied group (Stempien & Loeb, 2002; Candeias et al., 2021). However, this is also felt by teachers in regular schools, including part-time teachers. The responsibilities and societal expectations assigned to them are equivalent to those of civil servant teachers, such as handling administrative tasks, dealing with students' various characteristics, managing school cooperatives, competency training, improving school accreditation, exam supervision, additional working hours like meetings, and guiding extracurricular activities which are very disadvantageous in terms of income (Fahmi et al., 2019; Simatupang, 2022). The salary received is not from the state budget, but from certain subsidies or school funds (Brown, 2021; Suryadi & Aslan, 2025). So, they took alternatives like private tutoring and online selling (Meilina et al., 2022; Patricia & Wibowo, 2024; Rizaldi & Insan, 2024).

Previous studies focused on inclusion teachers experiencing burnout, and most burnout studies on teachers have been conducted in elementary schools. However, studies on teacher burnout in regular schools are limited. Therefore, this study aims to delve deeper into the burnout experienced by English part-time teachers at the junior high school level in Medan. This section illustrates how English part-time teachers in Medan attach meaning to their burnout while interacting with students during learning. To present it, a phenomenological approach is used.

Literature Review

Teachers' Burnout

Employee prosperity is crucial for an organization to achieve maximum efficiency, encompassing mental, emotional, physical, and financial aspects (Charoensukmongkol et al., 2016). Therefore, organization should pay attention to a healthy work environment for employees, in order to maintain their loyalty and high quality. However, employees experience stress due to excessive workloads, poor environments, and long working hours, which trigger mental, physical, and emotional fatigue, negatively impacting both themselves and the organization. Fatigue becomes apparent when there are signs of declining employee health, and if this prolonged, it will trigger burnout. Burnout arises from various factors in the work environment characterised by feelings of fatigue and cynicism that create negative social relationships. Burnout can also result from emotional demands and long-term work that can negatively affect work performance, concentration, and self-perception (Maslach & Jackson, 1981; Pines et al., 1981; Etzion, 2020; Candeias et al., 2021). The burnout syndrome includes three main dimensions: emotional exhaustion, depersonalization, and decreased personal accomplishment (Maslach & Leiter, 2016).

Teachers who experience emotional exhaustion usually do so because their emotional resources are depleted, making them unable to cope psychologically. Teachers' emotional states were influenced by the teacher-student relationship and poor classroom dynamics, making them hard to control over their emotions (Wulan & Sari, 2015). Depersonalization occurs influenced by emotional exhaustion, leading to a cynical attitude towards clients, coworkers, and even the job itself (Gilmour

et al., 2021). People experiencing depersonalization view others as impersonal objects, akin to inanimate objects rather than living beings, feeling no obligation to form emotional bonds with the job as it is considered a burden (Maslach, 1998; Fauzan et al., 2023). Decreased personal accomplishment is a lack of satisfaction and feelings of discontent with the achievements obtained, a sense of incapacity, and productivity during work (Jamaludin & Woon, 2019; Xie et al., 2022). The signs are noticeable when they struggle to what students need, making them ineffective in addressing the problems students face. A study reported that decreased personal accomplishment occurs as the school is ineffective in providing facilities for learning needs, the demands to meet standards, and weak social support (Sadeghi & Khezrlou, 2016).

Teachers' Burnout in the Context of Indonesian Education

Part-time teachers play a significant role in contributing to the future of education in Indonesia, as evidenced by their efforts in teaching in areas lacking teaching staff. However, their low income, job status, and professional demands similar to guru ASN (civil servant teachers) cause them to experience psychological symptoms such as burnout. Burnout will impact the prosperity of teachers and also the quality of teaching in schools. This is due to the low emotional support, the demands of professionalism that often make them feel undervalued, which decreases their self-efficacy, leading to a loss of interest in teaching and a decline in the quality of learning. It is concluded that burnout is very detrimental to teaching effectiveness (Apriyanti et al., 2021).

Burnout occurs periodically when the person experiencing it feels that their work is no longer enjoyable. Burnout can be seen in a teacher's daily attitude, such as the loss of empathy, decreased interest in fulfilling responsibilities, and low appreciation for students' learning responses. Burnout is also associated with teachers' physical health issues, which lead to high rates of early retirement, job resignation, and absenteeism (Saloviita, 2021; Madigan, 2023). Salary is important as a form of appreciation and social support. If they are underpaid, the idea of quitting their profession as teachers will arise (Fauzan et al., 2023).

Part-Time Teachers in Indonesia

The status of part-time teachers is still a topic of public discussion and an issue due to the lack of legal certainty and clarity, even though they are competent educators who are very responsible in teaching, guiding, educating, training, assessing, and evaluating students (Amanah et al., 2022). This ambiguity of status is what causes their psychological problems to worsen and their household economic issues to remain unresolved compared to civil servant teachers who are clearly contracted, have a fixed salary, and a clear career status for their future. Part-time teachers are paid according to the hourly teaching rate and usually do not receive the allowances provided by the government, and during the recruitment of part-time workers, they do not receive a fixed salary even though they have served the community with their knowledge for years. Moreover, the salary they receive depends on the salary provided by the school; if the school has low capacity, the salary received will also be low (Julia et al., 2020; Putrawan, 2024).

Phenomenological Study Approach

Edmund Husserl, who is a pioneer of phenomenological philosophy, argued that psychologism is a branch of philosophy that can be simplified into a factual science, in this case, psychology (Husserl, 1973). He said that phenomenology is a science that can change the world's civilization and cannot be mythologized because it is part of scientific knowledge. The purpose of the phenomenological approach is to understand how daily events experienced by individuals, whether activities or life experiences, occur.

Philosophizing phenomenologically means using reason to reveal and explore everyday life experiences. The way individuals interact and connect with the outside world is through empathy, ideas, behavior, and using their senses. Life experiences are shaped by how someone gives meaning and interprets their experiences, which are unique and subjective, and depend on perspective, background, emotions, and context. This approach also adheres to religious values, local wisdom, understanding of feelings, communal values, cultural-relational values, reconciliation values, etc.

What distinguishes the phenomenological approach from other qualitative approaches (Creswell et al., 2007; Tavakol & Sandars (2025) is in the understanding of the essence of an experience, which aims to describe how individuals comprehend and interpret the empathy felt by others during interactions. Understanding the essence helps in gaining insight into how it would be if what happens to research subject were to happen to us.

Relevance of Phenomenology Approach to Part-Time Teachers’ Burnout

The phenomenological approach is appropriate for the research problem where teachers’ burnout is a subjective psychological experience of English part-time teachers. Previous research explains that psychological and socio-economic backgrounds cause part-time teachers to experience burnout. Leung & Lee (2006) found that encouragement from superiors and colleagues influences the emergence of burnout. Wulan & Sari (2015) reported that part-time teachers experience burnout because they feel unfair for the exact responsibilities as civil servant teachers, yet they do not receive adequate salaries, leading to burnout. Therefore, the current research attempts to explore the experiences of English part-time teachers in Medan by understanding how they interpret them. This phenomenological approach was deemed very suitable for researchers to explore the essence of the life experiences they provide and how the researcher can interpret it according to the principles of the phenomenological approach.

Research Design and Methodology

Research Design

A qualitative design with a phenomenological approach was used because understanding the behavior of research subject requires perception, assumption, understanding, and comprehension to know how their world of knowledge works (Naamy, 2019). Interpretative phenomenological perspective was adapted to help researchers understand that the data obtained cannot be separated from researcher’s interpretation; it requires researcher’s prior knowledge to ensure data accuracy.

Participants

The research subjects were determined using purposive sampling, resulting in 6 English part-time teachers from junior high schools. The junior high school teachers were chosen to fill the gap from previous research, where most burnout studies were conducted in inclusive elementary schools. Then, junior high schools were selected so that the research data obtained would be equivalent, meaning there would be no differences in terms of teachers’ experience and teaching levels, to avoid differences in the characteristics. The Medan was chosen as the research location because it meets the high number of teachers who are part-time teachers, and Medan was a location that facilitates researchers in building connections and obtaining access with the school authorities where the research was conducted. The results of the purposive sampling obtained since determining the research subjects based on the research criteria are displayed as follows:

Table 1. Research Subjects’ Demographic Data

	Gender	Age	Teaching Experience	Teaching Level	Experienced symptoms of burnout
P1	Female	24	2 years	Grade 7, 8, and 9	✓
P2	Female	24	> 2 years	Grade 8 and 9	✓
P3	Female	31	≥ 3 years	Grade 8	✓
P4	Female	41	15 years	Grade 8	✓
P5	Female	40	1 year 4 months	Grade 7	✓
P6	Male	38	10 years	Grade 9	✓

Data Collection Method

Data was collected in two ways through observation and in-depth semi-structured interviews. The interview continued after a brief observation regarding the signs of burnout symptoms deemed present in the teacher. The in-depth semi-structured interview was used because it is exploratory and addresses open discussion first, allowing the research subjects to share their life experiences in detail. This interview was conducted with 6 English part-time teachers who have been categorized as experiencing burnout. The interviews were conducted for about 20 to 40 minutes, during which 5 question sessions were completed, covering several structured questions that had been adjusted to fit the research context. The interview session began with self-introduction, the institution, and the research objectives, benefits, potential risks, and explained in detail all the procedures thoroughly so that the interview would run smoothly. The second step, the researcher assured the participants to take part in the study by providing participant consent form. All identity confidentiality was strictly maintained, and participants willingly agreed to it. Next, the interview proceeded smoothly with the researcher asking several questions from the interview guideline, and the researcher was reflective and observed all the answers to adjust with their background, making it easier for the researcher to interpret them accurately. The data was recorded using audio from a phone, and notes were used to monitor potential researcher bias.

Data Analysis Method

To analyze a set of research data, thematic analysis by Braun & Clarke (2006) was used. The researcher categorized the findings into research themes that represent several similar response patterns which related to the research questions. Then, codes emerged and were given themes that had been adjusted from the interview results with the research questions. Data identification was necessary after the data was selected by validating whether it was relevant to the identified themes. Next, data synthesis was involved to construct the essence derived from the phenomenon to answer the existing research questions. Trustworthiness was used to demonstrate that this study is substantial and worthy of consideration by both the audience and researcher (Lincoln & Guba, 1985) by using audit trail, peer debriefing, member checking, and a reflective journal.

Findings and Discussion

The Experiences of English Part-Time Teachers regarding Their Burnout

To obtain findings, 3 main dimensions were used by Malsach & Leiter (2016) are used: exhaustion (emotional exhaustion), cynicism (depersonalization), and inefficacy (decreased personal accomplishment), and were based on a phenomenological approach (Naamy, 2019). Then 4 meanings attached by the teachers to the burnout experiences they faced were obtained.

1. Teachers' Perception towards Students' Learning Progress

The experiences of part-time teachers regarding burnout within the school context is related to how a teacher perceives the things they observe from the students' learning process in the classroom, and the social relationship between them is very close to each other.

a. Study Interest

As each student has a different level of interest in English, different responses were obtained during English learning. As reflected by P5 that:

As far as I have taught, some say it's fun and enjoyable, while others are somewhat indifferent. This is found among boys, while girls are more excited. (P5)

P5 mentioned that female students were more eager to learn English because there was something they want to achieve.

For boys, they find English is hard and give up quickly. For girls, they still want to ask and learn. Some girls want to go abroad, can speak with foreigners, date, and have a sassy side. Boys quickly get tired and feel that their English is poor and they don't understand. That's where the difference in their willingness lies. (P5)

Motivation is very important in shaping the interest in learning English because they have a significant reference to achieve what they desire. In the statement of P5, the reference for female students in learning English is due to their plans to see the outside world, issues of romance, and building communication with outsiders. And this was not found in male students.

The different learning interests shown by students during their studies were the result of varying backgrounds that shape their characteristics. The background included the urgency and relevance of English in life. Many of them considered learning English merely a formality, not because they have a desire to achieve something. In line with Zhao & Wang (2024) that low interest and progress in learning English shown by students drain teachers' energy and emotions.

b. Classroom Dynamics

Classroom dynamics include the condition of teachers and students as seen from how they interact, their social and emotional relationships, and learning atmosphere. Finding indicated that most teachers were overwhelmed in dealing with students due to a lack of control and cooperation.

From an experiential standpoint, it is indeed exciting because this is my first experience as a teacher here, transitioning from teaching children to teaching teenagers. It is difficult in terms of emotions and attention. Especially in 7th grade because transitioning from elementary to middle school, they tend to seek extra attention. They are still too active because they are still influenced by their childish nature from elementary school.
(P5)

P5 implied that junior high school teachers, especially those teaching 7th grade, need to be more adept in handling students due to the psychological turmoil occurring during their puberty, which reveals unique traits in the students. Those who are teenagers find it difficult to obey the teacher because there is no motivation created for learning, making it hard to compromise with the teacher in class, as reflected by P1:

At the beginning of teaching, my students were noisy and reluctant to accept English. English books, writing tools, and dictionaries were still left at home. When they were given motivation, they gradually started bringing their books, writing tools, and English books. Especially the dictionary, they initially didn't find it important. (P1)

In the P1 reflection, it was emphasized that students and teachers have low cooperation due to the unfamiliarity of their emotional relationship, making it complex for teachers to understand what attracts students to learn English. However, after the teacher tried to create interactions, the teacher succeeded in convincing the students to participate in the learning process, as evidenced by the students gradually being willing to bring stationery to school, and they understood the importance of the learning process.

Good student learning progress can shape the emotional condition of the teacher. Classroom dynamics serve as a reference to gage the extent of student learning progress, because to achieve a significant process, interaction between students and teachers in the classroom is necessary. As explained by Wulan & Sari (2015), classroom dynamics is one of the various circumstances can shape a teacher's emotions. Then, teachers' burnout also emerges from low cooperation to encourage social interaction, such as not wanting to follow the teacher's instructions in class (Zhao & Wang, 2024).

2. Teachers' Prosperity

The prosperity of part-time teachers can be assessed based on their positive emotional, mental, and physical state, as well as their social relationships, which will yield positive outcomes for them as professionals in terms of workload management, job satisfaction, and effective teaching.

a. Job Responsibilities

Job responsibilities were viewed as one of the causes of burnout, as they required teachers to complete an overwhelming and excessive workload and coped with the demanding time pressures of teaching. P2 stated that she experienced burnout because the work targets she was expected to meet did not align with the actual circumstances.

Because there are many holidays, I have to catch up on the lessons while they don't understand with just once explanation...and it becomes a burden for the teacher when they have to ensure that they fully understand the lessons, while to fully understand, material repetition is needed, but due to time constraints. (P2)

P2 further explained that the time constraints imposed were not in line with the circumstances at the time, when she was required to catch up on missed material despite the unfavorable timeframe. During that period, there were many holidays that led to the suspension of teaching and learning activities; this was beyond her control, and inevitably, the teaching material piled up, requiring her to repeat the material so that students could maintain consistency in their learning. P1 also experienced this, as the learning targets she had to meet caused her emotional stress:

For feelings of anxiety or pressure, there is definitely some when we, as teachers, have to be professional, especially since superiors demand that for speaking, students must reach a certain level. (P1)

The students' learning abilities did not match the work targets set by the superiors, which means the teacher would definitely need more time to meet them. From P1's narratives, she was asked by her superior to ensure that the students could achieve the speaking target, which contradicts the students' actual situation.

The teacher's anxiety arises because the teaching targets are beyond control, not aligned with reality, and inconsistent with their actual professional capabilities. It starts with excessive tasks assigned and high teaching time demands, while student performance is very low but they are expected to achieve the given speaking targets. This anxiety will cause teachers to lose interest and unable to find solutions to the problems encountered, resulting in a fatal impact on teaching effectiveness (Apriyanti et al., 2021).

b. Unstable Income

Income stability is essential for a teacher's mental health. In addition to meeting household needs, it also serves as a form of recognition for a teacher's contributions. The better their financial situation, the more sincerely they teach and meet their students' needs, because they feel valued.

It would be better if teachers were given more attention, both in terms of their welfare and concern for them. For example, right now, the most valuable are teachers; without teachers, there would be no other professions like doctors, lecturers, or presidents. So the government should pay more attention to teachers, for example, if there is a new job opening, their salary is higher than that of part-time teachers who have served for years at that school. Essentially, their welfare is far below that of the newly opened job. (P5)

P5 emphasized that teachers play a vital role in the future of a country, given their responsibility to educate and shape a person's character so that they become outstanding individuals. Therefore, the government must give greater consideration to their prosperity, both in terms of income equity and professional equity. For example, they should be granted a pay raise in recognition of their many years of service. This issue of income disparity was also raised by P1:

It is calculated per hour per week but worked for a month. For example, there are 18 hours in one week, so if it is multiplied, it's around Rp 500-600 thousand for our monthly salary. (P1)

For P1, the calculation of the salary received while working is unfair given the full-time hours worked. She would not be able to meet her financial needs with that salary.

Financial support can serve as a form of recognition and proof of the hard work and loyalty of English part-time teachers toward the school. However, the teachers reported that their monthly salaries are affected by their part-time status. There has been no significant increase in their salaries over the years, making it highly unlikely that they can live comfortably. Given their dedication, it is unfair that they suffer mental distress due to unstable income that fails to meet their daily needs (Charoensukmongkol et al., 2016).

3. Teachers' Privilege

Because of their status as part-time teachers, they lack certain access and benefits in the field of education, including facilities and professional recognition.

a. Deficient Facilities

There were certain advantages in terms of accessing learning resources that part-time teachers could not enjoy because their status is not equivalent to that of civil servant teachers. As stated in P1's explanation, she felt disadvantaged in this regard:

The difference between ASN and part-time teachers is the limitation of formal access. So ASN can access The Teacher and Education Staff Room/RGTK. So, teachers who are already registered in DAPODIK can access RGTK, but part-timers have limitations in accessing that website. In the RGTK website, there are many modules that can be studied and used as a guide in teaching and learning. These can be accessed using a learning ID and only when registered in DAPODIK. Therefore, there is a limitation/gap between ASN teachers and part-time teachers. (P1)

P1 felt that the difference in status between civil servants and part-time teachers made it difficult for them to access an educational platform called RGTK, which would make it easier for them to find teaching modules to use as references. This was because, as part-time teachers, they are not registered in DAPODIK (basic education data) as what civil servants got. In particular, they do not have a registered learning ID that identifies them as educators.

These findings suggest that the difference in status created a gap in learning resources that hinders effective instruction. They were unable to access the platform that should be available to them for useful learning opportunities including professional development and performance management, which resulted being overlooked and undervalued (Amanah et al., 2022).

b. Lack of Professional Recognition

Part-time teachers felt underappreciated given the government's lack of commitment to advancing their careers, leaving them in a dilemma. This was evident in P1's narratives:

My hope for the PPPK is that, beside the tenure, there are written tests and other tests, especially the computer-based system, which are very difficult for older teachers. It should be considered based on their tenure, and their path should be made easier to be appointed as ASN. (P1)

P1 hoped that better policies will be established for the future careers of part-time teachers. Looking at older teachers, there is a clear contrast between their generation and the younger generation. Therefore, P1 hoped their career advancement could be considered based on their tenure so that they are valued equally with civil servant teachers.

The policies enacted by the Indonesian government pose a major problem for the careers of part-time teachers. Teachers hoped that career advancement will reflect their hard work and loyalty, having served as teachers for many years. Simplified testing procedures were also hoped for to equalize their status with civil servants, providing career certainty so that they would have no intention of quitting their jobs or changing careers (Saloviita, 2021; Madigan, 2023).

4. Ways to Prevent Burnout

Burnout caused part-time teachers felt overwhelmed and burdened in carrying out their teaching activities. Therefore, part-time teachers shared their strategies for managing and reducing burnout so that they could continue teaching.

a. Stay Positive

Stay positive means that teachers resisted the negative thoughts that arose when they experienced burnout and that threaten to interfere with their teaching. This attitude was evident in P1 when she experienced burnout:

Don't be too hard on yourself, don't push yourself too much/perfectionist, don't demand perfection from students but let them enjoy and process in their learning, don't expect them to be perfect. (P1)

The desire to always appear perfectly was a way for teachers to demonstrate their self-efficacy to students and superiors. However, they often forgot that teachers could also make mistakes, so

they frequently pushed themselves to be perfect. When they began to feel disappointed and dissatisfied with their work, that's when burnout set in. One of the causes was that they often overthought things because of their students' suboptimal learning outcomes, leading them to frequently blame themselves for what happens. This also happened to P6, who argued:

It's not enough, but again, because the teaching profession is an entertainment for me, I try to calm my heart, instill in myself, what I can take from this profession is its blessings. Hopefully, it can quell my disappointment and frustration. (P6)

To maintain his professionalism and effectiveness as a part-time teacher, P6 stated that although burnout and a heavy workload were unpleasant for him, he still looked at the teaching profession from a positive perspective; for example, he simply wanted the work he is dedicated to be a blessing and a source of joy.

Maintaining a positive mindset does not mean downplaying or ignoring one's own difficult circumstances, but rather finding solutions to the challenges of teaching by remaining mindful and self-aware. Expectations for teaching should exist, but one should not force everything to happen instantly without a process such as with students' academic achievements.

b. Having a rest

Having a rest involved taking a moment to clear their mind when they felt overwhelmed by their workload, before returning to the realities of teaching.

I interpret it as needing a short break, because every person has their own limit of fatigue. So I need a 5-minute break to calm my mind and heart. After that, I start teaching again from the beginning as usual. (P4)

In her narrative, P4 stated that every teacher had their own limit of fatigue; pushing beyond that limit could actually be detrimental to teaching activities. Therefore, having a rest was excellent for calming the mind before resuming activities, ensuring one returns to optimal condition.

Having a rest is something all teachers should emulate if symptoms of burnout arise. In addition to restoring mental clarity and energy to prevent freezing up, it allows them to work effectively afterward, ensuring that their planned ideas and creativity aren't lost. Furthermore, it gives them time to think through their approach before acting, so they can effectively handle various student behaviors in the future.

c. Self-Aware

When burnout occurred, teachers become sensitive to their body's condition and could find ways to relax themselves and their minds, as stated in P1's narratives:

Fridays and Saturdays are free; I take a short break to relax my mind. Like going for a walk because Friday and Saturday are not mandatory workdays since we are subject teachers. (P1)

P1 suggested when she experienced burnout; she calmed down and entertained herself by engaging in activities outside the workspace that could soothe the mind, such as taking a walk. With a short walk, a weary mind became calm and making it possible to teach effectively again.

Teachers realized that burnout, which disrupts teaching and learning activities must be addressed to prevent it from affecting their work and causing them to become indifferent to their work environment (Maslach, 1998; Fauzan et al., 2023). This is what was overlooked in previous research, which should have addressed how to manage burnout arising during teaching rather than focusing solely on the factors that contribute to it. Therefore, these findings illustrated that teachers perceived their burnout experiences as negative phenomena affecting their physical and emotional well-being, yet these can be positively mitigated by identifying ways to prevent them.

Conclusion

It can be concluded from the results of the phenomenological study of English part-time teachers' burnout in Medan that it was about The Experiences of English part-time teachers regarding their

burnout. In the finding, several important points are included, namely Teachers' Perception towards Students' Learning Progress, Teachers' Prosperity, Teachers' Privilege, and Ways to Prevent Burnout, which inform that English part-time teachers have interpretations of their burnout experiences while teaching and how the social interaction relationship is built between students and teachers during English learning in the classroom.

Recommendations given to individuals related to the current study. Teachers are expected to better control their professionalism and voice their career status and prosperity. The school aware of the needs and difficulties teachers faces. Government should prioritize the career advancement and job openings for part-time teachers. To fellow researchers, they are hoped to utilize the current research as source of knowledge to develop research variables more comprehensively.

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