



Burnout in The Teaching Profession: A Phenomenological Exploration of Madrasah Aliyah Teachers' Experiences

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Abstract: This study aims to explore the meaning of burnout experiences among Madrasah Aliyah teachers. The study employed a qualitative approach using Interpretative Phenomenological Analysis (IPA) to understand the meanings attributed to teachers' lived experiences of burnout. The participants comprised 15 Madrasah Aliyah teachers selected through purposive sampling. Data were collected through in-depth interviews and analyzed using NVivo 12 software. Data trustworthiness was established based on the criteria of credibility, transferability, dependability, and confirmability. The findings revealed that burnout was perceived as an experience characterized by emotional exhaustion arising from changes in teacher-student relationships and tensions between professional ideals and workplace realities. In addition, burnout was interpreted as a reflective process through which teachers rediscovered and strengthened their professional identities as educators. Within the Madrasah Aliyah context, spirituality played an important role in helping teachers interpret their experiences of burnout more positively through the values of devotion, patience, and sincerity. The study confirms that burnout is not merely an experience of work-related exhaustion but a multidimensional phenomenon encompassing the professional, emotional, and spiritual dimensions of Madrasah Aliyah teachers' lives.

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Introduction

Teachers are the primary figures in the implementation of education, playing roles not only as instructors but also as educators, mentors, trainers, guides, assessors, and evaluators of students. This is stipulated in Law Number 14 of 2005. The complexity of these roles has continued to increase due to administrative demands, curriculum changes, and the need to adapt to technological advancements in teaching and learning processes (Zuhruh & Rindaningsih, 2025). A heavy workload, excessive administrative responsibilities, and a lack of organizational support are factors that frequently contribute to psychological pressure among teachers (Purmaningsih, 2023). These conditions have the potential to cause prolonged stress, which may ultimately lead to burnout.

Burnout is a psychological condition characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment resulting from chronic work-related stress that is not effectively managed (Maslach & Leiter, 2016). In the teaching profession, burnout not only affects individual well-being but also influences the quality of instruction, relationships with students, and the effectiveness of carrying out professional responsibilities. Following the COVID-19 pandemic, the phenomenon of teacher burnout has become increasingly complex due to changes in learning systems that require rapid



technological adaptation and increased workloads (Riani, Rokman, & Nabila, 2025). In addition, burnout is also influenced by self-efficacy, as teachers with higher levels of self-efficacy tend to be more capable of managing work-related pressures and therefore experience lower levels of burnout (Palupi & Pandjaitan, 2022).

The phenomenon of burnout among teachers has become an important issue in the Indonesian education context, as evidenced by empirical findings on teacher burnout. For instance, a study of 45 senior high school EFL teachers in Indonesia using the Maslach Burnout Inventory–Educators Survey found that 57.8% of the participants reported high levels of emotional exhaustion, while 44.4% experienced high levels of depersonalization (Utami et al., 2024). These findings indicate that burnout represents a relevant concern among teachers in Indonesia, particularly in relation to emotional exhaustion and depersonalization. In the international context, a survey conducted by the RAND Corporation found that teachers were twice as likely to experience frequent job-related stress compared with professionals in other occupations. Approximately 73% of teachers reported frequently experiencing work-related stress, while 59% reported experiencing burnout, characterized by physical, mental, and emotional exhaustion. These findings are consistent with the study by Agyapong et al. (2022), which demonstrated that high levels of occupational stress among teachers can reduce work enthusiasm, increase burnout, and negatively affect professional performance.

In the context of Islamic senior high schools (*Madrasah Aliyah*), burnout has distinctive characteristics. Madrasah teachers are responsible not only for students' academic achievement but also for serving as moral and religious mentors. The integration of these academic and religious roles places Madrasah teachers under more complex professional demands compared to teachers in general schools. Furthermore, the management system of Madrasahs, which operates under the authority of the Ministry of Religious Affairs, creates a work environment that differs from that of general schools, potentially shaping unique burnout experiences among Madrasah teachers. This condition highlights the importance of understanding burnout not merely as a psychological condition but also as a lived experience that is personally interpreted and given meaning by teachers.

Numerous studies have examined burnout among teachers; however, most have employed quantitative approaches. Research by Avionela and Fauziah (2016) found that emotional intelligence is associated with lower levels of teacher burnout. Similarly, Alief et al. (2025) demonstrated that burnout, administrative workload, and work–life balance significantly influence teachers' job satisfaction. Meanwhile, Musthofa (2025) found that school well-being and social support contribute to reducing teacher burnout. Other studies have primarily focused on the relationship between burnout and factors such as emotional regulation, social support, school principal leadership, and teachers' intentions to leave the profession (Ali & Surat, 2025; Juwita & Monika, 2024; Putri & Astuti, 2024).

These studies have contributed substantially to understanding the prevalence, contributing factors, and consequences of teacher burnout. However, their predominantly quantitative orientation tends to position burnout as a measurable variable that can be quantified and examined in relation to other variables. Although standardized instruments such as the Maslach Burnout Inventory (MBI) are useful for identifying and comparing levels of burnout, numerical scores cannot fully capture the subjective meanings attached to teachers' experiences. In particular, quantitative measures provide limited insight into how teachers interpret their emotional exhaustion, understand the situations that contribute to their burnout, and make sense of how these experiences affect their everyday professional lives.



Thus, an epistemological limitation remains in understanding burnout not merely as a measurable condition, but as a lived and interpreted human experience.

Research that explores how teachers themselves interpret, experience, and make sense of burnout therefore remains relatively limited. This gap is particularly relevant in the context of *Madrasah Aliyah* (Islamic senior high schools), where teachers work within an institutional environment shaped not only by educational responsibilities but also by religious values and distinctive institutional expectations. Understanding burnout in this context requires attention to how teachers perceive their experiences, construct meaning from them, and navigate burnout within their everyday professional lives.

The novelty of this study lies in its use of a phenomenological approach to understand burnout as a subjective and lived experience among *Madrasah Aliyah* teachers. Rather than primarily measuring the level of burnout or examining its statistical relationships with other variables, this study seeks to uncover how *Madrasah Aliyah* teachers experience, interpret, and assign meaning to burnout in their professional lives. Furthermore, by examining burnout within the distinctive institutional and religious context of *Madrasah Aliyah*, this study offers a contextualized understanding of teacher burnout that may not be fully captured through standardized quantitative measures. Based on the discussion above, this study aims to understand the meaning of burnout experiences among *Madrasah Aliyah* teachers.

Research Method

This study employs a qualitative approach using Interpretative Phenomenological Analysis (IPA), which is concerned with exploring how individuals experience, interpret, and make sense of significant experiences in their lives. In this study, IPA is used to examine how *Madrasah Aliyah* teachers experience and interpret burnout within the context of their everyday professional lives. The phenomenological approach was chosen because the study aims to understand the meaning of burnout experiences among *Madrasah Aliyah* teachers based on their lived experiences as educators (Nasir et al., 2023). Through this approach, the researcher seeks to explore how teachers experience, interpret, and respond to burnout in the course of carrying out their professional responsibilities (Aflah & Murhayati, 2025).

The study was conducted at a public *Madrasah Aliyah* in Banten Province, Indonesia. The selection of the research site was based on the distinctive characteristics of the madrasah, which integrates both academic and religious educational functions, thereby providing a unique context for understanding teachers' burnout experiences. In addition to carrying out academic responsibilities, madrasah teachers are also tasked with providing moral and religious guidance to students, which may influence their experiences of work-related stress and burnout.

The participants in this study consisted of 15 teachers selected through a purposive sampling technique. The inclusion criteria were: (1) being an active teacher at the madrasah, (2) having at least five years of teaching experience, (3) having experienced work-related pressures that led to burnout, and (4) being willing to openly share their experiences during the research process. The participants came from diverse professional backgrounds, including subject teachers, teachers with additional administrative responsibilities, and vice principals. The number of participants was determined based on the principles of information adequacy and data saturation, meaning that data collection was concluded when recurring patterns and themes had emerged. In phenomenological research, the emphasis is placed on the depth and richness of participants' experiences rather than on the number of participants involved.



Research data were collected through semi-structured in-depth interviews. Semi-structured interviews were employed as the primary data collection technique because they provide a flexible structure that enables the researcher to guide the discussion while allowing participants to describe, interpret, and make sense of their lived experiences in their own words (Smith. 2022). The interview questions focused on teachers' experiences of burnout, including the manifestations of burnout, factors contributing to burnout, the meaning of burnout within the teaching profession, coping strategies, and the role of environmental support in dealing with burnout.

Data analysis followed the principles of Interpretative Phenomenological Analysis (IPA), which involves an idiographic and interpretative examination of participants' lived experiences (Smith et al., 2022). The analysis involved several interconnected stages, including repeated reading of the interview transcripts, initial noting, identification of emergent themes, development of connections among themes, and examination of patterns across cases. All interview data were transcribed and organized using NVivo 12 software to facilitate systematic data management, coding, and theme development. The analysis focused on understanding how teachers experienced, interpreted, and made sense of burnout within their everyday professional lives, including the manifestations and contributing factors of burnout, the meaning attributed to burnout within the teaching profession, coping strategies, and the role of environmental support in navigating these experiences.

The trustworthiness of the data was enhanced through source triangulation and member checking (Creswell & Poth, 2018). Source triangulation was conducted by comparing information obtained from different participants to identify consistencies and differences in their accounts. In addition, member checking was conducted by providing participants with an opportunity to review and clarify the researcher's interpretations of their experiences (Creswell & Poth, 2018).

Results and Discussion

This study aims to understand the meaning of burnout experiences among *Madrasah Aliyah* teachers based on their lived experiences while carrying out their profession as educators. The findings indicate that burnout is not merely understood as a state of exhaustion resulting from job demands, but also as an experience that influences how teachers perceive their profession, their relationships with students, and their identity as educators. The phenomenological approach employed in this study enables the researcher to understand burnout not merely as a condition of work-related exhaustion resulting from excessive administrative demands or workload. Based on the lived experiences of the participants, burnout is perceived as a far more complex phenomenon, as it is closely related to how teachers understand their profession, build relationships with students, and interpret their role as educators. The burnout experiences shared by the participants reveal that the exhaustion they encounter is not solely caused by the large number of tasks they must complete, but also by changes in teacher-student relationships, discrepancies between professional ideals and workplace realities, reflective processes concerning professional identity, and efforts to make sense of these experiences through spiritual values.

Therefore, this study views burnout not merely as a psychological issue or a consequence of workload, but as an experience that carries profound meaning within the professional lives of *Madrasah Aliyah* teachers. Based on the analysis, the meaning of burnout experiences among *Madrasah Aliyah* teachers is reflected in four major themes: (1) burnout as an experience of losing the meaning of the profession through changes in teacher



student relationships, (2) burnout as a conflict between professional ideals and workplace realities, (3) burnout as a reflection of teachers' professional identity, and (4) spirituality as a way of making sense of burnout experiences.

To maintain confidentiality and adhere to research ethics principles, all participant names used in this article are pseudonyms. The use of pseudonyms was intended to protect the identities of the participants without compromising the meaning and substance of the experiences they shared during the interview process

a) Burnout as an Experience of Losing Professional Meaning: Changes in Teacher-Student Relationships as a Manifestation of Burnout

The participants' experiences revealed that burnout does not always arise from excessive workloads or administrative demands. For some teachers, exhaustion emerged when their relationships with students no longer functioned as they had hoped. This condition became evident when students showed little enthusiasm for learning, remained passive during classroom activities, or failed to respond to the various efforts made by teachers. Over time, such situations gradually drained teachers' emotional energy and caused the teaching process to lose the sense of meaning and fulfillment they had previously experienced.

This experience was described by Rafi (a pseudonym). He explained that students today tend to be more passive and show less interest in learning compared to those he taught in previous years. Although he had experimented with various teaching methods, including educational games, instructional videos, and interactive quizzes, some students still appeared uninterested in participating in lessons. This situation left him feeling disappointed because the efforts he invested did not receive the response he had hoped for. According to him, burnout began to emerge when the emotional connection between teacher and students no longer functioned as it should.

Rf: *"I often use videos, interactive quizzes, and games in my lessons to help motivate students and encourage them to become more enthusiastic about learning again"*

A similar experience was also reported by Lia (a pseudonym). She admitted that dealing with a passive classroom was more exhausting than explaining difficult subject matter. For her, challenging content was not the main issue. What was more draining was when students showed little engagement in the learning process. As a result, teaching began to feel like a one-way form of communication, lacking interaction and emotional feedback from students.

One participant even stated:

La: *"I am actually more exhausted by dealing with a passive classroom than by explaining difficult material."*

This statement indicates that, for teachers, successful teaching is not measured solely by whether the lesson content has been delivered. Teachers also need students' responses, attention, and engagement as forms of recognition for the effort they have invested. When such responses are absent, teachers may begin to experience frustration, lose motivation, and suffer from emotional exhaustion.

This finding suggests that the relationship between teachers and students holds profound significance in teachers' professional lives. Teachers do not merely serve as transmitters of knowledge; they also develop emotional connections with students through everyday learning interactions. Consequently, when these relationships weaken, teachers experience not only fatigue but also a loss of the sense of satisfaction that has long served as a source of motivation in their teaching practice.



The findings of this study are consistent with those of Iskandar and Priyana (2024), who reported that burnout, characterized by emotional exhaustion and decreased teaching motivation, can negatively affect the quality of instruction and student engagement in the classroom. These findings are further supported by Hasyati and Widyasari (2023), who explained that teachers who are able to maintain emotional balance tend to demonstrate higher levels of teaching motivation and are better able to sustain positive relationships with their students.

In the discussion of this study, the loss of student enthusiasm is not merely understood as a learning-related problem, but as an experience that touches the deepest aspects of the teaching profession. Teachers need student engagement not only to achieve academic goals but also to reinforce their belief that what they do remains meaningful. When this relationship begins to weaken, burnout is no longer experienced solely as work-related exhaustion; rather, it evolves into an experience of losing meaning in the teaching process.

b) Burnout as a Conflict Between Idealism and the Reality of Work

For some participants, burnout did not arise solely from physical exhaustion or the large volume of tasks that needed to be completed. Rather, burnout developed as the gap between their idealistic view of teaching and the realities of their daily work continued to widen. Initially, the participants viewed the teaching profession as a space for educating, guiding, and building meaningful relationships with students. Over time, however, they were confronted with increasing administrative demands, performance targets, and changes in the educational system, all of which made them feel increasingly disconnected from the original meaning and purpose of their profession.

This experience was reflected in the account of Ai (a pseudonym) “*Sometimes, it is not teaching that drains my energy, but the administrative work and additional tasks that continue to increase.*”, who explained that the teaching profession today involves more administrative demands than actual educational activities. According to her, much of the time and energy that should be devoted to interacting with students is instead consumed by the completion of various reports and administrative documents. She described this situation by stating that teachers are often so preoccupied with meeting targets and fulfilling administrative requirements that they forget to enjoy the teaching process itself, which is the very essence of their profession.

A similar experience was also reported by Nabila (a pseudonym). She stated that she still has a strong desire to provide creative and meaningful learning experiences for her students. However, in practice, various administrative demands and work-system requirements have increasingly limited the space available for innovation. As a result, she experiences frustration because much of her energy is devoted to fulfilling administrative obligations rather than improving learning processes that she believes would be more beneficial to students.

The findings of this study indicate that teacher burnout does not always stem from the sheer volume of work. Rather, it often arises from the feeling that their work is becoming increasingly disconnected from the values they hold. Teachers typically enter the profession with the hope of making a positive impact on students’ lives. However, when the reality of their work consists primarily of bureaucratic and administrative demands, feelings of disappointment gradually emerge. Over time, this condition can reduce job satisfaction and lead to profound emotional exhaustion.

In this study, burnout can be understood as a conflict between ideal identity and professional reality. Teachers do not merely perform a job; they also carry specific values,



aspirations, and meanings associated with their profession. When the realities of their work no longer align with the values they believe in, an internal tension develops, leading teachers to question their role and contribution as educators. Under certain circumstances, burnout is no longer experienced simply as work-related fatigue but evolves into an experience of losing direction and purpose within the profession.

The findings of this study are consistent with those of Purmaningsih (2023), who explained that high administrative demands and heavy workloads can generate ongoing emotional pressure on teachers. Furthermore, Zuhruh and Rindaningsih (2025) emphasized that changes in the educational system, curriculum demands, and the need to adapt to new policies have increasingly intensified the challenges teachers face in carrying out their professional roles.

Based on the participants experiences and the existing literature, burnout among *Madrasah Aliyah* teachers can be understood as an experience that occurs when professional idealism encounters workplace realities that do not always align with expectations. The greater the gap between these two aspects, the greater the likelihood of emotional exhaustion and professional disappointment. Therefore, in this context, burnout is not merely related to the amount of work that must be completed; it is also associated with teachers' ongoing struggle to preserve the meaning and purpose of their profession amid continuously evolving demands.

c) Burnout as a Reflection of Teachers' Professional Identity

Although burnout is often associated with exhaustion, fatigue, and declining work motivation, the experiences of the participants in this study reveal a deeper meaning. For some teachers, burnout became a moment of reflection that encouraged them to revisit the reasons they chose the teaching profession and to reexamine the values that had long guided their work. This finding suggests that burnout is not always perceived as a weakening experience; rather, it can serve as a process through which teachers reconnect with and rediscover their professional identity as educators.

This experience was reflected in the account of Rafi (a pseudonym). Despite experiencing pressure resulting from changes in students' characteristics, responsibilities as an Olympiad coach, and various other professional demands, he did not lose confidence in the teaching profession. He explained that he continued to feel a sense of pride whenever he saw his students achieve success or gain admission to their desired universities. These student achievements served as a source of emotional satisfaction that helped restore his enthusiasm for teaching whenever he began to feel exhausted and overwhelmed.

For the participant, teaching is not merely a job but a calling that provides opportunities to interact with students and contribute to their development. This experience demonstrates that, despite the pressures and exhaustion they face, there remains a sense of meaning that motivates teachers to remain committed to their profession. Ultimately, burnout becomes a space for reflection that helps the participant reconnect with the values and goals he seeks to achieve through his work as an educator.

A similar meaning was evident in the experiences of several other participants who continued to demonstrate resilience despite facing considerable work-related pressures. They viewed the challenges encountered in their profession as part of the professional journey that must be navigated. In this context, burnout was not perceived as the end of professional commitment but rather as a reminder that teachers also have limitations that need to be recognized and managed effectively.



Interestingly, the process of reflection was often associated with the spiritual values that are cultivated within the madrasah environment. Several participants revealed that religious activities, worship practices, and the belief that teaching is a form of service helped them view work-related pressures more positively. These religious values became a source of strength that enabled teachers to cope with various difficulties without losing the meaning and purpose of their profession. In this context, burnout was understood not only as a psychological experience but also as an experience that strengthened self-awareness and reinforced the meaning of service as an educator.

The findings of this study indicate that teachers' professional identity is shaped not only through professional achievements but also through the ways they respond to challenges and pressures within their profession. The experience of burnout provides teachers with an opportunity to reevaluate their expectations, goals, and personal values. When this reflective process is successfully navigated, burnout can lead to a more mature understanding of the teaching profession and strengthen teachers' commitment to continuing their role as educators.

These findings suggest that burnout does not always result in a decline in teachers' professional commitment; rather, it can serve as a reflective space that helps teachers reconnect with the meaning of their profession. Experiences of pressure, disappointment, and various work-related demands encourage teachers to reexamine the values that have long guided them in fulfilling their responsibilities as educators. Such a reflective process enables individuals to develop a deeper understanding of their professional identity and role (Aflah & Murhayati, 2025).

Furthermore, challenging work experiences can strengthen professional identity and commitment to the profession when individuals are able to interpret those experiences in a positive manner. Therefore, in the context of this study, burnout is not understood solely as an experience of exhaustion but also as a reflective process that helps *Madrasah Aliyah* teachers reaffirm and strengthen their identity as educators.

This study expands the understanding of burnout, which has traditionally been viewed primarily as a negative experience. In the context of *Madrasah Aliyah* teachers, burnout not only gives rise to emotional exhaustion and decreased work motivation but can also serve as a turning point for reflection that strengthens professional identity. These experiences demonstrate that teachers do not merely endure workplace pressures; they also strive to rediscover the meaning and purpose that sustain their commitment to the profession. Therefore, burnout can be understood as part of a professional journey that helps teachers reconnect with their sense of self, reflect on why they chose the teaching profession, and reaffirm the values they wish to continue upholding as educators.

d) Spirituality as a Way of Making Meaning of Burnout Experiences

Despite the various pressures experienced by the participants, they did not always perceive burnout as an entirely negative experience. For some teachers, burnout became a turning point that encouraged them to draw closer to God, strengthen their spiritual values, and rediscover the meaning of service within their profession. These experiences suggest that burnout is not understood solely as emotional exhaustion but also as a life experience that stimulates spiritual reflection.

This perspective was evident among all 15 participants interviewed in the study. Although they faced pressures stemming from changes in student characteristics, professional demands, and various academic responsibilities, they remained committed to their roles as teachers. The participants explained that religious practices, such as *salat duha* (mid-morning



prayer), voluntary fasting, *istigasah* (collective supplication), and other religious activities within the madrasah environment, helped them achieve a sense of calm when dealing with work-related pressures. For these teachers, religious values not only served as a means of reducing stress but also helped them view the teaching profession as a form of service and devotion that carries spiritual and religious significance.

The participants also viewed spirituality as a source of strength in coping with burnout. They perceived the various difficulties encountered in their work not merely as burdens, but as part of a process that must be undertaken in fulfilling their responsibility as educators. This perspective helped teachers accept work-related pressures more calmly and reduced their tendency to view burnout as an entirely negative or harmful experience.

The findings of this study indicate that, within the context of *Madrasah Aliyah*, spirituality plays a significant role in shaping how teachers interpret and make sense of burnout experiences. A work environment enriched with religious values provides teachers with opportunities to connect their professional experiences with their spiritual beliefs. As a result, burnout is understood not only as a consequence of occupational pressures but also as part of a process of self-development that can strengthen patience, sincerity, and commitment to the teaching profession.

The findings of this study are consistent with those of Agyapong (2022), who explained that individuals with a strong sense of meaning and purpose in life tend to be better equipped to cope with psychological pressures in the workplace. Furthermore, Ali and Surat (2025) argued that spiritual values and religious beliefs can function as psychological resources that help teachers maintain emotional well-being when facing professional demands. Within the context of this study, spirituality serves not only as a coping strategy for dealing with burnout but also as a means of interpreting the experience in a more positive and constructive way.

From a phenomenological perspective, the burnout experiences of *Madrasah Aliyah* teachers cannot be separated from the system of meanings through which they interpret their lives and work. When occupational pressures are understood as part of a responsibility (*amanah*) and an act of service, burnout is no longer perceived merely as work-related exhaustion. Instead, it becomes an experience that invites teachers to reflect upon the goals, values, and meaning of their profession. Thus, spirituality emerges as one of the primary lenses through which teachers understand and assign meaning to their experiences of burnout. It enables them to interpret burnout not simply as a psychological burden, but as a meaningful experience that shapes their understanding of themselves and their role as educators.

Conclusion

This study demonstrates that burnout among *Madrasah Aliyah* teachers is not understood merely as exhaustion resulting from high job demands, but as a more complex and profound experience. Burnout manifests through emotional exhaustion caused by administrative burdens, professional demands, multiple roles, and changes in teacher–student relationships within the learning process. For some teachers, the loss of student enthusiasm and engagement constitutes a greater source of emotional exhaustion than the complexity of teaching materials or the volume of work that must be completed. These findings highlight the significant role of the pedagogical relationship between teachers and students in shaping burnout experiences.

Furthermore, burnout is interpreted as an experience that places teachers at the intersection of professional idealism and the realities of their daily work. Administrative



demands, performance targets, and changes within the educational system leads some teachers to feel increasingly disconnected from the original meaning of their profession, which they perceive as a space for service, guidance, and meaningful interaction with students. Consequently, burnout is understood not only as work-related exhaustion but also as an experience of losing the sense of meaning associated with the teaching profession.

Nevertheless, this study found that burnout does not always result in a decline in professional commitment. For some teachers, the experience of burnout becomes a space for reflection that helps them rediscover the reasons for choosing the teaching profession, strengthen their professional identity, and reaffirm their commitment to continuing their role as educators. In addition, spirituality serves as an important means through which *Madrasah Aliyah* teachers make sense of burnout experiences. Religious values, worship practices, and the belief that teaching is a form of service help teachers view work-related pressures in a more positive and meaningful way. The meaning of burnout experiences among *Madrasah Aliyah* teachers extends beyond emotional exhaustion; it also reflects processes of self-reflection, the strengthening of professional identity, and a deeper appreciation of the meaning of service as educators. These findings affirm that burnout is a multidimensional experience involving professional, emotional, and spiritual dimensions within the lives of *Madrasah Aliyah* teachers.

Recommendation

At the policy level, the Ministry of Religious Affairs of the Republic of Indonesia, as the authority responsible for the madrasah education system, should consider policies that address the structural and organizational factors contributing to teacher burnout. Such policies may include reviewing teachers' administrative workload, streamlining reporting and documentation requirements, and ensuring that additional responsibilities assigned to teachers remain manageable. The Ministry may also develop systematic programs to support teachers' psychological well-being, such as professional support programs, peer-support initiatives, and reflective professional development. These efforts are important to ensure that policies for teacher professional development and performance improvement are accompanied by adequate institutional support for teachers' well-being.

Based on the findings of this study, Madrasah Principals should place greater emphasis on teachers' psychological well-being by creating a supportive and conducive work environment. This may include providing opportunities for teachers to reflect on their professional experiences, facilitating peer support and collegial discussion, and ensuring a reasonable balance between teaching responsibilities, administrative demands, and additional tasks. Madrasah Principals should also provide opportunities for teachers' professional development that not only focus on pedagogical competencies but also support teachers in managing work-related challenges and maintaining their professional meaning and motivation. In addition, efforts should be made to foster more meaningful pedagogical relationships between teachers and students, as the quality of these relationships may influence teachers' experiences of burnout.

For future researchers, studies on teacher burnout may be expanded by exploring the experiences of teachers across different educational levels and institutional contexts. Such investigations would contribute to a more comprehensive understanding of the meaning of burnout within the teaching profession. Future research may also examine the roles of spirituality, professional identity, and meaning of work as factors that may help teachers cope with burnout and sustain their commitment to their roles as educators. Comparative studies



involving different types of madrasah or educational institutions may also provide further insight into how organizational and contextual factors shape teachers' experiences of burnout.

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