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Teachers' Emotional Exhaustion, Depersonalization, and Professional Efficacy toward Teaching Quality

Pito Damiko[1]* https://orcid.org/0009-0005-9468-2595
Ria Astika[2] https://orcid.org/0009-0007-6992-4198
Dedy Irawan[3] https://orcid.org/0009-0002-3948-1713

[1,2]Buddhist Education Department, Jinarakkhita Buddhist College, Lampung, Indonesia
[3]Mahachulalongkornrajavidyalaya University, Thailand
**Corresponding author: pitodamiko@sekha.kemenag.go.id*

ABSTRACT

This study aims to examine the effects of emotional exhaustion and depersonalization on teaching quality, as well as the mediating role of teacher efficacy in these relationships. The study employed a quantitative approach with an explanatory survey design involving Buddhist Religious Education teachers in Lampung Province, Indonesia. Data were collected through a structured questionnaire adapted from established instruments measuring burnout, teacher efficacy, and teaching quality. The data were analyzed using Partial Least Squares Structural Equation Modeling. The findings indicate that depersonalization negatively affects both teacher efficacy and teaching quality. Emotional exhaustion was found to negatively influence teacher efficacy; however, it did not directly affect teaching quality. Teacher efficacy demonstrated a positive effect on teaching quality and emerged as a crucial psychological resource in supporting effective instructional practices. Furthermore, teacher efficacy significantly mediated the relationships between emotional exhaustion and teaching quality as well as between depersonalization and teaching quality. These results suggest that the adverse impact of burnout on teaching quality occurs primarily through a decline in teachers' confidence in their professional capabilities. This study contributes to the integration of Burnout Theory and Social Cognitive Theory by highlighting teacher efficacy as a key mechanism linking teachers' psychological well-being and instructional performance. The findings underscore the importance of strengthening teacher efficacy through psychological support, workload management, and professional development initiatives to sustain high-quality teaching.

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Introduction

The global transformation of education in the digital age has increased the complexity of teachers' tasks and responsibilities in the learning process (Nurdiati & Setiawati, 2025). Teachers no longer merely serve as conveyors of subject matter; they are also expected to act as learning facilitators, digital classroom managers, psychological mentors for students, and administrators of increasingly complex educational processes. These conditions have

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led to rising emotional and professional stress among teachers, particularly at the secondary school level, where learning dynamics and student characteristics are more complex. A report by the Organisation for Economic Co-operation and Development through the Teaching and Learning International Survey (TALIS) indicates that more than 50% of teachers across various countries report experiencing high levels of work-related stress due to administrative burdens, performance pressures, and limited instructional time (Elisabeth, 2020a; OECD, 2025; Susanto et al., 2023; Yang et al., 2025).

The phenomenon of teacher burnout has also been on the rise in the wake of the pandemic and the era of educational digitalization. The Education Insights Report 2025–2026 indicates that the majority of teachers feel exhausted due to increasing demands for personalized learning, the adoption of educational technology, and excessive administrative pressures. Teachers report having limited time for lesson planning, professional development, and building optimal interactions with students. This situation has a direct impact on the quality of teaching and social relationships within the school environment (Elisabeth, 2020b; Maslach & Leiter, 2016; OECD, 2025).

Emotional exhaustion is one of the most common forms of psychological stress experienced by teachers (Berkovich, 2026). Emotional exhaustion refers to a condition in which an individual loses emotional energy due to ongoing work-related stress (Yu & Leka, 2026). A study conducted by Xiaoyu Wang found that teachers experiencing emotional exhaustion tend to experience a decline in teaching motivation, low student engagement, and a deterioration in the quality of their relationships with students. The study also showed that the quality of teacher-student relationships is closely linked to the teacher's emotional state during the learning process (Wang et al., 2024).

In addition to emotional exhaustion, depersonalization has become a significant issue in the modern teaching profession. Depersonalization is characterized by the development of emotional detachment, a decline in empathy, and an increase in cynicism toward students as a result of prolonged work-related stress. This condition can diminish the quality of interpersonal relationships between teachers and students and contribute to a lack of student comfort in the classroom (Skaalvik & Skaalvik, 2010). Research in the field of educational psychology shows that positive teacher-student relationships significantly contribute to students' engagement in learning, academic motivation, and psychological well-being (Maslach & Leiter, 2016; Roorda et al., 2011).

Teachers' professional efficacy is also a key factor in maintaining the quality of instruction in schools. Professional efficacy refers to teachers' belief in their own ability to carry out their teaching duties effectively (Tschannen-Moran & Hoy, 2001). Teachers with high professional efficacy tend to be more confident in managing their classrooms, developing teaching strategies, and fostering positive interactions with students. Conversely, low professional efficacy can lead to a decline in the quality of teaching and reduced emotional engagement on the part of teachers in the learning process (Zee & Koomen, 2016). Recent research shows that teachers' emotional and professional well-being has a direct impact on the effectiveness of learning and the quality of social interactions in the classroom.

In the Indonesian context, the issue of teachers' emotional well-being is also beginning to receive serious attention. Data from the Ministry of Primary and Secondary Education of the Republic of Indonesia shows that the greatest challenges facing teachers today are not only related to pedagogical competence, but also to administrative pressures, curriculum changes, and the demands of adapting to educational technology (Kemendikdasmen,

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2025). A study involving 1,341 teachers in Indonesia shows that the quality of teacher-student relationships is closely linked to teachers' subjective well-being. These findings suggest that psychological factors and the quality of interactions within the educational environment play a crucial role in supporting the effectiveness of learning and the quality of educational outcomes (Doan et al., 2025). This situation becomes even more complex at the high school level, as teachers must navigate the dynamic psychological characteristics of adolescent students while also meeting the school's high academic standards (Madigan & Kim, 2021).

Pesawaran Regency, as one of the developing regions in Lampung Province, has seen a steady increase in the number of secondary schools each year. According to data from the Pesawaran Regency Central Statistics Agency, the education sector is a key focus of regional development, particularly in improving the quality of education and human resources in the field of education (BPS Kabupaten Pesawaran, 2025). However, the increasing demands on education have not been fully matched by research into the emotional and professional well-being of teachers in secondary schools. Preliminary observations indicate that teachers face a heavy administrative workload, the demands of adapting to digital learning, and challenges in maintaining interpersonal relationships with students. These conditions have the potential to affect the quality of teaching and social relationships within the school environment.

Research on teachers' emotional exhaustion, depersonalization, and professional efficacy in Indonesia generally still focuses on aspects of work-related stress or burnout in general. Studies that simultaneously examine the relationship between these three variables and teaching quality, particularly among secondary school teachers in Pesawaran Regency, remain relatively limited. Furthermore, most previous studies have emphasized teachers' well-being without examining its impact on the quality of educational interactions in schools. Thus, this study offers a novel contribution by developing a model of the relationship between teachers' emotional and professional conditions and the quality of teaching and student relationships within the context of secondary education in a developing region.

Based on these issues, this study is important to analyze the influence of teachers' emotional exhaustion, depersonalization, and professional efficacy on teaching quality among secondary school teachers in Pesawaran Regency. This study is expected to provide a theoretical contribution to the development of educational psychology and teacher professional well-being research, while also serving as a basis for educational policy-making to improve the quality of learning and psychological support for teachers in secondary schools.

Emotional Exhaustion and Teaching Quality

Emotional exhaustion is a key dimension of burnout that describes the depletion of emotional resources due to ongoing job demands (Maslach & Leiter, 2016). In the teaching profession, emotional exhaustion arises when individuals face a heavy workload, complex administrative demands, pressure to achieve academic goals, and social and emotional responsibilities in supporting students. These conditions lead to a reduction in the psychological energy needed to carry out the learning process optimally.

According to the Job Demands-Resources Theory (JD-R Theory), high job demands that are not balanced by adequate resources will drain an individual's energy and reduce

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professional performance (Bakker & Demerouti, 2016). In an educational context, teachers experiencing emotional exhaustion tend to lose their motivation to teach, show reduced engagement in their work, and demonstrate lower-quality learning interactions compared to teachers who are emotionally healthy.

Teaching quality refers to a teacher's ability to effectively plan, implement, and evaluate the learning process in order to create meaningful learning experiences for students (Darling-Hammond, 2021). The quality of teaching is determined not only by pedagogical competence, but also by teachers' emotional readiness to carry out their professional duties. Teachers experiencing emotional exhaustion often struggle to maintain their enthusiasm for teaching, provide individual attention to students, and create a conducive learning environment.

Research Madigan & Kim (2021) A meta-analysis found that teacher burnout has a significant negative association with learning effectiveness and student engagement. These findings are supported by Wang et al. (2024) which indicates that teachers with high levels of emotional exhaustion tend to experience a decline in instructional quality and teaching effectiveness. Thus, the higher the level of emotional exhaustion experienced by teachers, the lower the quality of teaching produced.

H_1: Emotional exhaustion has a negative effect on teaching quality.

Depersonalization and Teaching Quality

Depersonalization is a dimension of burnout characterized by the emergence of cynicism, emotional detachment, and a reduction in empathy toward the individuals who are part of one's work (Maslach & Jackson, 1981). In an educational context, depersonalization can be observed through a lack of attention to students' needs, reduced interpersonal engagement, and the emergence of an indifferent attitude toward students' development.

According to Burnout Theory, depersonalization develops as a psychological defense mechanism when individuals face prolonged work-related stress. Although this mechanism can reduce emotional stress in the short term, its impact can actually diminish the quality of professional services provided (Maslach & Leiter, 2016). In the teaching profession, depersonalization has the potential to reduce the quality of communication, emotional closeness, and the effectiveness of learning interactions.

The quality of teaching is greatly influenced by the interpersonal relationships that teachers build during the learning process. Teachers who display a cynical attitude or maintain an emotional distance from their students tend to be less responsive to their students' learning needs. As a result, the learning process becomes less effective and student engagement in the classroom declines.

Research Skaalvik & Skaalvik (2010) indicates that depersonalization is negatively associated with learning effectiveness and the quality of classroom interactions. Teachers who experience high levels of depersonalization tend to demonstrate lower teaching quality compared to teachers who have strong emotional engagement with their students. Therefore, depersonalization is expected to have a negative impact on teaching quality.

H_2: Depersonalization has a negative effect on teaching quality.

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Emotional Exhaustion and Professional Efficacy

Teachers' professional efficacy refers to an individual's belief in their ability to carry out teaching tasks effectively and achieve expected educational goals (Tschannen-Moran & Hoy, 2001). This concept is rooted in Social Cognitive Theory, which explains that beliefs about one's own abilities play a crucial role in determining an individual's behavior, motivation, and performance (Bandura, 1997). From the perspective of this theory, an individual's psychological state is one of the primary sources of self-efficacy formation. Teachers who experience persistent emotional exhaustion tend to lose energy, motivation, and optimism in carrying out their professional duties. Consequently, their belief in their ability to teach and manage learning diminishes.

A study Skaalvik & Skaalvik (2010) found that emotional exhaustion is a significant negative predictor of teacher efficacy. Teachers experiencing high levels of emotional exhaustion tend to feel less capable of managing their classrooms, addressing learning challenges, and meeting their professional demands. Similar findings were also reported by Brouwers & Tomic (2000), who demonstrated a negative relationship between burnout and teachers' professional efficacy.

Based on this discussion, emotional exhaustion is expected to reduce teachers' confidence in their professional competencies.

H_3: Emotional exhaustion has a negative effect on professional efficacy.

Depersonalization and Professional Efficacy

In addition to emotional exhaustion, depersonalization also has the potential to affect teachers' professional efficacy. Teachers who experience depersonalization tend to maintain an emotional distance from their students and their work, thereby reducing their sense of attachment to their profession. This condition can lead to a decline in the perception of one's professional success and competence. As a result, teachers may become less confident in their ability to effectively manage classroom activities and achieve desired learning outcomes.

Within the framework of Social Cognitive Theory, experiences of success and engagement in professional activities are the primary sources of self-efficacy formation. When teachers lose emotional engagement in their work, opportunities to gain positive experiences that reinforce professional efficacy diminish. Consequently, prolonged emotional detachment may weaken teachers' confidence in their professional capabilities and instructional effectiveness.

Research Simões & Calheiros (2019) indicates that depersonalization has a significant negative relationship with teacher efficacy. Teachers who exhibit high levels of depersonalization tend to have lower confidence in their professional abilities compared to teachers who demonstrate strong emotional engagement.

Thus, depersonalization is expected to have a negative impact on teachers' professional efficacy.

H_4: Depersonalization has a negative effect on professional efficacy.

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The Mediating Role of Professional Efficacy in the Relationship Between Burnout and Teaching Quality

Professional efficacy not only functions as a factor that directly influences teaching quality but also has the potential to serve as a psychological mechanism explaining how burnout affects teacher performance. According to Social Cognitive Theory, individuals with high professional efficacy will demonstrate stronger motivation, greater resilience in the face of challenges, and a higher ability to maintain performance quality (Bandura, 1997).

In the context of education, teachers experiencing emotional exhaustion and depersonalization tend to experience a decline in confidence in their professional abilities. This decline in professional efficacy subsequently leads to a decline in the quality of teaching, as teachers become less confident in managing the classroom, implementing learning strategies, and addressing various learning challenges.

This relationship can be explained through the integration of Burnout Theory and Social Cognitive Theory. Burnout depletes teachers' psychological resources, whereas professional efficacy is a personal resource that determines the quality of professional task performance. As burnout increases, professional efficacy decreases, and ultimately, the quality of teaching also declines.

Several studies indicate that professional efficacy plays a significant role in explaining the impact of burnout on teacher performance (Skaalvik & Skaalvik, 2010; Zee & Koomen, 2016). However, research specifically examining the mediating role of professional efficacy in the relationship between emotional exhaustion, depersonalization, and teaching quality among secondary school teachers in developing regions of Indonesia remains relatively limited. Therefore, this study proposes the following hypothesis:

H_5: Professional efficacy mediates the effects of emotional exhaustion and depersonalization on teaching quality.

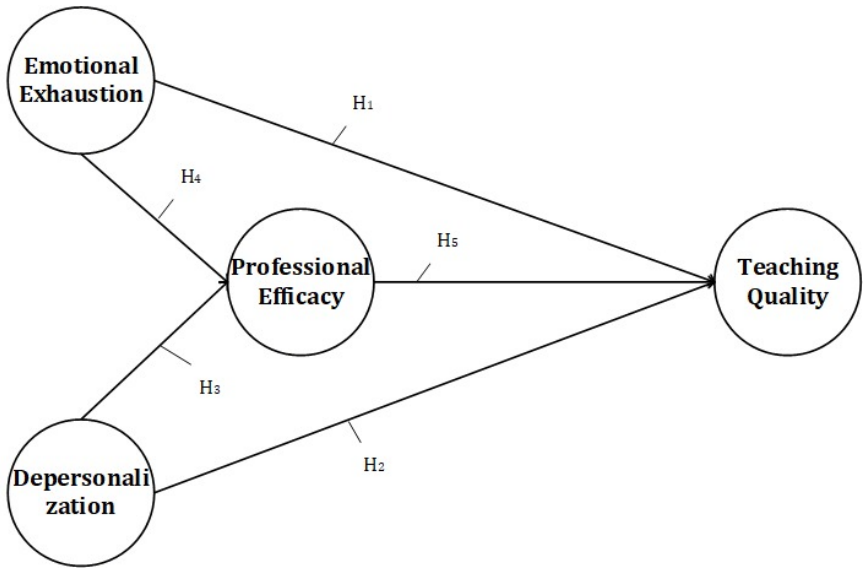

Figure 1 .The research model

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Method

This study employs a quantitative approach using an explanatory survey design to examine the relationship between emotional exhaustion, depersonalization, professional efficacy, and the teaching quality of secondary school teachers. A quantitative approach was chosen because it allows for objective measurement of research constructs and testing of causal relationships between variables through structured statistical analysis (Creswell & Creswell, 2018). An explanatory survey design was used to explain the direct and indirect effects of burnout dimensions on teaching quality through teachers' professional efficacy.

The study was conducted among Buddhist religion teachers in Lampung Province, Indonesia. Lampung Province was selected because it is a developing region facing various educational challenges, such as increased administrative demands, adaptation to technology-based learning, and the need to improve the quality of learning. These conditions have the potential to affect teachers' psychological well-being and the effectiveness of teaching in schools.

Participants

The study population consisted of 75 Buddhist religion teachers who were actively teaching during the 2025/2026 academic year. Given the relatively small population size, this study employed census sampling, in which all members of the population were included as research respondents (Sugiyono, 2013). Thus, the sample size was equal to the population size, namely 75 teachers.

The use of the census technique allows the researcher to obtain a more comprehensive picture of the teachers' levels of emotional exhaustion, depersonalization, professional efficacy, and teaching quality without going through a sample selection process. Additionally, this approach can minimize sampling error and enhance the data's representativeness of the study population.

Research Instruments

Research data were collected using a closed-ended questionnaire with a five-point Likert scale, ranging from 1 (strongly disagree) to 5 (strongly agree). The research instrument was adapted from instruments that have been used and validated in various previous studies. Emotional exhaustion and depersonalization were measured using indicators adapted from the Maslach Burnout Inventory-Educators Survey (MBI-ES) developed by (Tschannen-Moran & Hoy, 2001). Professional efficacy was assessed using indicators derived from the Teacher Sense of Efficacy Scale (TSES) developed by Tschannen-Moran & Hoy (2001). Meanwhile, teaching quality was measured using indicators that reflect key dimensions of effective instruction, including instructional planning, instructional delivery, classroom management, instructional interaction, and instructional evaluation, as identified in contemporary educational literature.

Data Collection Procedures

Data collection was conducted during the second semester of the 2025/2026 academic year. Questionnaires were distributed in person to all teachers participating in the study. Before completing the questionnaire, respondents were provided with information regarding the research objectives, data confidentiality, and their right to withdraw from

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the study at any time without any consequences. All data obtained was used solely for academic purposes and analyzed anonymously.

Data Analysis

Data analysis was conducted using Structural Equation Modeling-Partial Least Squares (SEM-PLS) with the assistance of SmartPLS 4 software. The SEM-PLS method was chosen because it is capable of analyzing simultaneous relationships among latent constructs, testing mediation models, and still producing stable estimates with relatively small sample sizes (Hair et al., 2022). The analysis was conducted in two stages. The first stage involved evaluating the measurement model, which included testing convergent validity through outer loadings and Average Variance Extracted (AVE), discriminant validity using the Fornell-Larcker criterion and the Heterotrait-Monotrait Ratio (HTMT), and construct reliability using Cronbach's Alpha and Composite Reliability.

The second stage was the evaluation of the structural model, which included testing path coefficients, the coefficient of determination (R^2), effect size (f^2), predictive validity (Q^2), and hypothesis testing using the bootstrapping procedure with 5,000 subsamples. The hypothesis is accepted if the t-statistic value > 1.96 and the p-value < 0.05 at a 5% significance level (Hair et al., 2022). The research model tested the effects of emotional exhaustion and depersonalization on teaching quality, the effects of both dimensions of burnout on professional efficacy, and the mediating role of professional efficacy in explaining the relationship between burnout and teachers' teaching quality.

Findings

Respondent Characteristics

This study involved 75 Buddhist Religious Education teachers in Lampung Province as research respondents. The respondents consisted of teachers working at the elementary school, junior high school, and senior high school/vocational school levels, as well as employees at the Office of the Ministry of Religious Affairs (Kankemenag), with both civil servant and non-civil servant employment statuses. The characteristics of the respondents based on educational level and employment status are presented in Table 1.

Table 1. Respondent Characteristics

No	Respondent Characteristics	Frequency (People)	Percentage (%)
1	Elementary School Teacher (Non-Civil Servant)	10	13,33
2	Elementary School Teacher (Civil Servant)	39	52,00
3	Junior High School Teacher (Non-Civil Servant)	3	4,00
4	Junior High School Teacher (Civil Servant)	8	10,67
5	Senior High School/Vocational High School Teacher (Non-Civil Servant)	2	2,67
6	Senior High School/Vocational High School Teacher (Civil Servant)	9	12,00
7	Civil Servant at the Ministry of Religious Affairs Office	4	5,33
Total	**Total Respondents**	**75**	**100,00**

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Outer Loadings

Table 2. Outer Loadings

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
DP1 <-Depersonalization	0,972	0,972	0,006	160,372	0,000
DP2 <-Depersonalization	0,969	0,968	0,008	121,512	0,000
DP3 <-Depersonalization	0,969	0,969	0,007	134,237	0,000
DP4 <-Depersonalization	0,977	0,977	0,005	189,273	0,000
DP5 <-Depersonalization	0,965	0,965	0,008	128,292	0,000
EPG1 <- Teacher Efficacy	0,879	0,878	0,030	29,368	0,000
EPG2 <- Teacher Efficacy	0,922	0,923	0,020	45,850	0,000
EPG3 <- Teacher Efficacy	0,919	0,918	0,023	40,290	0,000
EPG4 <- Teacher Efficacy	0,913	0,913	0,023	39,845	0,000
EPG5 <- Teacher Efficacy	0,939	0,939	0,015	61,911	0,000
KE1 <- Exhaustion	0,964	0,964	0,009	112,560	0,000
KE2 <- Exhaustion	0,984	0,984	0,004	241,315	0,000
KE3 <- Exhaustion	0,973	0,973	0,007	133,384	0,000
KE4 <- Exhaustion	0,978	0,978	0,006	177,019	0,000
KE5 <- Exhaustion	0,966	0,966	0,009	112,471	0,000
KP1 <- Teaching Quality	0,937	0,937	0,017	56,195	0,000
KP2 <- Teaching Quality	0,910	0,908	0,024	37,609	0,000
KP3 <- Teaching Quality	0,891	0,890	0,027	33,091	0,000
KP4 <- Teaching Quality	0,932	0,933	0,015	63,357	0,000
KP5 <- Teaching Quality	0,936	0,935	0,018	51,914	0,000

Based on the results of the outer loading test, all indicators within the Personalization, Teacher Efficacy, Fatigue, and Teaching Quality constructs showed very high loading values, ranging from 0.879 to 0.984, thus exceeding the recommended minimum threshold of 0.70. The highest loading value was found in indicator KE2 (0.984) in the Fatigue construct, while the lowest value was found in indicator EPG1 (0.879) in the Teacher Efficacy construct. All indicators also have very high t-statistic values (13.337–241.315) and are significant ($p < 0.001$), so all indicators are deemed capable of representing their respective latent variables well. Thus, the results of this test prove that all indicators meet the criteria for convergent validity and are suitable for use in subsequent structural model analysis.

Construct Reliability and Validity

Table 3. Reliability and Convergent Validity Assessment

	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Depersonalization	0,984	0,987	0,988	0,942
Teacher Efficacy	0,951	0,951	0,962	0,837

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	Cronbach's Alpha	rho_A	Composite Reliability	Average Variance Extracted (AVE)
Exhaustion	0,986	0,987	0,989	0,947
Teaching Quality	0,956	0,957	0,966	0,849

The results of the reliability and validity tests indicate that all research constructs met the required criteria. Cronbach's Alpha values ranged from 0.951 to 0.986, and Composite Reliability ranged from 0.962 to 0.989, all of which were above the minimum threshold of 0.70. Additionally, the Average Variance Extracted (AVE) values fell within the range of 0.837–0.947, exceeding the minimum threshold of 0.50. These findings indicate that the indicators effectively explain the latent constructs and possess very high internal consistency, thereby confirming that all research variables are reliable and valid for use in further analysis.

Model Fit

Table 4. Model Fit Indices

	Saturated Model	Estimated Model
SRMR	0,035	0,035
d_ULS	0,261	0,260
d_G	0,625	0,626
Chi-Square	239,833	239,377
NFI	0,907	0,907

The model evaluation results indicate that the research model has a good level of fit. The SRMR value of 0.035 is below the recommended threshold of 0.08, while the NFI value of 0.907 exceeds the minimum threshold of 0.90. Furthermore, the d_ULS and d_G values are relatively small, indicating that the discrepancy between the empirical model and the theoretical model is very low. Thus, the constructed model can be said to have a good goodness of fit and is suitable for hypothesis testing.

R-Square

Table 5. Coefficient of Determination (R^2) Results

	R Square	R Square Adjusted
Teacher Efficacy	0,788	0,782
Teaching Quality	0,831	0,819

The R-Square value indicates that the variables Fatigue and Depersonalization account for 78.8% of the variation in Teacher Efficacy (R^2 = 0.788), while the remaining 21.2% is influenced by other factors outside the model. Meanwhile, the variables Fatigue, Depersonalization, and Teacher Efficacy account for 83.1% of the variation in Teaching Quality. (R^2 = 0.831). This value falls into the strong category, indicating that the model has high predictive power in explaining the endogenous variables. These findings indicate that the proposed structural model effectively explains the relationships among the study variables and demonstrates substantial explanatory capability.

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Path Coefficients

Table 6. Path Coefficients and Hypothesis Testing Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Depersonalization -> Teacher Efficacy	-0,550	-0,554	0,062	8,836	0,000
Depersonalization -> Teaching Quality	-0,300	-0,306	0,079	3,804	0,000
Teacher Efficacy -> Teaching Quality	0,614	0,612	0,104	5,930	0,000
Exhaustion -> Teacher Efficacy	-0,720	-0,723	0,054	13,264	0,000
Exhaustion -> Teaching Quality	-0,164	-0,170	0,096	1,707	0,088

The results of the path coefficient analysis indicate that Dersonalization has a significant negative effect on Teacher Efficacy (β = -0.550; p < 0.001) and Teaching Quality (β = -0.300; p < 0.001). Fatigue also has a negative and significant effect on Teacher Efficacy (β = -0.720; p < 0.001), but does not have a significant effect on Teaching Quality (β = -0.164; p = 0.088). Conversely, Teacher Efficacy had a positive and significant effect on Teaching Quality (β = 0.614; p < 0.001). Overall, these findings indicate that Teacher Efficacy plays a crucial role in maintaining Teaching Quality despite the negative influence of exhaustion and depersonalization.

Specific Indirect Effects

Table 7. Indirect Effects and Mediation Analysis Results

	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values
Depersonalization -> Efikasi Guru -> Teaching Quality	-0,338	-0,339	0,068	4,954	0,000
Exhaustion -> Teacher Efficacy -> Teaching Quality	-0,442	-0,443	0,084	5,293	0,000

The results of the indirect effect analysis indicate that Teacher Efficacy mediates the effect of Depersonalization on Teaching Quality (β = -0.338; t = 4.954; p < 0.001). Furthermore, Teacher Efficacy also mediates the effect of Burnout on Teaching Quality (β = -0.442; t = 5.293; p < 0.001). These findings suggest that the decline in teaching quality resulting from increased burnout and depersonalization occurs through a decrease in teachers' efficacy in performing their professional duties. he stronger indirect effect of Exhaustion compared with Depersonalization indicates that emotional exhaustion has a greater impact on teaching quality through its influence on Teacher Efficacy. These results confirm the significant mediating role of Teacher Efficacy in mitigating the negative effects of burnout and depersonalization on Teaching Quality.

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Table 8. Effect Size (f^2) Results

	Depersonalization	Teacher Efficacy	Exhaustion	Teaching Quality
Depersonalization		1,423		0,218
Teacher Efficacy				0,471
Exhaustion		2,438		0,046
Teaching Quality				

The results of the effect size tests indicate that Fatigue has a very large effect on Teacher Efficacy (f^2 = 2.438), followed by Depersonalization (f^2 = 1.423). Teacher Efficacy also has a large effect on Teaching Quality (f^2 = 0.471), while the effect of Depersonalization on Teaching Quality falls into the moderate category (f^2 = 0.218). Conversely, the direct effect of Fatigue on Teaching Quality was small (f^2 = 0.046). These findings confirm that Teacher Efficacy is the variable that contributes most strongly to improving Teaching Quality.

Discussion

Research findings indicate that depersonalization has a negative impact on the quality of teaching. These findings suggest that the more teachers tend to maintain emotional distance and display an indifferent attitude toward students, the lower the quality of instruction provided. This situation may arise because positive interpersonal relationships are a key factor in creating an effective learning process. When teachers experience depersonalization, their attention to students' learning needs diminishes, resulting in a less optimal learning process. This finding aligns with Burnout Theory, which explains that depersonalization is a response to prolonged work stress that can lower the quality of professional service (Maslach & Leiter, 2016). These research results also support a study Simões & Calheiros, (2019) that found depersonalization is associated with reduced learning effectiveness and the quality of classroom interactions.

Furthermore, emotional exhaustion was found to have a negative effect on teachers' professional efficacy. These results indicate that teachers experiencing emotional exhaustion tend to have lower confidence in their professional abilities. Persistent exhaustion can reduce energy, motivation, and optimism in carrying out teaching duties. This finding supports Social Cognitive Theory, which states that an individual's psychological state is a key factor in the development of self-efficacy (Bandura, 1997). These findings are also consistent with the research by Brouwers & Tomic (2000); Skaalvik & Skaalvik (2010), which demonstrated that burnout has a negative relationship with teachers' self-efficacy.

The research findings also indicate that depersonalization has a negative impact on professional efficacy. These findings suggest that teachers who become increasingly emotionally detached from their students and their work will have lower confidence in their professional abilities. Low emotional engagement can diminish positive teaching experiences, which should serve as a source of self-efficacy reinforcement. Consequently, teachers experiencing depersonalization tend to feel less capable of addressing various learning challenges. These results align with previous research indicating that depersonalization is a factor that can undermine teachers' professional efficacy.

This study also demonstrates that professional efficacy has a positive effect on the quality

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of teaching. The findings indicate that teachers who have high confidence in their professional abilities tend to be better able to design, implement, and evaluate instruction more effectively. Professional efficacy encourages teachers to be more confident in managing the classroom, implementing learning strategies, and facing various challenges during the learning process. These results align with Social Cognitive Theory and research Zee & Koomen (2016) which confirms that teacher efficacy is a key factor in improving the quality of learning.

Contrary to the proposed hypothesis, this study found that emotional exhaustion does not have a direct effect on teaching quality. These findings suggest that even though teachers experience emotional exhaustion, this condition does not necessarily directly reduce the quality of their teaching. It is possible that teachers continue to strive to fulfill their professional responsibilities to the best of their ability despite experiencing emotional stress. In the context of the teaching profession, commitment to educational duties and responsibilities can be a factor that helps maintain the quality of teaching. Thus, the influence of emotional exhaustion on the quality of teaching appears to occur more through specific psychological mechanisms than through a direct relationship.

Further research findings indicate that professional efficacy mediates the relationship between emotional exhaustion and teaching quality. These findings suggest that emotional exhaustion does not directly reduce teaching quality but first undermines teachers' confidence in their professional abilities. As professional efficacy declines, teaching quality also declines. These results reinforce the integration of Burnout Theory and Social Cognitive Theory, which explain that teachers' psychological conditions influence performance quality through changes in their personal resources.

Additionally, professional efficacy was also found to mediate the relationship between depersonalization and teaching quality. These findings suggest that depersonalization can reduce teaching quality by diminishing teachers' confidence in their professional competence. In other words, professional efficacy serves as a crucial mechanism explaining how burnout conditions can affect teaching quality. These results underscore the importance of efforts to enhance professional efficacy as a strategy to mitigate the negative impact of burnout on the learning process.

Overall, this study indicates that the dimensions of burnout particularly depersonalization and emotional exhaustion play a significant role in influencing the quality of teachers' instruction. However, this influence is primarily mediated by professional efficacy as the main psychological mechanism. Therefore, enhancing teachers' professional efficacy should be a priority in the development of educational policies, particularly through psychological support, the reduction of excessive workloads, and the strengthening of teachers' professional competencies.

Conclusion

This study concludes that depersonalization has a negative effect on teaching quality and teachers' professional efficacy, while emotional exhaustion has a negative effect on professional efficacy but does not have a direct effect on teaching quality. The results also show that professional efficacy has a positive effect on teaching quality. Furthermore, professional efficacy was found to mediate the effects of emotional exhaustion and depersonalization on teaching quality. These findings indicate that a decline in teaching

quality occurs more through a weakening of teachers' confidence in their professional abilities than through the direct influence of the burnout they experience. This study makes a theoretical contribution by strengthening the integration of Burnout Theory and Social Cognitive Theory in explaining the relationship between burnout, professional efficacy, and teachers' teaching quality. Practically, the research results underscore the importance of efforts to enhance professional efficacy through psychological support, the reduction of excessive workloads, and the development of teachers' competencies to maintain the quality of learning. Thus, improving teachers' psychological well-being and professional efficacy must be a primary focus in educational policy and management to support the creation of more effective learning processes.

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