Self-Efficacy, Competence in Technology Information and Computers, and Burnout: What is the Profile for Teachers?

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Abstract

Burnout in teachers will affect the teacher's mental health condition. Teacher burnout is rarely researched because it affects teacher credibility. Thus, burnout experienced by teachers must be anticipated because it will be detrimental to the teacher himself, the organization, and the students. Teachers’ self-efficacy and ICT competency are thought to influence teacher burnout. Teachers with low self-efficacy and ICT Competence will tend to be susceptible to burnout. The problem formulation in this research is “Do self-efficacy and ICT Competence have a relationship with teacher burnout?”. This research examines the relationship between self-efficacy and ICT Competence and burnout in teachers. The research uses a quantitative design with SPSS-assisted multiple linear regression. The research results showed an influence of self-efficacy on burnout, an influence of information and computer technology competence on burnout, and an influence of self-efficacy and information and computer technology competence on burnout. Researchers discussed and provided in-depth suggestions for this research.

INTRODUCTION

Teacher burnout is rarely researched because it affects credibility (Homeo, 2023). However, teachers are also ordinary people who can experience various kinds of pressure and emotions. The occurrence of burnout in teachers will affect the teacher's mental health condition and have an impact on students and the organization. Thus, burnout experienced by teachers must be anticipated because it will be detrimental to the teacher himself, the organization (Edú-valsania et al., 2022), and students (Herman et al., 2018).

Maslach defines burnout or work exhaustion as a psychological syndrome that involves a prolonged response to stressors in the workplace (Maslach & Leiter, 2016). Greenberg and Baron (2008) revealed that burnout has four compromised indicators: physical exhaustion, emotional exhaustion, overcoming mental exhaustion, and low self-esteem or low personal achievement. There are three symptoms when individuals experience burnout: fatigue, depersonalization, and lack of personal achievement (Maslach & Leiter, 2016).

Various factors influence burnout in teachers, including high task demands, time pressure, students’ disruptive behavior, continuing changes in administrative
dispositions as well as complex relationships with students’ parents, coworkers, and school leaders (Hoglund et al., 2015), low teacher self-efficacy, mastery of specific competencies that must be mastered quickly, etc. Other researchers worldwide have studied burnout involving student communities (Maslach & Leiter, 2016) and workers (Gabriel & Aguinis, 2022). Research on burnout in the Asian context has been conducted (Prasojo et al., 2020), and some researchers also involve teachers (Jomuad et al., 2021; Mijakoski et al., 2022; Pyhältö et al., 2021). However, based on the literature review conducted by the author, teachers' burnout cases are still rarely found in research in Indonesia. There is only single study investigating burnout among special school teachers in Samarinda involving variables of marital status, work experience, and work stress (Ramdan et al., 2020).

Teacher self-efficacy is an essential psychological condition that stimulates and sustains learning. According to Tschannen-Moran, self-efficacy is a teacher's belief in his ability to organize and carry out a series of actions necessary to achieve specific goals (Dewi, 2017). Self-efficacy is believed to be an essential predictor of non-intellectual achievement (Talsma et al., 2021). However, teacher self-efficacy fluctuates frequently; low teacher self-efficacy will affect the teaching and learning process and impact student results (Shahzad & Naureen, 2017). Low teacher self-efficacy and overburdened by demands and limited time, teachers often experience burnout. Low self-efficacy of teacher will affect students' academic achievement and motivation in learning (Mojavezi & Tamiz, 2012), make teachers feel stressed and tired (Aloe et al., 2014), and influence teachers' attitudes toward students with diverse educational needs (Tschannen-Moran et al., 1998).

The PISA 2021 plan emphasizes that self-efficacy, information technology, and computer skills are essential skills must be mastered by teacher as well as the ability to adapt to the latest digital tools (OECD, 2019). Teachers who have a high level of self-efficacy tend to feel confident and capable in their capability to overcome challenges (Han & Wang, 2021), handle stress, and manage teaching tasks. Teachers with high self-efficacy may be better able to cope with stress and work pressure, thus having lower levels of burnout (Košir et al., 2015).

Several researchers have carried out Empirical studies related to self-efficacy and burnout. Low self-efficacy can contribute significantly to the development of burnout in teachers (Skaalvik & Skaalvik, 2010). The study aimed to test the newly developed scale with the participants of 2,249 teachers in Norway who taught in primary and lower secondary schools. The research results show that the teacher's self-efficacy, collective efficacy, and two dimensions of fatigue had different relationships with school context variables and teacher job satisfaction. Research in Germany analyzed the relationship between students with special educational needs (SEN), especially students with emotional needs, and high levels of teacher burnout moderated by teacher self-efficacy. The research suggests further research to determine how to prevent teacher
burnout (Weißenfels et al., 2021). Based on previous research, building self-efficacy can serve as a point of entry in reducing teacher stress and burnout (Herman et al., 2018). Although examining self-efficacy and burnout, other researchers used different research designs and did not link self-efficacy to information and computer technology (ICT) competency.

Since the pandemic, the learning process has used more technology (A. Quirap, 2022). Teachers are required to adapt quickly and have adequate ICT competencies. It is hoped that teachers will have adequate information and computer technology competencies to assist their performance. ICT competence is the teacher's ability to develop learning innovations by utilizing information and computer technology in planning, implementing, and evaluating learning, both in pedagogical, personal, professional, and social competence (Technology and Vocational Education et al., 2021).

Information and computer technology (ICT) competencies are used interchangeably with ICT literacy and digital competencies (Siddiq et al., 2023). By using ICT in learning, many things can be done. The development of ICT will provide many opportunities in the world of education, one of which is to develop new learning models to cover weaknesses that arise from the implementation of learning that has been implemented so far (Technology and Vocational Education et al., 2021).

Research in the United Kingdom investigated preservice English teachers’ digital competence through their self-efficacy in informational and communications technology, collaboration with colleagues, and the support they receive from infrastructure (Dai, 2023). Liew stated that teachers with low ICT competency tend to find it difficult when dealing with technology (Wei et al., 2016). There are still many teachers in the field who are not yet technologically literate and have difficulty integrating technology into teaching (Jamila et al., 2021), difficulty in teaching using digital platforms, and their competencies in utilizing them are limited (Tondeur et al., 2012), and teachers who are skeptical about their ability to realize learning strategies using ICT.

As a result, the learning process during the pandemic was carried out as is and sometimes without the support of information technology and computers. The workload, academic demands, and the need to learn new competencies regarding ICT can cause teachers to experience burnout. In asynchronous learning, teachers transfer knowledge, become instructional designers, and provide value from their implemented teaching methods (Mashhadi & Kargozari, 2011). Studies on technologies in education focus mainly on improving students' learning process.

The results of empirical research in Iran show that computer competency mediates the relationship between the instructor’s role and course content and e-learning acceptance (Sharif-Nia et al., 2023). Only 35 percent of students in Indonesia have internet access at home (OECD, 2022). The incorporation of technology may become a
focus of tension and anxiety among teachers which influences their daily lives. Research on how teachers have been affected by the emergence of the technologies that make improved student learning possible is scarce (Fernández-Batanero et al., 2021). Thus, the work environment characteristics, teachers' workload, and the influence of personal variables can determine whether teachers experience burnout (Cacciamani et al., 2022).

Therefore, it is essential to manage self-efficacy and increase ICT competence in a balanced way to help reduce the potential for teacher burnout. However, research on teacher self-efficacy, ICT competence, and burnout has not been conducted. The results of empirical research prove that information technology (IT) self-efficacy has a direct and significant effect on actual IT competency, and IT actual competency directly affects productivity at the same significance level (Assani & Susanto, 2015). This research jointly correlates self-efficacy and ICT competence with teacher burnout.

The correlation between self-efficacy and ICT competence toward burnout can provide valuable insight into the factors influencing teachers’ mental well-being and professionalism. Increasing teacher well-being can be achieved through the ability to create a work environment that is more supportive of teacher work (Steiner et al., 2023). This could involve skills development strategies, training, or mental well-being programs (Murphy et al., 2018) specifically designed to improve teachers’ readiness to handle technology demands. This research can provide a basis for reflecting on improving the education system, including changes in teacher training curricula, integration of technology in learning, or increased social and psychological support for educators (Timotheou et al., 2023). It has increased productivity and teaching quality, which also influences the quality of teaching to students (Guerriero, 2013). This research can help identify positive behavior models that can be adopted by teachers and educational institutions to reduce the risk of burnout (Camacho, 2017).

The problem formulation in this research is “Do self-efficacy and ICT Competence have a relationship with teacher burnout?” This research examines the relationship between self-efficacy and ICT Competence and burnout in teachers.

**METHOD**

**Research Design**

This study uses a quantitative approach, especially multiple linear regression. Regression analysis is a statistical technique for estimating the relationship between variables that have a cause-and-effect relationship. Regression analyzes the relationship between the dependent and independent variables and formulates a linear relationship equation between the dependent and independent variables. Multiple linear regression analysis consists of one dependent variable and more than one independent variable (Uyanik & Guler, 2013). There were several variables: Self-efficacy (X1), ICT Competence (X2), and Burnout (Y). Researchers used a purposive sampling technique. The purposive sampling technique is the deliberate selection of informants because of the qualities of the
informants (Pendidikan Teknologi dan Kejuruan et al., 2021). The research subjects were junior high school teachers from public and private schools in the Semarang area. The population of junior high school teachers in Semarang City is 2119 (Badan Pusat Statistik, 2023). Researchers use Daniel Soper’s sample size calculation guide by considering anticipated effect size, desired statistical power, and probability levels. So, the minimum sample required was 76 people.

This research only involves junior high school teachers with several considerations. First, children at the junior high school level have higher developmental tasks compared to elementary school; in addition, their technological abilities and skills, as well as the application of technology in the use of ICT in learning in junior high school are higher and varies when compared with elementary school education levels. Second, high school students have higher developmental tasks than elementary and middle school students. However, high school students are more independent in searching for information and have a level of maturity in thinking, which influences how they think and solve problems in learning. Thus, it is assumed that teacher burnout is higher at the junior high school level than at the elementary and high school levels.

**Research Procedures and Participants**

The data collection procedure in this research begins with constructing an instrument based on theory. Researchers used three instruments, namely the self-efficacy scale (14 items), ICT competency (12 items), and burnout scale (16 items). Self-efficacy has three indicators, namely magnitude (item number 1,2,3,4,5,6), generality (item number 7,8,9,10), and strength (item number 11,12,13,14). The self-efficacy instrument has 14 items. The scale was designed in 4 points Likert type (1 = disagree, 2 = uncertain, 3 = agree, 4 = strongly agree). ICT competence instruments have 12 items. This instrument has three indicators, namely attitude (item number 1,2,3,4), usage (item number 5,6,7,8), and belief (item number 9,10,11,12). The scale is designed in 4 points Likert type (1 = disagree, 2 = uncertain, 3 = agree, 4 = strongly agree). Researchers constructed a teacher burnout instrument with 16 questions. There are four indicators of burnout, namely: psychological exhaustion (item number 1,2,3,4), emotional exhaustion (item number 5,6,7,8), dismissing personal accomplishment (item number 9,10,11,12), and depersonalization (item number 13,14,15,160. The scale is designed in 4 points Likert type (1 = disagree, 2 = uncertain, 3 = agree, 4 = strongly agree).

The researcher conducted limited trials to measure the level of validity and reliability of the instrument. Instrument validity testing was carried out using person product moment, and reliability testing was performed using Cronbach alpha. On the self-efficacy scale, 12 valid items were obtained with a score of 0.512 – 0.747. The ICT competence scale consists of 12 questions with scores ranging from 0.403 to 0.847. The burnout scale consists of 16 items. The validity test on the burnout variable obtained ten valid items—scores ranging from 0.360 to 0.612. The reliability test on self-efficacy had a
reliability score of 0.786, the ICT competency variable had a reliability of 0.887, and the burn scale obtained a score of 0.719.

Researchers used assumption tests consisting of normality, linearity, multicollinearity, and heteroscedasticity tests. The result of the normality test with Kolmogorov - Smirnov has a significance value of $0.063 > 0.050$, so the residuals are normally distributed. Likewise, the Shapiro-Wilk test has a significance value of $0.074 > 0.050$. Thus, the data is declared to be normally distributed. Based on the linearity test of the self-efficacy and burnout variables, the significance value has a score of $0.022 < 0.050$. Thus, self-efficacy toward burnout is not linear. The significance value of the ICT competency variables on burnout is $0.475 > 0.050$, so ICT competency and burnout are considered linear. Based on the multicollinearity test, the correlation between self-efficacy and ICT competence is $0.672 < 0.800$, so there is no multicollinearity between the two independent variables. Based on the homoscedasticity test, there is homoscedasticity between the burnout variable and the self-efficacy and ICT competency variables.

Researchers collected data using a self-report scale with Google Forms. The researchers made an e-pamphlet announcement and distributed it to junior high school teachers to attract research respondents. Respondents willing to become research participants were asked to access the Google form link via WhatsApp and to provide informed consent. One hundred two teachers participated in this research. Based on the data obtained, researchers carried out data analysis using multiple linear regression tests via SPSS for Windows release version 26. The collected data is analyzed statistically to answer the hypothesis.

RESULTS

Based on the data, the researchers explained the results descriptively. This descriptive statistic is used to organize, summarize, present, and describe data to make the data more meaningful (Zainuddin, 2011). Data from 102 respondents showed that this research was dominated by women (70 respondents) compared to men (32 respondents). The work period is dominated by 11-20 years (39 respondents) which was calculated based on the length of service. The participants were mostly science teachers (20 respondents) and mathematics (19 people). There are 79 teachers with teaching hours of 21-30 hours and five respondents who have working hours of more than 40 hours. Teachers who teach in state schools dominate in number (94 people) compared to private ones (8 people). Demographic data was processed using SPSS and presented as follows:
Table 1
Demographic Data

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of People</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender</td>
<td></td>
</tr>
<tr>
<td>Man</td>
<td>32</td>
</tr>
<tr>
<td>Woman</td>
<td>70</td>
</tr>
<tr>
<td>Year of Service</td>
<td></td>
</tr>
<tr>
<td>1 - 10 years</td>
<td>22</td>
</tr>
<tr>
<td>11 - 20 years</td>
<td>39</td>
</tr>
<tr>
<td>21 - 30 years</td>
<td>28</td>
</tr>
<tr>
<td>31 - 40 years</td>
<td>13</td>
</tr>
<tr>
<td>Teaching Subject</td>
<td></td>
</tr>
<tr>
<td>Craft/ art</td>
<td>5</td>
</tr>
<tr>
<td>Civic Education</td>
<td>4</td>
</tr>
<tr>
<td>Islamic Education</td>
<td>7</td>
</tr>
<tr>
<td>Sport and Physical Education</td>
<td>4</td>
</tr>
<tr>
<td>Indonesian Language</td>
<td>9</td>
</tr>
<tr>
<td>English Language</td>
<td>12</td>
</tr>
<tr>
<td>Javanese Language</td>
<td>4</td>
</tr>
<tr>
<td>Biology</td>
<td>1</td>
</tr>
<tr>
<td>Guidance and Counseling</td>
<td>4</td>
</tr>
<tr>
<td>Fiqh</td>
<td>2</td>
</tr>
<tr>
<td>Information Technology and Computer</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>20</td>
</tr>
<tr>
<td>Social</td>
<td>8</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
</tr>
<tr>
<td>Number of Hours per Week</td>
<td></td>
</tr>
<tr>
<td>0 - 10 hours</td>
<td>0</td>
</tr>
<tr>
<td>11- 20 hours</td>
<td>4</td>
</tr>
<tr>
<td>21- 30 hours</td>
<td>79</td>
</tr>
<tr>
<td>31- 40 hours</td>
<td>14</td>
</tr>
<tr>
<td>41- 50 hours</td>
<td>5</td>
</tr>
<tr>
<td>School Type</td>
<td></td>
</tr>
<tr>
<td>Public</td>
<td>94</td>
</tr>
<tr>
<td>Private</td>
<td>8</td>
</tr>
</tbody>
</table>

Based on the data distribution, the self-efficacy variables have a minimum score of 30 and a maximum of 48, with a mean of 37.25, a standard deviation of 3.104, and a hypothetical mean of 30. The ICT competence variable has a minimum score of 33, a maximum score of 48, a mean of 39.24, a standard deviation of 4.3356, and a hypothetical mean of 30. The burnout variable has a minimum score of 36, a maximum of 54, a mean of 43.433, a standard deviation of 2.820, and a hypothetical mean of 40.
Table 2  
Research Variable Score

<table>
<thead>
<tr>
<th>Variables</th>
<th>N</th>
<th>Min</th>
<th>Max</th>
<th>Mean</th>
<th>Std. Dev</th>
<th>Mean Hipotetic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-efficacy</td>
<td>102</td>
<td>30</td>
<td>48</td>
<td>37.25</td>
<td>3.104</td>
<td>30</td>
</tr>
<tr>
<td>ICT Competency</td>
<td>102</td>
<td>33</td>
<td>48</td>
<td>39.24</td>
<td>4.356</td>
<td>30</td>
</tr>
<tr>
<td>Burnout</td>
<td>102</td>
<td>36</td>
<td>54</td>
<td>43.43</td>
<td>2.820</td>
<td>40</td>
</tr>
</tbody>
</table>

Based on the frequency categories of 102 respondents, self-efficacy has a dominant score in the average category (51 respondents). In the context of ICT competence, respondents have a low dominance (41 people), and in the burnout variable, the respondents have a dominant score in the average category (59 respondents).

Table 3  
Frequency Category

<table>
<thead>
<tr>
<th>Category</th>
<th>Self-efficacy</th>
<th>ICT Competence</th>
<th>Burnout</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
<td>Frequency</td>
</tr>
<tr>
<td>Low</td>
<td>35</td>
<td>34.31</td>
<td>41</td>
</tr>
<tr>
<td>Medium</td>
<td>51</td>
<td>50</td>
<td>38</td>
</tr>
<tr>
<td>High</td>
<td>16</td>
<td>15.68</td>
<td>23</td>
</tr>
</tbody>
</table>

Based on the correlation test between self-efficacy and burnout variables, it has a correlation coefficient of 0.379 with a significance of 0.000 < 0.05. ICT competence and burnout have a correlation coefficient of 0.317 with a significance of 0.001 < 0.05. The self-efficacy variables with ICT competence have a correlation coefficient of 0.672 with a significance of 0.000 < 0.05. Based on the calculations, the result is $R = 0.388$ with a value of $R square = 0.151$. The burnout score is explained by the variables self-efficacy and ICT competence together at 15.1%; other factors influence the remaining 84.9%.

Table 4  
Correlation Test

<table>
<thead>
<tr>
<th>R</th>
<th>R Square</th>
<th>Adjusted R Square</th>
<th>Std. Error of the Estimate</th>
<th>R Square Change</th>
<th>F Change</th>
<th>df1</th>
<th>df2</th>
<th>Sig. F Change</th>
<th>Durbin-Watson</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.388</td>
<td>0.151</td>
<td>0.134</td>
<td>2.62462</td>
<td>0.151</td>
<td>8.786</td>
<td>2</td>
<td>99</td>
<td>0</td>
<td>2.533</td>
</tr>
</tbody>
</table>

Researchers used multiple linear regression tests. The test results of self-efficacy and ICT competence on teacher burnout show the regression equation $Y=B1\times X1 + B2\times X2 + C$ so that $Y= 0.276 \times X1 + 0.073 \times X2= 30.301$. The self-efficacy coefficient has significance $= 0.017 < 0.050$. Thus, for the self-efficacy variables, the self-efficacy coefficient is declared significant. The ICT competence coefficient has a significance value $= 0.372 > 0.050$. Thus, the ICT competence coefficient is not significant. However, the overall regression model is significant, indicated by the significant value $0.000 < 0.050$ in the Anova table.
The self-efficacy variable on teacher burnout has an effective contribution of 11.5%, as indicated by a beta score of 0.304 and zero-order of 0.379. The ICT competency variable on teacher burnout has an effective contribution of 3.6%, indicated by a beta of 0.112 and a zero-order of 0.317.

**DISCUSSION**

The multiple linear regression test results showed that self-efficacy and ICT competence influence teacher burnout. Self-efficacy and burnout correlate 11.50%. This can be explained by the fact that other variables, such as social support from colleagues, support from superiors, work climate, and work-personal balance, can be influenced. If this factor is analyzed, the correlation between self-efficacy and burnout may also appear lower.

The concept of burnout is complex because it measures several dimensions. Apart from that, each individual's self-efficacy and response to stressful situations are also different. Some may have high self-efficacy and handle pressure well, but others may have the opposite. Such conditions can affect self-efficacy and overall burnout levels.
Previous findings indicate that teachers with average self-efficacy will be able to use their potential optimally, can work hard, be dedicated, prioritize the needs and desires of others (Kern & Wehmeyer, 2021), have superior performance (Park & Gursoy, 2017), tend to do challenging tasks, and optimistic (Shao, 2023). Teachers are also more open to using new learning methods, have persistence in facing challenges (Pressley & Ha, 2020), have high enthusiasm for teaching (Shao, 2023), have professional development opportunities that can have a direct impact on student learning and increase student academic achievement (Shah & Bhattarai, 2023).

ICT competence and burnout correlate with 3.60%. Teachers with low ICT competency and lack adequate technological resource support will experience teacher burnout. The descriptive results state that teachers have a low level of ICT competence. This research also states that other variables influence 97.4% of teacher burnout. These variables include gender, level of education, educational experience, and teacher commitment.

Low use of technology and lack of technology integration in daily learning can impact low teacher burnout, so the correlation between ICT competence and burnout is low. The results of empirical research explain that limited human resources also contribute to high burnout (Weißenfels et al., 2022). Other research findings confirm that, in the face of the digital era, it is essential for educators to be technologically literate (Barasa, 2023). It is necessary to develop ICT literacy for teachers to be able to use all ICT-based learning media, because it will be able to instill critical thinking in students as revolutionary human beings (Astini, 2019).

The self-efficacy and ICT competency variables on burnout effectively contribute 15.10%. The high workload of teachers is a factor that can influence teacher fatigue; this is because teachers have various tasks such as preparing teaching materials, teaching, assessing student assignments, providing social support to students who have problems, interacting with students’ parents, coordinating with colleagues and superiors and carrying out other tasks, which will increase fatigue. The existence of high professional demands and fulfilling personal needs makes it difficult for teachers to achieve work – personal life balance, making teachers vulnerable to burnout.

This explanation supports the findings of previous research that teachers need intense interaction with students (Roxà & Marquis, 2019), often also having to handle difficult situations, which can trigger more emotional fatigue (de Ruiter et al., 2020) because it drains teachers’ emotional energy more than physical fatigue. Teachers are at high risk of experiencing emotional exhaustion (Caroli & Sagone, 2012), have difficulty maintaining work motivation (Kariou et al., 2021), and are less involved in their work (Martínez-Líbano & Yeomans, 2023).

84.90% of other factors contribute effectively to teacher burnout, such as social support, feeling appreciated and recognized, and self and time management. Low support can influence the level of teacher burnout. Likewise, receiving optimal social support and feeling appreciated and recognized will help teachers overcome the pressure, motivate them at work, and become a protective factor against burnout. Teachers skilled at managing time will be
better able to avoid fatigue; conversely, teachers who are less able to manage themselves and their time will feel trapped in a work situation that never ends. Having self-efficacy and ICT competence makes teachers feel able to cope with the tasks, confident in their abilities, more efficient at work, and more resilient when facing work fatigue.

This study has weaknesses; for example, it uses only the location of the Semarang area and does not do it comprehensively on a cross-sectional basis to get more comprehensive data. Data was collected after the COVID-19 pandemic, so teachers' ICT competency conditions may differ.

CONCLUSION

Self-efficacy and mastery of ICT competencies are essential for teachers to have. Mastery of both has a positive side for teachers-students-teachers and organizations. The new findings of this research show that self-efficacy and ICT competence influence teacher burnout. Thus, strengthening self-efficacy and ICT competence will reduce burnout in teachers. In future studies, teachers can increase their self-development through teacher training, providing a positive work environment to reduce burnout, increasing self-efficacy and ICT competency, and improving their ability to manage themselves, time, and workload.

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