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Islamic Counseling-Based Early Detection System for Teacher Burnout in Pesantren

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ABSTRACT

Teacher burnout has emerged as a critical concern in contemporary systems, particularly within Islamic boarding schools, where teachers assume multidimensional roles as educators, spiritual mentors, and community moral exemplars. Despite the centrality of these roles, empirical studies on teacher burnout in Islamic boarding school contexts remain scarce, and very few integrate perspectives from Islamic counseling and workplace spirituality. This study addresses three research objectives: (1) to identify the conditions and manifestations of teacher burnout in Islamic boarding school environments; (2) to examine the internal and external factors that contribute to burnout among Islamic boarding school teachers; and (3) to develop an Islamic counseling-based early detection system for teacher burnout prevention. A Sequential Exploratory Mixed Method design was employed. The qualitative phase involved in-depth interviews, field observations, and Focus Group Discussions (FGD) with purposively selected participants including pesantren teachers, institutional leaders, Islamic counselors, and senior students. Findings from the qualitative phase subsequently guided the development of quantitative instruments. The quantitative phase engaged 126 Islamic boarding school teachers selected through proportionate random sampling. Workplace spirituality demonstrated a positive association with psychological resilience; However, spirituality alone proved insufficient as a protective factor in the absence of institutional support systems. Theoretically, this study advances the integration of Islamic education management, workplace spirituality, and Islamic counseling within teacher wellbeing scholarship. Practically, it provides a strategic policy framework for developing sustainable psychospiritual support systems for Islamic boarding school teachers in the era of educational transformation.

Keywords:
teacher burnout; islamic boarding school; islamic counseling; workplace spirituality; teacher wellbeing; early detection system

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INTRODUCTION

Teacher mental health in a number of year final becomes main attention in global education discourse. Transformation of modern education, digitalization of learning, administrative pressure, and increasing professional demands cause the teaching profession is in a situation of increasing work complexity. One of the most common problems getting attention is teacher burnout, namely the condition of emotional fatigue, depersonalization, and declining self-award due to prolonged work pressure (Maslach & Leiter, 2016)

Burnout does not only impact on welfare psychological aspects of teachers, but also influences quality learning, organizational effectiveness education and sustainability of education systems (Berezina et al., 2025; Molero et al., 2019; P. et al., 2019). Teacher mental health has increasingly become a central concern within global education discourse. Modern educational transformation, the accelerating digitalization of learning, mounting administrative burdens, and escalating professional expectations have collectively placed teachers in a situation of increasing occupational complexity. Among the most pervasive challenges confronting contemporary educators is teacher burnout—a condition characterized by emotional exhaustion, depersonalization, and diminished personal accomplishment as a consequence of sustained occupational pressure (Maslach & Leiter, 2016). Burnout not only undermines teachers' psychological well-being but also adversely affects learning quality, organizational effectiveness, and the long-term sustainability of educational systems (UNESCO, 2024; van der Want et al., 2019; Weißenfels et al., 2022).

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has emphasized that the teaching profession currently faces multidimensional pressures arising from workload imbalances, insufficient psychosocial support, and intensifying professional expectations (UNESCO, 2024). Similarly, the Organisation for Economic Co-operation and Development (OECD), through the TALIS 2018 survey, documented a significant increase in occupational stress among teachers attributable to administrative burdens, academic evaluation demands, and the growing complexity of modern pedagogical practice (OECD, 2020). The post-COVID-19 pandemic period further exacerbated these conditions, as teachers were compelled to rapidly adapt to digital learning environments. Pressley (2021) demonstrated that the transition to online instruction precipitated heightened levels of anxiety, emotional exhaustion, and psychological stress among educators. Furthermore, the phenomenon of digital fatigue—resulting from intensive engagement with educational technology—has been associated with declining social interaction quality and deteriorating mental health among the teaching workforce (Fauville et al., 2021).

Within the Indonesian educational context, teacher burnout has emerged as an increasingly pressing concern, driven by Suryahadikusumah & Nadya (2022) administrative pressures, the demands of educational digitalization, and heightened societal expectations regarding the teaching profession. Indonesian teachers are not solely responsible for instructional activities; they are also burdened with an array of administrative tasks including the preparation of teaching documentation, digital reporting, educational data entry, and continuous adaptation to evolving learning technologies. identified administrative burden as a dominant factor contributing to teacher work-related stress in Indonesia. Corroborating evidence further demonstrates that elevated work pressure and insufficient organizational support are significant predictors of declining *teacher wellbeing* and heightened risk of teacher burnout (Collie, 2021).

The challenge of burnout is considerably more complex within Islamic educational institutions, particularly in pesantren (Islamic boarding schools). Pesantren are spiritually grounded educational institutions that position teachers not merely as instructional agents but also as moral guides, religious authorities, spiritual mentors, and community motivators. Pesantren teachers are responsible not only for formal academic instruction but also for moral development, student supervision, spiritual counseling, and active participation in

socio-religious institutional life—conditions that render the boundaries between professional and personal life increasingly indistinct.

Paradoxically, despite the centrality of spirituality and moral education in pesantren, institutional mechanisms for protecting the psychological wellbeing of teachers remain conspicuously underdeveloped. Most pesantren continue to prioritize curricular strengthening, institutional discipline, and student development over the systematic promotion of teacher wellbeing. In practice, pesantren teachers face considerably more complex emotional, social, and spiritual pressures than their counterparts in general educational institutions. In many cases, the pesantren culture of communal service causes emotional exhaustion to be normalized as an inherent consequence of educational dedication.

Research on teacher burnout has developed extensively within the fields of educational psychology and human resource management. Numerous studies have established that burnout is strongly associated with diminished job satisfaction, declining teaching quality, increased professional attrition intentions, and deteriorating teacher psychological wellbeing (Kim et al., 2022; Madigan & Kim, 2021; Skaalvik & Skaalvik, 2017). However, several fundamental limitations persist in the existing literature. First, the majority of burnout research has concentrated on formal modern schools, with relatively few studies addressing the specific context of Islamic boarding schools. Second, existing research on teacher burnout predominantly employs Western psychological frameworks oriented toward workplace stress and coping mechanisms, thereby neglecting the integration of spiritual wellbeing and Islamic counseling perspectives. Third, many larger-scale studies have limited their scope to identifying burnout levels without progressing to the development of preventive models or early detection systems.

From the perspective of Islamic education management, these conditions reveal both a significant research gap and a pressing practical gap. Pesantren, as spiritually-oriented educational institutions, have yet to develop an integrated psychological protection system grounded in Islamic values. As a consequence, teacher burnout frequently goes undetected in its early stages and is only recognized once it has escalated into chronic psychological exhaustion. Recent empirical evidence further underscores that workplace spirituality and meaningful work bear a significant positive relationship with the psychological resilience of educators (Karakas et al., 2022). In perspective management Islamic education, conditions the show existence research gap at once practical gap. Islamic boarding school as institutions education based spirituality Not yet own system protection integrated teacher psychology with values Islam. As a result, teacher burnout often goes unnoticed detected since beginning and new realized when has develop become fatigue psychological chronic. In fact, research latest show that spirituality work and meaningful work have connection significant to resilience psychological power educators (Karakas et al., 2022).

Against this backdrop, the present study offers three principal contributions to the scholarly literature. First, it systematically investigates teacher burnout within the specific context of Islamic boarding schools (pesantren)—a setting that remains comparatively underexplored in the burnout literature. Second, it integrates Islamic counseling as a theoretical and practical foundation for strengthening the spiritual wellbeing of teachers. Third, it develops the Islamic Teacher Burnout Early Detection System (IT-BEDS) as a culturally grounded preventive model for teacher burnout based on Islamic counseling principles.

Conceptually, this study draws upon Maslach's burnout theory and workplace spirituality theory as the primary theoretical lenses for understanding the interrelationships among occupational pressure, spirituality, and teacher psychological wellbeing. In addition, the Islamic counseling framework is employed as the foundation for developing a preventive intervention system through the strengthening of Islamic values including tawakkal (reliance on God), sabr (patience), muhasabah (self-reflection), and tazkiyatun nafs (spiritual purification). This study is also aligned with the Sustainable Development Goals (SDGs), particularly Goal 4 on quality education, recognizing that educational quality is determined not only by curriculum and facilities but also by the mental health and wellbeing of the educational workforce. Based on the foregoing, this study is oriented around three primary research questions: (1) What are the conditions and manifestations of teacher burnout within pesantren environments? (2) What internal and external factors influence teacher burnout among pesantren teachers? and (3) How can an Islamic counseling-based early burnout detection system be developed within the context of Islamic educational management in pesantren?

METHOD

This study employed a Sequential Exploratory Mixed Method approach, integrating qualitative and quantitative methods in a sequential and complementary manner. This design was selected because the study not only sought to identify burnout conditions among pesantren teachers but also aimed to develop the Islamic Teacher Burnout Early Detection System (IT-BEDS) grounded in Islamic counseling. According to Creswell & Creswell (2018), the sequential exploratory design is particularly appropriate for model development studies, as it enables an in-depth exploration of the phenomenon during the initial qualitative phase prior to quantitative validation.

The first phase of the study employed a qualitative approach with the aim of identifying burnout symptoms among pesantren teachers, the contributing factors, and teachers' needs with respect to psychological and spiritual protection systems. Data were collected through three methods: in-depth interviews, field observations, and Focus Group Discussions (FGD). In-depth interviews were utilized to elicit teachers' subjective experiences related to occupational pressure, emotional exhaustion, spiritual conflict, and organizational dynamics within the pesantren environment. Field observations were conducted to understand patterns of socio-cultural interaction and educational practices within the pesantren setting. Focus Group Discussions were employed to obtain collective perspectives regarding the need for an early burnout detection system and Islamic counseling services.

Informants were selected through purposive sampling based on their direct involvement in pesantren educational activities. The informant pool comprised pesantren teachers, institutional leaders, Islamic education counselors, and senior students. Pesantren teachers were positioned as the primary informants, given their direct experience of occupational pressure dynamics and burnout within the boarding school educational environment.

Qualitative data were analyzed using thematic analysis following the framework proposed by Braun & Clarke (2022), comprising sequential stages of data familiarization, initial coding, theme generation, and interpretive meaning construction. Analytical triangulation was performed by cross-referencing data from interviews, observations, and

FGD transcripts to enhance the credibility and trustworthiness of findings. This analysis was conducted to identify dominant patterns related to emotional exhaustion, spiritual stress, workplace spirituality, and organizational factors influencing teacher burnout.

The findings of the qualitative phase subsequently served as the foundation for developing quantitative instruments and formulating the indicators of the IT-BEDS system. The quantitative phase was designed to validate teacher burnout indicators and to assess the preliminary effectiveness of the early burnout detection system grounded in Islamic counseling.

The quantitative phase involved 126 pesantren teachers drawn from multiple Islamic boarding school institutions in Kuningan Regency. Participants were selected using proportionate random sampling to ensure representative coverage across institutions with varying characteristics. Three primary measurement instruments were employed in the quantitative phase. First, an adapted version of the Maslach et al. (1996a) was used to measure the three core dimensions of burnout: emotional exhaustion, depersonalization, and reduced personal accomplishment. Second, a spiritual wellbeing scale was administered to assess teachers' spiritual wellbeing as a potential protective factor against burnout. Third, a workplace spirituality scale was used to identify dimensions of meaningful work, sense of community, and alignment with organizational values within the pesantren environment.

Content validity was established through expert judgment from specialists in Islamic counseling, educational psychology, and pesantren management. Construct validity was verified through item-total correlation analysis, with items yielding a corrected item-total correlation below 0.30 excluded from the final instrument. Instrument reliability was assessed using Cronbach's Alpha coefficients; all three scales achieved Alpha values exceeding 0.70, indicating adequate internal consistency. Quantitative data were analyzed using descriptive statistics to identify the prevalence and severity of burnout, spiritual stress, and occupational pressure among pesantren teachers. This study adhered to established ethical principles for social and educational research, including voluntary informed consent, anonymization of respondents' identities, and the exclusive use of research data for academic purposes.

RESULTS AND DISCUSSION

Teacher Burnout Conditions in the Environment Islamic boarding school

The findings of this study indicate that teacher burnout in pesantren constitutes a multidimensional phenomenon shaped by the complex interactions among emotional, spiritual, social, and organizational pressures. These findings were derived through the integration of qualitative and quantitative data within a Sequential Exploratory Mixed Method framework. The qualitative phase generated an initial identification of the forms and manifestations of burnout among pesantren teachers, while the quantitative phase enabled systematic measurement of emotional exhaustion levels, spiritual stress, workplace spirituality, and occupational pressure.

In the quantitative phase, data were gathered from 126 pesantren teachers across multiple institutions. Based on measurement using the adapted Maslach Burnout Inventory, findings revealed that the majority of respondents experienced burnout at moderate to high levels.

Table 1. Burnout Level of Islamic Boarding School Teachers

Category	Frequency	Percentage
Low	24	19.0%
Currently	67	53.2%
Tall	35	27.8%
Total	**126**	**100%**

The data indicate that more than half of the respondents (53.2%) fell within the moderate burnout category, while an additional 27.8% reported high burnout levels. Collectively, over 80% of participants experienced at least moderate burnout. These findings underscore that teacher burnout has become a serious and systemic problem within the pesantren educational environment, warranting urgent institutional attention

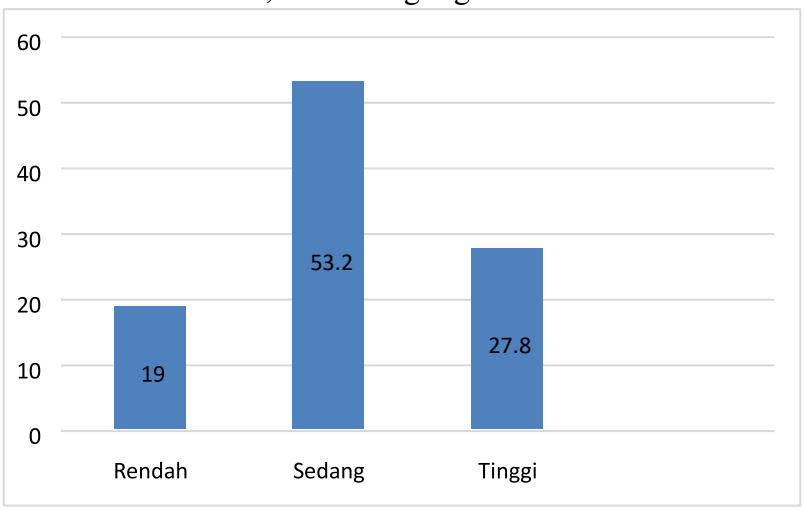


Figure 1. Percentage of Teacher Burnout Levels

Qualitative in-depth interview data further revealed that burnout among pesantren teachers does not manifest merely as ordinary work fatigue but has developed into prolonged emotional and spiritual exhaustion. The majority of teachers reported experiencing declining teaching energy, difficulty maintaining emotional stability, and diminishing work motivation as consequences of continuously sustained pressure. These patterns align with the three-dimensional burnout model proposed by Maslach et al. (1996b), in which emotional exhaustion, depersonalization, and reduced personal accomplishment collectively impair professional functioning.

One of informant convey :

“ Sometimes the most tiring No teach him, but Because must always Ready For all need students and Islamic boarding schools almost throughout time."

This statement illustrates that the residential boarding school system effectively dissolves the boundary between teachers’ professional and personal lives. Teachers are not limited to an academic function; they simultaneously serve social, spiritual, and nurturing roles around the clock.

These findings are consistent with ***Madigan & Kim (2021)*** meta-analytic evidence demonstrating that teacher burnout is strongly associated with increasing workload, low psychological wellbeing, and declining professional satisfaction. However, within the pesantren context, burnout assumes more complex characteristics due to the additional influence of spiritual demands and a deeply embedded culture of selfless devotion (khidmah).

Emotional Exhaustion of Islamic Boarding School Teachers

The most dominant burnout dimension identified in this study was emotional exhaustion. Pesantren teachers experienced emotional fatigue as a direct consequence of the intensity of social interactions, organizational pressures, and the demands of dormitory-based educational service.

Table 2. Level of Emotional Exhaustion of Islamic Boarding School **Teachers**

Category	Frequency	Percentage
Low	21	16.7%
Currently	64	50.8%
Tall	41	32.5%
Total	**126**	**100%**

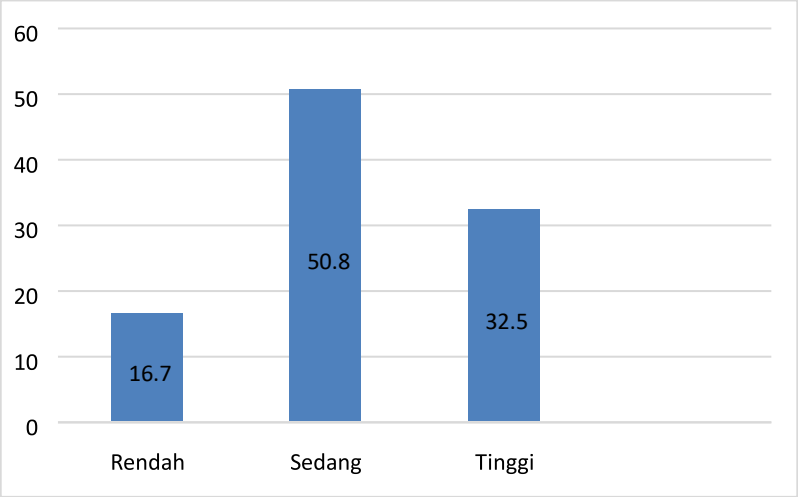


Figure 2. Teacher's Emotional Exhaustion

The quantitative data reveal that more than 80% of teachers (83.3%) experienced emotional exhaustion at moderate to high levels. This condition was characterized by the following indicators:

1. fatigue psychological,
2. lost energy Work,
3. easy offended,
4. decline concentration,
5. and decline involvement emotional in learning.

Field observation data confirmed that the majority of pesantren teachers maintain extended and poorly structured working hours. Teaching activities extend far beyond formal classroom instruction to encompass dormitory supervision, worship facilitation, individualized student mentoring, and active participation in the pesantren's socio-religious activities. From a burnout theory perspective, these conditions confirm that emotional exhaustion represents the primary precursor to comprehensive burnout among pesantren teachers. Maslach & Leiter (2016) posit that emotional exhaustion emerges when individuals experience a persistent imbalance between occupational demands and their available psychological resources.

Nevertheless, emotional exhaustion among pesantren teachers exhibits distinctive characteristics compared to burnout in general educational settings. Within the pesantren context, emotional fatigue is shaped not only by workload volume but also by the pervasive culture of service (khidmah) that compels teachers to maintain perpetual availability for the institution and its students. Several teachers reported difficulty obtaining adequate psychological recovery time due to the near-continuous nature of educational activities in the residential setting. This condition is further compounded by the absence of systematic psychological mentoring services within the pesantren environment.

Spiritual Stress and Teacher Wellbeing Crisis

In addition to emotional exhaustion, research this also found height spiritual stress levels in Islamic boarding school teachers.

Table 3. Spiritual Stress Level of Islamic Boarding School Teachers

Category	Frequency	Percentage
Low	27	21.4%
Currently	71	56.3%
Tall	28	22.3%
Total	**126**	**100%**

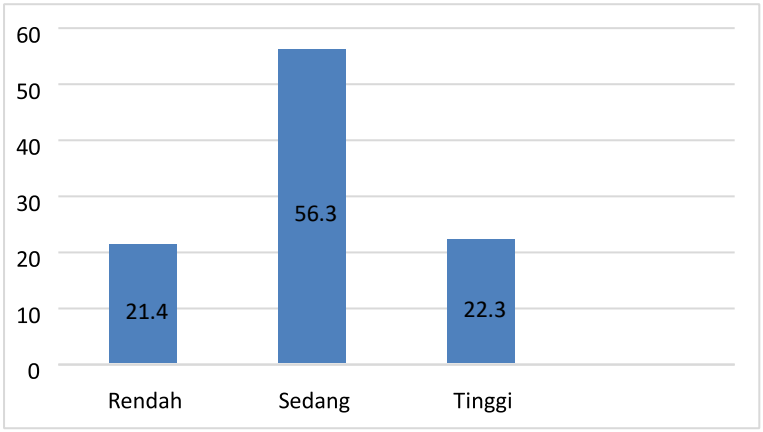


Figure 3. Spiritual Stress Levels

Spiritual stress manifested as an inner conflict between teachers' religious idealism and the work realities they encountered on a daily basis. The majority of teachers reported feeling

inadequate in meeting the enormous moral responsibilities associated with their role as Islamic educational figures, while simultaneously experiencing emotional pressure and psychological exhaustion. This spiritual paradox represents a distinctive feature of burnout within Islamic educational institutions, distinguishing it from burnout patterns documented in secular educational settings.

Multiple informants disclosed that the institutional culture of pesantren frequently frames fatigue as an intrinsic and virtuous dimension of devotion (ikhlas). Consequently, teachers tend to conceal their psychological distress out of concern that acknowledging it may be perceived as a sign of insufficient sincerity or spiritual weakness.

This pattern reveals a fundamental paradox within Islamic education environments: spirituality serves as the institutional cornerstone, yet systematic psychological protection mechanisms for teachers remain conspicuously absent.

From the perspective of workplace spirituality theory, meaningful work and spiritual wellbeing are recognized as critical factors in sustaining the psychological resilience of educators (Milliman et al., 2003). However, when spirituality is operationalized solely as a moral demand without corresponding wellbeing support structures, teachers become particularly vulnerable to emotional overload and spiritual fatigue.

This study further found that a subset of teachers reported a decline in their sense of meaningful work as a direct consequence of mounting administrative pressure and routine institutional tasks. Teachers expressed a growing perception that educational activities were being increasingly dominated by technical and administrative requirements at the expense of substantive student guidance and mentorship.

Pressure Teacher Work and Administrative Load

Research findings also identified occupational pressure as the most dominant external factor contributing to burnout among pesantren teachers.

Table 4. Pressure Levels Islamic Boarding School Teacher Work

Category	Frequency	Percentage
Low	18	14.3%
Currently	59	46.8%
Tall	49	38.9%
Total	**126**	**100%**

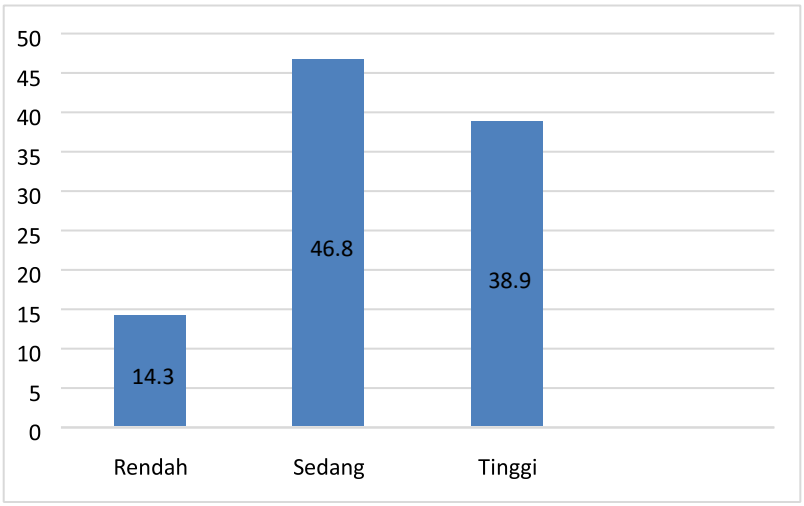


Figure 4. Pressure Teacher's Work

Occupational pressure among pesantren teachers was predominantly shaped by the following dimensions:

1. Administrative burden,
2. Task addition institutional,
3. Supervision students,
4. Pressure social,
5. Demands digitalization education.

FGD results indicated that educational digitalization has generated significant adaptation difficulties for a portion of teachers. Pesantren teachers are not only required to master digital learning methodologies but are simultaneously obligated to complete extensive administrative reporting through online information systems.

Several teachers noted that administrative workloads directly undermine the quality of pedagogical interaction with students. Teachers reported investing disproportionate amounts of time in report compilation at the expense of accompanying students' academic and spiritual development. These findings corroborate Collie (2021) research demonstrating a significant relationship between organizational pressure, workload, and teacher emotional exhaustion.

Internal Factors Causing Burnout in Islamic Boarding School Teachers

Fatigue Emotional

Emotional exhaustion emerged as the most dominant internal factor in burnout among pesantren teachers. Teachers reported sustained declines in psychological energy as a direct consequence of unrelenting occupational pressures.

Interview findings revealed that teachers feel compelled to project emotional stability before students and the broader community at all times. As a consequence, many teachers habitually suppress their experienced emotional distress, a coping pattern that research associates with accelerated burnout progression (Weißenfels et al., 2022).

Over time, this pattern of emotional suppression leads to the following consequences:

1. Emotional overload,
2. Lost motivation work,
3. Increasing anxiety,
4. And decline in Psychological Wellbeing

Spiritual Conflict

This study identified the presence of spiritual conflict among a significant proportion of pesantren teachers. Such conflict emerges when teachers experience psychological distress while simultaneously feeling obligated to project religious strength and spiritual adequacy. Several informants reported experiencing feelings of guilt when encountering fatigue or burnout, given the institutional tendency to equate unwavering dedication with sincere religious devotion. This finding underscores that burnout among pesantren teachers is not limited to occupational stress dimensions but extends to the spiritual dimension and individual religious identity—a finding that distinguishes pesantren teacher burnout from burnout conceptualized within secular frameworks.

Losing Meaningful Work

Meaningful work constitutes a central dimension of workplace spirituality theory (Milliman et al., 2003). However, this study found that a proportion of pesantren teachers have begun experiencing a decline in their sense of meaningful work as a consequence of intensifying administrative pressures and routine institutional demands.

Teachers reported perceiving a gradual shift in educational orientation from substantive character development toward administrative targets and institutional formalities. This perceived shift has precipitated a measurable decline in intrinsic motivation and emotional attachment to the teaching profession, dimensions closely aligned with reduced personal accomplishment in Maslach's burnout model.

External Factors Causes of Burnout

Administrative Expenses

Administrative burden emerged as the most dominant external factor in this study. Pesantren teachers are not solely responsible for instructional processes; they simultaneously fulfill extensive administrative obligations, including:

1. Report academic,
2. Administration students,
3. Evaluation learning,
4. Documentation activity,
5. And reporting institutional.

The majority of informants reported that administrative workloads significantly detract from the quality of student mentoring and markedly intensify psychological pressure.

Organizational conflict

Organizational conflict constituted a further significant contributing factor. Teachers reported experiencing:

1. Ambiguity distribution task,

2. Communication lack of institutionalization effective,
3. As well as lack of support psychological organization.

From an organizational wellbeing perspective, institutional support plays a critical role in safeguarding the mental health of educational workers (Herman et al., 2018).

Pressure Social and Moral

Pesantren teachers are also subject to considerable social and moral pressures as a consequence of their positioning as moral exemplars within the broader community. They are expected to maintain exemplary social conduct, family integrity, and consistent moral comportment. These expectations cause some teachers to experience a loss of personal space and heightened social anxiety, further contributing to the conditions that produce burnout.

Workplace Spirituality and Teacher Psychological Resilience

This study identified a meaningful relationship between workplace spirituality and the psychological resilience of pesantren teachers.

Table 5. Level of Teacher Workplace Spirituality

Category	Frequency	Percentage
Low	20	15.9%
Currently	58	46.0%
Tall	48	38.1%
Total	**126**	**100%**

Teachers exhibiting high levels of workplace spirituality tended to demonstrate:

1. Meaningful work
2. Sense of community
3. Stability emotional
4. As well as greater spiritual resilience Good.

However, this study also demonstrates that workplace spirituality alone is insufficient to prevent burnout in the absence of a healthy organizational support system. These findings reinforce the argument that spirituality must be systematically integrated with professional wellbeing and counseling support structures to yield sustainable protective effects for educators.

Development of the Islamic Teacher Burnout Early Detection System (IT-BEDS)

Based on the integrated qualitative and quantitative findings, this study developed the Islamic Teacher Burnout Early Detection System (IT-BEDS) as a preventive model for teacher burnout grounded in Islamic counseling principles.

Table 6. Components of IT-BEDS

Component	Function
Burnout Screening	Identifying early symptoms of burnout
Spiritual Wellbeing Assessment	Measure spiritual condition of the teacher
Workplace Spirituality Mapping	Identifying meaningful work
Islamic Counseling Intervention	Mentoring psychospiritual
Monitoring System	Evaluation and restoration of wellbeing

The IT-BEDS model is designed as a preventive system founded on the integration of psychological assessment and Islamic counseling, offering a contextually responsive framework for the pesantren educational environment.

At the screening stage, teachers undergo periodic measurement of burnout indicators and spiritual wellbeing. The resulting data are then employed to identify burnout risk from its earliest manifestations, enabling timely and targeted preventive intervention.

The intervention stage involves Islamic counseling delivered through:

1. Spiritual counseling,
2. Reflective discussion,
3. Emotional support,
4. As well as strengthening mark tawakkal, patience, and muhasabah.

This model additionally emphasizes the indispensable role of institutional organizational support in sustaining and restoring teacher wellbeing over the long term.

Discussion

The findings of this study confirm that burnout among pesantren teachers constitutes a multidimensional problem that cannot be adequately explained through the lens of occupational stress alone. Teacher burnout in this context is intimately connected to the complex interaction among organizational pressures, spiritual conflict, the erosion of meaningful work, and the pervasive culture of service within the pesantren community. From the perspective of Islamic education management, these conditions reveal that teacher wellbeing has not yet been established as a central component of pesantren management systems. The majority of Islamic educational institutions continue to prioritize curricular strengthening, student discipline, and institutional development over the systematic protection of educators' mental health (Greenberg et al., 2016).

This study demonstrates that spirituality operates as a double-edged phenomenon within the pesantren environment. On one hand, spirituality serves as a protective factor that strengthens teacher resilience, providing a transcendent sense of purpose and community. On the other hand, spirituality can simultaneously become a source of additional pressure when teachers feel compelled to project perpetual spiritual strength despite experiencing profound psychological exhaustion. These findings reinforce the concept of the "spiritual paradox" within workplace spirituality theory a condition in which an organization's spiritual values are not counterbalanced by adequate psychological protection systems (Milliman et al., 2003). When spirituality is instrumentalized as a moral demand without corresponding institutional support, it risks becoming an additional burden rather than a protective resource.

This study further demonstrates that pesantren teacher burnout carries consequences extending well beyond individual mental health. Unaddressed burnout has the potential to adversely affect teaching quality, pedagogical relationships, and the long-term sustainability of Islamic educational institutions (Madigan & Kim, 2021; Ryan & Deci, 2022; Skaalvik & Skaalvik, 2017). In light of these implications, the development of the IT-BEDS system represents a critical step in the transformation of Islamic education management toward a more humanistic orientation that places teacher wellbeing at the center of institutional priorities (Richards et al., 2016).

Theoretically, this study makes a meaningful contribution to the teacher burnout literature through its integration of burnout theory Maslach et al. (1996b), workplace spirituality theory (Milliman et al., 2003), and Islamic counseling within a unified conceptual framework. This study expands the discourse on teacher wellbeing specifically within the context of Islamic boarding school education a domain that has remained relatively underexplored in the international literature. Practically, this study contributes a concrete, implementable early detection system for teacher burnout grounded in Islamic spirituality principles, designed to be operationalized within the pesantren educational environment.

CONCLUSION

This study demonstrates that teacher burnout in Islamic boarding school (pesantren) environments constitutes a complex, multidimensional issue shaped by the interplay of occupational pressures, emotional exhaustion, spiritual conflict, and systemic deficiencies in psychological protection mechanisms. Emotional exhaustion, spiritual stress, and administrative burden were identified as the dominant factors contributing to the decline of teacher wellbeing within the pesantren educational context. Workplace spirituality was found to play a meaningful role in fostering teacher psychological resilience; however, spirituality in isolation is insufficient as a protective factor without the concurrent support of healthy organizational systems and sustainable psychospiritual mentoring services. Based on these findings, this study developed the Islamic Teacher Burnout Early Detection System (IT-BEDS) as a preventive and contextually responsive model integrating burnout screening, spiritual wellbeing assessment, workplace spirituality mapping, and Islamic counseling intervention offering a humanistic framework for psychological protection of pesantren teachers (Jennings & Greenberg, 2009; Kyriacou, 2001).

This study acknowledges several limitations: the quantitative sample was confined to pesantren institutions in Kuningan Regency, potentially limiting the generalizability of findings to other regional contexts; additionally, the cross-sectional design precludes causal inference. Future research should extend IT-BEDS validation to broader and more diverse pesantren populations, employ longitudinal designs to trace the developmental trajectory of teacher burnout, and examine the effectiveness of specific Islamic counseling interventions within controlled experimental frameworks.

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