



Correlation Between Workload and Burnout of Educational Staff Faculty of Medicine Universitas Nahdlatul Ulama Surabaya

Nur Azizah A.S^{1*}, Marinda Dwi Puspitarini², Retna Gumilang³, Zumrotul Farikhah⁴, Irma Binti Roudlotul Nafisah⁴, Khadijah Khairul Bariyah⁵

¹Department of Psychiatry, Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

²Department of Microbiology, Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

³Department of Parasitology, Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

⁴Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

⁵Research and Community Development Unit, Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia

*Corresponding Author: dr.nurazizah@unusa.ac.id

DOI: 10.33086/iimj.v7i1.6489

ARTICLE INFO	ABSTRACT
Keywords: workload, burnout, mental health, educational staff	Introduction: High workload among educational staff may adversely impact mental health, leading to stress, fatigue, and anxiety. In academic settings, particularly in medical faculties, complex task demands often result in psychological pressure. This study is essential to understand whether workload influences the mental health of educational staff at the Faculty of Medicine Universitas Nahdlatul Ulama Surabaya (FK UNUSA). Objective: This study aims to analyze the relationship between workload and mental health (burnout) among educational staff at the FK UNUSA. Methods: This quantitative study employed a survey approach. Data were collected using standardized questionnaires measuring two main variables: workload (NASA-TLX) and burnout (Maslach Burnout Inventory). A total of 21 educational staff members participated. Statistical analysis was conducted using the Spearman Rank correlation test to examine the relationship between the two variables. Results: The findings indicate a significant correlation between workload and mental health ($p = 0.016$). Educational staff with higher workloads tended to experience burnout. However, at the FK UNUSA, most educational staff reported mild to moderate workloads, while their mental health conditions were generally categorized as low to moderate burnout. Conclusions: A significant relationship exists between workload and burnout among educational staff at the FK UNUSA (p -value = 0.016). Although workload is an important factor, it does not act alone. Other contributing factors, such as social support, emotional stress, and work environment, also play critical roles in determining burnout levels.
Submitted: Sept 26 th 2024 Reviewed: Feb 21 th 2025 Accepted: June 20 th 2025	

Introduction

Education serves as the cornerstone of national development and plays a crucial role in enhancing the intellectual capacity of society (Sari, 2021). In Indonesia, medical education holds a central position in

producing competent and high-quality human resources, in line with the increasing global demand for healthcare professionals. Within this context, the Faculty of Medicine at Universitas Nahdlatul Ulama Surabaya (FK UNUSA) bears a significant

responsibility in preparing qualified future doctors. However, the success of education is not solely determined by the quality of lecturers, curriculum design, or supporting infrastructure; it also heavily depends on the welfare and mental health of educational staff who support and maintain the continuity of educational processes.

Educational staff are an integral part of the educational system but are often overlooked. In an era marked by rapid advances in science and technology, the quality of education also relies on the readiness of educational personnel who are healthy both physically and mentally. Their well-being is essential for maintaining the operational stability of academic institutions, including in high-demand environments such as the FK UNUSA. Therefore, it is important to understand the factors that influence the well-being of educational staff, one of which is workload.

Workload is recognized as a significant variable affecting individual performance. While other factors such as compensation, work environment, job satisfaction, organizational commitment, communication, and work motivation also play important roles (Fitri Sopali et al., 2022). According to Sutoyo et al. and Stefani & Kosasih (Stefani & Kosasih, 2024; Sutoyo et al., 2018), workload encompasses physical, mental, and temporal dimensions, and when excessive,

can lead to prolonged stress. Burnout is characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment. These symptoms, including chronic fatigue, feelings of failure, sadness, and loss of motivation, ultimately harm both the psychological and physical health of educational staff (Carducci et al., 2020; Jha et al., 2020).

The relationship between workload and burnout creates a negative cycle that reinforces itself. High workload generates psychological strain, and the resulting burnout can reduce work performance, lower productivity, and damage interpersonal relationships in the workplace (López-Núñez et al., 2020). This cycle makes it difficult for educational staff to recover and can impact the overall quality of educational services.

To explain this phenomenon, the Job Demands-Resources (JD-R) model provides a strong theoretical framework. This model highlights that burnout arises from an imbalance between high job demands and limited available job resources. In the education sector, job demands may include heavy workloads, administrative responsibilities, student disciplinary issues, and time pressure to complete curricula and assessments (Granziera et al., 2021).

Conversely, the presence of job resources such as teaching autonomy, peer and supervisor support, and opportunities for professional development can serve as protective factors against burnout. Personal resources, including adaptive coping skills, resilience, and self-efficacy, also significantly influence individual responses to work-related stress (Varma & Sivarajan, 2023). However, experiences of workload and access to resources vary depending on individual characteristics and institutional culture (Cheng et al., 2023). Therefore, contextual, and locally relevant interventions are necessary.

Based on the background above, this study was conducted to examine the relationship between workload and burnout among educational staff at the Faculty of Medicine UNUSA. The findings are expected to provide a comprehensive understanding of the factors that affect the psychological well-being of educational staff and to serve as a foundation for designing strategic interventions aimed at fostering a healthy and productive work environment. Enhancing the well-being of academic staff is expected to contribute positively to the overall quality of medical education in Indonesia.

Methods

This study employed a quantitative analytic design with a cross-sectional

approach. The research was conducted at the FK UNUSA, involving a total of 21 educational staff as respondents. Data collection was carried out using questionnaires: the NASA Task Load Index (NASA-TLX) for measuring workload and the Maslach Burnout Inventory (MBI) for assessing burnout.

NASA-TLX

According to Saddam and Handayani (Saddam Akbar & Handayani, 2022), the NASA-TLX questionnaire is one of the most widely used methods for measuring mental workload. Participants respond to the questionnaire as a means of evaluating subjective workload with a tool that is accessible and sensitive to different task demands. In essence, the NASA-TLX is a method for analyzing mental workload by asking respondents about several key factors that influence their job. It includes six workload indicators: mental demand, physical demand, temporal demand, performance, effort, and frustration level.

The first step in analyzing workload using the NASA-TLX method involves calculating the score for each aspect by multiplying the rating by the respective weight of each indicator:

$\text{Aspect Score} =$ $\text{Rating} \times \text{Indicator Weight}$
--

Once scores for all six aspects are obtained, the next step is to calculate the Weighted Workload (WWL) by summing all the aspect scores:

$$\text{WWL} = \Sigma \text{Aspect Scores}$$

The final NASA-TLX score is then calculated by dividing the WWL by the total weight value (15):

$$\text{NASA-TLX Score} = \text{WWL} / 15$$

Based on the final score, workload levels are classified into three categories:

- Mild workload: score < 50
- Moderate workload: score between 50–80
- Severe workload: score > 80

Maslach Burnout Inventory (MBI)

The Maslach Burnout Inventory is an essential tool for identifying burnout syndrome. It evaluates three key dimensions: emotional exhaustion, depersonalization, and personal accomplishment (Sayapathi & Rowther, 2022). Each dimension has a specific score threshold that indicates the severity of burnout:

- Emotional Exhaustion (EE): score > 27 indicates high emotional exhaustion and a significant risk of burnout.

- Depersonalization (DP): score > 10 reflects high levels of depersonalization, often marked by cynical attitudes toward others.
- Personal Accomplishment (PA): score < 33 indicates a low sense of personal accomplishment, often linked with burnout symptoms.

This study was conducted by the ethical principles outlined in the Declaration of Helsinki. All procedures involving human participants received approval from the Ethics Committee of Universitas Nahdlatul Ulama Surabaya, with approval letter number: 0189/EC/KEPK/UNUSA/2024.

Before data collection, all participants were informed of the study's objectives, benefits, risks, and their rights to decline or withdraw from participation without any consequences. Written informed consent was obtained voluntarily from all participants. The confidentiality of the data was maintained, and all information was used solely for research purposes. Participants identities were anonymized and will not be disclosed in any form.

The questionnaires used were standardized instruments and thus were not subjected to validity or reliability testing in this study. The collected data were analyzed using univariate statistics and the Spearman Rank correlation test (Saputeri et al., 2023) to assess the relationship between workload and burnout.

Results and Discussion

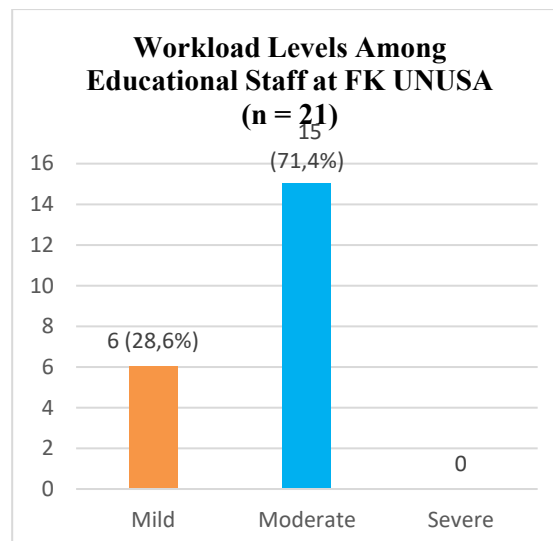
Most respondents in this study were aged between 26–30 years and were predominantly female with a bachelor's degree education level (Table 1). In terms of workload, most respondents reported experiencing a moderate level of workload, while the remainder (28.6%) reported a mild workload. No respondents were classified as experiencing a severe workload (Figure 1). Regarding burnout levels, most respondents exhibited low burnout (57.1%), while the remaining 42.9% were categorized as experiencing a tendency toward burnout (Figure 2).

Table 1. Respondent Characteristics

Respondent Characteristics	Frequency	
	n	%
Age		
21-25 Years	2	9.5
26-30 Years	10	47.6
31-35 Years	7	33.3
36-40 Years	2	9.5
Gender		
Man	8	38.1
Woman	13	61.9
Education		
Vocational School (SMK)	1	4.8
Diploma (D3)	4	19
Bachelor's (S1)	15	71.4
Master's (S2)	1	4.8
Position		
Head	3	14.3

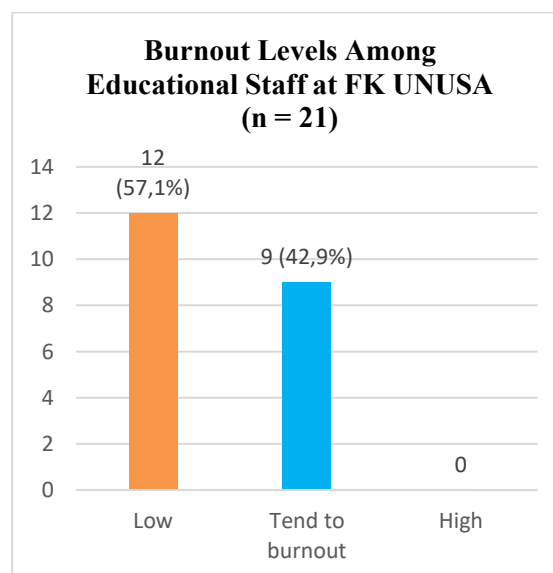
Admin	7	33.3
Staff	11	52.4
Total	21	100

Note: 57.1% of respondents exhibited low burnout levels (n = 12)



Note: 71.4% of respondents reported experiencing moderate workload levels (n = 15).

Figure 1. Workload Levels Among Educational Staff at FK UNUSA



Note: 57.1% of respondents exhibited low burnout levels (n = 12)

Figure 2. Burnout Levels Among Educational Staff at FK UNUSA

Table 2. Relationship Between Workload and Burnout Among Educational Staff at FK
UNUSA

Workload		<i>Burnout level</i>			Total	P Value
		Low	Tend to burnout	High		
Mild	n	1	5	0	6	0.016
	%	16.7%	83.3%	0%	100.0%	
Moderate	n	11	4	0	15	
	%	73.3%	26.7%	0%	100.0%	
Severe	n	0	0	0	0	
	%	0%	0%	0%	0%	
Total	n	12	9	0	21	
	%	57.1%	42.9%	0%	100.0%	

Note: There is a statistically significant relationship between workload and burnout ($p = 0,016$).

Based on the Spearman correlation analysis presented in Table 2, there is a statistically significant relationship between workload and burnout ($p = 0.016$). However, the distribution of burnout does not fully align with workload levels. Notably, 5 out of 6 respondents with mild workloads tended to burnout. Conversely, the majority (73.3%) of respondents with moderate workloads experienced low burnout levels.

These findings indicate that burnout is not solely determined by workload intensity but is also influenced by factors such as individual perceptions of work, emotional demands, and the availability of social support. This aligns with the Job Demands-Resources (JD-R) model, which suggests that high job demands do not necessarily lead to burnout if sufficient resources are available (Santoso & Hartono, 2018). In this

context, respondents with moderate workloads may have benefited from a supportive work environment, whereas those with lighter workloads but higher burnout may have faced unfavorable psychosocial conditions.

This analysis reinforces the need for a deeper understanding of contextual and psychological factors in addressing burnout in educational settings. The results also imply that interventions should not focus solely on reducing workload but must also include strengthening protective factors such as supportive leadership, coping skills training, and cultivating a healthy workplace culture.

Workload Among Educational Staff

The results of this study revealed that most educational staff at the Faculty of Medicine, Universitas Nahdlatul Ulama

Surabaya (FK UNUSA) experienced a moderate level of workload ($n = 15$), while six participants reported mild workload levels. These findings suggest that although most educational staff were not burdened with excessive workload, it remains essential to understand the underlying factors that shape their perceptions of workload.

Perceived workload among educational staff can be influenced by various factors, including human resource management and the work environment. Research has shown that effective management of educational personnel can improve both the quality of education and job satisfaction (Mutmainah et al., 2022; Sanda et al., 2022). For instance, the managerial competence of faculty leadership in managing curriculum and staff plays a crucial role in creating a supportive work environment, which in turn affects staff perceptions of their workload (Supriadi et al., 2022).

Additionally, awareness of work behavior may also influence workload perceptions. Studies have indicated that innovative work behavior among educational staff can help them manage their tasks and responsibilities more effectively, thus reducing perceived pressure (Hardianto et al., 2021). Therefore, training and professional development are vital in enhancing staff capacity to cope

with their job demands (Ria & Kurniati, 2022).

Burnout Among Educational Staff

According to the findings, a considerable number of educational staff at FK UNUSA exhibited signs of burnout, with 9 respondents showing a tendency toward burnout and 12 experiencing low levels. Understanding the contributing factors to this phenomenon is essential. Burnout among educational staff may be triggered by various factors such as excessive workload, lack of social support, and dissatisfaction with the work environment (Agyapong et al., 2022; Wisdom, 2023).

Burnout is characterized by emotional exhaustion, depersonalization, and a reduced sense of personal accomplishment (Alfazari et al., 2022). Research shows that excessive workload is often a primary contributor to burnout in educational settings. Staff are frequently confronted with high demands in both teaching and administrative tasks, leading to stress and fatigue. Furthermore, inadequate support from management and peers can exacerbate this condition, increasing the risk of burnout (Cao & Naruse, 2018).

Another key factor is job dissatisfaction. Studies indicate that staff who are dissatisfied with their working conditions including salary, opportunities for development, and workplace relationships

are more vulnerable to burnout (Jeffrey et al., 2022; Rees et al., 2019). Therefore, educational institutions must foster supportive work environments and provide appropriate recognition to motivate and value their staff (Fynn & Walt, 2023).

Correlation Between Workload and Burnout Among Educational Staff

The results showed that one respondent with a mild workload experienced low burnout, while five others with mild workloads showed a tendency toward burnout. Among those with moderate workloads, most (11 individuals) reported low burnout, while four showed signs of potential burnout. These findings indicate a complex relationship between workload and burnout among educational staff at FK UNUSA.

Previous studies suggest that high workload contributes to increased burnout risk, particularly in healthcare settings such as nursing (Nurmawati et al., 2022). Similarly, in this study, respondents with moderate workloads still exhibited burnout tendencies, albeit to a lesser extent. This suggests that even moderate workloads may lead to burnout if accompanied by other factors such as stress or lack of social support (Wardah & Tampubolon, 2020).

Interestingly, some respondents with mild workloads still experienced burnout. This highlights that burnout is not solely

driven by workload levels but also by psychological and emotional factors. Earlier research has also shown that job-related stress can affect caring behavior, which may contribute to burnout (Kurniyanti, 2015). Thus, even in cases of light workload, emotional strain and lack of support play significant roles in shaping burnout experiences.

Conversely, the fact that most respondents with moderate workloads reported low burnout suggests the presence of protective factors. For example, Sari (Resmi Sari et al., 2023) found that while work-related stress may not directly correlate with burnout, a positive work environment and peer support can mitigate its effects. Therefore, fostering a supportive workplace and providing emotional support to staff can be effective strategies for reducing burnout risks.

Overall, the correlation between workload and burnout among educational staff at FK UNUSA indicates that while workload is an important factor, it does not operate in isolation. Other factors, such as emotional stress, social support, and the work environment, are also crucial in determining burnout levels. A holistic approach that considers all these factors is essential for managing and reducing burnout among educational staff.

Conclusion

This study concludes that there is a significant correlation between workload and burnout among educational staff at the FK UNUSA ($p = 0.016$). While workload is an important contributing factor to burnout, it does not act alone. Other elements such as social support, emotional stress, and the work environment also play a significant role in shaping burnout levels.

This study is limited by its small sample size ($n = 21$), which restricts the generalizability of the findings to larger populations. Additionally, the use of a cross-sectional design only allows for the observation of relationships at a single point in time and cannot establish causality between variables. Future research is recommended to include larger and more representative samples and to consider using longitudinal or experimental designs to better understand the dynamics of the variables involved. Such approaches will enhance the external validity of the findings and strengthen the basis for developing more targeted and effective interventions.

Acknowledgment

The authors would like to express their sincere gratitude to the Faculty of Medicine, Universitas Nahdlatul Ulama Surabaya, Surabaya, Indonesia for the valuable support and facilities provided during the preparation and completion of this research.

References

- Agyapong, B., Obuobi-Donkor, G., Burbach, L., & Wei, Y. (2022). Stress, Burnout, Anxiety and Depression Among Teachers: A Scoping Review. *International Journal of Environmental Research and Public Health*, 19(17), 10706.
<https://doi.org/10.3390/ijerph191710706>
- Alfazari, A. S., Ali, H. A. N., Alessa, A., & Magzoub, M. (2022). Assessing Relational Coordination and Its Impact on Perceived Mental Health of Students, Teachers and Staff in a Clinical Skills Program During the COVID-19 Pandemic. *BMC Medical Education*, 22(1). <https://doi.org/10.1186/s12909-022-03828-3>
- Cao, X., & Naruse, T. (2018). Effect of Time Pressure on the Burnout of Home-visiting Nurses: The Moderating Role of Relational Coordination With Nursing Managers. *Japan Journal of Nursing Science*, 16(2), 221–231.
<https://doi.org/10.1111/jjns.12233>
- Carducci, B. J., Nave, C. S., Mio, J. S., & Riggio, R. E. (2020). *The Wiley Encyclopedia of Personality and Individual Differences Volume IV*. Wiley Online Library.
<https://onlinelibrary.wiley.com/doi/book/10.1002/9781119547181>

- Cheng, H., Fan, Y., & Lau, H. (2023). An integrative review on job burnout among teachers in China: Implications for Human Resource Management. *The International Journal of Human Resource Management*, 34(3), 529–561.
- Fitri Sopali, M., Elis Karlinda, A., & Padang, U. (2022). The Influence Of Workload, Job Satisfaction And Commitment, Organization, Against, Kinerja, Implementing Nurses At Padang Reksodiwiry Hospital. *Journal of Information System, Applied, Management, Accounting, and Research*, 800(1), 224–231. <https://doi.org/10.52362/jisamar.v6i1.703>
- Fynn, A., & Walt, H. D. van der. (2023). Examining Staff Burnout During the Transition to Teaching Online Due to COVID-19 Implications. *Sa Journal of Human Resource Management*, 21. <https://doi.org/10.4102/sajhrm.v21i0.2062>
- Granziera, H., Collie, R., & Martin, A. (2021). Understanding teacher wellbeing through job demands-resources theory. *Cultivating Teacher Resilience*, 24(3), 229–244.
- Hardianto, H., Wang, L., & Zulkifli, Z. (2021). Perilaku Kerja Inovatif Bagi Guru Dan Tenaga Kependidikan. *Jppi (Jurnal Penelitian Pendidikan Indonesia)*, 7(1), 112–119. <https://doi.org/10.29210/02021937>
- Jeffrey, J. K., Preston, P. J., Sanchez, D., & Herman, A. (2022). Organizational Trauma-Informed Readiness, Burnout and Secondary Traumatic Stress Among Head Start Staff and Educators During COVID-19. *Journal of Community Medicine & Public Health*, 6(3). <https://doi.org/10.29011/2577-2228.100265>
- Jha, S., Shah, S., Calderon, M. D., Soin, A., & Manchikanti, L. (2020). The Effect of COVID-19 on Interventional Pain Management Practices: A Physician Burnout Survey. *Pain Physician*, 23, 271–282. www.painphysicianjournal.com
- Kurniyanti, M. A. (2015). Hubungan Beban Kerja Dan Stres Kerja Terhadap Perilaku Caring Perawat Di Instalasi Gawat Darurat Rsud Dr. Soedarsono Pasuruan. *Jurnal Ilmiah Kesehatan Media Husada*, 4(1), 49–57. <https://doi.org/10.33475/jikmh.v4i1.181>
- López-Núñez, M. I., Rubio-Valdehita, S., Diaz-Ramiro, E. M., & Aparicio-García, M. E. (2020). Psychological capital, workload, and burnout: What's new? The impact of personal accomplishment to promote sustainable working conditions. *Sustainability (Switzerland)*,

- 12(19).
<https://doi.org/10.3390/su12198124>
- Mutmainah, S. U., Permatar, A. D., Adawiyah, S. R., & Prihantini, P. (2022). Urgensi Pengelolaan Pendidik Dan Tenaga Kependidikan Berbasis Sekolah Dalam Peningkatan Mutu Sekolah. *Aulad Journal on Early Childhood*, 4(3), 280–289. <https://doi.org/10.31004/aulad.v4i3.227>
- Nurmawati, D., Jumari, J., & Daeli, W. (2022). Beban Kerja Dapat Mempengaruhi Burnout Syndrome Pada Perawat Di Ruang Rawat Inap RS X Jakarta. *Journal of Management Nursing*, 1(3), 68–76. <https://doi.org/10.53801/jmn.v1i3.31>
- Rees, C. S., Eley, R., Osseiran-Moisson, R., Francis, K., Cusack, L., & Hegney, D. (2019). Individual and Environmental Determinants of Burnout Among Nurses. *Journal of Health Services Research & Policy*, 24(3), 191–200. <https://doi.org/10.1177/1355819619840373>
- Resmi Sari, C., Septimar, Z. M., & Mukhaira, I. (2023). Hubungan Tingkat Stres Kerja Dengan Kejadian Burnout Pada Perawat Ruang Rawat Inap Di Rumah Sakit Kanker Dharmas Jakarta. *Jurnal Ilmu Kesehatan Insan Sehat*, 11(2), 35–38. <https://doi.org/10.54004/jikis.v11i2.136>
- Ria, T. N., & Kurniati, L. (2022). Pelatihan Peningkatan Kemampuan Bekerjasama, Berkomunikasi, Dan Memberi Pelayanan Prima Dalam Bekerja Bagi Tenaga Kependidikan Universitas Ivet Semarang. *Jurnal Abdi Masyarakat Indonesia*, 2(1), 397–402. <https://doi.org/10.54082/jamsi.264>
- Saddam Akbar, M., & Handayani, N. U. (2022). *SPEKTRUM INDUSTRI NASA-TLX Assessment of Mental Workload in Manufacturing Industry*. <https://doi.org/10.12198/spektrum.v20i1.xxxx>
- Sanda, Y., Pitriyani, A., & Yesepa. (2022). Manajemen Pendidik Dan Tenaga Kependidikan Dalam Peningkatan Mutu Perguruan Tinggi Keagamaan Katolik. *Jurnal Penjaminan Mutu*, 8(1), 79–88. <https://doi.org/10.25078/jpm.v8i1.765>
- Santoso, P. N., & Hartono, B. (2018). Perspektif Burnout Pada Manajer Proyek Di Indonesia. *Jurnal Teknik Industri*, 19(2), 137–147. <https://doi.org/10.22219/jtiumm.vol19.no2.137-147>
- Saputeri, I., Khotimah, H., & Prananto, J. (2023). Hubungan Beban Kerja Dengan Kejadian Burnout Pada Perawat. *Jurnal Penelitian Perawat Profesional*, 5(3). <http://jurnal.globalhealthsciencegroup.com/index.php/JPPP>

- Sari, N. D. (2021). *Manajemen Sarana dan Prasarana Pendidikan*. Universitas Riau.
- Sayapathi, B. S., & Rowther, S. (2022). Burnout among Healthcare Workers in a Hospital Calculated based on Fourth Edition of Maslach Burnout Inventory. *Journal of the Medical Association of Thailand*, 105(8).
- Stefani, S. G. De, & Kosasih, K. (2024). Pengaruh Beban Kerja Terhadap Kesehatan Mental Dan Kinerja Di Instalasi Gizi. *Journal Peqguruang Conference Series*, 6(2), 536. <https://doi.org/10.35329/jp.v6i2.5804>
- Supriadi, S., Ramli, M. I., & Latif, M. (2022). Kompetensi Manajerial Kepala Sekolah Dalam Meningkatkan Mutu Pendidikan. *Nazzama Journal of Management Education*, 2(1), 27–43. <https://doi.org/10.24252/jme.v2i1.2877>
- Sutoyo, D., Kadarsah, R. K., & Fuadi, I. (2018). Sindrom Burnout Pada Peserta Program Pendidikan Dokter Spesialis Anestesiologi Dan Terapi Intensif Fakultas Kedokteran Universitas Padjadjaran. *Jurnal Anestesi Perioperatif*, 6(3), 153–161. <https://doi.org/10.15851/jap.v6n3.1360>
- Varma, A. M., & Sivarajan, R. (2023). Coping with Burnout from a Job Demands–Resources Perspective. In *INDAM: Indian Academy of Management at SBM-NMIMS Mumbai* (pp. 897–908). Springer.
- Wardah, W., & Tampubolon, K. (2020). Faktor-Faktor Yang Berhubungan Dengan Kejadian Burnout Perawat Di Rumah Sakit Santa Maria Pekanbaru. *Jurnal Kesehatan Medika Saintika*, 11(1), 74. <https://doi.org/10.30633/jkms.v11i1.264>
- Wisdom, C. M. (2023). The Association of Relational Coordination and Faculty Members' Burnout and Job Satisfaction: A Preliminary Cross-Sectional Study. *Journal of Physical Therapy Education*, 38(1), 63–71. <https://doi.org/10.1097/jte.00000000000000293>