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Vol. XX, No. X, pp XX-XX, 2024
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Media Informasi Pendidikan Islam
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CONCEPTUAL INTEGRATION OF MUHASABAH AS A SELF-REGULATION MECHANISM IN ISLAMIC PSYCHOLOGY AND ITS CHANGES IN TEACHER BURNOUT FOLLOWING THE MTR INTERVENTION

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Article History:

Abstract: Conceptual Integration of Muhasabah as a Self-regulation Mechanism in Islamic Psychology and Its Changes in Teacher Burnout Following the MTR Intervention. Teacher burnout may affect teachers' well-being and professional sustainability. This study aimed to conceptually integrate muhasabah as a self-regulation mechanism within the perspective of Islamic Psychology and to evaluate changes in burnout following the implementation of the Muhasabah for Teacher Renewal (MTR) Intervention Model. This study employed a quantitative approach using a one-group pretest–posttest design. A total of 73 teachers participated in the pretest, with 66 participants providing complete paired data for analysis. Data were analyzed using descriptive statistics, normality testing, paired-samples t-tests, and effect size analysis. The results showed that the mean burnout score decreased from 48.48 (SD = 11.092) to 44.74 (SD = 11.029). The difference between pretest and posttest scores was statistically significant (t = 3.389, p = .001), with a Cohen's d of 0.417. Significant change was primarily observed in the Emotional Exhaustion dimension, whereas the other two dimensions did not show statistically significant changes. The findings indicate that burnout scores were lower after participation in the MTR intervention, particularly for Emotional Exhaustion. Conceptually, muhasabah is positioned as a reflective process integrated with self-regulation mechanisms. However, the absence of a comparison group limits causal interpretation of the findings.

Keyword: Muhasabah; Self-Regulation; Islamic Psychology; Teacher Burnout; Teacher Renewal

Abstract: Integrasi Konseptual Muhasabah sebagai Mekanisme Self-regulation dalam Perspektif Psikologi Islam dan Perubahan Burnout Guru Setelah Intervensi MTR. Burnout guru dapat memengaruhi kesejahteraan dan keberlangsungan profesional guru. Penelitian ini bertujuan mengintegrasikan konsep muhasabah sebagai mekanisme self-regulation dalam perspektif Psikologi Islam serta mengevaluasi perubahan burnout setelah pelaksanaan Model Intervensi Muhasabah for Teacher Renewal (MTR). Penelitian menggunakan pendekatan kuantitatif dengan desain one-group pretest–posttest. Sebanyak 73 guru mengikuti pretest, dengan 66 peserta yang memiliki data berpasangan lengkap untuk analisis. Data dianalisis menggunakan statistik deskriptif, uji normalitas, paired samples t-test, dan effect size. Hasil menunjukkan rata-rata burnout menurun dari 48,48 (SD = 11,092) menjadi 44,74 (SD = 11,029). Perbedaan pretest–posttest signifikan secara statistik (t = 3,389; p = 0,001) dengan effect size Cohen's d = 0,417. Perubahan signifikan terutama ditemukan pada dimensi Emotional Exhaustion, sedangkan dua dimensi lainnya belum menunjukkan perubahan signifikan. Temuan menunjukkan bahwa skor burnout lebih rendah setelah pelaksanaan MTR, terutama pada dimensi Emotional Exhaustion. Secara konseptual, muhasabah diposisikan sebagai proses reflektif yang terintegrasi dengan mekanisme self-regulation. Namun, desain satu kelompok tanpa kelompok pembanding membatasi interpretasi kausal hasil penelitian.

Kata Kunci: Muhasabah; Self-Regulation; Psikologi Islam; Burnout Guru; Teacher Renewal.

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A. INTRODUCTION

Teacher burnout is an important concern because teaching combines sustained cognitive, emotional, interpersonal, and administrative demands. Teachers are expected to plan learning, assess students, manage classroom dynamics, build relationships, and respond to institutional expectations. When such demands persist without adequate resources, teachers may experience emotional exhaustion, psychological distancing, and diminished accomplishment. Burnout is therefore a multidimensional occupational phenomenon rather than temporary tiredness (Maslach et al., 2001).

In the teaching profession, the consequences are especially important because teachers work through continuous relationships with students, colleagues, parents, and school leaders. Burnout may affect well-being and professional sustainability and is associated with job satisfaction and intentions to leave the profession. Madigan and Kim (2021) showed a meaningful relationship between teacher burnout and intention to quit, emphasizing the importance of prevention and intervention.

Previous research demonstrates that psychological interventions can influence teacher burnout. Cognitive-behavioral interventions have reported improvements in burnout among teachers (Ghasemi, 2023; Ghasemi et al., 2023). Online stress interventions have also improved coping and teacher efficacy (Ansley et al., 2021). Mindfulness-based interventions have received substantial attention in teacher stress and burnout research (Hidajat et al., 2023). These findings establish that burnout is amenable to intervention, while also indicating that effects depend on mechanisms and context.

Contemporary research highlights self-efficacy, resilience, emotion regulation, and socio-emotional competence as relevant psychological resources. Li (2023) reported negative associations between teacher self-efficacy, resilience, and burnout, while Ornaghi et al. (2023) linked socio-emotional competence with lower burnout through work engagement. Such findings support attention to processes through which teachers observe, evaluate, and regulate their responses to occupational demands.

Self-regulation is particularly relevant because burnout intervention is not limited to changing external demands. Teachers also need to recognize internal states, evaluate responses, and redirect thoughts, emotions, and behavior adaptively (Bandura, 1991; Zimmerman, 2000; Li, 2023). In this study, Self-Regulation Theory is positioned as the grand theory explaining the psychological process of change. Muhasabah is not treated as a separately measured variable, but as a reflective-spiritual process integrated into self-regulation. Thus, burnout represents the principal problem, self-regulation provides the psychological framework for change, and muhasabah provides a culturally and spiritually grounded reflective pathway.

Meaning of work adds another dimension to this framework. Teachers may sustain engagement despite substantial demands when they continue to experience their work as meaningful. Lavy (2022) showed that teachers' sense of meaning at work is associated with engagement and burnout-related outcomes. Within the intervention developed in this study, meaning reconstruction helps teachers reconsider the significance of their professional role rather than merely learning stress-management techniques.

Calling provides professional direction by framing teaching as a vocation and form of contribution (Duffy et al., 2018). Within the intervention, calling functions as a supporting process rather than an independently measured outcome. Self-Determination Theory complements this orientation by emphasizing autonomy, competence, and relatedness as basic psychological needs supporting sustained motivation (Ryan & Deci, 2000).

In Islamic Psychology, muhasabah provides a culturally meaningful framework for self-examination and self-correction. Musfichin (2023) discusses muhasabah as relevant to Islamic psychological development, while Masuwai et al. (2024) highlight the relevance of self-assessment and reflective practice to continuous professional development in Islamic

Education. In the present study, muhasabah involves conscious reflection and evaluation of one's condition, intentions, responses, and actions in relation to Islamic values. It is intended to facilitate awareness and responsible change rather than moral judgment.

The conceptual integration in this study places Burnout Theory, Self-Regulation Theory, Meaning of Work, Calling Theory, Self-Determination Theory, and muhasabah in complementary positions. Burnout Theory identifies the target condition. Self-Regulation Theory explains change through observation, evaluation, and self-directed responses. Meaning and Calling provide professional direction, while Self-Determination Theory provides a perspective on motivational conditions. Muhasabah integrates these processes within an Islamic reflective framework.

This conceptual integration is operationalized through the Muhasabah for Teacher Renewal (MTR) Intervention Model. MTR is a structured Islamic psychology-informed intervention developed to address teacher burnout through the integration of psychological self-regulation and muhasabah as a reflective-spiritual process. MTR is not proposed as a new psychological theory, psychotherapy, counseling service, or religious training program. Rather, it translates the conceptual integration into a structured intervention through which teachers are guided to recognize their psychological and professional conditions, reflect on their experiences, evaluate their responses, reconstruct the meaning of their work, develop a renewed professional vision, and formulate commitments for change. The intervention consists of five structured sessions: Self-Awareness, Meaning Reconstruction, Muhasabah, Vision Reconstruction, and Renewal Commitment, followed by a 14-day Muhasabah practice to support the continuation of reflective processes in everyday professional life.

A gap remains in interventions that explicitly integrate Islamic reflective practice as a self-regulatory mechanism for teacher burnout. Existing interventions have predominantly used cognitive-behavioral, mindfulness, stress-management, or positive-psychology traditions. Research on muhasabah has generally emphasized spiritual or psychological self-development rather than its operationalization as a structured intervention mechanism for teacher burnout.

1 The novelty of this study therefore lies in translating the conceptual integration of muhasabah and self-regulation into a structured intervention for teacher burnout. Muhasabah is neither a general religious recommendation nor a separate outcome measure. Instead, it is operationalized through self-awareness, reflection, self-evaluation, meaning reconstruction, calling reinforcement, and renewal commitment. Teacher Renewal is conceptualized as broader than the absence of burnout, involving psychological, professional, and spiritual renewal.

Based on this gap, the study has two related contributions: the conceptual integration of muhasabah as a reflective-spiritual process within the psychological framework of self-regulation, and the preliminary empirical examination of changes in teacher burnout following participation in the MTR intervention. In this study, burnout is the primary empirical outcome, whereas Teacher Renewal represents the broader developmental direction of the intervention rather than a separately measured quantitative outcome.

Accordingly, this study aimed to conceptually integrate muhasabah within the psychological framework of self-regulation and to examine changes in teacher burnout following participation in the MTR intervention. The study specifically examined changes in

17 overall burnout and its three dimensions following the intervention.

METHOD

The study employed a quantitative one-group pretest–posttest design. The design examined changes in burnout among the same participants before and after MTR. Muhasabah and self-regulation were positioned as components of the conceptual and intervention

framework rather than separately measured variables. Because no comparison group was included, the design provides evidence of pretest–posttest change but does not establish strong causal attribution.

Participants were teachers at Yayasan An Naajiya, Pasaman Barat. Seventy-three teachers participated in the pretest. After the intervention and 14-day follow-up, 66 participants had complete paired data and were included in inferential analysis. Seven participants did not have complete posttest data and were excluded from paired comparisons.

The burnout instrument consisted of 22 items representing Emotional Exhaustion (9 items), Depersonalization (5 items), and Reduced Personal Accomplishment (8 items). The instrument was developed from the Maslach and Jackson (1981) framework and adapted to the Indonesian teacher context. Twenty-one of 22 items met the adopted CITC criterion of .30 or above. PA21 had a lower CITC but was retained based on conceptual considerations. Cronbach's alpha was .895 for Emotional Exhaustion, .817 for Depersonalization, and .848 for Reduced Personal Accomplishment.

MTR was delivered through five structured sessions: Self-Awareness, Meaning Reconstruction, Muhasabah, Vision Reconstruction, and Renewal Commitment. Each session incorporated learning input, reflection, discussion, worksheets, and commitment-building. The intervention was followed by a 14-day Muhasabah program using a daily reflection logbook to strengthen internalization and application in professional life.

Data analysis included descriptive statistics, Shapiro–Wilk testing of difference scores, paired-samples t-test, Cohen's d, and paired comparisons for the three burnout dimensions. The significance level was α = .05. Interpretation considered statistical significance, direction, and effect magnitude. Given the one-group design, findings were framed as change associated with participation rather than proof of exclusive causation.

B. RESULTS AND DISCUSSION

Result

Development of the MTR Intervention Model

The Muhasabah for Teacher Renewal (MTR) Intervention Model was developed based on the conceptual integration of muhasabah as a reflective-spiritual process within the psychological framework of self-regulation. In this model, Self-Regulation Theory serves as the primary psychological framework explaining the process of change, while muhasabah provides the Islamic reflective and value-based dimension. Meaning of Work, Calling Theory, Self-Determination Theory, and experiential reflection function as supporting processes in facilitating teacher renewal.

The conceptual integration does not position muhasabah and self-regulation as identical constructs. Self-regulation explains how individuals observe, evaluate, and direct themselves, whereas muhasabah provides a reflective-spiritual framework concerning what is examined, the values against which experience is evaluated, and the direction toward which change is oriented.

Figure 1. Conceptual Integration of Muhasabah–Self-Regulation and Development of the MTR Model

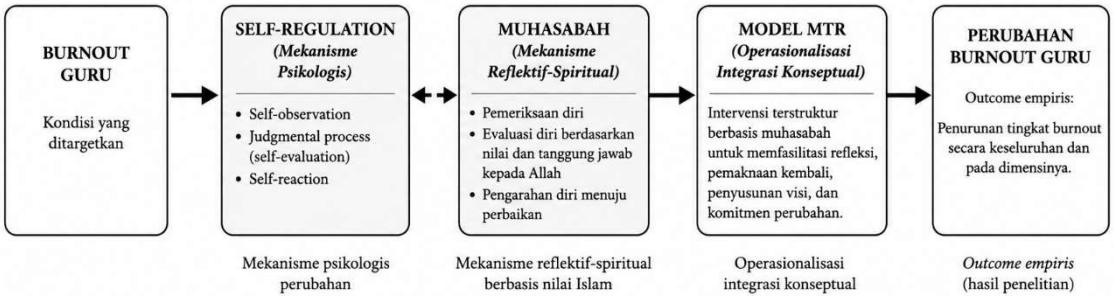


Diagram tersebut menunjukkan bahwa Burnout Theory menentukan kondisi yang menjadi target perubahan, sedangkan Self-Regulation Theory menjelaskan mekanisme psikologis perubahan. Muhasabah menjadi inti integrasi reflektif-spiritual. Sementara itu, meaning of work, calling, dan self-determination mendukung proses pemaknaan, orientasi profesional, dan motivasi internal. Integrasi tersebut kemudian dioperasionalkan melalui MTR. Posisi ini sesuai dengan tesis yang menegaskan bahwa MTR bukan teori baru, melainkan model intervensi yang dibangun dari integrasi konseptual tersebut.

Implementation of the MTR Intervention

The MTR intervention was implemented through five structured sessions: Self-Awareness, Meaning Reconstruction, Muhasabah, Vision Reconstruction, and Renewal Commitment, followed by a 14-day Muhasabah program as a follow-up activity. The intervention was designed to facilitate self-awareness, reflection, evaluation, meaning reconstruction, professional orientation, and commitment to change.

Table 1. Structure of the MTR Intervention

Stage	Main Focus	Intended Psychological Process
Self-Awareness	Recognizing personal and professional conditions	Self-observation
Meaning Reconstruction	Reconstructing the meaning of being a teacher	Meaning reconstruction and intrinsic orientation
Muhasabah	Reflecting and evaluating oneself	Self-evaluation
Vision Reconstruction	Reconstructing professional direction	Goal and self-direction
Renewal Commitment	Translating reflection into commitment	Self-reaction and commitment
Muhasabah 14 Hari	Continuing reflective practice	Internalization and behavioral application

The intervention therefore operationalized the conceptual integration into a structured psychological-reflective program rather than presenting muhasabah as a standalone religious activity.

a. Changes in Overall Teacher Burnout

The effectiveness analysis involved 66 teachers with complete paired pretest–posttest data. The mean burnout score decreased from 48.48 (SD = 11.092) before the intervention to 44.74 (SD = 11.029) after the intervention, representing a mean decrease of 3.742 points.

Table 2. Descriptive Statistics of Teacher Burnout Before and After MTR

Measurement	N	Mean	SD
Pretest	66	48.48	11.092
Posttest	66	44.74	11.029
Mean Difference	66	3.742	—

The distribution of the difference scores met the normality assumption, with a Shapiro–Wilk statistic of W = 0.966, p = 0.065. The paired-samples t-test subsequently showed a statistically significant difference between pretest and posttest burnout scores, t(65) = 3.389, p = .001. The effect size was Cohen's d = 0.417.

Table 3. Paired-Samples t-Test and Effect Size of Teacher Burnout

Comparison	Mean Difference	t	df	p	Cohen's d
Pretest – Posttest	3.742	3.389	65	0.001	0.417

These results indicate that teacher burnout scores were significantly lower after participation in the MTR intervention. However, because the study used a one-group pretest–posttest design without a comparison group, the result should be interpreted as preliminary

evidence of change associated with participation in MTR rather than definitive evidence of a causal effect.

b. Changes in Burnout Dimensions

The analysis of the three burnout dimensions showed that the pattern of change was not uniform. Only Emotional Exhaustion demonstrated a statistically significant pretest–posttest difference.

Table 4. Changes in the Three Dimensions of Teacher Burnout

Burnout Dimension	Pretest M	Posttest M	Mean Difference	t	p	Interpretation
Emotional Exhaustion	24.45	21.95	2.500	3.494	0.001	Significant
Depersonalization	8.59	7.95	0.636	1.595	0.116	Not significant
Reduced Personal Accomplishment	15.44	14.83	0.606	1.348	0.182	Not significant

The largest statistically supported change therefore occurred in Emotional Exhaustion, whereas the decreases in Depersonalization and Reduced Personal Accomplishment remained descriptive and did not reach statistical significance.

Discussion

MTR and the Reduction of Teacher Burnout

The present study found a significant reduction in teacher burnout following participation in the *Muhasabah for Teacher Renewal* (MTR) intervention. The mean burnout score decreased from 48.48 (SD = 11.092) at pretest to 44.74 (SD = 11.029) at posttest, with a mean difference of 3.742 points. The paired-samples t-test indicated that this difference was statistically significant, $t(65) = 3.389$, $p = .001$, with a Cohen's d of 0.417. The magnitude of the effect can be interpreted as modest, indicating that the observed change was meaningful but not large. These findings provide preliminary evidence that participation in MTR was associated with a reduction in teacher burnout.

The finding is consistent with previous research demonstrating that teacher burnout can respond to structured psychological interventions. Cognitive-behavioral interventions have been associated with reductions in teacher burnout (Ghasemi, 2023; Ghasemi, Herman, & Reinke, 2023), while online stress interventions have also demonstrated beneficial changes in teacher-related psychological outcomes (Ansley et al., 2021). Research on mindfulness-based interventions further indicates that structured reflective practices may be relevant to teacher stress and burnout (Hidajat et al., 2023). The present study extends this intervention literature by examining an approach grounded in *muhasabah* and Islamic reflective values rather than relying primarily on cognitive-behavioral, mindfulness, or stress-management frameworks.

The reduction in burnout can be understood through the structure of MTR. The intervention does not view burnout merely as a consequence of external workload. Instead, MTR provides a structured process for recognizing current psychological conditions, reflecting on professional experiences, evaluating responses, reconstructing the meaning of work, and developing renewed direction and commitment. This orientation is consistent with the conceptual position of the study that self-regulation provides a psychological framework for observing and evaluating one's own condition, while muhasabah provides a reflective-spiritual orientation for examining experiences and guiding subsequent change. This interpretation is consistent with recent research emphasizing teachers' emotion regulation as a relevant resource for coping with occupational demands, although emotion regulation was not measured separately in the present study (Tarantul & Berkovich, 2024; Shen, 2022).

The result is also theoretically relevant because the MTR intervention integrates several complementary perspectives. Self-Regulation Theory explains the process through which

individuals monitor and evaluate themselves and subsequently regulate their responses. *Muhasabah* contributes an Islamic framework of self-examination and self-evaluation, while Meaning of Work and Calling Theory provide resources for reconstructing professional meaning and orientation. Self-Determination Theory further supports the importance of internal motivation in sustaining adaptive engagement with one's professional role. These perspectives are not treated as separate variables in the present empirical analysis; rather, they constitute the conceptual foundation from which the MTR intervention was developed.

Nevertheless, the significant pretest–posttest difference should not be interpreted as definitive evidence that MTR alone caused the reduction in burnout. The study employed a one-group pretest–posttest design without a comparison group. Consequently, changes in burnout may potentially be influenced by factors outside the intervention itself. The finding should therefore be interpreted as preliminary empirical evidence of change associated with participation in MTR, rather than as conclusive evidence of causal effectiveness. This distinction is important because the conceptual integration developed in this study was intended to provide the theoretical foundation for the intervention, while the empirical analysis was limited to examining changes in teacher burnout.

Overall, the finding supports the feasibility of translating the conceptual integration of *muhasabah* and self-regulation into a structured intervention for teachers. The result also provides a basis for examining more specifically which dimensions of burnout are most responsive to MTR and how the proposed reflective self-regulation process may contribute to such changes. The next discussion therefore focuses on the different patterns observed across Emotional Exhaustion, Depersonalization, and Reduced Personal Accomplishment.

Changes in the Dimensions of Teacher Burnout

The analysis of the three burnout dimensions revealed a non-uniform pattern of change following the MTR intervention. Although the overall burnout score decreased significantly, statistically significant change was observed only in Emotional Exhaustion, whereas Depersonalization and Reduced Personal Accomplishment showed descriptive decreases that did not reach statistical significance. This finding indicates that the effect of the intervention should not be interpreted as an equivalent reduction across all components of burnout.

Emotional Exhaustion decreased from a pretest mean of 24.45 to a posttest mean of 21.95, with a mean difference of 2.500 points. The paired-samples *t*-test showed a statistically significant difference, $t(65) = 3.494$, $p = .001$. This result suggests that the MTR intervention was particularly relevant to the dimension of burnout involving the experience of emotional and psychological depletion. The initial stages of MTR, particularly Self-Awareness and Muhasabah, provide opportunities for teachers to recognize their current condition, identify experiences of fatigue and pressure, and reflect on their responses to professional demands.

This finding can be understood through the self-regulation framework underlying MTR. Self-regulation begins with the ability to observe and recognize one's internal condition before evaluating and directing subsequent responses. Within MTR, this process is complemented by *muhasabah*, which encourages teachers to consciously examine their condition and experiences within an Islamic value framework. Thus, the intervention does not merely ask teachers to cope with stress, but creates a structured opportunity to become aware of how they are experiencing their professional role and how they have been responding to its demands.

In contrast, Depersonalization decreased from 8.59 to 7.95, but the difference was not statistically significant, $t(65) = 1.595$, $p = .116$. Similarly, Reduced Personal Accomplishment decreased from 15.44 to 14.83, but this change was also not statistically significant, $t(65) = 1.348$, $p = .182$. These findings suggest that changes in teachers' interpersonal orientation toward their work and their perceptions of professional accomplishment may require a longer or more intensive process than changes in immediate experiences of emotional exhaustion.

The different patterns across the three dimensions are theoretically important. Emotional Exhaustion is closely related to the experience of depleted emotional energy, which can be directly addressed through awareness and reflective processing. Depersonalization and Reduced Personal Accomplishment, however, may reflect more established patterns in teachers' relationships with students, their professional identity, and their evaluation of their own effectiveness. Such patterns may not change substantially within a relatively short intervention period. The MTR model includes Meaning Reconstruction, Vision Reconstruction, and Renewal Commitment precisely because the intended process extends beyond immediate stress reduction toward a broader renewal of professional orientation.

The absence of significant changes in the two dimensions should therefore not be interpreted as evidence that these components are irrelevant to MTR. Rather, it indicates that the present empirical evaluation provides stronger evidence for change in Emotional Exhaustion than for the other dimensions. Importantly, the study did not separately measure the proposed mechanisms of change, such as self-regulation, meaning of work, calling, or Teacher Renewal. Consequently, the explanation of why Emotional Exhaustion changed more substantially remains a theoretical interpretation rather than a directly tested mediation mechanism.

The dimension-specific findings also reinforce the importance of examining burnout as a multidimensional construct. A significant change in the total burnout score may conceal differences in how particular dimensions respond to an intervention. In the present study, the overall reduction was primarily supported by the reduction in Emotional Exhaustion. This provides a more precise interpretation of the effectiveness of MTR and indicates that future research should examine whether longer implementation, repeated *muhasabah* practice, or additional follow-up sessions can produce broader changes in Depersonalization and Reduced Personal Accomplishment.

Muhasabah as a Reflective Self-Regulation Mechanism

A central conceptual contribution of the present study is the positioning of *muhasabah* as a reflective process that can be integrated with self-regulation in the development of the MTR intervention. This integration does not equate *muhasabah* with self-regulation. Rather, the two concepts are positioned as complementary: Self-Regulation Theory explains the psychological process through which individuals observe, evaluate, and direct their responses, while *muhasabah* provides an Islamic reflective-spiritual orientation for examining one's condition, experience, intentions, and actions.

Within this framework, *muhasabah* can be understood as a process that begins with awareness of one's condition, continues with self-evaluation and reflection on experience, and leads toward the redirection of subsequent action. This sequence has functional correspondence with the processes described in self-regulation. The correspondence, however, is conceptual rather than an assertion that the two constructs are identical. *Muhasabah* adds a value-based dimension to self-regulation by orienting reflection toward responsibility, values, and meaningful change within an Islamic framework.

The MTR intervention operationalizes this integration through a structured sequence of activities. The Self-Awareness stage facilitates recognition of the teacher's current psychological and professional condition. Meaning Reconstruction encourages reflection on the significance of the teaching profession. The Muhasabah stage provides structured self-examination and evaluation, while Vision Reconstruction and Renewal Commitment direct reflection toward future goals and concrete commitment. The 14-day *muhasabah* practice subsequently provides an opportunity to continue the reflective process beyond the intervention sessions.

The conceptual relationship can therefore be expressed as self-regulation provides the psychological mechanism, *muhasabah* provides the reflective-spiritual orientation, and MTR

provides the operational form of their integration. Burnout remains the empirical outcome examined in this study. This distinction is important because the present research does not statistically test *muhasabah* as an independent variable or self-regulation as a mediator. Instead, the conceptual integration serves as the theoretical foundation for constructing the intervention, while the empirical analysis examines whether burnout changes following participation in MTR.

The observed reduction in overall burnout, particularly the significant reduction in Emotional Exhaustion, is consistent with the possibility that structured awareness and reflective evaluation may help teachers respond differently to experiences of professional strain. However, this interpretation remains theoretically informed rather than a directly tested mechanism. The current design cannot establish whether changes in self-regulation actually mediated the relationship between MTR participation and burnout reduction.

This conceptual positioning also differentiates MTR from interventions that treat *muhasabah* simply as a religious recommendation or devotional activity. In MTR, *muhasabah* is translated into a structured psychological-reflective process involving awareness, evaluation, meaning reconstruction, direction, and commitment. The Islamic dimension is therefore retained while the process is articulated in terms that can be connected to psychological mechanisms of self-regulation. This represents the principal conceptual contribution of the model.

Meaning of Work, Calling, and Self-Determination in MTR

The reduction of burnout observed after the MTR intervention can also be understood through the supporting perspectives of meaning of work, work as calling, and self-determination. These perspectives were not positioned as separate empirical mechanisms in the present study, but as theoretical foundations that informed the construction of the intervention. In this framework, burnout is understood not only as a condition associated with excessive work demands but also as a condition that may be related to the way teachers interpret their work, experience its significance, and regulate their engagement with it.

The meaning of work perspective is particularly relevant to the Meaning Reconstruction session in MTR. Teachers may experience their daily responsibilities as repetitive, demanding, or emotionally exhausting when the connection between their activities and personally meaningful purposes becomes less salient. The intervention therefore does not merely encourage teachers to work harder, but invites them to reconsider why their work matters and how their role as educators is connected to values and broader purposes. This orientation is consistent with the view that meaning can function as an important psychological resource in sustaining engagement with work (Lavy, 2022; Suyatno et al., 2022).

The concept of work as calling provides another perspective for understanding this process. Teaching may be experienced not merely as an occupation but as work that is connected with personal values, contribution, and a sense of purpose. Research has also linked teachers' career calling with lower burnout, including through work engagement and psychological capital (Zhao et al., 2022). Within MTR, this orientation is incorporated through reflection on the significance of the teacher's role and the reconstruction of personal vision. Calling, however, should not be interpreted as requiring teachers to tolerate excessive demands or sacrifice their well-being indefinitely. Rather, the concept is used to strengthen the meaningful interpretation of work while maintaining reflective awareness of personal needs and boundaries.

This point is important because meaning and calling alone cannot be assumed to eliminate burnout. A strong sense of calling may coexist with high demands and emotional exhaustion. Therefore, MTR places meaning reconstruction within a broader self-regulatory process. Teachers are encouraged to recognize their present condition, evaluate their relationship with their work, reconstruct meaning, and formulate a renewed direction. In this

way, meaning serves as a resource within the process of self-regulation rather than as a direct substitute for psychological regulation.

The perspective of Self-Determination Theory further strengthens this interpretation. The theory emphasizes the importance of autonomy, competence, and relatedness in supporting high-quality motivation and psychological functioning (Ryan & Deci, 2020). These principles are reflected indirectly in MTR through opportunities for teachers to engage in personal reflection, identify meaningful values, evaluate their current condition, and formulate their own renewal commitments. Thus, the intervention does not primarily rely on external motivational pressure. Instead, it seeks to facilitate internally meaningful reasons for continuing and renewing engagement with the teaching role.

Taken together, these perspectives help explain the theoretical architecture of MTR. Self-regulation provides the psychological process for observing, evaluating, and directing oneself; muhasabah provides the reflective-spiritual orientation; meaning of work and calling provide resources for reconstructing the significance of teaching; and Self-Determination Theory provides a perspective on autonomous and sustainable motivation. These elements are integrated into the intervention, while burnout remains the empirical outcome that is directly assessed.

This distinction is important for interpreting the present findings. The significant reduction in overall burnout does not demonstrate that meaning of work, calling, or self-determination individually mediated the effect of MTR. Rather, the findings provide preliminary empirical support for the effectiveness of an intervention that was constructed from these complementary theoretical perspectives. Future research would be required to examine whether changes in meaning, autonomous motivation, or other proposed mechanisms statistically account for changes in teacher burnout.

Teacher Renewal as the Direction of Change

The concept of Teacher Renewal represents the broader direction of change pursued through MTR. In this study, Teacher Renewal is not treated as a separate quantitative outcome. Instead, it describes the process of restoring a more reflective, meaningful, and sustainable orientation toward the teaching role following experiences associated with burnout.

The five MTR sessions illustrate this direction. Self-Awareness initiates recognition of one's current condition; Meaning Reconstruction reconnects the teacher with the significance of work; Muhasabah facilitates structured reflection and evaluation; Vision Reconstruction develops a renewed orientation toward the future; and Renewal Commitment translates reflection into a personal commitment for continued practice. The subsequent 14-day Muhasabah program is intended to support continuity between the structured intervention and everyday reflective practice.

Accordingly, Teacher Renewal should not be equated simply with a reduction in burnout scores. A teacher may experience reduced burnout while the broader process of renewal remains incomplete. Conversely, renewal may involve changes in meaning, awareness, motivation, and orientation that are not immediately captured by a burnout measure. The present study therefore uses burnout reduction as its measurable empirical indicator while positioning Teacher Renewal as the conceptual direction of the intervention.

This distinction also strengthens the theoretical positioning of MTR. The model does not claim that eliminating burnout is equivalent to achieving complete professional renewal. Rather, burnout reduction represents the empirical change examined in this study, whereas Teacher Renewal represents the broader developmental orientation underlying the intervention.

Theoretical Interpretation of the Findings

The findings support the theoretical positioning of MTR as an intervention that integrates self-regulation and muhasabah in addressing teacher burnout. The significant reduction in overall burnout suggests that structured reflection, meaning reconstruction, and renewal commitment may provide a useful approach for helping teachers respond to psychological demands in their work.

However, the findings should be interpreted cautiously. Because the study used a one-group pretest-posttest design without a control group, the reduction in burnout cannot be attributed exclusively to MTR. In addition, self-regulation, muhasabah, meaning of work, calling, and self-determination were not measured as separate mediating variables. Therefore, the conceptual integration proposed in this study functions primarily as the theoretical foundation for developing MTR, rather than as a statistically tested causal mechanism.

Limitations

This study has several limitations. First, the one-group pretest-posttest design limits causal inference because no control group was included. Second, the study was conducted within a single educational foundation, which limits generalizability to other teacher populations and institutional contexts. Third, the study measured burnout as the primary empirical outcome, while the proposed psychological and reflective mechanisms were not separately assessed. Future studies should therefore employ controlled or randomized designs and examine potential mechanisms of change to strengthen evidence for the effectiveness of MTR.

C. RESEARCH IMPLICATIONS AND CONTRIBUTIONS

1. Research Implications

The findings indicate that MTR may serve as a practical reflective intervention for reducing teacher burnout. Its integration of self-regulation and muhasabah provides an approach that connects psychological reflection with Islamic values. In educational settings, MTR may therefore be considered as a complementary program for supporting teachers' psychological well-being and sustainable engagement with their work.

However, the findings should be interpreted as preliminary evidence, given the one-group pretest-posttest design. The intervention should therefore be further examined using controlled and larger-scale studies.

2. Research Contribution

This study contributes a conceptual and intervention-based integration of muhasabah with self-regulation in addressing teacher burnout. The contribution lies not in proposing a new psychological theory or statistically testing muhasabah as a mediator, but in translating the conceptual integration into the Muhasabah for Teacher Renewal (MTR) intervention.

MTR provides a structured sequence of self-awareness, meaning reconstruction, muhasabah, vision reconstruction, and renewal commitment, followed by continued reflective practice. Thus, the study connects Islamic reflective practice, psychological self-regulation, and teacher burnout intervention within a single operational framework.

D. RECOMMENDATIONS FOR FUTURE RESEARCH DIRECTIONS

Future research should examine the effectiveness of Muhasabah for Teacher Renewal (MTR) using a controlled or randomized experimental design with larger and more diverse teacher samples. Further studies should also assess potential mechanisms underlying the intervention, particularly self-regulation and muhasabah, as well as changes in meaning of work, motivation, and other relevant psychological processes. Longitudinal assessment is also recommended to determine whether the reduction in burnout is maintained over time.

E. CONCLUSION

This study developed Muhasabah for Teacher Renewal (MTR) by integrating muhasabah with self-regulation as a reflective framework for addressing teacher burnout. The intervention showed a significant reduction in overall teacher burnout following its implementation. The findings provide preliminary support for MTR as an Islamic psychology-informed reflective intervention, while its conceptual mechanisms require further empirical examination through more rigorous research designs.

ACKNOWLEDGMENTS

The author would like to express sincere appreciation to Yayasan An Naajiya, Pasaman Barat, and the teachers who participated in this research. Their cooperation and participation were essential to the implementation of the Muhasabah for Teacher Renewal (MTR) intervention and the collection of research data. The author also acknowledges the academic guidance and support received during the research and manuscript preparation process.

AUTHOR CONTRIBUTIONS STATEMENT

Edwin Hutabian (EH) conducted the research, developed the Muhasabah for Teacher Renewal (MTR) intervention, collected and analyzed the data, interpreted the findings, and prepared the manuscript. Heru Susanto (HS) provided academic supervision, contributed to the conceptual and theoretical review, critically reviewed the manuscript, and provided guidance throughout the research and manuscript development. Both authors reviewed and approved the final version of the manuscript.

DECLARATION OF COMPETING INTEREST

The authors declare that there are no financial, professional, or personal conflicts of interest that could have influenced the planning, implementation, analysis, interpretation, or reporting of this research.

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