

THE EFFECT OF JOB STRESS, JOB CRAFTING, AND PERSONALITY ON THE BURNOUT OF GENERATION Z TEACHERS IN SURABAYA

Roky Ade Bobby Panduwal^{1a*}

¹Human Resource Development, Postgraduate, Airlangga University, Jl. Airlangga, Surabaya, 60286

Roky.ade.boby-2022@pasca.unair.ac.id

(*) Corresponding Author

Roky.ade.boby-2022@pasca.unair.ac.id

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ABSTRACT

This study aims to examine the influence of job stress, job crafting and personality on the burnout of Generation Z teachers in Surabaya both partially and simultaneously. This study combines job stress, job crafting, and personality in one analytical model, especially in the context of Generation Z teachers. In addition, this study found that personality is not always the main factor in reducing Generation Z burnout, which is different from several previous studies. The study employed a quantitative research design involving 166 Generation Z teachers in Surabaya, with at least 20 teachers representing each educational level from early childhood education (KB/TK) to senior high school or vocational high school (SMA/K). The data analysis technique used multiple regression. The results found that job stress has a positive and significant effect on burnout ($t\text{-value } 10.930 > t\text{-table } 1.654$), while job crafting has a negative and significant effect ($t\text{-value } -3.204 > t\text{-table } 1.654$). Personality has no positive and insignificant effect on burnout ($t\text{-value } -0.405 < t\text{-table } 1.654$). Simultaneously, these three variables contribute to burnout in Generation Z teachers ($F\text{-value } 76,542 > F\text{-table } 2,696$). These results suggest the need for targeted strategies that address job stress management, promote proactive job crafting behaviors, and enhance work adaptation skills to effectively reduce burnout and improve overall work performance among Generation Z teachers.

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Introductions

The teaching profession is one of the professions that plays a strategic role in the development of human resources and the progress of the nation. Teachers not only play the role of delivering subject matter, but also as learning facilitators, character guides, and agents of change in the school environment (Ketaren et al., 2025). In the

midst of these demands, teachers are also faced with severe challenges in the form of high workloads, administrative responsibilities, and expectations from various parties, ranging from schools, parents to the wider community. An ever-increasing workload can lead to psychological stress and fatigue, which in the long run triggers the condition Burnout, in which a state of emotional exhaustion, decreased personal achievement, and negative attitudes towards work (Agyapong et al., 2022).

This condition is important to be studied further in the context of Generation Z teachers born between 1997-2012, a generation that began to dominate the world of work, including in the education sector. Based on data from the National Labor Force Survey by the Indonesian Central Statistics Agency in August 2023, generation Z accounts for 14.73% of the total teachers and the number continues to increase along with the wave of teacher retirement from the baby boomer and X generations. Data from the Indonesian Ministry of Education and Culture in 2022-2024 also shows that there is a mass retirement of teachers that accelerates the generational transition in this profession.

As a generation Digital Narrative, Generation Z has advantages in technology adaptation, online communication, and project-based learning approaches (Arum et al., 2023). They are known for having high creativity and strong digital competitiveness (Wijaya & Arisetyawan, 2023). However, they also face typical challenges, such as high job expectations, a gap between idealism and the reality of work, and limited experience in dealing with organizational pressures (Akbar & Mustari, 2024). Gallup (2022) noted that 68% of Gen Z and young millennials feel stressed at work, with 34% of them experiencing Burnout almost all the time.

Burnout Teachers are one of the serious impacts of the imbalance between job demands and personal adaptation capacity. According to Maslach (2003), Burnout It is a psychological syndrome characterized by three main symptoms, namely emotional exhaustion, depersonalization, and decreased personal achievement. In the context of education, this symptom can interfere with the quality of teaching and the relationship between teachers and students. Schaufeli & Enzmann (1998) explains that Burnout it is often the result of an accumulation of work environment pressures that are not handled adaptively.

One of the main causes Burnout be Job stress, that is, the pressure that arises due to the mismatch between the demands of the job and the resources that individuals have. Excessive workload, role ambiguity, and time pressure are common stressors experienced by teachers (Apriyani et al., 2023; Vallasamy et al., 2023). Research shows that daily work stress is significantly linked to emotional fatigue and a desire to leave work (Park et al., 2020; Wu et al., 2024). In addition, prolonged stress in the educational environment is associated with decreased job satisfaction, increased anxiety, and decreased mental health (Coronado, 2011; Kokkinos, 2007).

In addition to external pressures, personality factors (Personality) also affects the way individuals respond to stress. Personality theory Big Five developed by Costa & McCrae (1992) mentions five main dimensions, namely neuroticism, extraversion, openness, approval, and prudence. Individuals with high levels of neuroticism tend to be more sensitive to stress, while extraversion and caution can act as a protector against burnout (Maslach, 2003; Schaufeli & Enzmann, 1998). Study by Cano-Garcia et al. (2005) and Kokinos & Davazoglou (2009) showed that teachers with high neuroticism and low approval had Burnout who are higher compared to those who have a stable personality.

To manage work pressure, one of the important strategies that can be used is Job Crafting. This concept refers to the proactive actions of individuals in adapting their work, both in terms of roles, duties, and perspectives on work, to better match personal strengths, values, and interests (Wang, 2021). Job crafting can improve work meaning, engagement, and resilience to stress (Martínez et al., 2022). Costantini et al. (2021) divide Job Crafting into three main forms, namely resource search (seeking resources), challenge search (Seeking Challenges), and reduction of claims (reducing demands). All three play a role in building a balance between work and personal capacity that individuals have.

The study conducted by Vallasamy et al. (2023) shows that Job Crafting contribute to increasing work motivation, engagement, and reducing counterproductive behavior in the workplace. In the context of generation Z teachers, Job Crafting This is especially important considering that they are in the early stages of their careers that demand a high level of adaptation to a dynamic work environment. Lazazzara et al. (2020) Call Job Crafting As a dynamic process that continues to evolve, it allows individuals to create more meaningful and sustainable work experiences.

By looking at this reality, it is important to understand how work pressure, personality characteristics, and proactive strategies such as job crafting play a role in influencing burnout in Generation Z teachers, especially the Surabaya area which reflects the dynamics of big city education. The condition of burnout does not only have an impact on the individual gru, but also on the continuity of learning and student achievement. Therefore, understanding the factors that affect burnout is one of the important steps in building a healthy, productive, and sustainable work environment in the world of education.

Method Research

The type of research uses quantitative. In this study, the population is Generation Z teachers at the KB/kindergarten to high school/K levels in Surabaya. Teachers, especially Generation Z teachers, in this case are suspected of experiencing burnout due to *job stress*, *job crafting*, and *personality*. Meanwhile, the number of research samples is determined by the Lemeshow formula as follows.

$$n = \frac{z^2 \cdot P \cdot (1 - P)}{d^2}$$

where, n is the number of samples; z is a z-score at 95% confidence (1.96); P is the maximum estimate; and d is the error rate. Based on this formula, the sample size is calculated with a maximum estimate of 50% and an error rate of 10% as follows.

$$n = \frac{1,96^2 \cdot 0,5 \cdot (1 - 0,5)}{0,1^2} = \frac{3,8416 \cdot 0,5 \cdot 0,5}{0,1^2} = 96,04$$

Based on this formula, the results of the sample number were 96.04 which were rounded up to 96 teachers as respondents. Thus, the minimum sample in this study is 96 respondents. Meanwhile, teachers are Generation Z teachers at the KB/Kindergarten to High School / K levels in Surabaya, including each level of at least 20 teachers to be used as respondents.

This study uses a questionnaire. Respondents were directed to fill out a questionnaire by responding to statements relevant to the study. After going through the data collection, it will then be measured using the Likert scale, where each response is given a weight or a certain score of "Strongly Agree" = 5, "Agree" = 4, "Neutral" = 3, "Disagree" = 2, and "Strongly Disagree" = 1. The data analysis technique was carried out in several stages of testing, including validity testing, reliability testing, and classical assumption testing. Hypothesis testing in this study will be carried out using multiple regression analysis, along with partial tests (t-test), simultaneous tests (F-tests), and determination coefficient analysis.

Result and Discussions

Results

This study involved 166 respondents with a proportion of 71 male respondents (43.4%) and 94 female respondents (56.6%). Based on age, the majority of respondents were in the 26-28 years group (45.2%), followed by 23-25 years old (39.8%) and 20-22 years old (15.1%). In terms of education, most of the respondents have a Bachelor's degree (80.1%), while the rest consist of Master's (18.7%), Diploma (0.6%), and High School (0.6%). Based on position, the response consisted of KB/Kindergarten teachers (7.8%), elementary teachers (23.5%), junior high school teachers (24.1%) and the majority of high school/K teachers (44.5%). This data shows that respondents come from diverse backgrounds in terms of gender, age, education, and job positions in the world of education.

Table 1. Education Categorization Data

Data Type	Category	Number of Respondents	Percentage
Gender	Man	71	43.4%
	Woman	94	56.6%
	Total	166	100%
Age	20-22 years old	25	15.1%
	23-25 years old	66	39.8%
	26-28 years	75	45.2%
	Total	166	100%
Education	SMA	1	0.6%
	Diploma	1	0.6%
	Bachelor	133	80.1%
	Master	31	18.7%
	Total	166	100%
Position	KB/Kindergarten Teacher	13	7.8%
	Elementary School Teacher	39	23.5%
	Junior High School Teacher	40	24.1%
	High School/K Teacher	74	44.5%
	Total	166	100%

The results of the descriptive analysis illustrate that the response in this study is Generation Z teachers who come from the KB/Kindergarten to SMA/K levels in various educational institutions in the city of Surabaya.

Validity Test

The validity test is determined by calculating the significance value limit, if the calculated value < the value of sig (0.05) and the value of r_{is} calculated > from the $r_{of\ the\ table}$ (0.152). The results of the validity test of this study can be seen in the following table.

Table 2 Validity Test Results

Variabel	Indikator	Rhitung	Rtabel	Nilai Sig.	Ket	Variabel	Indikator	Rhitung	Rtabel	Nilai Sig.	Ket
Job Stress	X1.1	0,000	0,152	0,569	Valid	Personality	X3.1	0,000	0,152	-0,344	Valid
	X1.2	0,000	0,152	0,646	Valid		X3.2	0,000	0,152	-0,411	Valid
	X1.3	0,000	0,152	0,673	Valid		X3.3	0,000	0,152	-0,453	Valid
	X1.4	0,000	0,152	0,668	Valid		X3.4	0,000	0,152	0,387	Valid
	X1.5	0,000	0,152	0,788	Valid		X3.5	0,000	0,152	0,724	Valid
	X1.6	0,000	0,152	0,761	Valid		X3.6	0,000	0,152	0,79	Valid
	X1.7	0,000	0,152	0,585	Valid		X3.7	0,000	0,152	0,787	Valid
	X1.8	0,000	0,152	0,715	Valid		X3.8	0,000	0,152	0,749	Valid
	X1.9	0,000	0,152	0,700	Valid		X3.9	0,000	0,152	0,724	Valid
	X1.10	0,000	0,152	0,832	Valid		X3.10	0,000	0,152	0,621	Valid
	X1.11	0,000	0,152	0,750	Valid		X3.11	0,000	0,152	0,689	Valid
	X1.12	0,000	0,152	0,778	Valid		X3.12	0,000	0,152	0,634	Valid
Job Crafting	X2.1	0,000	0,152	0,874	Valid	Burnout	X3.13	0,000	0,152	0,558	Valid
	X2.2	0,000	0,152	0,816	Valid		X3.14	0,000	0,152	0,649	Valid
	X2.3	0,000	0,152	0,844	Valid		X3.15	0,000	0,152	0,507	Valid
	X2.4	0,000	0,152	0,895	Valid		Y1	0,000	0,152	0,780	Valid
	X2.5	0,000	0,152	0,906	Valid		Y2	0,000	0,152	0,833	Valid
	X2.6	0,000	0,152	0,761	Valid		Y3	0,000	0,152	0,906	Valid
	X2.7	0,000	0,152	0,902	Valid		Y4	0,000	0,152	0,918	Valid
	X2.8	0,000	0,152	0,634	Valid		Y5	0,000	0,152	0,899	Valid
	X2.9	0,000	0,152	0,520	Valid		Y6	0,000	0,152	0,827	Valid
							Y7	0,000	0,152	0,917	Valid
							Y8	0,000	0,152	0,865	Valid
							Y9	0,000	0,152	0,913	Valid

Based on the results of the validity test, data that meets the validity value category can be obtained, namely $r_{\text{count}} > r_{\text{table}}$ and $\text{sig.} < 0.05$. Therefore, all indicator items on each variable as a whole are declared valid.

Reliability Test

In this study, a reliability test was carried out using the *Cronbach alpha* formula to assess the level of reliability of the research instruments related to the variables. An instrument is considered reliable if the *cronbach alpha value* is ≥ 0.50 ; conversely, if the value is ≤ 0.50 , the instrument is considered unreliable (Ghozali, 2020).

Table 3 Reliability Test Results

Variabel	Koef. Cronbach Alpha	Standar Cronbach Alpha	Keterangan
Job stress	0.907	0,50	Reliabel
Job crafting	0.931	0,50	Reliabel
Personality	0.639	0,50	Reliabel
Burnout	0.961	0,50	Reliabel

This finding is known that the *cronbach alpha value* for each variable is included in the category of reliable or trustworthy because it has a > 0.50 value.

Classic Assumption Test

Normality Test

The normality of the data was assessed using the Kolmogorov-Smirnov Normality Test in the SPSS program. As stated by Ghozali (2020), decision-making is based on probability (*asymptotic significance*), if the probability is ≥ 0.05 then the distribution of the regression model is considered normal. On the other hand, if the probability is < 0.05 then the distribution is considered abnormal.

Table 4 Normality Test Results

		Unstandardized Residual
N		166
Normal Parameters ^{a,b}	Mean	.0000000
	Std. Deviation	4.77528327
Most Extreme Differences	Absolute	.063
	Positive	.033
	Negative	-.063
Test Statistic		.063
Asymp. Sig. (2-tailed) ^c		.200 ^d
Monte Carlo Sig. (2-tailed) ^e	Sig.	.110
	99% Confidence Interval Lower Bound	.102
	Upper Bound	.118

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

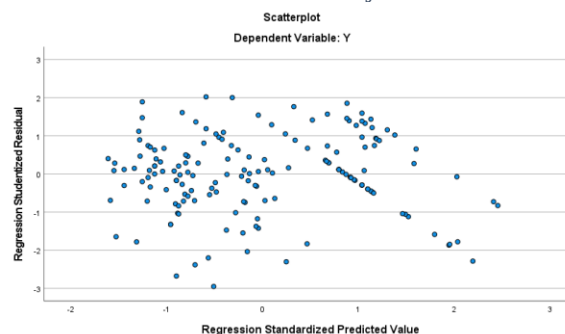
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

Based on Table 4, the significance value of the results of the Kolmogorov-smirnov normality test with Asymp. Sig. (2-tailed) = 0.200 > 0.05 , then that data is normal.

Heteroscedasticity Test

Based on Figure 1, it shows that there is a pattern of dots that spread in various directions above and below the number 0 on the Y axis, as well as the distribution of unpatterned or unshaped dots. up to testing with analysis *Scatterplot* heteroscedasticity does not occur (Ghozali, 2020).

Picture 1 Heteroscedasticity Test Results



Multicollinearity Test

Table 5 shows that each of the independent variables in this study as a whole had a tolerance value of ≥ 0.1 and a VIF value of 10. Thus, it can be concluded that independent variables do not occur multicollinearity.

Table 5 Multicollinearity Test Results

Variabel	Tolerance	VIF	Keterangan
<i>Job stress</i>	0,800	1,250	Tidak terjadi multikolineritas
<i>Job crafting</i>	0,422	2,368	
<i>Personality</i>	0,495	2,020	

Hypothesis Test

T test

The t-test was carried out to identify the regression coefficient in each individual of the research variable by decision-making if the t-statistical probability value < 0.05 significance, then the independent variable had a significant influence on the dependent variable; On the other hand, if the probability value of the T-statistic > 0.05 significance, then it is decided that the independent variable does not have a significant influence on the dependent variable (Ghozali, 2020).

The *partial* effect is known from the *Standardized Coefficients Beta* value of the beta value, namely *job stress* (beta = 0.657, and significance = 0.000), *job crafting* (beta = -0.265, and significance = 0.002) and *personality* (beta = 0.031, and significance = 0.666).

The basis for t-test decision-making is that if $t_{is\ calculated} > t_{table}$, it means that there is a partial influence between independent variables and dependent variables. To calculate $t_{the\ table}$, the formula $df = n - k - 1 = 166 - 4 - 1 = 161$ with significance (α) = 0.05 was obtained, so the result of t_{table} was obtained of 1.654. The results of the t-test can be seen in the following table.

Table 6 Test Results t

Coefficients ^a					
Model	Unstandardized Coefficients	Standardized Coefficients	t	Sig.	
1					
(Constant)	10.508	.6931	1.516	.132	
X1	.803	.073	.657	10.930	.000
X2	-.433	.135	-.265	-3.204	.002
X3	-.065	.160	-.031	-.405	.686

a. Dependent Variable: Y

Based on Table 6, it is known that the calculated t value of each independent variable is known. The analysis of the t-test is described as follows:

a. Hypothesis 1

The $t_{\text{value calculated}}$ on the variable *job stress* was $10.930 > 1.654$, with a significance level of $0.000 < 0.05$. It can be known that *job stress* has a positive and significant effect on *burnout* in Generation Z teachers at the KB/Kindergarten to SMA/K levels in Surabaya.

b. Hypothesis 2

The $t_{\text{value calculated}}$ on the *job crafting* variable was $-3.204 > 1.654$, with a significance level of $0.002 < 0.05$. It can be known that *job crafting* has a negative and significant effect on *burnout* in Generation Z teachers at the KB/Kindergarten to SMA/K levels in Surabaya.

c. Hypothesis 3

The $t_{\text{value calculated}}$ on the *personality* variable was $-0.405 < 1.654$, with a significance level of $0.666 > 0.05$. It can be known that personality does not have a positive and insignificant effect on burnout in Generation Z teachers at the KB/Kindergarten to High School/K levels in Surabaya.

Test F

The F test is intended to perform hypothesis testing of all regression coefficients simultaneously. Simultaneous testing can be seen by comparing the F_{value} of the $> F_{\text{calculation table}}$ and the significance value. If $F_{\text{calculates}} > F_{\text{table}}$ and the significance value < 0.05 , it is stated that there is a simultaneous influence. F_{table} is determined using a significance level of 95%, $\alpha = 5\%$, where the formula is $df_1 = k - 1$ and $df_2 = n - k$. Thus, $df_1 = 3$ and $df_2 = 162$ were obtained and found F_{table} with a value of 2.696.

Table 7 F Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1					
Regression	5563.500	3	1854.500	76.542	.000 ^b
Residual	2810.492	116	24.228		
Total	8373.992	119			

a. Dependent Variable: Y

b. Predictors: (Constant), X3, X1, X2

Table 7 presents a calculated F value of $76.542 > F_{\text{table}}$ (2.696) with a significance level of $0.000 < 0.05$. So, *job stress* (X1), *job crafting* (X2) and *personality* (X3) together have a positive and significant effect on *burnout* (Y) in Generation Z teachers at the KB/Kindergarten to SMA/K levels in Surabaya.

Coefficient of determination

The determination coefficient proxied with R^2 shows the magnitude of the variance of the dependent variable that can be explained by the independent variable (Ghozali, 2020) with the following results.

Table 8 Coefficient of Determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.815 ^a	.664	.656	4.922

a. Predictors: (Constant), X3, X1, X2

b. Dependent Variable: Y

Based on Table 8, the *R Square* value was obtained at 0.664 or 64.4%. This shows that *the variance of the burnout variable (Y)* in Generation Z teachers at the KB/Kindergarten to SMA/K levels in Surabaya can be explained by the variables of *job stress (X1)*, *job crafting (X2)* and *personality (X3)* of 64.4%. While the remaining 35.6% was influenced by other variables that were not studied in this study.

Discussion

The Effect of Job Stress on Generation Z Teacher Burnout in Surabaya

Influence Job Stress towards Burnout Generation Z in Surabaya is an increasingly relevant issue (Fitriani et al., 2025), including in the context of today's education. The findings show that there is a positive and significant influence between Job Stress with Burnout to Generation Z teachers in Surabaya. Job stress and Burnout have a close relationship in the work dynamics of individuals. Job stress arises when the demands of the job exceed the individual's capacity to cope with them, both physically and mentally (Arianti & Irwanto, 2021). Factors such as excessive workload, time pressure, role ambiguity, and interpersonal conflict can trigger Job Stress that is prolonged (Vallasamy et al., 2023). If it is not managed properly, Job Stress can develop into a Burnout, which is characterized by emotional exhaustion, depersonalization, and decreased work achievement (Nursani et al., 2025).

Individuals who experience levels Job Stress those who are tall tend to be more susceptible to experiencing Burnout Because constant pressure can drain energy, reduce motivation, and decrease their psychological well-being (Nursani et al., 2025). Burnout It is not solely caused by work pressure, but is also influenced by the quality of an individual's interaction with his or her work environment (Kurniawan et al., 2025). Factors such as social support, role clarity, and effective communication play an important role in shaping responses to work stress (Farawowan et al., 2025; Harmen et al., 2024). When the work environment is not supportive, such as a lack of communication or unclear tasks, individuals tend to feel isolated and overwhelmed (Tuffahati et al., 2025). On the other hand, a positive work environment with adequate support and opportunities for self-development, can lower the risk Burnout and encourage engagement and well-being (Ulhaq et al., 2024).

Based on these results and explanations, the higher the level of work stress experienced by Gen Z teachers, the higher the level of *Burnout* that they feel. These results are strengthened by research conducted by Park et al., (2020), Wu et al., (2024), Jia et al., (2021) and Zhao et al., (2022) which states that *Job Stress* has a direct or indirect influence on *burnout*. Research Park et al., (2020), indicating that the increase in the *Job Stress* is closely related to increased symptoms *Burnout* among the teaching staff, where factors such as high workload and excessive emotional demands are the main causes. These findings are in line with the results of the study Wu et al., (2024) which emphasizes that *Job Stress* Not only does it affect an individual's mental well-being, but it can also have an impact on work performance and productivity. In the study that has been presented Wu et al., (2024) It is known that teachers who experience *Job Stress* high ones tend to indicate a decrease in motivation and engagement at work, which in turn worsens the condition *burnout*.

The Effect of Job Crafting on Generation Z Teacher Burnout in Surabaya

The results of the study show that Job Crafting negative and significant effects on Burnout to Generation Z teachers in the city of Surabaya. The higher the level Job Crafting done, the lower the rate Burnout experienced, so that Job Crafting is an important strategy in maintaining the welfare of teachers' work (Zulkifli et al., 2024).

Job crafting, which is an individual's effort in adjusting their duties, social relationships, and outlook on their work, is believed to increase work engagement as well as reduce psychological stress (Kuijpers et al., 2020). In the context of education, teachers are often faced with pressures that have the potential to cause stress and work fatigue (Kusumo, 2025). Through Job Crafting, teachers can actively adjust their work to better suit their needs and capacity, thus creating a more meaningful work environment. Instead Burnout arises as a result of excessive work pressure and

lack of control, which is characterized by emotional exhaustion, depersonalization, and decreased self-achievement (Nursani et al., 2025).

Individuals who actively perform Job Crafting tend to have a Burnout lower because they can adjust their workload, improve relationships at work, and find more meaning in their work (Edú-valsania et al., 2022). Process Job Crafting Help individuals manage stress more effectively, thereby reducing the negative impact of work demands. On the other hand, without Job Crafting, individuals are more prone to burnout due to unbalanced workloads, lack of control, and lack of social support (Martínez et al., 2022). The inability to fit work to personal needs can trigger stress that leads to emotional exhaustion and decreased motivation (Andini et al., 2024). These findings are supported by research conducted by Martínez et al., (2022) & Pijpker et al., (2022) which states that Job Crafting can have the opposite effect on burnout. These studies show that individuals who are active in Job Crafting not only able to reduce the level of burnout, but also improves job satisfaction and overall well-being.

The Influence of Personality on Generation Z Teacher Burnout in Surabaya

The results of the study showed that there was a negative and insignificant influence between Personality with Burnout Generation Z teachers in Surabaya. Personality plays an important role in influencing an individual's response to work pressure and the risk of burnout. Individuals with neurotic personalities, for example, are more likely to experience Burnout because it is easy to feel anxious, emotionally unstable, and less able to manage stress effectively (Nagle et al., 2024).

These results are not in accordance with the research conducted by Sekułowicz et al., (2022) and Wu et al., (2024), Personality Contribute to the level Burnout, but these relationships do not stand alone, other factors such as work environment, social support, and stress management skills also influence the extent to which individuals experience burnout. Although personality influences responses to stress, context and work situations remain decisive factors (Tuffahati et al., 2025).

In contrast, individuals with extroverted personalities (extraversion) or high emotional resilience tend to be better able to manage stress and maintain positive energy at work, so the risk of Burnout lower (Smith et al., 2021). Extroverted individuals tend to have strong social support through extensive social interactions, making them better able to cope with work pressures (Nugraha, 2025). In addition, personality dimensions such as awareness, openness, and friendliness also affect the way a person manages stress. Those with a high level of awareness are generally more structured and have a strategy Coping with effective, so that there is a lower risk of experiencing Burnout (Edú-valsania et al., 2022).

Although it is stated in many literature that personality dimensions such as neuroticism, extroversion, and self-awareness can moderate responses to work stress, the results of this study indicate that personality is not a direct predictor factor for burnout among Generation Z teachers in Surabaya. This can be due to high personality variation in the sample or media roles that are not explicitly analyzed, such as strategic coping or social support. Thus, although important, personality is more accurately seen as a factor that influences the way an individual responds to stress, rather than as the main determinant of the appearance of burnout.

The Influence of Job Stress, Job Crafting and Personality on Generation Z Teacher Burnout in Surabaya

The results of the study show that there is a positive and significant influence between Job Stress, Job Crafting and Personality with Burnout Generation Z teachers in Surabaya. These findings show that the three variables simultaneously explain the significant proportion of variability to the level of Burnout experienced by individuals. Means, burnout It is not only triggered by a single aspect, but is the result of a complex interaction between external work pressures, the individual's adaptive capacity, and inherent personality characteristics (Riyadi, 2022). However,

when viewed partially, only Job Stress which has been proven to have a positive and significant influence while Job Crafting and Personality have a negative but not significant effect on Burnout.

Job stress is a variable that consistently shows a significant contribution to increasing risk burnout. In the context of Generation Z, who are known to be more open to flexibility and work-life balance, high work pressure without adequate control tends to accelerate the onset of symptoms burnout, such as emotional fatigue and decreased motivation (Pradana & Putri, 2025). This is in line with the theory Deman Control Model by Karasek (Ibukun & Perotin, 2022), which states that work stress occurs when job demands are high but an individual's control over work is low.

Generally, in generation Z teachers, it is a young working-age group with more dynamic and meaning-oriented work values, the combination of high work pressure, the ability to adapt to work, and certain personality backgrounds form a unique pattern of work experience (Chen et al., 2025). Teachers who face high work pressure but are unable to Job Crafting adequate personality, as well as less adaptive personalities, such as neuroticism, tend to be more likely to experience burnout. On the other hand, teachers who are able to modify their work flexibly and have supportive personal characteristics, for example conscientiousness or agreeableness, tend to be more resilient in facing work challenges.

In practical terms, these findings emphasize the importance of systemic and holistic approaches in preventing and managing Burnout, namely by focusing not only on reducing work stress, but also empowering teachers in creating meaningful workspaces through Job Creation, as well as character development and personal competence (Kokkinos, 2007). Teachers who are less determined and less persistent in pursuing goals will find it easier to build emotional discouragement, withdraw from situations, and become pessimistic to avoid further stress and pressure (Kim et al., 2019). Schools and policymakers need to consider integrative intervention efforts, combining stress management training, facilitation Job Crafting, and personality-based psychological assessments as part of teacher well-being improvement strategies.

Conclusion

Based on the results of data analysis and discussion on the influence of *job stress*, *job crafting* and *personality* with Generation Z teacher burnout in Surabaya, it was concluded that job stress has a positive and significant effect on Generation Z teacher burnout in Surabaya, with a calculated t value of 10.930 which is greater than the ttable of 1.654. Job crafting has a negative and significant effect on the burnout of Generation Z teachers in Surabaya, with a t-value of -3.204 which is greater than the ttable of 1.654. Personality had no positive and insignificant effect on the burnout of Generation Z teachers in Surabaya, with a t-value of -0.405 which was smaller than the ttable of 1.654. Job stress, job crafting and personality together can have a positive and significant effect on the burnout of Generation Z teachers in Surabaya, with an Fscore of 76,542 which is greater than the Fof the table of 2,696.

The suggestions include adding other variables to determine the influence of burnout such as HR competence, work environment, and job satisfaction. In addition, it can be developed in other fields of innovation so that references increase for academics and the general public, such as research related to stress management strategies in teachers and teaching staff, the effectiveness of employee stress management, and so on. For elementary to secondary education institutions in the city of Surabaya, pay attention to the ability of teaching staff to carry out teaching duties at each level of education. In addition, the workload can be adjusted to the jobdesk and work details to the relevant department so that not all technical work is delegated to teachers or teaching staff, so that work can be carried out in a balanced manner.

The implication is that human resource management in educational institutions needs to design a strategy that focuses on managing work stress, increasing job crafting, and developing work adaptation programs to reduce burnout

and increase the work effectiveness of Generation Z teachers. , does not show that the overall personality of each individual in Generation Z teachers can cause burnout. This is because there are differences and diversity in the personality of each individual, so that this diversity cannot be hit equally in influencing the burnout phenomenon that occurs. It is hoped that the strategy in stress management in question can be right on target in reducing burnout through the development of teacher human resources such as adjusting jobdesks, reducing working time outside of teaching activities, providing training and counseling for generation Z teachers in Surabaya.

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