

Erosion of Self-Efficacy as a Predictor of Burnout Among School Counselors: A Narrative Review

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Abstrack

This study systematically reviews how erosion of self-efficacy predicts burnout among school counselors by synthesizing nine empirical studies published between 2015 and 2025 using PRISMA 2020 and Kitchenham's SLR framework. Findings show that declining self-efficacy consistently predicts higher emotional exhaustion, depersonalization, and reduced personal accomplishment. Self-efficacy also mediates the relationship between job resources (role clarity, supervision, training) and counselor well-being, while loneliness and weak organizational support attenuate the protective effects of self-efficacy. Contextual vulnerabilities include crisis management and parental collaboration, where demands often exceed counselors' capacities. Based on integrated evidence, the study proposes a context-sensitive early-detection framework for Indonesian schools that integrates organizational supports, mastery experiences, and emotional-spiritual interventions. Contributions are threefold: theoretical extension of the Job Demands Resources model, empirical validation of self-efficacy erosion as a predictor of burnout, and practical guidance for prevention. Future research should validate detection instruments and use longitudinal, mixed-method designs in Indonesian settings and implementation studies.

Keywords: burnout, school counselors, self-efficacy, loneliness, systematic literature review

Abstrak

Penelitian ini menelaah secara sistematis bagaimana erosi efikasi diri memprediksi burnout pada konselor sekolah dengan mensintesis sembilan studi empiris yang dipublikasikan antara 2015 dan 2025 menggunakan PRISMA 2020 dan kerangka SLR Kitchenham. Temuan menunjukkan bahwa penurunan efikasi diri secara konsisten memprediksi peningkatan kelelahan emosional, depersonalisasi, dan penurunan prestasi pribadi. Efikasi diri juga memediasi hubungan antara sumber daya kerja (kejelasan peran, supervisi, pelatihan) dan kesejahteraan konselor, sementara kesepian dan dukungan organisasi yang lemah melemahkan efek protektifnya. Kerentanan kontekstual mencakup penanganan krisis dan kolaborasi dengan orang tua, di mana tuntutan sering melampaui kapasitas konselor. Berdasarkan bukti terintegrasi, studi ini mengusulkan kerangka deteksi dini yang sensitif konteks untuk sekolah-sekolah di Indonesia yang menggabungkan dukungan organisasi, pengalaman penguasaan, dan intervensi emosional-spiritual. Kontribusi penelitian bersifat tiga: perluasan teoretis model Job Demands-Resources, validasi empiris erosi efikasi diri sebagai prediktor burnout, serta panduan praktis pencegahan. Penelitian selanjutnya sebaiknya memvalidasi instrumen deteksi dan menggunakan desain longitudinal serta metode campuran di konteks Indonesia.

Kata kunci: burnout, konselor sekolah, self-efficacy, kesepian, tinjauan literatur sistematis

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INTRODUCTION

Burnout among school counselors has emerged as a growing concern worldwide, reflecting the increasing emotional and psychological demands placed on these professionals as they navigate diverse student needs and institutional pressures (Feng, Liu, & Huang, 2024). Defined by emotional exhaustion, depersonalization, and reduced personal accomplishment, burnout threatens both counselors' well-being and the quality of guidance services in schools (Maslach, 1981). Compared to teachers or administrators, counselors face heightened risks because they simultaneously manage preventive counseling, crisis intervention, and collaboration with parents and teachers (Montgomery, Panagopoulos, & Poyatos Matas, 2019). In countries such as the United States, Israel, and Malaysia, research shows that counselors are particularly vulnerable due to limited institutional support and unclear professional boundaries (George-Levi, Schmidt-Barad, Natan, & Margalit, 2022; Ooi, Jaafar, & Crosling, 2021). This global evidence underscores the urgent need for schools and policymakers to prioritize counselor well-being within the broader framework of educational reforms and mental health policies (Kutsyuruba et al., 2021).

The complexity of modern educational environments compounds the risks of burnout. Counselors are increasingly expected to address issues ranging from academic stress, peer bullying, and family conflict to severe crises such as suicidal ideation or substance abuse among students (Putwain & Symes, 2018). These challenges often exceed the traditional scope of counseling, requiring counselors to adapt quickly to emerging social and psychological issues in school communities (Bakker & de Vries, 2021). The constant exposure to emotionally charged cases without adequate recovery resources accelerates stress accumulation, making burnout more likely (Herman, Hickmon-Rosa, & Reinke, 2018). Cross-national evidence further shows that the prevalence of burnout is higher among school counselors than among other mental health professionals, primarily due to systemic constraints in schools (Kim & Lambie, 2018). The urgency of this issue is reinforced by international health organizations, which warn that counselor burnout not only undermines service quality but also jeopardizes long-term retention in the profession (WHO, 2020).

In Indonesia, the risk of burnout among school counselors has drawn significant attention in recent years, particularly following the COVID-19 pandemic. The pandemic forced counselors to balance online and in-person modalities of psychosocial support while addressing heightened student stress and family crises (Rangka et al, 2022). This dual demand amplified their workload and blurred professional boundaries, intensifying the likelihood of burnout (Hidayah & Yusuf, 2021). Furthermore, uneven resource distribution across urban and rural schools created additional disparities: urban counselors reported heavy caseloads due to high student populations, while rural counselors often faced professional isolation and a lack of institutional resources (Rahman & Rustika, 2020). These contextual factors not only exacerbate stress but also shape the unique manifestation of burnout in Indonesian settings, where cultural norms and parental expectations further complicate counselors' responsibilities (Suwartono & Permana, 2022). Consequently, Indonesia represents a critical context for exploring burnout mechanisms within school counseling.

The Indonesian education system presents particular challenges for counselors, many of whom report high levels of stress and dissatisfaction due to inadequate supervision, vague role expectations, and limited opportunities for professional development (Efendi, 2019). Surveys reveal that counselors often juggle administrative



duties alongside counseling tasks, leaving them with little time for genuine psychosocial interventions (Nurihsan & Agustin, 2020). Moreover, cultural expectations from parents, who often regard counselors as mediators in family conflicts or guarantors of student success, impose additional emotional burdens (Suwartono & Permana, 2022). Such demands erode counselors' sense of professional autonomy, creating conditions conducive to burnout (Rangka et al., 2022). Evidence from comparative studies suggests that when organizational support and supervisory structures are weak, burnout becomes more prevalent, particularly in contexts where counselors' roles remain poorly institutionalized (Kim & Lambie, 2018; Putwain & Symes, 2018). This underscores the urgency of developing locally grounded frameworks to detect and address burnout in Indonesia.

Self-efficacy has been identified as a pivotal protective factor against burnout across occupational domains, including education, healthcare, and counseling (Bandura, 1997). Defined as individuals' belief in their ability to execute necessary actions to achieve desired outcomes, self-efficacy influences motivation, coping strategies, and resilience under stress (Schunk & DiBenedetto, 2020). High levels of self-efficacy enable counselors to approach difficult cases with persistence, adaptive problem-solving, and confidence, reducing vulnerability to burnout (Alon et al, 2023). Conversely, erosion of self-efficacy fosters perceptions of helplessness, withdrawal from challenges, and heightened emotional exhaustion (Li, 2023). This dynamic suggests that self-efficacy not only predicts burnout but also mediates the relationship between workplace stressors and psychological outcomes (Breso et al, 2011). In educational counseling, therefore, safeguarding self-efficacy is critical to sustaining both counselor well-being and the quality of student support services.

Despite a growing body of literature, significant gaps persist in understanding how the erosion of self-efficacy predicts burnout among school counselors, especially within non-Western educational systems. Existing research remains fragmented, dominated by Western and cross-sectional studies that fail to capture temporal or contextual dynamics (Montgomery et al., 2019; Page et al., 2021). Furthermore, limited attention has been paid to mediating and moderating variables, such as loneliness, organizational culture, and spiritual intelligence, that are particularly relevant in Indonesian settings (George-Levi et al., 2022; Bali-Mahomed et al, 2022). There is also a lack of comprehensive synthesis that integrates empirical findings into a theoretical model aligned with frameworks such as the Job Demands–Resources (JD-R) and Conservation of Resources (COR) theories (Hobfoll, 1989; Xanthopoulou et al., 2007). This gap highlights the need for a systematic literature review that consolidates global and Indonesian evidence to reveal how the erosion of self-efficacy functions as a primary predictor of counselor burnout.

Therefore, the objectives of this study are: (1) to systematically analyze and synthesize empirical evidence on the erosion of self-efficacy as a predictor of burnout among school counselors, (2) to identify mediating and moderating factors that influence this relationship, and (3) to develop a context-specific framework for early burnout detection and prevention tailored to the Indonesian education system.

This research contributes to the scientific literature on three fronts. Conceptually, it advances the JD-R model by embedding relational and cultural moderators such as loneliness, spirituality, and collegial support into the theoretical explanation of burnout. Empirically, it synthesizes fragmented findings from multiple contexts into a coherent model that validates self-efficacy erosion as a key predictor of burnout in both global and Indonesian perspectives. In practice, it introduces a novel early detection and intervention



framework that integrates organizational support and emotional-spiritual strategies, with direct implications for school policy and counselor training. The novelty of this research lies in its contextual integration of psychological, cultural, and institutional dimensions, offering the first systematic review that positions self-efficacy erosion as both a cognitive and sociocultural predictor of counselor burnout within Southeast Asia.

METHOD

This study employed a Systematic Literature Review (SLR) approach guided by two widely recognized standards: the Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA 2020) and the Guidelines for Performing Systematic Literature Reviews by Kitchenham and Charters (2007). PRISMA 2020 was selected because it provides transparency in key stages of the review process, including identification, screening, eligibility assessment, and synthesis of literature, thereby enhancing replicability and accountability (Page et al., 2021). Meanwhile, Kitchenham and Charters' guidelines provided technical guidance on operational aspects such as search strategy design, inclusion–exclusion criteria, and quality appraisal, which are particularly well-suited to educational psychology research (Kitchenham & Charters, 2007). The integration of these frameworks ensured methodological rigor and aligned with international standards acknowledged and applied across multiple disciplines. As such, the combination of PRISMA and Kitchenham guidelines was deemed appropriate for synthesizing evidence regarding the erosion of self-efficacy as a predictor of school counselor burnout.

Research questions were formulated using a traditional approach by reviewing existing gaps in the literature on school counselor burnout. Building upon Bandura's self-efficacy theory (1997) and the Job Demands-Resources (JD-R) model (Xanthopoulou et al., 2007), as well as acknowledging the limitations of previous narrative reviews, three central questions were developed: (1) How does the erosion of self-efficacy predict burnout among school counselors? (2) What factors serve as mediators or moderators in the relationship between self-efficacy and burnout? (3) What early detection strategies have been developed to prevent burnout through strengthening self-efficacy within educational contexts? These research questions ensure that the SLR maintains a focused scope, addressing predictive mechanisms, mediating and moderating roles, and preventive interventions, while simultaneously filling conceptual and empirical gaps in the current body of knowledge.

The literature search was conducted across five primary databases: Google Scholar, SCOPUS, PubMed, ERIC, and Semantic Scholar, with the publication timeframe restricted to 2015–2025. The keywords employed included: ("school counselor burnout" OR "konselor sekolah lelah emosional") AND ("self-efficacy erosion" OR "penurunan efikasi diri"), adapted to reflect both international and Indonesian terminology. This dual-language strategy broadened the scope of relevant articles by capturing both global and local research trends (Montgomery et al., 2019). A ten-year window was selected to ensure the inclusion of both current and foundational studies, enabling the review to reflect recent theoretical developments while remaining grounded in established knowledge.



Table 1.
 Search Strings Used in the Selected Databases

Database	Search Strings
Scopus	TITLE-ABS-KEY ("school counselor burnout" AND "self-efficacy erosion")
Web of Science	TS=("school counselor burnout") AND TS=("self-efficacy erosion")
Dimensions	"school counselor burnout" AND "self-efficacy erosion"
Google Scholar	"konselor sekolah lelah emosional" AND "penurunan efikasi diri"
Semantic Scholar	("school counselor burnout") AND ("self-efficacy erosion")

Articles identified in the initial search were screened using clearly defined inclusion and exclusion criteria. Only peer-reviewed journal articles published between 2015 and 2025 that focused explicitly on school counselors' burnout and self-efficacy were included. Excluded materials comprised non-counseling professions, conference abstracts, opinion pieces, and studies without empirical or conceptual rigor (Rangka, Ramli, & Prasetyaningtyas, 2022). Following this process, nine articles were retained for analysis, representing the most relevant and methodologically sound contributions to the topic.

Table 2.
 Inclusion and Exclusion Criteria

Criterion	Inclusion	Exclusion
Topical Relevance	Focus on burnout and self-efficacy in school counseling	Burnout in non-counseling professions
Publication Type	Peer-reviewed journal articles, full-text available	Abstracts, proceedings, opinions
Timeframe	2015–2025	<2015

Eligibility assessment involved confirming that selected articles (a) directly addressed the intersection of self-efficacy and counselor burnout, (b) were available in full-text format, and (c) provided empirical data or strong conceptual analysis. Several articles were disqualified for lack of relevance, incomplete text, or insufficient methodological rigor. In the final selection, nine studies were deemed eligible for full analysis. These articles offered critical insights into how erosion of self-efficacy predicts burnout and included both international and Indonesian contexts, ensuring comprehensive coverage of the research focus.

Quality appraisal was independently conducted by two researchers to minimize bias and ensure objectivity. Articles were evaluated across five dimensions—validity, topical relevance, analytical depth, conceptual contribution, and clarity of reporting—tailored to the methodological type (qualitative, quantitative, or mixed methods). Studies meeting at least four of five criteria were included, while those with significant methodological weaknesses were excluded. This rigorous evaluation process ensured that only high-quality evidence informed the synthesis, thereby strengthening the credibility and reliability of the review findings (George-Levi et al., 2022).



Table 3.
 Quality Assessment Criteria

Research Design	Assessment Criteria
Qualitative	QA1 – Methodological validity; QA2 – Data credibility; QA3 – Thematic depth; QA4 – Context relevance; QA5 – Reporting transparency
Quantitative	QA1 – Design rigor; QA2 – Instrument reliability; QA3 – Statistical analysis; QA4 – Internal/external validity; QA5 – Topical relevance
Mixed	QA1 – Data integration; QA2 – Methodological consistency; QA3 – Triangulation; QA4 – Connection of results; QA5 – Conceptual contribution

Data extraction focused on key aspects of each article, including authorship, year of publication, research design, study context, and major findings regarding self-efficacy and burnout. Thematic synthesis was employed to identify recurring patterns across studies, enabling critical comparison and integration of diverse perspectives. Through this process, three thematic categories emerged: erosion of self-efficacy as a predictor of burnout, mediating or moderating factors such as loneliness and resilience, and preventive strategies to strengthen counselors’ personal and organizational resources (Li, 2023). This thematic synthesis not only consolidates fragmented evidence but also offers practical and conceptual implications tailored to the Indonesian educational system, thereby enriching the academic discourse on counselor well-being.

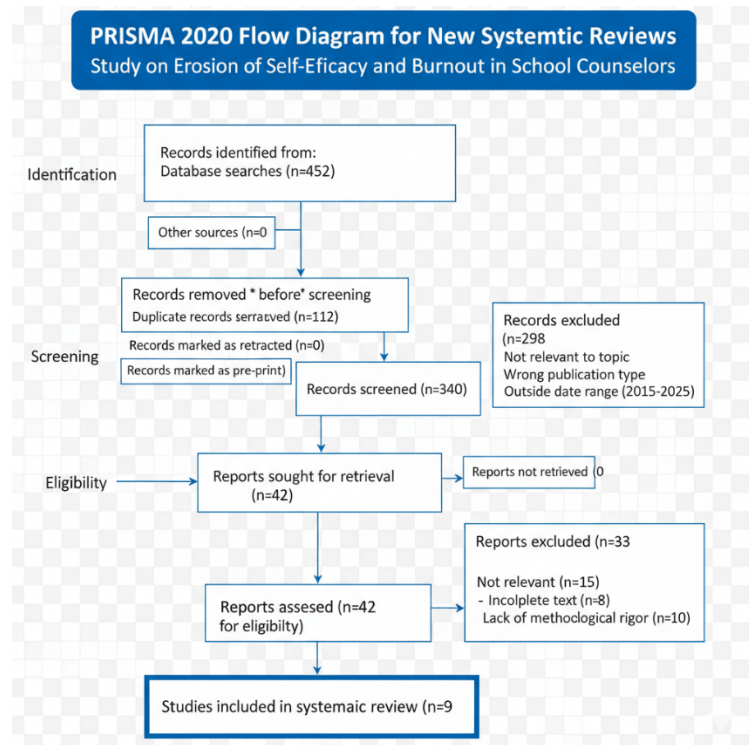


Figure 1. PRISMA 2020 Flow Diagram: Article Selection Process for the Systematic Review on the Erosion of Self-Efficacy and Burnout in School Counselors



RESULTS AND DISCUSSION

Results

To analyze the relationship between self-efficacy and burnout, table 4 presents an overview of nine related studies. The last column of the table highlights the dynamics of the causal, mediating, or moderating relationship between the two variables.

Table 4.

Summary of Reviewed Studies (n= 9)

No	Author (Year)	Country / Context	Design	Instruments	Key Findings	Relation: Self-efficacy → Burnout
1	Kim & Lambie (2018)	USA	Quantitative	Counselor Self-Efficacy Scale; MBI	Supervision buffers burnout	↓ self-efficacy → ↑ burnout
2	Ooi, Jaafar & Crosling (2021)	Malaysia	Quantitative	Self-efficacy & job resources scales	Training increases efficacy, lowers burnout	Efficacy mediates burnout
3	George-Levi et al. (2022)	Israel	Quantitative	Loneliness & burnout scales	Loneliness weakens protective effect	Loneliness moderates
4	Alon, Cinamon & Aram (2023)	Israel	Longitudinal	Self-efficacy & burnout	Decline in efficacy predicts burnout	Causal
5	Li (2023)	China	Quantitative	Self-efficacy, resilience, burnout	Efficacy mediates via resilience	Mediating role
6	Hidayah & Yusuf (2021)	Indonesia	Quantitative	Workload & self-efficacy	Pandemic workload ↓ efficacy ↑ burnout	Contextual
7	Rahman & Rustika (2020)	Indonesia	Mixed-methods	Survey & interview	Role ambiguity erodes efficacy	Mixed evidence
8	Rangka et al. (2022)	Indonesia	Quantitative	Supervision & burnout	Weak support → ↓ efficacy → burnout	Predictive
9	Putwain & Symes (2018)	UK	Quantitative	Stress & burnout scales	High demands reduce efficacy	Demand-driven

The findings of this systematic review demonstrate that the erosion of self-efficacy is not merely a correlate but a key predictor of burnout among school counselors. The process can be explained by how self-efficacy functions as a cognitive filter that



shapes how individuals perceive and respond to professional demands. Counselors with high self-efficacy interpret challenging cases as opportunities for growth, whereas those with declining self-efficacy see them as overwhelming, increasing vulnerability to emotional exhaustion and depersonalization (Bandura, 1997; Maslach, 1981). This erosion does not happen in isolation but reflects the systemic interaction between high job demands and insufficient organizational resources, in line with the Job Demands-Resources (JD-R) model, which posits that depletion of personal resources leads to health impairment processes (Xanthopoulou, Bakker, Demerouti, & Schaufeli, 2007). The Indonesian context illustrates this vividly, where limited supervisory support and role ambiguity exacerbate erosion of efficacy, especially in crisis management and parental collaboration tasks (Rangka et al, 2022).

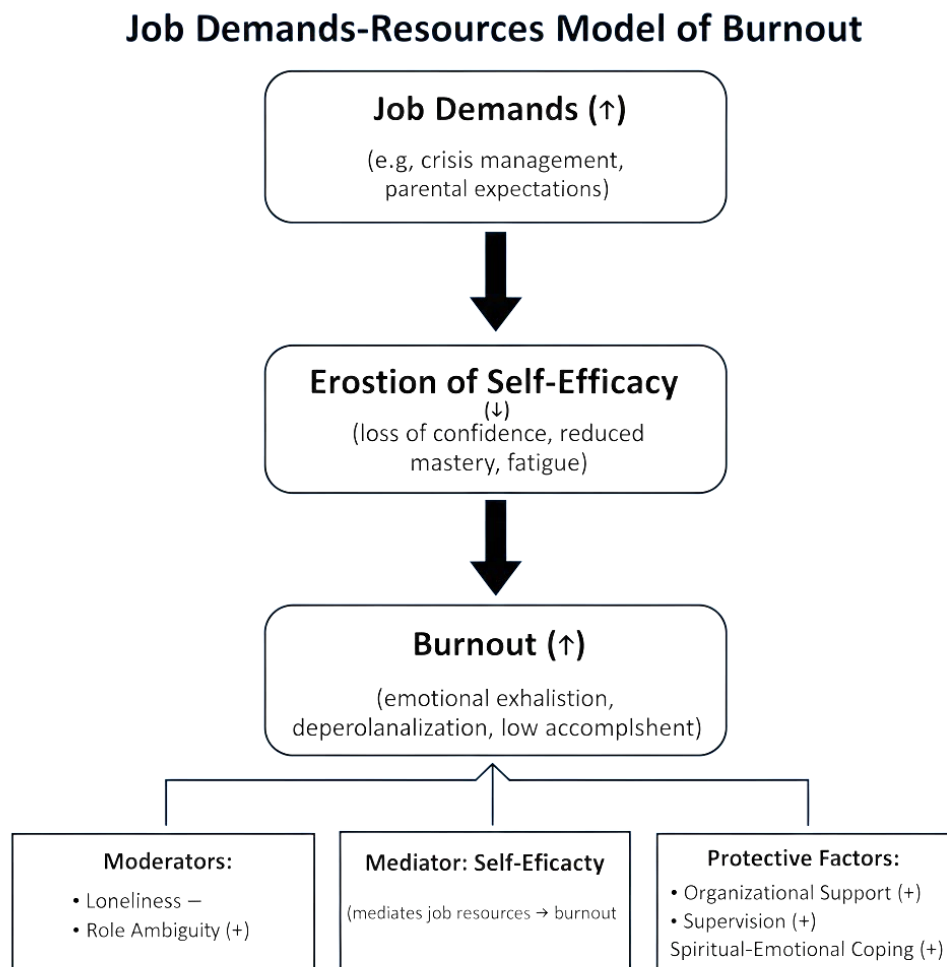


Figure 2. Conceptual Model Illustrating the Relationship Between Job Demands, Erosion of Self-Efficacy, and Burnout among School Counselors

Discussion

A second mechanism revealed by the synthesis relates to the mediating and moderating functions of self-efficacy in relation to burnout. Studies indicate that self-efficacy mediates the impact of organizational resources such as autonomy, role clarity, and supervisor support on well-being outcomes, while loneliness significantly moderates



its protective role (Li, 2023; George-Levi et al, 2022). For example, counselors with sufficient supervision and mastery experiences are more resilient to burnout because their efficacy is reinforced through successful case handling and feedback (Ooi et al, 2021). However, counselors experiencing professional isolation show weaker protective benefits of self-efficacy, leading to burnout even when they initially possess high confidence in their professional skills. This pattern underscores that burnout is not only the result of individual psychology but emerges from relational and organizational ecosystems. Therefore, understanding “why” and “how” self-efficacy erosion predicts burnout requires an integrative lens combining cognitive appraisal, systemic resources, and socio-relational dynamics.

From the perspective of the subject of concern, the results highlight the urgent need for structured interventions to preserve counselors’ self-efficacy. Without intentional support, counselors’ ability to manage crises and complex family-school dynamics will deteriorate, increasing the prevalence of burnout and reducing the quality of counseling services (Feng et al, 2024). Schools and policymakers should prioritize mastery experiences, structured supervision, and continuous training to ensure that counselors remain confident and resilient. In practice, institutional reforms such as workload management, explicit role definitions, and integration of peer-support systems are necessary to prevent self-efficacy erosion from escalating into full-blown burnout (Ooi et al., 2021). By addressing these practical needs, stakeholders directly protect both counselor well-being and student outcomes.

At the level of theoretical and research levels, the study advances knowledge by extending JD-R theory through its emphasis on self-efficacy as a predictor, mediator, and a socially contingent variable. This review suggests that JD-R models should be enriched by incorporating relational moderators such as loneliness and collegial support, thereby acknowledging the social ecology of counselor work (Xanthopoulou et al., 2007). For researchers, these findings indicate opportunities to design comparative studies across cultural contexts, particularly in Southeast Asia, where systemic constraints differ from Western school systems. Such efforts would refine theoretical frameworks and enhance their global applicability (Li, 2023). Consequently, the study contributes not only to immediate practice but also to ongoing scholarly debates in educational psychology and counseling.

Despite these contributions, several gaps remain evident. In practice, the absence of validated burnout detection tools tailored to the Indonesian context limits opportunities for early intervention. Current instruments often adopt Western constructs that may fail to capture culturally specific indicators such as parental pressure, spiritual resilience, and crisis-handling frequency (Rangka et al., 2022). Methodologically, the dominance of cross-sectional designs prevents researchers from understanding how efficacy erodes over time, meaning the temporal dynamics of burnout remain underexplored (Page et al., 2021). Without longitudinal data, it is difficult to establish whether efficacy erosion is a cause or consequence of burnout or whether a reciprocal cycle exists.

Conceptually, the integration of frameworks remains partial. While JD-R provides a useful resource-demand model, it does not fully address the spiral of loss and gain processes described in Conservation of Resources (COR) theory (Hobfoll, 1989). Moreover, relational variables such as loneliness, collegial trust, and organizational culture have yet to be systematically embedded into these models. Empirically, limited attention has been given to non-Western counselors, which constrains the ability to generalize findings globally. Comparative studies across multiple regions of Indonesia,



and between countries in Southeast Asia are needed to capture cultural nuances in burnout mechanisms. Addressing these gaps will enable more robust theory development and practical interventions.

A primary limitation of this review is the relatively small number of eligible studies (nine), which limits its comprehensiveness and statistical generalizability. Additionally, the heavy reliance on quantitative survey data underrepresents contextual and experiential nuances. The geographical bias toward urban or well-resourced schools also constrains understanding of burnout dynamics in rural or resource-scarce contexts (Montgomery et al, 2019). Finally, because most reviewed studies used cross-sectional designs, causal inference is restricted, leaving open questions about the trajectory and reversibility of self-efficacy erosion.

Future research should therefore adopt longitudinal designs to trace how efficacy erosion unfolds and interacts with burnout over time (Li, 2023). Theoretically, integrating JD-R with COR theory could capture both depletion and replenishment of counselor resources, providing a more holistic explanation of burnout (Hobfoll, 1989). Methodologically, mixed-methods approaches are strongly recommended to capture both the prevalence of burnout and counselors' lived experiences, offering richer, culturally nuanced insights (Schunk & DiBenedetto, 2020). Practically, the development and validation of burnout detection instruments specific to Indonesian schools is a pressing priority. Conceptually, future research should explore religiosity and spiritual intelligence as protective factors, especially given their salience in Indonesian cultural life (Bali-Mahomed et al, 2022). Collectively, these suggestions would enhance both theoretical rigor and practical impact.

CONCLUSION

In conclusion, this review consistently indicates that erosion of self-efficacy functions as a significant predictor of burnout among school counselors, reflecting a causal relationship that goes beyond mere correlation. The empirical synthesis shows that declining self-efficacy accelerates increases in emotional exhaustion, depersonalization, and reduced personal accomplishment, particularly under conditions of high job demands and weak organizational support. In practice, schools can implement an early-burnout detection framework based on markers of efficacy decline, such as reduced mastery experiences, diminished confidence in crisis handling, lowered professional initiative, and emerging signs of fatigue, through periodic assessments, structured supervision, workload adjustments, referral pathways, and targeted training, combined with emotional–spiritual support. For research, priority should be given to developing and validating culturally sensitive detection instruments and to conducting longitudinal, mixed-methods studies in Indonesian contexts to test causal pathways, temporal dynamics, and intervention effectiveness. Collaboration among researchers, practitioners, and policymakers will be crucial to translate these findings into school policies and sustainable prevention programs.

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