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Psychological Well-Being Profile Of Lecturers And Educational Staff Based On The Perma Model At Universitas Negeri Gorontalo

Idriani Idris [1*], Fadhilah Ahmad Qaniah [2] , Permata Sari [3], Nanda Mirzawati [4]
[1,3,4]Guidance and Counseling Study Program, Universitas Negeri Gorontalo, Gorontalo Province, Indonesia
[2]Psychology Study Program, Universitas Negeri Gorontalo, Gorontalo Province, Indonesia
[1*]Email penulis koresponden: idrianiidris02@ung.ac.id

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Abstrak

Burnout merupakan sindrom psikologis yang berisiko dialami oleh dosen dan tenaga kependidikan akibat tuntutan Tridharma Perguruan Tinggi yang kompleks dan berkelanjutan. Penelitian ini bertujuan untuk mendeskripsikan profil kesejahteraan psikologis dosen dan tenaga kependidikan Universitas Negeri Gorontalo (UNG) menggunakan model PERMA (Positive Emotion, Engagement, Relationship, Meaning, Accomplishment) sebagai dasar deteksi dini burnout. Pengukuran dilakukan menggunakan PERMA-Profiler dengan skala 0-10 yang mencakup lima dimensi utama kesejahteraan serta empat dimensi tambahan, yaitu emosi negatif, kesehatan, kesepian, dan kebahagiaan. Hasil skrining menunjukkan skor rata-rata yang tergolong tinggi pada dimensi happiness (8,49), emosi positif (8,23), dan meaning (8,20), skor normal pada dimensi engagement (7,35), health (7,88), positive relation (7,90), dan accomplishment (7,92), serta skor normal yang sehat pada dimensi emosi negatif (4,19) dan loneliness (3,64). Profil ini menunjukkan kondisi kesejahteraan psikologis yang secara umum flourishing, namun skor engagement yang relatif paling rendah di antara dimensi positif mengindikasikan potensi tanda awal penurunan keterlibatan kerja yang perlu diwaspadai. Studi ini merekomendasikan program penguatan engagement, manajemen beban kerja, dan monitoring kesejahteraan psikologis secara berkala sebagai bagian dari strategi pencegahan burnout di lingkungan akademik.

Kata kunci: Burnout; Kesejahteraan Psikologis; PERMA; Dosen; Tenaga Kependidikan.

Abstract

Burnout is a psychological syndrome that lecturers and educational staff are at risk of experiencing due to the complex and continuous demands of the Tridharma of Higher Education. This study aims to describe the psychological well-being profile of lecturers and educational staff at Universitas Negeri Gorontalo (UNG) using the PERMA model (Positive Emotion, Engagement, Relationship, Meaning, Accomplishment) as a basis for early burnout detection. Measurement was conducted using the PERMA-Profiler with a 0-10 scale covering five core well-being dimensions and four additional dimensions: negative emotion, health, loneliness, and happiness. Screening results showed high mean scores on happiness (8.49), positive emotion (8.23), and meaning (8.20); normal scores on engagement (7.35), health (7.88), positive relation (7.90), and accomplishment (7.92); and healthy-normal scores on negative emotion (4.19) and loneliness (3.64). This profile indicates a generally flourishing psychological well-being condition, although the relatively lower engagement score among the positive dimensions suggests an early sign of declining work engagement that warrants attention. This study recommends engagement-strengthening programs, workload management, and periodic well-being monitoring as part of a burnout prevention strategy in academic settings.

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Keywords: *Burnout; Psychological Well-Being; PERMA; Lecturers; Educational Staff*

INTRODUCTION

Lecturers and educational staff are the main actors in carrying out the Tridharma of Higher Education, which covers teaching, research, and community service. The complexity of these tasks, combined with administrative demands, publication targets, and academic service loads, places lecturers and educational staff at significant risk of burnout (Cadena-Povea et al., 2025). Maslach and Leiter (2016) define burnout as a chronic response to prolonged emotional and interpersonal stressors in the workplace, characterized by emotional exhaustion, cynicism or depersonalization, and a reduced sense of personal accomplishment.

One theoretical framework widely used to explain the emergence of burnout is the Job Demands-Resources (JD-R) model, which states that burnout arises when job demands exceed the job resources available to cope with them (Demerouti et al., 2001). Bakker and Demerouti (2007) add that job resources, such as social support, job autonomy, and recognition of achievement, play an important role in mitigating the negative impact of high job demands while also fostering work engagement. A systematic review by Cadena-Povea et al. (2025) of 60 burnout studies among lecturers across various countries further confirms that excessive workload, limited institutional support, and workplace conflict are consistent risk factors, while collegial support, participative leadership, and job satisfaction act as protective factors.

On the other hand, the positive psychology approach offers a complementary perspective for understanding well-being in the workplace, focusing not only on the absence of pathology but also on the flourishing of optimal psychological functioning. Seligman (2011) developed the PERMA model, which outlines five core elements of well-being: Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment. Butler and Kern (2016) later operationalized this model into the PERMA-Profiler instrument, which, in addition to measuring these five core elements, also includes additional dimensions of negative emotion, physical health, loneliness, and overall happiness, thereby providing a multidimensional picture of a well-being profile.

The use of the PERMA model as a screening instrument in the population of lecturers and educational staff is particularly relevant because engagement and accomplishment are two dimensions that are conceptually closely related to two core components of burnout, namely disengagement and reduced personal accomplishment (Maslach et al., 2001). Thus, the PERMA profile not only describes general psychological well-being but can also serve as an early indicator of burnout risk before symptoms develop into a more serious disorder.

Based on the above description, this study aims to describe the psychological well-being profile of lecturers and educational staff at Universitas Negeri Gorontalo through PERMA-based screening, and to identify dimensions that represent strengths as well as areas requiring attention as a basis for developing burnout prevention intervention programs in academic settings.

RESEARCH METHOD

This study used a quantitative descriptive approach through a screening study to map the psychological well-being profile of lecturers and educational staff based on the PERMA model. The descriptive approach was chosen because the main purpose of the study is to describe the actual condition of psychological well-being, rather than to test cause-and-effect relationships between variables.

The study participants were lecturers and educational staff at Universitas Negeri Gorontalo who took part in a mental health screening activity organized by the UNG Academic Support Unit for Guidance and Counseling in 2026. The total number of participants was 320 employees. Participation was voluntary and conducted as part of an early detection program for psychological well-being and burnout in the academic work environment.

Data were collected using the PERMA-Profiler developed by Butler and Kern (2016), which consists of 23 items with a response scale of 0 to 10. This instrument measures five core

well-being dimensions (Positive Emotion, Engagement, Relationship, Meaning, and Accomplishment) as well as four additional dimensions: negative emotion, physical health, loneliness, and overall happiness. Score categorization refers to Kern's interpretation guidelines, which divide the score range into five functioning categories: very high (≥9), high (8–8.9), normal (6.5–7.9), sub-optimal/low (5–6.4), and languishing (<5), with the direction of interpretation reversed for the negative emotion and loneliness dimensions.

Data were collected by having participants complete the instrument directly during the screening activity. Data were analyzed descriptively by calculating the mean score for each of the nine PERMA-Profiler dimensions, which were then categorized according to Kern's interpretation guidelines to obtain a picture of the strengths and areas requiring attention in the psychological well-being of UNG lecturers and educational staff.

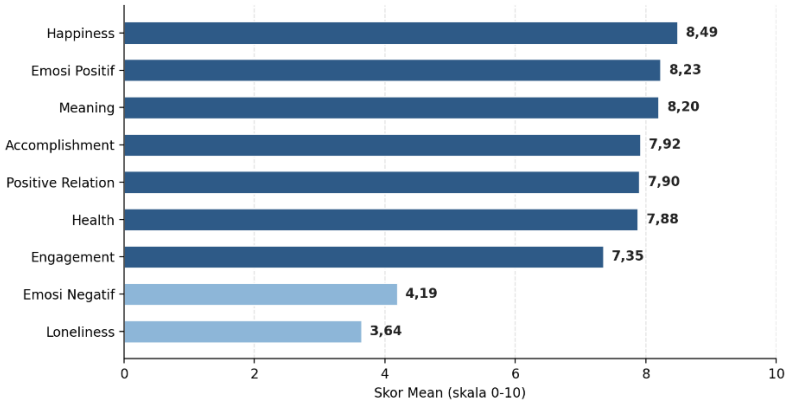
RESULTS AND DISCUSSION

Kern (2025), as one of the researchers who developed this measurement tool, states that well-being scores typically tend to skew positive, so the midpoint becomes approximately 6.5 to 7.5 (rather than 5, which is the midpoint of the 0 to 10 scale). From here, other quartiles or percentiles can be used to form category groups. For example, for the PERMA-Profiler, this can mean:

- Very high functioning = 9 and above (0 to 1 for negative emotion/loneliness)
- High functioning = 8–8.9 (1.1 to 3 for negative emotion/loneliness)
- Normal functioning = 6.5 to 7.9 (3 to 5 for negative emotion/loneliness)
- Sub-optimal/low functioning = 5 to 6.4 (5.1 to 6.5 for negative emotion/loneliness)
- Languishing = below 5 (above 6.5 for negative emotion/loneliness)

The screening results show that all nine PERMA-Profiler dimensions of UNG lecturers and educational staff fall within the normal-to-high category for the positive dimensions, and within the healthy-normal category for the negative emotion and loneliness dimensions. A summary of the mean scores for each dimension is presented in Table 1.

Tabel 1. Histogram Skor Mean PERMA-Profiler Dosen dan Tenaga Kependidikan UNG (2026)



The happiness dimension obtained the highest score (8.49), followed by positive emotion (8.23) and meaning (8.20), all of which fall into the high category. The dimensions of accomplishment (7.92), positive relation (7.90), health (7.88), and engagement (7.35) fall into the normal category, with accomplishment and positive relation at the upper end of the normal range, approaching the high category. Meanwhile, the negative emotion (4.19) and loneliness (3.64) dimensions fall within the healthy-normal range (3–5), indicating that lecturers and educational staff generally do not experience significant emotional distress or loneliness.

Of the nine dimensions, engagement (7.35) is the lowest score among the positive dimensions, although it still falls within the normal category. This pattern differs from the overall profile, which tends to be high, making engagement a dimension that stands out and warrants further attention.

Overall, the psychological well-being profile of UNG lecturers and educational staff shows a flourishing pattern, marked by high scores on happiness, positive emotion, and meaning, as well as healthy scores on negative emotion and loneliness. This finding is consistent with the systematic review by Cadena-Povea et al. (2025), which states that collegial support, job satisfaction, and participative leadership act as protective factors against burnout; the high positive relation score (7.90) and low loneliness score (3.64) in this study indicate fairly strong social capital within the UNG work environment.

The high meaning score (8.20) also indicates that lecturers and educational staff have a strong sense of purpose regarding their role in supporting the Tridharma of Higher Education. Based on the JD-R model (Bakker & Demerouti, 2007; Demerouti et al., 2001), meaning and positive relation can be viewed as personal and social job resources that help buffer the negative impact of high job demands, which also explains why the overall well-being profile remains flourishing despite the complex and continuous nature of the Tridharma tasks.

A finding that warrants special attention is the engagement score (7.35), the lowest score among the positive dimensions. Maslach et al. (2001) assert that disengagement is one of the core components of burnout that develops gradually, often preceding declines in other, more visible well-being dimensions. Thus, although the engagement score in this study still falls within the normal category, its relatively low position compared to other positive dimensions can be read as a potential early indicator at risk of developing into burnout if workload and administrative demands continue to increase without being balanced by an adequate increase in job resources.

This pattern is also consistent with the findings of Cadena-Povea et al. (2025), who identified excessive workload and internal conflict as the psychosocial risk factors most frequently reported among lecturers across various countries, while professional development training and job autonomy served as protective factors against declining engagement. Therefore, interventions focused on strengthening engagement, for example through collaborative projects, involvement in decision-making, and recognition of work achievements, are relevant as a proactive burnout prevention strategy, rather than waiting for more visible symptoms of emotional exhaustion to appear.

The accomplishment (7.92) and health (7.88) scores, which fall at the upper end of the normal category, also indicate that UNG lecturers and educational staff generally feel a good sense of work accomplishment and a fairly positive perception of their health. Nevertheless, given the cognitively demanding and continuous nature of academic work, both dimensions still need to be maintained through consistent institutional support so that they do not decline over time, in line with the JD-R model's principle that job resources need to be continuously renewed to offset the accumulation of job demands (Bakker & Demerouti, 2007).

Overall, these findings confirm the relevance of the PERMA model as a psychological well-being screening instrument that is not only descriptive in nature but can also serve as an early burnout detection tool by closely examining the engagement and accomplishment dimensions, consistent with Maslach and Leiter's (2016) emphasis that burnout and engagement are related yet opposing constructs.

CONCLUSION

The psychological well-being profile of lecturers and educational staff at Universitas Negeri Gorontalo based on the PERMA model shows a generally flourishing condition, with high scores on happiness, positive emotion, and meaning, as well as healthy-normal scores on negative emotion and loneliness. Nevertheless, the relatively lowest engagement score among the positive dimensions indicates a potential early sign of declining work engagement that warrants attention as part of early burnout detection efforts.

Institutions are advised to implement programs to strengthen work engagement, recognize achievements, manage Tridharma workload, and establish a regular psychological well-being monitoring system, as part of a proactive burnout prevention strategy. Future research is recommended to use a longitudinal design and involve a larger and more representative number of participants, in order to identify trends in the psychological well-being profile of lecturers and educational staff over time and to test the effectiveness of the recommended intervention programs.

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BIODATA PENULIS KORESPONDEN



Idriani Idris, S.Pd., M.Pd, Universitas Negeri Gorontalo, Jabatan Fungsional Lektor, Kepala UPA BK UNG, +62 852-5563-8338