

Effect of Work Stress and Workload on Teacher's Performance

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Abstract: This study aims to determine the effect of work stress and workload on teacher's performance at SMP Negeri Lempuing Jaya District during the Covid-19 pandemic. This research is a quantitative study conducted at SMP Negeri Lempuing Jaya District with 95 teachers as respondents. Data collection techniques in this study used observation, questionnaires, interviews, and documentation. Analysis prerequisite test using Normality Test, and Multicollinearity Test and Heteroscedasticity Test. As well as by using a simple regression technique t-test and multiple linear regression technique f-test. The results of this study can be summarized there is significant influence of work stress and workload variables partially and simultaneously on teacher's performance.

Keywords: Teacher's Performance, Workload, Work Stress.

A. Introduction

Currently the COVID-19 pandemic is a challenge for every country regarding human security, both in terms of health security and economic security that are affected in each country, especially in our country Indonesia. Coronavirus or corona virus is a large family of viruses that cause mild to moderate respiratory

infections, such as the flu. Many people are infected with this virus, at least once in their life. The COVID-19 outbreak was first detected in Wuhan City, Hubei, China on December 1 2019, and was declared a pandemic by the World Health Organization (WHO) on March 11 2020.

The COVID-19 pandemic is a challenge for personal safety for every country, both in terms of health, safety, economic security and education which affects every country. Based on the map of the accelerated development of COVID-19 cases in various countries, it appears that countries with a high number of COVID-19 cases are the result of a lack of public awareness of the dangers of COVID-19. The opposite is also true, when public awareness of the dangers of COVID-19 and the health procedures of the World Health Organization (World Heart Organization) reach a certain level, the number of Covid-19 cases decreases. Each country has different cases of COVID-19 and the number of cases in Indonesia on 2 July 2021. The development of COVID-19 in Indonesia is now increasing rapidly, 2,228,983 people have been confirmed to have been affected by Covid-19, of which 267,539 people are currently being treated, 1,901,865 people have been declared cured of COVID-19, and 59,534 have been declared dead.

COVID-19 has indeed dramatically changed everyday life around the world. Many rules have been issued by the government for working and studying at home, the Government of Indonesia has also issued regulations that are obligatory for the public to follow, namely by keeping their distance, using masks, not touching, minimizing leaving the house and not going to crowded places.

This pandemic period also had an impact on the declining economic sector, many companies also experienced large losses so they were forced to close their businesses, many companies even terminated employee employment or cut employee salaries. Apart from that, this pandemic has also had an impact on education, where we can see that the Minister of Education issued a circular letter issued in May with number 15 of 2020 concerning guidelines for organizing learning from home during the emergency spread of COVID-19. Chatarina Muliana Girsang as the expert staff of the minister of education and culture in the field of regulation, conveyed this circular letter number 15 to strengthen the Minister of Education and Culture circular letter number 4 of 2020 regarding the implementation of education during the coronavirus disease (COVID-19) emergency. This rule is carried out to reduce the amount of spread and

transmission of the COVID-19 virus, and applies to school teachers and lecturers starting from the elementary, middle and high school levels as well as tertiary institutions requesting that the teaching process be carried out at home.

Complying with the regulations issued by the Minister in terms of education, many schools have already practiced the teaching and learning process of learning from home, but in this case, it appears that it requires careful and comprehensive preparation, one of which is using appropriate technical tools and is suitable for home study policies. With school from home, parents now also have to be teachers and playmates for their children, while teachers carry out teaching activities at school, and students can only do it at home.

In Ogan Komering Ilir Regency itself there are various schools in each sub-district, especially in the Lempuing Jaya sub-district. Both private and public schools. Every school needs a place for teachers to participate in teaching and teaching. Regarding schools, the Ministry of Education and Culture has recorded the number of schools in Lempuing Jaya District. The following is the number of schools in Ogan Komering Ilir Regency. State school in Kab. OKI as many as 104 schools and private schools in the district. OKI as many as 34 schools. In the sub-district these schools are scattered in various areas in the Ogan Komering Ilir district which function as a place to carry out the teaching and learning process or foster students. Regarding the teaching and learning process, the Ministry of Education and Culture has also recorded the number of junior high school teachers in Ogan Komering Ilir District. The following is data on the number of junior high school teachers in Ogan Komering Ilir District. The number of junior high school teachers in the Ogan Komering Ilir Regency area is 934 teachers, and these teachers consist of 627 male teachers and 1,351 female teachers.

In line with the regulations issued by the Minister of Education, many schools have implemented teaching and learning from home but without any total preparation, using makeshift technological tools at home, but over time, teachers carry out teaching activities at school but students will remain at home, with the condition that teachers must follow the government's health protocol. In this study, the researchers chose teachers who teach junior high school students (SMP), because junior high school students are still in the developmental stage, or are starting to get to know the contents of existing technology systems and also junior high school students are considered by their parents that they already understand everything or can do it alone without supervision. But of course, they

experience difficulties in the learning system, not only problems regarding technology, network disturbances, but obstacles can arise from the difficulty of communicating with classmates or when they want to have group discussions. Therefore, in this case, not only parents, but teachers also play an important role in this online teaching and learning process.

A teacher is the main factor in the educational process, the teacher must have good performance and be able to teach as creatively as possible, in order to motivate students to be enthusiastic in learning, which will ultimately improve the quality of learning, thereby increasing student achievement and success.

However, in the process, teachers during a pandemic like now are experiencing many difficulties as the results of interviews that have been conducted by researchers on 3-4 July 2021 at SMP Negeri 2 Lempuing Jaya, namely Suratno with the results of interviews regarding the current online teaching and learning system not in accordance with expectations, Suratno stated that when teaching online like now there are many obstacles that are felt as it is known that the methods used during face-to-face and online learning are very different plus the lack of availability of facilities and infrastructure from both schools and from students myself considering that this area is far from urban areas, as not all parents of students can afford to have an Android cellphone and an internet package every month to support their children in online learning. It's just that there are some obstacles and challenges that must be faced from this learning process. One of them is, the teacher's lack of preparation in dealing with the learning process at home. Not all teachers are used to teaching online so that some teachers are still not optimal in carrying out learning. As a result of the teacher's lack of preparation, it is this that results in workload and work stress on teacher's performance. It also makes students less interested in learning. Teachers are burdened with having to learn to use various applications that support online learning such as video conferencing and online class applications, internet access is also an obstacle that hinders online learning, if the internet is in bad condition, of course learning material will not be conveyed properly. "But teaching has become my responsibility as a teacher. When teaching is also sometimes stressful, but I have to be able to manage the conditions, circumstances and have to remain professional. Then, every day I think about how to make it easy for the child to understand what I'm going to teach. So, it becomes a burden for me to think and try to be a good teacher," said Suratno.

Based on the interviews that the researchers have conducted, it can be concluded that in this pandemic situation teachers have obstacles in the learning process. Where the facilities and infrastructure owned by schools and students at home do not all support online schooling. In this case, it will indirectly affect the work results of a teacher and will make the teacher's performance during this pandemic not optimal.

The phenomenon of work stress and workload experienced by teachers during this pandemic will indirectly affect their performance. Job stress is a feeling of pressure or pressure experienced by employees in dealing with work according to Mangkunegara (2013). Dimensions and work stress according to Robbins in Marliani (2015) identify 3 sets of factors that cause work stress, namely environmental factors, organizational factors, and individual factors. are constrained and that is what causes their expectations to not match the real reality so that work stress begins to appear in employees.

Workload according to Astianto and Supriyadi (2013) can be defined as a difference between the capacity or ability of workers and the demands of work that must be faced. Given that human work is mental and physical, each has a different level of loading. A loading level that is too high allows excessive energy use and overstress occurs, whereas a loading intensity that is too low allows boredom and boredom or under stress. Therefore, it is necessary to strive for the optimum level of loading intensity that is between the two extreme limits and of course differs from one individual to another.

The progress of an organization such as a school depends on the management of its human resources, namely teachers. The teacher's problem is the main thing that needs attention, where the teacher contributes greatly to achieving the goals of a school. The existence of job dissatisfaction makes teachers experience work stress and will definitely have a great impact on their performance. Performance according to Mangkunegara (2017) is the result of work in quality and quantity that can be achieved by an employee in carrying out tasks in accordance with the responsibilities given to him. A teacher is the main factor in the educational process, the teacher must have good performance and be able to teach as creatively as possible, in order to provide motivation to students to be more enthusiastic and enthusiastic in learning and in the end will improve the quality of learning, so that student achievement will increase. and it worked. For performance evaluation in the learning process, whether or not the teacher is good

in the teaching process can be assessed by students, superiors, namely the school principal, the education office who will carry out the assessment within a certain time, or from the parents of students.

Astuti (2017) entitled “The Influence of Leadership, Work Climate and Workload on Teacher’s performance at Public Middle School 3 Dumai” The results of the study found that first, partially leadership has a significant and positive effect on teacher’s performance, secondly, work climate has a significant and positive effect. on teacher’s performance, third Partially Workload has a significant and positive effect on teacher’s performance and fourth Simultaneously Leadership, Work climate and Workload have a significant and positive effect on teacher’s performance.

Rosyadi (2020) with the title “The Influence of Work Stress, Work Motivation, Job Training on Teacher’s performance” The results of the hypothesis testing show that the variables Job stress (X1), work motivation (X2) and training (X3) together have a significant effect on performance Gondang Wonopringgo Vocational School teacher (Y). This shows that simultaneously, all independent variables namely work stress, work motivation and training have a significant effect on the performance of teachers of SMK Gondang Wonopringgo.

Jalil (2019) in his analysis explains that workload has a significant negative effect on teacher’s performance. This indicates that the perceived workload in carrying out their duties at school is high enough to have a negative and significant impact on teacher’s performance.

From the background above, the researcher investigated whether work stress and workload also affected teacher’s performance during the COVID-19 pandemic and raised the title “The Effect of Workload Stress on Public Middle School Teacher’s performance During the Covid-19 Pandemic in the District Lempuing Jaya”.

We studied 95 public junior high school teachers in the Lempuing Jaya sub-district. And the researchers chose a junior high school teacher because the middle school students who were taught were on average from 12-15 years old which is when these students and girls are in the puberty phase who really need more guidance and teaching from a teacher.

B. Methods

This study was conducted at a Public Middle School in Lempuing Jaya District. The implementation of the research was carried out from July-November 2021. The research on the effect of work stress and workload on teacher's performance at public junior high schools in the Lempuing Jaya sub-district during the Covid-19 pandemic which will be carried out is a correlational (cause-effect) quantitative study.

According to Sukardi (2011) correlation research is a study that involves collecting data to determine whether there is influence and the level of relationship between two or more variables. Correlational type research aims to determine the existence of a causal relationship that influences each other and relates between research variables. This study consists of three variables in the form of two independent variables and one dependent variable. The independent variables in this study are work stress and workload. While the dependent variable in this research is the performance of teachers at SMP Negeri Lempuing Jaya district.

The total population of this study was 95 teachers in four state junior high schools in the Lempuing Jaya District. In connection with the population size which is not too large, then referring to Arikunto's opinion (2010), that if the study population is less than 100, then the entire population is used as a research sample.

In this study the data collection technique used was a questionnaire. According to Sugiyono (2014) a questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer. The data analysis technique of this study used simple and multiple linear regression inferential statistics, then continued with the t test and F test. Before analyzing the data using inferential statistics, a prerequisite test was carried out.

C. Results and Discussion

Effect of Work Stress (X1) on Teacher's performance (Y)

Based on the results of research that has been done previously by utilizing the SPSS software, the first results show that there is a significant effect of the work stress variable on teacher's performance. This decision is proven because the

acquisition of a significance value is less than 0.05, which is 0.000 with a t value of -4.383. That way the conclusion is that the above results are in line with the hypothesis determined by the researcher, namely work stress has a significant effect on teacher's performance, so H1 is accepted.

The acquisition of these research results is in line with the acquisition of research results researched by (Suciani, et al., 2020) where the analysis proves that there is a significant negative effect of work stress on performance. This shows that work stress has an impact on performance, with high work stress can reduce performance.

Effect of Workload (X2) on Teacher's Performance (Y)

Based on the results of research that has been done previously using the SPSS software, the second result shows that there is a significant effect of the workload variable on teacher's performance. This decision is proven because the acquisition of a significance value is less than 0.05, which is 0.000 with a t value of -5.590. In this way, it can be concluded that the results above are in line with the hypothesis determined by the researcher, namely workload has a significant effect on teacher's performance, so H2 is accepted.

The acquisition of the research results is in line with the acquisition of research results researched by (Jalil 2019) where in his analysis it is explained that workload has a significant negative effect on teacher's performance. This indicates that the perceived workload in carrying out their duties at school is high enough to have a negative and significant impact on teacher's performance. This is in accordance with the lack of time that is used by some teachers in obtaining the latest information, both regarding developments in learning technology, developments in the latest theories and methods in learning according to their scientific fields.

Effect of Work Stress (X1) and Workload (X2) on Teacher' Performance (Y)

Based on the results of research that has been done previously by utilizing the SPSS software, the third result shows that there is a significant effect of the variables of work stress and workload on teacher's performance. This decision is proven because the acquisition of a significance value is less than 0.05, which is

0.000 with a statistical f value of 65.292. In this way, it can be concluded that the above results are in line with the hypothesis determined by the researcher, namely work stress and workload have a significant simultaneous effect on teacher's performance, so H3 is accepted. That means high work stress and workload will have an impact on independence, which also indirectly affects the teacher's performance obtained.

The results of this study are in line with the results of previous studies that have been analyzed by Widyastuti, (2015) where the analysis explains that workload, work stress and work fatigue have a significant effect simultaneously on teacher's performance. This is due to the very high work stress and workload experienced by teaching teachers which can result in very high fatigue so that the teacher's performance has decreased significantly (Hidayat, 2016).

D. Conclusion

Based on the results of the study, it can be concluded that the variables of work stress and workload partially and simultaneously have a significant and significant effect on the performance of State Middle School teachers in Lempuing Jaya District during the COVID-19 pandemic. Workload, work stress has a significant effect simultaneously on teacher's performance. This is due to the very high work stress and workload experienced by teaching teachers which can result in very high fatigue so that the teacher's performance has decreased significantly

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