

Job Stress on Certified Teachers at Madrasah Aliyah Negeri Y Padang City

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Abstract. This study aims to look at the description of work stress on certified teachers at Madrasah Aliyah Negeri (MAN) Y Padang City. Respondents in this study were certified teachers at MAN Y Padang City. The sampling technique used is saturated *sampling* as many as 66 certified teachers. The measuring instrument used in this study was made by the researcher himself referring to the measuring instrument made by Triana (2015) based on the work stress theory of Beehr and Newman (1978). The research method used is descriptive quantitative. Based on the research results obtained, certified teachers at MAN Y Padang City have low work stress. In addition, a significant difference in work stress was found by gender. Where female certified teachers have a higher level of work stress than male certified teachers.

Keywords : *Teacher Certification; Madrasah Aliyah; Job Stress*

Abstrak. Penelitian ini bertujuan untuk melihat gambaran stres kerja pada guru sertifikasi di Madrasah Aliyah Negeri (MAN) Y Kota Padang. Responden dalam penelitian ini adalah guru sertifikasi di MAN Y Kota Padang. Teknik penarikan sampel yang digunakan adalah *sampling* jenuh yaitu sebanyak 66 guru sertifikasi. Alat ukur yang digunakan dalam penelitian ini dibuat oleh peneliti sendiri mengacu kepada alat ukur yang dibuat oleh Triana (2015) berdasarkan teori stres kerja dari Beehr dan Newman (1978). Metode penelitian yang digunakan ialah kuantitatif deskriptif. Berdasarkan hasil penelitian yang didapatkan, guru sertifikasi di MAN Y Kota Padang memiliki stres kerja yang rendah. Selain itu, ditemukan perbedaan stres kerja yang signifikan jika dilihat berdasarkan jenis kelamin. Dimana guru sertifikasi yang perempuan memiliki tingkat stres kerja yang lebih tinggi dibandingkan dengan guru sertifikasi yang laki-laki.

Kata Kunci: *Guru Sertifikasi; Madrasah Aliyah; Stres Kerja*

Introduction

Education is important and contributes greatly to improving the quality of the Indonesians (Muhardi, 2004). One of the parties who play a major role in achieving good quality education for students is the teacher (Man & Cholichul, 2013; Kirom, 2017). The teacher is a profession that is reckoned with and plays an important role in shaping and building students to have good personalities (Torreon & Frances, 2019).

According to the Law of the Republic of Indonesia Number 14 of 2005, a teacher must have an educator certificate as an acknowledgment that is given and is proof that he has become a professional teaching staff. The provision of this educator certificate is called certification (UU RI No. 14 of 2005). The certification given to teachers is a government effort that aims not only to improve the well-being of teachers, but also to increase the competencies possessed by teachers as educators, mediators, education facilitators, and teacher performance, as well as can have a good influence on the world of education (Fachrurozi, 2014).

A certified teacher must fulfill teaching hours 24 hours a week and periodically collect administrative files (Permen RI No. 18 of 2007). This is one of the workloads for most certified teachers. This workload can cause various problems, causing an excess of workload on certified teachers.

Work overload is a situation where individuals feel that they have a lot of work to be done, but do not have time that is proportional to the amount of work (Alias, Nurul SH, Rozana O., Najihah HM, & Wei-Loon K., 2019). Excessive workload can cause work stress on teachers. This is in accordance with research conducted by Naghieh (in Alias et al., 2019) which explains that work-related stress can be caused by an excessive workload.

Work Stress

Stress is a dynamic condition in which individuals are faced with opportunities, constraints, or demands related to what the individual wants where the results are uncertain but are considered important (Robbins, 1996). Arseriault and Dolan (in Sarwono & Purwono, 2006) state that work stress is an unpleasant psychological condition caused by employees feeling threatened and showing a discrepancy between individuals and the demands of their work. Then according to Michael J. Fimian (1988) work stress is a feeling of pressure experienced by employees in dealing with their work. Furthermore, according to Beehr and Newman (1978) work stress is an interaction caused between individuals and their work, where it can make individuals experience changes in normal functions, both physiologically and psychologically.

Beehr and Newman (1978) looked at job stress from several *facets*. *Facet* is a dimension or grouping of work stress. Beehr and Newman (1978) classify work stress into

several *facets*, where each *facet* has different aspects depending on the perspective on work stress.

There are seven *facets* in work stress presented by Beehr and Newman (1978), namely *environmental facet*, *personal facet*, *process facet*, *human consequences facet*, *organizational consequences facet*, *adaptive responses facet*, and *time facet*. In this study, the researcher uses a *human consequences facet*, where in this *facet*, job stress is divided into three aspects, physiological, psychological, and behavioral. Based on these three aspects, it can be concluded that individuals experience work stress when job demands exceed their capacity, resulting in various symptoms. Symptoms caused by work stress make the normal functioning of individuals experience changes, both physiologically, psychologically, and behaviorally. Physiologically, individuals will experience changes in metabolism in their bodies, psychologically individuals will feel dissatisfaction related to their work, and behaviorally there are changes in behavior such as decreased productivity and so on.

Method

Participants

This study uses a saturated sampling technique, where the study was conducted on the entire population of certified teachers in the school, which was 67 people. However, because one teacher was seriously ill, the study was only conducted on 66 certified teachers.

Analysis Techniques

This study uses a descriptive quantitative approach using SPSS version 25.00 *for windows*. The measuring instrument used in this study was made by the researcher with reference to the measuring instrument made by Triana (2015) based on the work stress theory of Beehr and Newman (1978).

Results

To determine the categorization of work stress on certified teachers at MAN Y in Padang City, the *mean* and standard deviation were calculated. The following is the score of the work stress variable for MAN Y certified teachers in Padang City:

Table 1. *Work Stress Score*

Variable	Score			
	Min	Max	mean	SD
Work Stress	59	236	147.5	29.5

Based on the table above, it can be seen that the score results are a minimum score of 59, a maximum score of 236, a *mean* value of 147.5, and a standard deviation of 29.5. Based on the *mean* and standard deviation of the hypothetical scores, the work stress of certified teachers at MAN Y Padang City can be categorized as follows.

Table 2. *Categorization of Job Stress*

Categori zation	Formul a	Raw Score	F	P
Low	$X < \mu^a$	$X^b < 147.5$	66	100%
High	$X \geq \mu^a$	$X^b \geq 147.5$	0	0%
Total			66	100%

a. Theoretical *mean*
b. Subject's total score
c. Frequency
d. Percentage

Based on the table, there are 66 teachers with a percentage of 100% who have a low level of work stress, while no teacher has a high level of work stress. This indicates that the work stress of certified teachers at MAN Y Padang City is in the low category. In more detail, the following is a description of the work stress of certified teachers at MAN Y Padang City seen from the aspects of work stress, namely psychologically, physiologically, and behaviorally.

Table 3. *Description of Statistics Aspects of Work Stress*

Variable	mean
Psychological	31.38
Physiological	34.67
Behavior	22.45

Based on the table above, the psychological aspect has a *mean* value of 31.38, the physiological aspect has a *mean* value of 34.67, and the behavioral aspect has a *mean* value of 22.45. Among the three, the physiological aspect is the aspect that has the highest *mean* value and the behavioral aspect has the lowest *mean* value.

In addition to the results from the aspect of work stress, the results also obtained from differences in the description of the work stress of certified teachers at MAN Y Padang City in terms of gender, the following table shows the results of the *Independent Sample T-test* and the *mean* value of work stress in terms of gender.

Table 4. *Independent Sample T-test*

No.	Gender	<i>mean</i>	Sig.
1	Man	80.89	0.02
2	Woman	91.35	

After the *independent sample T-test* was carried out, work stress based on gender had a significance value of 0.02 where if the value of Sig. <0.05 then there is a difference between these factors, and vice versa. From the table, it is known that there are differences in the work stress of MAN Y certified teachers in Padang City in terms of gender.

Discussion

This study aims to determine the description of work stress on certified teachers at MAN Y Padang City. It is known that all certified teachers experience low work stress. Someone who experiences work stress with a low level indicates that the demands of being a certified teacher are not too much of a pressure that can interfere with their duties and responsibilities. Mangkunegara (2015) explains that low work stress will not interfere with one's work, even stress can encourage them to achieve better performance.

In addition, certified teachers who have low work stress indicate that they can complete their work well. Mangkunegara (2015) explains that if someone experiences relatively low work stress, it indicates that they are able to achieve their performance at work.

The low work stress of certified teachers can be caused by good self-management in each individual. Shepardson, Tapio, & Funderburk (in Lukman, Latipun, & Nida., 2019) state that good self-management can help a person manage the stress they

experience in order to stay focused on completing their work. Good self-management can also improve work performance and help individuals manage the stress and anxiety they experience (Frayne & Geringer in Lukman, et al., 2019).

Low work stress on certified teachers can also be caused by the positive response given by the certification teacher (*eustress*), so that the certified teacher can still complete his/her work. Hans Selye in Margiati (1999) states that positive stress or known as *eustress* encourages individuals to excel and makes them challenged in solving problems.

Individuals who experience low levels of work stress can still complete their work well. The workload as a certified teacher is not an obstacle to be completed. This is in accordance with Luthans (2006), which states that when individuals experience low to moderate work stress, the individual will do his job better, more intensively, or be faster.

Furthermore, when viewed based on the *mean value* obtained, the physiological aspect has the highest *mean value*. This shows that the most certified teachers show work stress with physiological symptoms. Then, if it is seen based on the difference in the work stress of the certified teacher in terms of gender, the *independent sample T-test* is carried out. It is known that female certified teachers have a higher level of work stress when compared to male certified teachers. This is in accordance with research conducted by the Health and Safety Executive (2013) who conducted a survey of the workforce in 2011, and found 86 thousand cases of work stress in men and 135 thousand cases of work stress in women.

In addition, the survey also found that women experience higher work stress than men. This can be caused because women have conflict on multiple roles in their lives. According to Herlina (2019), dual role conflict for women can occur when women find it difficult to balance between family and work.

In addition to being a certified teacher, women also have a role in their families. This condition can cause conflict for women at work, and if not handled properly it will have an impact on the place where she works and herself which can cause her to experience stress (Akbar, 2017).

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