



The role of job stress and job satisfaction on the quality of teacher performance

Peran stres kerja dan kepuasan kerja terhadap kualitas kinerja guru

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ABSTRACT

Teacher performance is the outcome of work reflected in the planning, implementation, and assessment of the teaching and learning process, with its intensity based on work ethics and professional discipline in teaching and learning. This study aims to determine the influence of job stress and job satisfaction on teacher performance. Quantitative methods were employed in this research. The sample consisted of 50 teachers who taught at MTs Dakwah Islamiyah Putri Nurul Hakim in Kediri, West Lombok Regency. The nonprobability sampling technique, specifically total sampling, was used for sampling. Data were collected through questionnaires encompassing the three variables, and multiple regression analysis was employed for data analysis. The results of this study indicate that there is no significant influence of job stress on performance. However, the effect of job satisfaction on teacher performance demonstrates a significant influence.

KEY WORDS:

work stress; job satisfaction; teacher performance quality

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ABSTRAK

Kinerja guru adalah hasil dari pekerjaan yang tercermin dalam perencanaan, pelaksanaan, dan penilaian proses pengajaran dan pembelajaran yang intensitasnya didasarkan pada etika kerja dan disiplin profesional dalam proses pengajaran dan pembelajaran. Penelitian ini bertujuan untuk menentukan pengaruh stres kerja dan kepuasan kerja terhadap kinerja guru. Penelitian ini menggunakan metode kuantitatif. Sampel dalam penelitian ini adalah guru yang mengajar di MTs Dakwah Islamiyah Putri Nurul Hakim Kediri, Kabupaten Lombok Barat, dengan total 50 guru. Pengambilan sampel menggunakan teknik nonprobabilitas dengan total sampling. Teknik pengumpulan data menggunakan kuesioner dari tiga variabel, dan teknik analisis data menggunakan analisis regresi berganda. Hasil penelitian ini menunjukkan bahwa tidak ada pengaruh signifikan antara stres kerja dan kinerja; sedangkan untuk pengaruh kepuasan kerja terhadap kinerja guru menunjukkan bahwa terdapat pengaruh signifikan antara kepuasan kerja dan kinerja guru

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stres kerja; kepuasan kerja; kualitas kinerja guru



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Pendahuluan

Education is an investment in the long term as the initial capital for the development and progress of a nation. This education is also the starting point for the embodiment of the younger generation to be ready to compete in the era of globalization and the demands of the times. As is well known, basically, education seeks to educate the nation's life and leads to a better direction. Therefore, the implementation of education needs encouragement both in terms of material and non-material. This encouragement is obtained from all parties so that the implementation of education can run according to what has been determined together (Pamungkas, 2015). According to the Law of the Republic of Indonesia, Number 20 in 2003 explains that the National Education System is an effort that has been planned to create a learning atmosphere and learning process for students so that they can actively develop their potential to have religious, spiritual strength, self-control, personality, intelligence, noble character and also skills that are very necessary for him, both in society and the homeland and nation (Ardiana, 2017; Anwar et al., 2021). According to Emda (2017), the achievement of an educational goal is largely determined by the professional duties of a teacher, especially in the learning process. This is because the teacher is the party that has the most direct contact with students in

the learning process. Professional teachers are expected to have good performance in trying to improve the quality of their students. The teacher's performance is the performance carried out by the teacher in carrying out his duties as a teacher (Emda, 2017). The teacher's performance is the result of the work of the teacher, which is reflected by planning, implementing and assessing the teaching and learning process, whose intensity has been based on a work ethic and professional discipline in the teaching and learning process (Ardiana, 2017; Trestiza Comighud & Arevalo, 2020).

An individual's performance can be influenced by several factors, namely ability, motivation and opportunity. Performance means that performance is a function of ability, motivation and opportunity. According to the Law of the Republic of Indonesia, Number 14 of 2005 states that teacher performance can also be shown from the teacher's ability to master a required competency, namely, pedagogic competence, personal competence, social competence and professional competence. According to Hidayat (2016) teachers also have limitations, including experiencing stress and fatigue. The large number of task demands for a teacher can cause the teacher to experience boredom, boredom and can also cause stress. The teacher will also tend to experience stress if he feels unable to adapt his desires to the reality that exists, both the reality within him and the reality that exists outside of him. Various forms of stress can be caused by humans' lack of understanding of their limitations. The inability to fight against these limitations can lead to feelings of anxiety, guilt, conflict and frustration (Khan et al., 2012; Sarabia & Collantes, 2020).

Stress is a pressing event that the individual is in a helpless state and has negative impacts, such as dizziness, high blood pressure, irritability or offense, sadness, difficulty concentrating, increased appetite, difficulty sleeping (insomnia) and continuous smoking. Stress itself is described as a force that creates pressure within itself, so it arises if the pressure being faced exceeds its optimal limit (Lubis et al., 2015). Work stress is an important matter for a school organization related to teacher performance. When the teacher is stressed, the resulting performance will decrease, and they will feel dissatisfied doing the job. Conversely, when you are not experiencing stress, the resulting performance will increase, and you will feel satisfaction because you have completed your work on time (Sarabia & Collantes, 2020; Helmi & Abunar, 2021; Suci et al., 2022).

At the same time, Verma & Emirates (2018); Grmanova & Bartek (2023) states that job satisfaction is an emotional state that is pleasant or unpleasant for the individual looking at their work. Job satisfaction reflects a person's feelings

towards his work and can be seen from the positive attitude of workers towards their work (Pamungkas, 2015). There are five dimensions that lead to job satisfaction: (1) Skill variety, namely tasks that are perceived as part of a larger job and are one completeness. (2) Job identity (task identity), namely doing a job from start to finish with real results. (3) Job importance (task significance), namely when the task is felt important and meaningful by employees. (4) Autonomy, which is about the opportunity to organize one's work, freedom to carry out work, and freedom to think and act in carrying out work, will be more satisfied with the results of their work. (5) Feedback from the job itself (feedback from the job itself).

In this study, the researchers aim to examine the quality of teacher performance in relation to job stress and job satisfaction, which has received limited attention in previous studies. While previous research has primarily focused on one of the independent variables, this study directly analyzes the three variables, specifically investigating the influence of job stress and job satisfaction on teacher performance. The researchers seek to understand whether job stress affects teacher performance and whether job satisfaction has an impact on teacher performance outcomes.

Method

This study uses a quantitative research method with a descriptive approach (Sugiyono, 2019; Creswell, 2014). The sampling technique in this study used a non-probability sampling technique. Researchers used a total sampling model. Total sampling is 50 teachers. The technique used in collecting data in this study is by using a questionnaire or a scale. The scale in this study uses three instruments, namely the scale of job stress, job satisfaction and teacher performance quality, with two types of statements, namely favorable and unfavorable. The performance quality scale includes aspects of good quality of work, having speed or determination of work, having initiative at work, having good work skills and also being able to build very good communication.

The work stress scale used in this study uses the aspects contained in work stress, namely physiological problems (physiology), then psychological problems (psychology) and behavioural problems (behaviour). At the same time, the job satisfaction scale used in this study uses aspects of (Pamungkas, 2015). It includes mentally challenging work, appropriate rewards and promotions, supportive working conditions, supportive co-workers and leadership. While the results of the validity and reliability tests of each scale are obtained as follows; test the validity of the work stress scale obtained as many

as eight valid and 22 invalid items. All items are valid with a significance value of less than 0.05 greater than r table 0.279 with a reliability value of 0.902, indicating that the work stress scale is reliable. Test the validity of the job satisfaction scale to get the results of 28 valid items and seven invalid items. All items are valid with a significance value of less than 0.05 greater than r table 0.279.

The reliability test results of the job satisfaction scale indicate a reliable scale, with a value of 0.864. At the same time, the results of the validity test of the performance quality scale were 32 valid items and eight invalid items. All items are valid with a significance value less than 0.05 and greater than r table 0.279 and have a reliability value of 0.909, indicating a quality performance scale has high reliability. This study uses multiple regression data analysis to examine the effect of job stress and job satisfaction on teacher performance. Quantitative data will be statistically tested using the SPSS 25.0 for Windows program.

Results

The table above shows that the significance value for the influence of work stress on teacher performance is 0.702, greater than 0.05 ($0.702 > 0.05$). The t value is -0.385 less than t table 2.011 ($-0.385 < 2.011$), so it can be concluded that there is no significant effect between work stress on performance. Then the significance value for the effect of job satisfaction on teacher performance is 0.000 less than 0.05 ($0.000 < 0.05$), and the t -count value is 7.621 greater than t table 2.011 ($7.621 > 2.011$), so it can be concluded that there is a significant influence between job satisfaction on teacher performance. The magnitude of Influence, The magnitude of the influence of the work stress variable (X_1) and job satisfaction variable (X_2) on the performance variable (Y) is described based on the table 1.

Table 1
Hypothesis Testing

Variable	Sample	Sig	T	T -Table	Description
Work Stress	50	.702	-,385	2.011	Has No Effect
Job Satisfaction	50	.000	7,621	2.011	Influence

Based on table 2 , it show that the work stress variable has no effect on the performance variable. As for the variable, job satisfaction has an influence of 54.70% on performance.

Table 2
The Magnitude of The Influence Between Work Stress and Job Satisfaction on Performance

Dependent Variable	Predictor	Beta (R)	R2	%
Performance	Work Stress	-,055	0,003	0,03%
	Job Satisfaction	,740	0,547	54,70%

Discussion

The results of research conducted on 50 teachers who teach at MTs. Da'wah Islamiyah Putri Pondok Pesantren Nurul Hakim Kediri West Lombok that there is a significant effect on the variable of work stress on teacher performance with a significance value of 0.702 greater than 0.05 ($0.702 > 0.05$). Therefore, the results of this study can be concluded that the null hypothesis (H_0) for the work stress variable is accepted, and the alternative hypothesis (H_a) is rejected. Therefore, the work stress variable has no effect on teacher performance. Therefore, the work stress variable does not affect teacher performance. That means that the results of the analysis above illustrate that aspects of the work stress variable do not affect teacher performance. The results of this study are contrary to the theory. The following are several factors that affect a person's performance including the following; Motivation, job satisfaction, stress, compensation system, and job design. Based on the research results that have been obtained, this research is strengthened by the results of previous research that has been conducted by Pamungkas (2015) with the research title The Effect of Job Satisfaction and Job Stress on Teacher Performance. Work stress has no effect on the performance of SD Muhammadiyah Sapeen Yogyakarta teachers with a value of (β) -0.338. This means that it can be concluded that there is no effect of work stress on teacher performance in carrying out the teaching process. This can also support that to improve the quality of teacher performance, various positive approaches can be taken, including giving appreciation to teacher performance and progress.

To improve the quality of teacher performance, positive approaches such as appreciating teachers' efforts and providing rewards can be taken (Ningsih et al., 2021; Bello & Jakada, 2017; Ishak et al., 2018). Conversely, the subsequent analysis revealed a significant influence of job satisfaction on the quality of teacher performance, with a significance value of 0.000, less than 0.05 ($0.000 < 0.05$). Thus, it can be concluded that job satisfaction does affect teacher performance. Teachers who experience job satisfaction tend to exhibit higher quality work in the teaching process at school (Kadtong et al., 2018; Dunifa et

al., 2023; Erturk, 2022; Milana, 2018; Natalia et al., 2020). The analysis illustrates that job satisfaction is an important factor that needs to be considered in influencing or improving teacher performance. Several factors influence job satisfaction, namely; fair and proper remuneration, permanent placement in accordance with expertise, atmosphere and work environment, equipment that supports the implementation of work, the attitude of the leader in leadership, the nature of work whether watching or not.

Several factors contribute to job satisfaction, including fair remuneration, appropriate job placement based on expertise, a positive work environment, supportive work equipment, effective leadership, and the nature of the work itself (Shabane et al., 2022) The study further demonstrates that a positive response to job satisfaction directly impacts teacher performance. Higher levels of job satisfaction lead to more satisfactory performance and greater achievement. On the other hand, lower job satisfaction may result in unsatisfactory performance or failure to meet targets. These findings align with previous studies that emphasize the importance of job satisfaction in achieving optimal work quality and promoting innovation (Verma & Emirates, 2018; Thahir et al., 2021; Hendrawijaya et al., 2020).

As for this study, it has limitations related to the number of samples and the approach method, it is necessary to add a qualitative approach that directly explores aspects of the experience of the research subjects.

Conclusion

The results of the study have found that there is a significant influence between job satisfaction on the quality of teacher performance in carrying out teaching in schools. While work stress does not affect the quality of teacher performance. This shows that to improve the quality of teacher performance, positive development and habituation and appreciation are needed, not negative things. The psychological condition of teachers who experience stress does not have an effect on improving teacher performance for the better, it could even be the other way around. Through this research, it can add information that working conditions that are comfortable, happy and provide satisfaction can improve teacher performance and student services.

Conversely, when the teacher's condition is depressed or experiencing stress, it does not improve performance to be optimal. This means that through this research, you can get used to a positive, supportive school environment in supporting the performance of all academics so that high productivity is formed at work. This research is still not perfect, so it is necessary to carry out

various innovations or other developments to improve the discussion the same theme. For future researchers, it is hoped that they will be able to develop it better and more innovatively because the discussion on assistance to achieve productive work results is important to research and development.

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