

Teacher Work Stress And Workload In East Sumba: Examining The Role Of Interpersonal And Environmental Factors

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Abstract : Teacher work stress is an aspect of concern in today's teacher resource management. This is because the teacher's work environment is one of the factors that influence the stress of the teacher's life. The purpose of this research is to analyze more deeply about the sources or factors of teacher work stress. This study used a quantitative method with a descriptive correlational type of research aimed at obtaining an overview of the variables studied and determining whether or not the influence of the three variables was involved. The participants in this study were 117 teachers. Sampling technique with quota sampling. The results of the study obtained a significance value of $0.000 < 0.05$ and the calculated F value of $10.402 > F$ table 3.07, so there is a correlation between workload and organizational support for teacher work stress, with a confidence level of 15.4%. This means that the heavier the teacher's workload, the higher the work stress experienced by the teacher and vice versa, the lighter the workload experienced by the teacher, the lighter the work stress experienced by the teacher. And the greater the support provided by the organization, the lighter the stress experienced by the teacher, and vice versa, the more there is no support provided by the organization, the greater the work stress experienced by the teacher.

INTRODUCTION

Teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education. Based on Dapodik calculations, the need for teachers in state schools, apart from teachers with PNS status who are currently teaching, reaches one million teachers. The number of PNS teachers available in public schools is only 60% (sixty percent) of the actual need. This causes a lack of optimal service to students. Because of this, the Ministry of Education, Culture, Research and Technology (Kemendikbudristek) in 2021 has a policy to fulfill teachers through the selection of PPPK procurement for Teacher Functional Positions.

One of the important implications in studying the phenomenon of teacher work stress is the need to know the sources or stress factors (Stressors) of PPPK teacher work. Knowledge of the sources of work stress will help prevent and reduce teacher work stress. The job as a teacher has a significant level of stress because the teacher's job is dealing with many demands, interactions at work and welfare guarantees that are not evenly distributed (Halpin, 1985).

Based on data from the directorate general of teachers and education personnel, research culture and technology (Kemendikbudristek), the need for teachers in 2022/2023 is 2.407 million people, currently there are 1,324 million ASN teachers, but 1,239 million teachers fulfill the workload. There are teachers who accumulate in certain educational units. Therefore, the excess of existing teachers needs

to be redistributed by the local government so that the vacant schools can be filled with teachers. Said the task executor of the Directorate General of Teachers and Education Personnel (GTK). The excess number of ASN and Honorary teachers in state schools needs to be redistributed by the local government to overcome the vacancy of teachers in these government-owned schools from the Kindergarten, Elementary and Middle School levels. Based on the Regional Government's decision regarding the distribution of PPPK teachers who were declared to have passed by the May 1 2022 TMT, 70% of the teachers were placed not in their schools of origin and this distribution was in accordance with the formation that had been previously determined.

The author (Arismunandar, 2001) conducted a study to find out the work stress management strategies of elementary school teachers in South Sulawesi. The research results show two important findings. First, the stress management strategy chosen by the teacher is a behavioral strategy and not a cognitive strategy in dealing with their stress. This strategy has the disadvantage of not directly addressing the sources of stress. In fact, the phenomenon of stress is basically cognitive and therefore should be approached with cognitive strategies. "Focusing time and energy on work" as an example, does not directly solve the source of stress being faced. Second, the results of data analysis show that inactive cognitive strategies have a negative effect on teacher work stress. That is, the higher the effort to use inactive cognitive strategies, the lower the teacher's work stress. This strengthens the view that the phenomenon of stress has more to do with cognitive aspects than behavioral aspects, so it is necessary to encourage the use of management strategies with a cognitive approach.

Based on the results of a study of the amount of teacher workload and the regulations that govern it. The results of this study were also enriched by the Guided Group Discussion (FGD) as an in-depth exploration of four purposively selected locations. This study concludes that: (i) the average face-to-face hours

(JTM) of teachers teaching in the two schools is 14.6 million/week in the main school, and 12.3 million/week in other schools, (ii) local governments generally do not make special policies to help teachers meet their minimum workload, (iii) Principals tend to give priority to their teachers who have received educator certificates to teach a minimum of 24 million/week thereby opening up opportunities to get a Teacher Income Allowance (TPG), and (iv) obstacles that faced by teachers in meeting the demands of a minimum workload, including many mentoring activities which are the main tasks and functions of teachers (Tupoksi) of teachers who have not been recognized as equivalent to certain JTM such as extracurricular activities, remedial/enrichment activities and so on (Center for Educational and Cultural Policy Research, 2018).

Based on the results of research conducted by Fabiana Meijon Fadul, 2019 regarding the relationship between workload and work stress for elementary school teachers in Surabaya, this shows that there is a very significant positive relationship between workload and work stress for elementary school teachers in Surabaya, so that the workload becomes heavier teacher has, the higher the work stress they have and the lighter the workload, the lower the work stress of elementary school teachers in Surabaya.

It can be concluded that organizational support felt by individuals in the organization will be felt as a form of concern from the organization which will make their emotional needs fulfilled. These individuals will have a comfortable feeling at work, not pressured by work conditions and demands, and have harmonious relationships with co-workers. Thus organizational support is one of the factors that negatively affect work stress. Adequate organizational support can reduce individual work stress in the organization (Kosasih, 2014).

Impact Stress is increasingly causing the occurrence of a disease. The cumulative effect of stress often has a very detrimental impact on the health of individuals in middle adulthood. Stress can cause diseases such as those involving the immune system and cardiovascular disease.

When a person is under stress, viruses or bacteria tend to multiply and cause disease. Stress and negative emotions can influence the development and course of cardiovascular disease by altering the underlying physiological processes. For example, people who live in conditions of chronic stress are more likely to smoke, begin to overeat, and not exercise. All of these stress-related behaviors are associated with the development of cardiovascular disease, (Santrock.JW, 2012). The human consequences of job stress include: anxiety, depression, anger, cardiovascular disease, headaches, work accidents, and even early onset of Alzheimer's disease

In general, work stress is more detrimental to employees and companies or organizations. For employees, these consequences can be in the form of decreased work enthusiasm, high anxiety, frustration and so on. The consequences for these employees are not only related to work activities, but can extend to other activities outside of work. Such as not being able to sleep peacefully, decreased appetite, unable to concentrate, and so on (Waluyo, 2009: 163). In addition, the impact of stress experienced by employees will disrupt physical health, psychological health, decrease work performance, and affect employees in decision making (Yuliasih, 2017).

METHOD

Respondents. Which aims to obtain an overview of the variables studied and determine whether there is influence or not the three variables. This research was conducted in East Sumba with research participants namely PPPK teachers (Government employees with work agreements) with a total of 117 people. Sampling technique with quota sampling.

Research Design. Using quantitative methods with descriptive research types Correlational.

Research Instruments. The Work Stress Scale (Robbins and Judge 2008) has the first 3 to

measure the physiological aspect, namely the initial effect that will be seen when experiencing stress is usually a physiological symptom. Research shows that stress can create changes in metabolism, increase heart rate, raise blood pressure, cause headaches and can trigger heart attacks. Both Psychological aspects. The simplest impact caused by job stress is job-related dissatisfaction. But stress also appears in other psychological states, for example tension, anxiety, aggravation, boredom and procrastination. The three aspects of Behavior. Aspects related to behavior include decreased productivity, increased absenteeism (absence) and employee turnover (employee turnover) as well as increased consumption of cigarettes and alcohol, changes in eating habits, stuttering speech, restlessness and irregular sleep.

Research Procedures. Data collection in this study started with measuring instruments, conducting expert reviews, conducting variable scale tests, obtaining informed consent, using quota sampling, and distributing them using internet surveys (google form).

Data Analysis. Data were analyzed using IBM SPSS version 2 for windows. The researcher conducted a prerequisite test as an initial testing step to find out whether the research data met the requirements or not for the next analysis stage. There are three kinds of prerequisite tests in this study, namely the normality test, linearity test and multicollinearity test. Then, regression analysis is carried out to examine and model the relationship between variables. Multiple regression is often used to solve regression analysis problems which result in the relationship of two or more independent variables.

RESULTS

Normality Test

The normality test is a data test carried out in research to find out whether the data is normally distributed or not. The normality test is

important to do because if the data is normally distributed then the data is considered to represent the population. The normality test in this study was carried out using the Kolmogorov Smirnov test with the help of the IBM SPSS for Windows version 26 program with the condition that the significance of $p < 0.05$ then the data is not normally distributed whereas if the significance of $p > 0.05$ then the data is normally distributed (Duwi Priyanto, 2018).

Table 1: Normality Test Results One-Sample Kolmogorov-Smirnov Test

N		117
Normal Parameters ^{a,b}	Means	,0000000
MostExtreme	std. deviation	9.16410108
	Absolute	,060
	Positive	,029
	negative	-.060
differences		,060
Statistical test		,200 ^{c,d}

Normality test results with workload variables and organizational support with work stress with one Kolmogorov Smirnov test with the help of the IBM SPSS for Windows version 26 program, obtained a significance of $p = 0.200 > 0.05$, meaning that the data distribution is normally distributed.

Linearity Test

The linearity test is used to determine whether two variables have a linear relationship or not. In this study the linearity test was carried out using the test for linearity with the help of the IBM SPSS for Windows version 26 program. With the help of the significance limit on the linearity test is 0.05. This means that if the linearity test results in a significance $p < 0.05$ then the relationship is not linear whereas if the significance is $p > 0.05$ then the relationship between the variables is linear (Duwi Priyanto, 2018).

Table 1: Linearity Test Results of Workload and Work Stress

Sun of squares	df	Mean squares	F	Sig.
3973,306	22	180,605	2,250	,004
1556,156	1	1556,156	19,384	,000
2417,150	21	115,102	1,434	,123
7546,250	94	80,279		
11519,556	116			

The results of the linearity test with the variable Workload and Work Stress using compare means with the help of the IBM SPSS for Windows version 26 program obtained a Deviation from linearity score with a significance of $0.123 > 0.05$, accepted meaning that there is a linear relationship between workload and work stress variables.

Table 3: Linearity Test Results for Organizational Support with Work Stress

Sun of squares	df	Mean squares	F	Sig.
667,097	17	98,065	0,985	0,481
40,237	1	40,237	0,404	0,526
1626,86	16	101,679	1.022	0,441
9852,458	99	99,52		
11519,556	116			

a Deviation from linearity score with a significance of $0.441 > 0.05$, accepted meaning that there is a linear relationship between organizational support variables and work stress.

Multicollinearity Test

Multicollinearity test aims to test whether the regression model found a correlation between independent variables. A good regression model should not have a correlation between the independent variables. If the independent variable has a correlation value between the independent variables equal to zero. Multicollinearity is detected by using the tolerance value and variance inflation factor (VIF). Tolerance measures the variability of the selected independent variables which cannot be explained by other independent variables. So a low tolerance value is the same as a high VIF

value (because $VIF=1/\text{tolerance}$) and indicates high collonearity. The Cutoff value that is commonly used is a tolerance value of 0.10 or the same as a VIF value below 10 (Imam Ghozali, 2005).

Table 4: Multicollinearity Test Results

Undestandized coefficients		t	Sig.	Collinearity	VIF
B	Standard error			statistical tolerance	
30,372	17,077	-1,78	0,08		
0,809	0,179	4,509	0	0,957	1,045
0,349	0,216	1,61	0,11	0,957	1,045

Based on the table above it is known that the VIF value of the Workload variable (X1) and

Table 5: Multiple Analysis Test Results

Undestandized coefficients		Undestandized coefficient	t	Sig.	Collinearity
B	Standard error	betta			statistical tolerance
-30,4	17,077		-2	0,078	-30,372
0,809	, 179	0,397	4,5	0	0,809
0,349	0,216	0,142	1,6	0,11	0,349

The results of the regression test obtained the results of the multiple linear regression equation as follows $Y = '- 30.372 + 0.809X_1 + 0.349X_2$.

1. A constant value of '- 30.372 means that if there is no change in the workload and organizational support variables (X1 and X2 values are 0), then work stress will still be there at '- 30.372 .
2. The regression coefficient value is 0.809, meaning that if the workload variable (X1) increases by 1% assuming organizational support variables (X2), then work stress (Y) and constants are 0, then teacher work stress increases by 0.809. This shows that the workload variable contributes positively to the work stress variable, so that the greater the workload, the greater the work stress experienced by the teacher.
3. The regression coefficient value is 0.349 meaning that if the organizational support variable (X2) increases by 1% assuming the workload variable (X1), then work stress (Y)

the Organizational Support variable (X2) is $1.045 < 10$ and the tolerance value is $957 > 0.1$, so the data does not have multicollinearity

Data Analysis

Multiple Linear Regression Analysis Test (Anareg)

Regression analysis is a useful statistical technique for examining and modeling the relationships between variables. Multiple regression is often used to solve regression analysis problems which result in the relationship of two or more independent variables.

and constants are 0, then teacher work stress increases by 0.349. This shows that the organizational support variable provided has a positive contribution to the work stress variable, so that the greater the organizational support, the lower the work stress experienced by teachers.

Simultaneous Hypothesis Test

The F test is used to test one of the hypotheses in research that uses multiple linear regression analysis. The F test is used to determine the effect of the independent variables jointly (simultaneously) on the dependent variable. The results of the F test are seen in the ANOVA table in the sig column. with criteria:

1. If the sig value < 0.05 , then it can be said that there is a jointly significant effect between the independent variables on the dependent variable
2. If the sig value > 0.05 , then there is no jointly significant effect between the independent variables on the dependent variable.

$$F_{table} = F(k, n - k - 1) = F(2; 115) = 3.07$$

Based on the output above, it is known that the significant value for the effect of X1, X2 simultaneously on Y is $0.000 < 0.05$ and the calculated F value is $10.402 > F_{table} 3.07$. So it can be concluded that the simultaneous hypothesis testing is accepted, which means that there is an influence of X1 and X2 on Y.

Test the coefficient of determination (Adjusted R Square)

This test aims to determine the proportion or percentage of the total independent variables. If the analysis used is multiple linear regression, then the Adjusted R Square value is used.

Table 6: Test Results for the Coefficient of Determination (Adjusted R Square)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,393 ^a	,154	0,139	924.414

Based on the output above, it is known that the R Square value is 0.154, this means that the effect of variables X1 and X2 simultaneously on variable Y is 15.4%.

DISCUSSION

This study aims to determine the effect of workload and organizational support on the work stress of PPPK teachers (government employees with work agreements) in East Sumba. This research began on February 20 2023. Furthermore, the distribution of questionnaires was carried out online via the Google Form link for work stress scales, workload and organizational support to all selected respondents. At the research preparation stage, the researcher prepared the measuring instruments to be used for this study. The measurement tool used is a questionnaire consisting of a scale measuring work stress, work load and organizational support. The measuring instrument was prepared based on the blue print that the researcher had previously

made. Before the researcher distributed the questionnaires to the actual participants, the researcher first tested the scale of the measuring instrument on 30 civil servants because they were considered to have the same characteristics as PPPK teachers.

Furthermore, testing of measuring instruments, validity and reliability tests was carried out, the researcher collected data through the Google Form link. Next, the normality test and linearity test were carried out before conducting data analysis. After the prerequisite test, the researcher analyzed the data using nonparametric statistical analysis techniques using IBM SPSS version 26 for windows. This analysis aims to determine the effect of Workload and Organizational Support on the Work Stress of PPPK Teachers (Government Employees with Work Agreements) in East Sumba. To test the hypothesis that researchers have proposed in this study.

between workload and teacher work stress, the higher the workload, the higher the work stress experienced and vice versa the lower the workload, the lower the work stress experienced. Also with the second hypothesis, the results are answered, meaning that there is a significant influence between organizational support and teacher work stress, the higher the organizational support, the lower the work stress experienced and vice versa the lower the organizational support, the lower the work stress experienced. So the researchers continued this research to the next analysis, namely multiple regression analysis

There is a similarity in the results of research conducted by (Izzah, 2022) with the results obtained $\rho=0,720$ with significant values $\rho=0,000$ ($\rho < 0,01$) concluding "there is a very significant positive correlation between workload and teacher work stress, meaning that the heavier the teacher's workload, the higher the work stress they have teachers, the lighter the teacher's workload, the lower the work stress they feel." Likewise the results of research conducted by (Sanjiwani, 2021) with an outer loading value of 0.936. concluded that Organizational Support has a negative side or

influence on work stress. The higher the organizational support for teachers, the lower the stress felt by teachers.

The results of the analysis test that the researchers carried out to prove the third hypothesis in this study were answered/proven or there was an effect of workload and organizational support on work stress with a value of $0.000 > 0.05$ and an calculated F value of $10.402 > F$ table 3.07. From the results of previous research it was said that there was a very significant positive correlation between workload and teacher work stress and Organizational Support had a negative side or effect on work stress . it can be concluded that the factors that cause work stress are in line with the opinion (Robbins and Judge, 2008) define work stress as a dynamic condition in which individuals face opportunities, constraints or demands related to what they want and the results are perceived as uncertain but important . Robbins and Judge (2008) explain several factors that affect work stress on employees, namely: 1). Physiological factors related to physical health, 2) psychological factors related to mental health, 3) behavioral factors related to behavior. These three things are related to each other when individuals respond to stress as a result or output of the stress they experience. Work stress are factors that can put pressure on productivity and the work environment and can interfere with individuals (Kosasih, 2014).

CONCLUSION

This study aims to determine the effect of workload and organizational support on the work stress of PPPK teachers (government employees with work agreements) in East Sumba. Researchers used quantitative research, with 117 participants as subjects. Selection of the sample using cluster random sampling technique. Based on the results of the study, it can be concluded that there is an effect of workload and organizational support simultaneously on work stress on PPPK teachers (Government Employees with Work

Agreements) in East Sumba, which means that if the teacher's workload is heavy, the higher the perceived work stress , and vice versa if the workload of the teacher is light, the lower the work stress felt by the teacher. And the greater the support provided by the organization, the lighter the work stress experienced by the teacher, and vice versa, the more there is no support provided by the organization, the more severe the work stress experienced by the teacher.

Furthermore, based on the results of the research analysis that has been carried out by calculating SPSS version 26 for windows using multiple Linear Regression analysis techniques that there is an effect of workload and organizational support on work stress with a correlation coefficient of $0.000 > 0.05$ and a calculated F value of $10.402 > F$ table 3, 07 Thus it can be concluded that the heavier the teacher's workload, the higher the stress experienced by the teacher and vice versa, the lighter the workload experienced by the teacher, the lighter the work stress experienced by the teacher. And the greater the support provided by the organization, the lighter the stress experienced by the teacher, and vice versa, the more there is no support provided by the organization, the greater the work stress experienced by the teacher. The hypothesis in this study is accepted.

SUGGESTION

Based on the research results obtained, here are some suggestions from researchers, namely as follows:

1. For teachers

It is recommended for teachers to be able to evaluate workload by utilizing rest time as efficiently as possible so that when continuing work, the workload on teachers is not too heavy so as to minimize work stress on teachers. As well as the importance of education about stress management when you are in a state of stress because there are two types of stress, namely positive stress and

negative stress. Finding and understanding about work stress on social media is good.

2. For organizational units

For organizational units, if possible, to provide positive support to teachers in terms of service facilities and infrastructure and a comfortable atmosphere to deal with stress. In addition, related organizational units are willing to facilitate clinical counseling services for teachers or other education personnel who experience work stress. Consultation services can be done via telephone or WA lines for stress problems experienced.

It is hoped that superiors, in this case the principal, will develop a general view of how far superiors assess the contribution of subordinates and care about their welfare. Because superiors act as agents of the organization who have responsibility for directing and evaluating the performance of subordinates, teachers see their principal's orientation as an indication of organizational support.

It is hoped that the organizational unit pays attention to the ideas raised by the teacher as a constructive contribution, which might be realized through careful planning, so that the teacher working in that place has a positive perception of organizational support for them. Conversely, perceptions will be negative if organizational units always reject ideas from employees and everything is a decision from top management

It is hoped that the organizational unit concerned with teacher welfare will also influence the level of perception of teacher organizational support. Teachers who see that the organization is trying hard to improve the welfare of the individuals who work in it, will see this effort as a positive thing. Teachers who see that the organization provides support so that everyone can work optimally in order to achieve common goals

3. For further researchers

This study only emphasizes workload variables that influence work stress. Future researchers who are interested in conducting

research on the same topic are advised to study more deeply the factors that cause teacher work stress in addition to workload and organizational support.

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