

Teacher Stress Levels Covid-19 Pandemic in Workload Relationship at Central Jakarta Elementary School

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Abstract: During the COVID-19 pandemic, most Central Jakarta teachers experienced work stress related to fulfilling technology-based home learning demands. This study aims to analyze teacher stress levels in terms of workloads, efforts to develop cooperation between principals, teachers, and education personnel, and compile strategies that allow the teacher to reduce their stress levels during the COVID-19 pandemic. The research method used is a mixed-method sequential exploratory consist of a quantitative approach of 25% and a qualitative method 75%. Quantitative data collection using Likert scale measurement. While qualitative data collection with interviews of teachers and principals. The results and discussion of this study are the first. The results obtained a significance of 0.044 (P-value < 0.05), which shows that the correlation between teacher stress levels and workload during the COVID-19 pandemic is meaningful. In addition, the data shows the workload of teachers in workload during the COVID-19 pandemic at Kemayoran Elementary School in Central Jakarta occurred in female teachers.

Keywords: Covid-19 Pandemic, Teacher Stress, Workload, Elementary School Teachers.

Introduction¹

One of Indonesia's fundamental national aims listed in the preamble of the Constitution of the Republic of Indonesia is to educate the people's lives. To implement the meaning and philosophy, it is also necessary to perform the organizational behavior to educate the lives of the people, including practicing understanding, explaining, and improving attitudes and behaviors of individuals and groups. There are two outcomes of organizational behavior, which are the organization's performance and commitment. Factors that affect both outcomes are including individual, group, and administrative mechanisms (Robbins & Judge, 2015). The problem is that one of the aspects which affect individual agents is stress.

According to previous quantitative research, men who endure high-stress work levels are vulnerable to more considerable death risk. Doctors have found in a 14-year study finding that men with diabetes, heart disease, or who had previously suffered a stroke were 68% more likely to die from work demands and workload (Sample, 2018). A large study of the impact of work stress on health has found dramatic differences in early mortality rates between different groups of men, and between men and women, depending on existing medical conditions. The problem is the level of correctness of the correlation of stress levels with workload whether there is a significant relationship in each country.

In Europe, work stress problems rank 2nd after musculoskeletal disorders (Petreanu et al., 2013). In the Asia Pacific region, work stress has exceeded the global average of around 48%. Based on Regus survey results in 2012, work stress levels in Malaysia reached 57%, Hongkong 62%, Singapore 63%, Vietnam 71%, China 73%, Indonesia 73%, and Thailand 75%

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(CFO, 2016). In Indonesia, stress levels increased by 9% from the previous year, which was only 64% (Timah, 2014).

According to the Badan Pusat Statistik (Central Bureau of Statistics), in 2014, out of 150 million adult population in Indonesia, 11.6–17.4% have emotional, mental disorders, or mental health disorders in the form of work stress (Setiawan, 2019). Contributing factors are age, tenure, workload, interpersonal relationships, individual roles, and career development (Fitri, 2013). This certainly significantly affects the task force's corporate relations. The problem that arises is related to most leaders' attitudes, who put extreme pressure on individuals.

Strategies to overcome stress levels in Indonesia have been widely planned relatively well. However, the organization's implementation is not equally worked well due to limited physical strength accumulated with workloads and income issues. For example, a 2006 study stated that 50.9% of Indonesian nurses who work experience work stress, often feel dizzy, tired, less friendly, lack rest due to excessively high workload and inadequate income (Jundillah et al., 2017). As a result, the services provided to patients less far from optimum. Another example is the field of industry is at PT Borneo Melintang Buana (BMB) Export. The problem found from a preliminary study conducted in March 2016 on 15 workers shows some workers experience stress symptoms characterized by psychological and physiological changes.

In terms of education during the COVID-19 pandemic, the demands of learning 4.0 challenge teachers to develop their professional competencies in conventional learning and the domain of information technology-based learning (Pardede, 2019). There are still many teachers who are against the grain of technology in online learning. Based on a research survey of 166 elementary school teachers in Central Jakarta there are 70% of teachers utilize WhatsApp media (WA), and 30% divided using other media such as google classroom, zoom meetings, google meetings, Webex, etc. Combined with other factors, including the teacher's disharmonic relationship with the principal, technological limitations and exceedingly high workloads causes increasing in stress levels.

Primary school teachers in Kemayoran Subdistrict, Central Jakarta, often feel restless and anxious every time they are supervised directly by the principal or their supervisor within learning time using the media mentioned above. On top of everything, teacher's workload during the COVID-19 pandemic is getting heavier. More teachers stay up late or overtime every day. Besides, the demands of reports and preparation in online learning are also very draining of mind, energy, and time. Thus, researchers are interested in taking the title of strategies to overcome teacher stress levels during the COVID-19 pandemic in workload relationships in Kemayoran Elementary School, Central Jakarta.

Based on the identification of teacher stress problems during the COVID-19 pandemic at the Kemayoran Sub-District Elementary School in Central Jakarta, the researchers made the following research questions:

- a. Is there any correlation between teacher stress levels and workload during the COVID-19 pandemic?
- b. How is the teacher's cooperation with the principal in Kemayoran Elementary School in Central Jakarta?

Literature Review

1. Understanding Work Stress

Stress is a dynamic condition in which an individual is confronted with opportunities, demands, or resources related to whether the individual wants and which outcomes are seen to be uncertain and significant (Robbins & Judge, 2015). Like Tran, stress is a condition in which a person is faced with demands related to expectations whose results do not match the reality of the impact and are very impactful to one's health and physique (Tran et al., 2015).

Anindya reinforced that stress is an imbalance between reality and expectations desired by a person, both physically and spiritually (Anindya & Sartika, 2018). Then, stress is also a condition caused by the interaction of individual beings with the environment so that the common condition can give rise to a view of the demands of conditions that focus on psychological, biological, and social systems (Siregar et al., 2019). Thus, stress can be interpreted as a tense condition that affects emotions, ways of thinking, and situations of one's body (Kajian Konseling dan Pendidikan et al., 2020).

Based on some of the above definitions of stress, Researchers concluded that stress is a relationship between a person and the environment that can be measured due to the inability to face demands and expectations that impact the psychological, biological, and social systems.

While the understanding of work stress, according to Mangkunegara, is a feeling of stress that employees experience in the face of work. Work stress is seen from attitudes, including unstable emotions, feelings of calm, loneliness, sleeplessness, excessive smoking, unbiased relaxation, anxiety, tension, nervousness, increased blood pressure, and indigestion (Mangkunegara, 2013). The understanding can be summarized as a person's response because of the stress in work where the person cannot function correctly the reaction so that this causes psychological, physical reactions, and behaviors that are different from normal circumstances (Syukriadin et al., 2016).

According to Robbins (2015), work stress is a condition that arises from interactions between humans and work and is characterized by human changes that force them to deviate from their normal functions (Robbins & Judge, 2015). Put, according to Handoko (in Munandar, 2019), is a function of the role, and function does not play a role in encouraging the satisfaction of the position (Munandar et al., 2019).

Researchers concluded that work stress is a stressful condition that individuals experience in work that results in a reaction deviating from normal physical, psychological, and behavioral functions.

2. Indicators of Work Stress.

Indicators based on theories that will be used as analysis knives both in questionnaires (quantitative) and interview guidelines (qualitative) are indicators of work stress, including 1) Workload, 2) Attitude of Leaders, 3) Differences in Demands with Resource Capabilities, 4) Communication, 5) Working Time. 6) Unstable Emotions, 7) Feelings of UneasyNess, 8) Anxiety, 9) Tense, 10) Experiencing Indigestion. The ten indicators are indicators that have been analyzed from previous researchers and adapted to the context of this research need. The following table of indicator analysis results can be seen below:

Table 1.1 Differences and Similarities of Researcher Indicators with Previous Researchers

Mangkunegara (2013)	Robbins (2015)	Hasibuan (2016)	Nining Parlina (2021)
1. Unstable emotions 2. Feeling uneasy 3. Likes to be alone 4. Difficulty sleeping 5. Excessive smoking 6. Can't relax 7. anxious 8. Tense feeling 9. Nervous 10. Increased blood pressure 11. Indigestion	1. Workload 2. Leadership attitude 3. Work equipment 4. Working Environment 5. A job and a career 6. Differences in demands with resource capabilities	1. Unfair leadership pressures and attitudes 2. Work authority 3. Communication 4. Conflicts between individuals and leaders or working groups 5. Workload 6. Inadequate work equipment time 7. Tension and mistakes 8. Low repayment	1. Workload 2. Leader attitude 3. Differences in demands with resource capabilities 4. Communication 5. Working time 6. Unstable emotions 7. Feeling uneasy 8. anxious 9. Tense feeling 10. Indigestion

The definition of the 10 indicators above are:

1. **Workload**
There is a discrepancy between the expected role, the amount of time, and the resources available to meet these requirements. Workloads are related to the number of tasks to be performed, the availability of time, and the availability of resources. If the proportion of the three is not balanced, it is most likely that the task can not be completed properly. This imbalance can cause a person to experience stress. The burden of work is borne and must be met by an employee within a particular time. Excessive workload will result in work stress.
2. **Leader's Attitude**
The behavior of a leader to his subordinates. The attitude of the leadership dramatically affects the performance of its employees.
3. **Differences in Demands with Resource Capabilities**
Demands are the responsibilities, pressures, obligations, and uncertainties faced by individuals in the workplace. Resources are things within the control of individuals that can be used to settle demands.
4. **Communication**
Delivery of ideas from one person to another. If the communication is not good, then it can cause work conflicts.
5. **Working Time**
A period of time in which a person does work to earn a specific wage. Many countries set a working week to apply minimum rest of the day, holidays in a year, and maximum working hours per week
6. **Unstable emotions**
Unstable mood conditions are often misdiagnosed and often equated to depression. Hazardous mood conditions are not a sign of mental disorders but rather a more personal **emotional** disturbance.
7. **Feeling uneasy**
The mood of the soul is in an imbalance that causes a person to rush or restless
8. **Anxiety**
Anxiety is the body's natural reaction to stress, which is beneficial to make us more careful and alert. However, anxiety can become unhealthy if it appears excessive, difficult to control, or to the point of disrupting daily activities. This condition is referred to as an anxiety disorder.
9. **Tense Feeling**
Tightness (stretch, such as a rope pulled or stretched) in an individual's psychological
10. **Indigestion**
Indigestion is a problem that occurs in one organ of the **digestive system** or more than one **digestive** organ simultaneously. **The digestive system** consists of some organs, ranging from the mouth, esophagus, stomach, small intestine, colon, and anus.

Research Methods

The following section explains the methodology used in the research: Quantitative Method of Operation with Cross-Sectional study approach. This study's population is teachers at The State Elementary School Binaan 2 Kemayoran Central Jakarta, in which data was gathered among 30 respondents. This study's sample is part of the total population considered to represent the learning events of elementary school teachers in Kemayoran Subdistrict, Central Jakarta. The questionnaire consists of two models: model A containing the teacher

work stress questionnaire, and part B, on workload during the COVID-19 pandemic with Spearman significance test 0.044 (p-value < 0.05).

The qualitative method with phenomenological approach focuses on the teacher's work stress research and deductive thinking and pragmatism paradigm, prioritizing personal experience according to John Dewey's theory. Research subjects through informant teachers of Elementary Schools 2 Kemayoran Subdistrict Central Jakarta. This research's object is the workload at the 2nd Target Elementary School of Kemayoran Jakarta Pusat Subdistrict.

The research team used the Sequential Exploratory Mix Methods method using a 25% quantitative method with a hypothetical test of spearman test models with questioner Likert scale measurements. Then continued the qualitative form 75% with the phenomenological approach in designing research (Yusuf Muri, 2019).

Quantitative data collection with limited observation, structured interviews, and closed questionnaires. Then qualitative data collection with the statement, semi-structured interviews with purposive sampling, and document studies.

Data analysis begins with evidence of the correctness of quantitative data on the correlation of teacher work stress with the workload during the COVID-19 pandemic, which is then analyzed qualitatively according to Miles Huberman and Saldana in 2014 (Milles, M.B, Huberman, A.M, and Saldana, 2014).

The validity of data using four patterns, namely the first level of trust/truth (*Credibility*). Both groups of alignment (*Transformability*). The third level of dependency (*Dependability*). The fourth level of assertiveness (*Confirmability*).

Findings and Discussion

1. Correlation of Teacher Stress with Workload during the COVID-19 pandemic

This study contains various characteristics of respondents, namely age, gender, education, length of work, stress level, workload. The number of respondents are 30 teachers, in which consists of different levels of stress and workload, and gathered results of each teacher's work stress and presented the results of the study in the form of frequency distribution tables as follows:

Table 2.

Respondent Characteristics (n = 30 teachers)

No.	Variable	Frequency	Percentage
1	Age		
	< 30	5	16,7 %
	31-40	8	26,7 %
	41-50	17	57,7 %
2	Gender		
	Male	13	43,3 %
	Women	17	56,7 %
3	Education		
	Scholars	25	83,3%
	Master	5	16,7%
4.	Length of Work		
	< 5 Years	6	20,0%
	6-10 years	15	50,0%
	>10 years	9	30,0%

Source: Primary Data Processed, 2020

Table 3.
 Respondent Stress Level (n = 30 teachers)

Stress Levels	Frequency	Percentage
No stress	4	13,3%
Moderate stress	9	30,0 %
Severe stress	17	56,7%

Source: Primary Data Processed, 2020

Table 4.
 Respondent Workload (n = 30 teachers)

Workload	Frequency	Percentage
Light	7	23,3%
Are	9	30,0 %
Weight	14	46,7%

Source: Primary Data Processed, 2020

Table 5.
 Relationship of Stress Levels with Respondent's Workload (n = 30 teachers)

Stress Levels	Frequency	Percentage
No stress	5	16,7%
Moderate stress	6	20, %
Severe stress	19	63,3%

Source: Primary Data Processed, 2020

Table 6.
 Relationship of Stress Levels with Respondents' Workloads

Level Stress	Workload						P value	Correlation Coefficient
	Weight		Are		Light			
	f	%	f	%	f	%		
No stress	1	25,0	1	25,0	2	50	0,044	-0,370*
Stress	1	12,5	5	62,5	2	25		
Are	11	61,1	3	16,7	4	22,2		
Severe stress								

Source: Primary Data Processed, 2020

Spearman's test results in table 4 show that the results obtained a significance of 0.044 (P-value < 0.05), which shows that the correlation between teacher stress levels and workload during the COVID-19 pandemic is significant. Spearman rank correlation value of -0.370 which indicates that the strength of the correlation is low/weak with a negative correlation direction, meaning that the level of teacher stress is heavy, the workload is getting more serious, and therefore showing significant relation between teacher stress levels and teacher workload at Binaan 2 Elementary School, Kemayoran District, Central Jakarta.

Based on the data above, the workload of teachers in workload during the COVID-19 pandemic at Kemayoran Elementary School in Central Jakarta occurred mainly in female teachers. Researchers analyzed this because female teachers have a dual duty as teachers for students and teachers for their sons and daughters at home who also need to attend another home learning session for their children at home.

According to Fitria (2008), in Beriko Putranta Taringa (2015) explained "stress can happen to anyone and anywhere, including to teachers. The teacher's work in teaching can be classified as a job with a high level of stress. Moreover, plus the demands and challenges of the development of the times as it is today. Teachers are required to conduct learning 4.0, which is learning based on Computer Information Technology. If this guidance is not met because of limited teacher resources, the teacher would feel anxious, restless, experiencing unstable emotions even to the point of difficulty sleeping. The impact of work stress levels will arise and, in the future, will affect teacher performance.

Work stress can be caused either by heavy workloads and light or relaxing workloads, resulting in pressure at work. In this study, the level of severe anxiety in teachers is caused by heavy workloads. The cause is possible because of the unmet demands of resources is increased working time. On the one hand, many consider teachers who work at home can do their work casually. On the other hand, it is precisely working from home during the COVID-19 pandemic as it currently increases teacher work time.

According to the results of interviews with some teachers revealed that most teachers have to work overtime. This is because teachers have to assess students' work at night. Because most students do not have their smartphone device. This means that the device they are using belongs to their parent, in which some of them are parents have to work in the morning until the afternoon. Therefore, the teacher must wait patiently for their assignment submission and assess the assignment until the evening. Plus, teachers are required to create their own teaching materials and learning media that will be used the next day. As a result, teacher workload during the COVID-19 pandemic is heavy and requires teachers to carry it out properly to keep the learning process running as expected.

2. Discussion

Researchers looked at teacher stress levels in the work environment, namely the leader's attitude (Head Master). The principal's philosophy that can accommodate every type of teacher's needs will establish good cooperation. The cooperation of teachers and principals is like a single body system from head to toe that needs to perform in line. The director, hands, and feet can't walk alone. The principal, as the headmaster, has an active and critical influential role in most of the problems related to the needs of education personnel, teachers, and students in the school. The headmaster has a responsibility to implement education through the way of implementing school administration with all its substance. The principal commits to the quality of existing resources to carry out their primary duties and functions, respectively (Julaiha, 2019).

In fact, in the field, the principal's responsibility during COVID-19 through the implementation of management and leadership functions is to ensure students' quality of learning at home is less attention. It is as if online learning is only the teacher's task, and everything is bestowed and entrusted by the teacher so that there is a lack of systemic planning for both teachers and students. Most principals consider all teachers to be able to respond to emergencies. Whereas if immersed many teachers who complain and complaints neglected.

The main problem of teachers during the COVID-19 pandemic is the lack of understanding and mastery of information technology, so teachers should seek and initiate themselves on the matter. The initiative is a good thing, but it would be better if the industry was also built upon the principal's direction. It is desired that teachers' needs can be facilitated

with breakthrough programs in which its implications may reduce teacher stress levels during the COVID-19 pandemic.

The leaders' key role is based on a leadership theory that says if the organization is experiencing a crisis, it should be addressed quickly (Howitt, Arnold and Herman B. Leonard, 2009). It is not easy to identify the future problem from the beginning. However, leaders' handling in the event of a crisis is not a pre-planned thing but behavior and mindset that can prevent a great reaction to the problem. More importantly, it is to put forward how to deal with the challenges of the crisis. Thus, facing difficulties in crisis conditions should establish a strong synergy between the principal and the teacher.

Theoretically, the cooperation theory believes that cooperation is an activity required to be done collectively to achieve a common goal. The common goal is the learning achievement of elementary school students, even online at home (Riani & Handayani, 2020). Cooperation can be carried out openly, involving communication between two people who cooperate and understand each other between two people. If one of them makes mistakes, it requires a certain degree of communication and cooperation to fill each other's shortcomings to achieve the common goal.

Researchers argue a certain degree of attitude of the leaders who are suppressive at work and demanding to be addressed quickly regardless of the ability of primary school teachers. This can cause teachers to feel depressed and to become stressed. The inhibitory factors in the cooperation of teachers with the principal as the leader in primary schools are usually:

First, identify the team member that there is one person in the team who feels unsuitable for the work team so that one person looks in front of the principal, which the principal justifies this person without checking the truth.

Second, relationships between team members. This relationship takes time to get to know each other's characters. The headmaster should allow the teacher's work team to gather at any time to discuss the programs implemented in turn. Teachers' getting more workload without additional income becomes stressed if those who implement the program do not take turns.

Third, the identity of the work team in the organization. The headmaster must be good at choosing each teacher's match in assignments that fill each other's shortcomings and advantages. Furthermore, the headmaster must also understand a third person outside of primary school who may influence the teacher's behavior towards the work team. The ease of accessing information through new technologies such as the internet, WhatsApp, Instagram, and other similar applications may cause hoax issues to cause divisions in the work team. The organization of basic education units is less successful in achieving the objectives of primary school education programs.

Researchers' opinions in discussing solving these inhibitory factors, the cooperation to achieve the goal, are determined by five elements: interdependence, expansion of tasks, everyday language, alignment, and skills to deal with conflict splits.

Interdependence in the sense that work teams need help address the ability to use new technologies. The expansion of the task means that challenging assignments must be done together so that the work team feels the unity of the group or the solidarity manners on the Elementary School's excellent name arises using the lure of gifts or additional income.

Furthermore, the common language is used to be easily understood by every teacher for the common good. Juxtaposition in individualism or seeking individual achievements is reduced to be oriented to the common goal.

The skill of dealing with divisive conflicts meant that the headmaster should accept each teacher's advice and opinion that dissent is for the common good and mutually beneficial for achieving common goals.

Conclusion and Summary

The relationship between teachers' workloads during the COVID-19 pandemic using spearman tests showed a P-value of 0.044 (<0.05) result meant a link between teacher work stress levels and teacher workloads. Spearman rank correlation value of -0.370 indicates that the low/weak correlation strength with negative correlation direction, meaning that the heavier the workload on teachers, the more serious the teacher's work stress level will be.

Most of those who experience severe stress are female teachers with a range of 31-40 years old and 41-50. This is because female teachers have a dual duty as teachers for students and teachers for their sons and daughters at home who must be accompanied by online learning.

Teacher cooperation with the principal at the Central Jakarta Public Elementary School is still not optimal. Because teachers and principals' ability in carrying out education management concerning learning era 4.0 during the COVID-19 pandemic is highly dependent on the teacher's knowledge, this cooperation is still a relationship of superiors and subordinates. It has not been synergistic and integrated into carrying out learning era 4.0 during the COVID-19 pandemic from the Basic Education unit to all its devices.

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