

Analysis of Factors Associated with Work Stress on Teachers of Asuhan Kasih Special School and Pembina State Special School in Kupang City

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Abstract. Job stress is a form of a person's response both physically and mentally to a change in his environment that is felt to be disturbing and causes him to be threatened or uncomfortable. The purpose of this study was to analyze the factors associated with work stress on teachers of the Asuhan Kasih Special School and the Pembina in Kupang city State Special School. The sampling technique used is simple random sampling with a sample of 47 subjects. The analysis in this study uses the Chi-Square test and Fisher Probability Exact Test as alternative tests. The results showed that there was a relationship between tenure (p value 0.007), personality type (p-value = 0.002), and workload (p-value = 0.003) with work stress and there was no relationship between gender (p-value = 1000) and age (p-value) = 1000). = 0.379) with work stress on teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang city. Schools should conduct training by the responsibilities of each teacher and divide the number of students handled according to applicable regulations.

Keywords: *Work stress, personal characteristics, workload, special school teacher*

Abstrak. Stres kerja adalah suatu bentuk tanggapan seseorang baik fisik maupun mental terhadap suatu perubahan di lingkungannya yang dirasakan mengganggu dan mengakibatkan dirinya terancam ataupun tidak nyaman. Tujuan penelitian ini untuk menganalisis faktor yang berhubungan dengan stres kerja pada guru SLB Asuhan Kasih dan SLB Negeri Pembina di kota Kupang. Teknik pengambilan sampel menggunakan *simple random sampling* dengan jumlah sampel sebanyak 47 subyek. Analisis dalam penelitian ini menggunakan uji *Chi Square* dan *Fisher Probability Exact Test* sebagai uji alternatif. Hasil penelitian menunjukkan bahwa terdapat hubungan antara masa kerja (pvalue=0,007), tipe kepribadian (pvalue=0,002) dan beban kerja (pvalue=0,003) dengan stres kerja dan tidak terdapat hubungan antara jenis kelamin (pvalue=1,000) dan umur (pvalue=0,379) dengan stres kerja pada guru SLB Asuhan Kasih

dan SLB Negeri Pembina di kota Kupang. Sekolah hendaknya mengadakan pelatihan-pelatihan sesuai dengan tanggung jawab masing-masing guru dan membagi jumlah murid yang ditangani sesuai peraturan yang berlaku.

Kata kunci: *Stres kerja, karakteristik pribadi, beban kerja, guru SLB*

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Introduction

Stress is a condition in which a person experiences tension due to conditions that affect him. Stress is the result of no or lack of compatibility between people (personality, talents, and skills) and their environment, which results in their inability to deal effectively with various demands on themselves so that physiological, behavioral, psychological, and somatic symptoms and signs arise (Munandar, 2014).

Work stress is a form of a person's response both physically and mentally to a change in his environment that is felt to be disturbing and causes him to be threatened or uncomfortable (Anoraga, 2009). Factors that can cause job stress according to Patton are individual conditions such as age, gender, education, marital status, and personality traits such as introvert or extrovert, emotional level; as well as cognitive support such as social support, social relations with the surrounding environment (Tarwaka, 2014). Meanwhile, Hurrell stated that factors in the workplace that can cause job stress can be grouped into five categories, namely intrinsic factors in work (workload, work shifts, vibration, noise, and cleanliness), roles in the

organization, career development, interpersonal relationships at work and organizational structure and climate (Munandar, 2014).

Extraordinary education or special schools are special education organized for students who have physical or mental disorders with the aim of helping students to be able to develop attitudes, knowledge, and skills (Government Regulation of the Republic of Indonesia Number 72 of 1991 concerning Special Education, 1991). The existence of special schools, of course, cannot be separated from the role of educators, in this case, educators are qualified as teachers, and other designations according to their specificity. The many conditions of children in extraordinary schools make the need for teachers who can handle various categories because the continuity of an education system depends on educators or teachers. Special education teachers must understand the diverse characteristics of students and must be able to influence the way students learn in the classroom (Ferlia, 2016).

Research conducted by Mustikarini (2016) regarding the difference in the stress level of special schools teachers at State Special School Surakarta and regular teachers at State Junior High School 1 Surakarta shows that the stress level of special schools teachers is higher than the stress level of regular school teachers. There is a significant difference in the stress level of the State Special School Surakarta,'s teachers with the stress level of the State Junior High School 1 Surakarta. In addition, research by Amalia et al. (2017) on 36 respondents of State Special School Semarang teachers showed that respondents who experienced light work stress were 20 respondents (56%) and severe work stress were 16 respondents (44%).

The Asuhan Kasih Special School Kupang and the Pembina State Special School Kupang are special education institutions in the Kupang City

area which in the process of education are intended for children with special needs from elementary to high school levels. Based on profile data, Kasih Kupang Special School has 37 teachers and 164 students. While the profile data of Pembina State Special School Kupang has 53 teachers and 119 students. The teaching and learning process is carried out from Monday to Saturday from 07.15 to 12.30 Central Indonesian Time. Each teacher has different individual characteristics which include age, gender, tenure, and personality type.

Based on the results of the initial interview conducted on July 9, 2020, at the Kasih Kupang Special School with 4 blind teachers and 2 mentally retarded teachers, 3 teachers, namely 2 blind teachers and 1 mentally retarded teacher, sometimes feel dizzy and achy during the learning process because the teacher explains directly each student and each student has different characteristics. In addition, in the Tunas Grahita class, some students exceed the standard in the Regulation of the Head of the State Civil Service Division Number 19 of 2011 which should be 1:5, but in that class the ratio is 1:13, making it difficult for mentally retarded teachers to carry out the learning process. Meanwhile, based on interviews conducted with 3 teachers at Pembina State Special School Kupang, namely 1 mentally retarded teacher and 2 deaf teachers in the mentally retarded class, some students exceeded the regulatory standard, namely in the mentally retarded class 1: 8 making it difficult for teachers in the learning process. In addition, there has also been a change in learning patterns from a face-to-face system to an online system due to the coronavirus. This is certainly a new challenge for public special school teachers because it is not easy to do online learning considering that students are guided by special needs.

There are many obstacles experienced by the teachers of the Asuhan Kasih State Special School Kupang and the Pembina State Special School when learning with the online system, for example, there are one or two students who do not have an Android cellphone, the teacher is forced to come to their home, there is also learning about makeup skills, namely the teacher does learning with video calls with students so that teachers must pay attention to lips and sign language so that teachers can understand what students say and mean. The teacher must also make a report about the online learning process that is being carried out so that it must be reported to the leadership. This study aims to analyze the factors associated with work stress on teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang city.

Method

Respondents in this study were teachers who taught at the Asuhan Kasih Special School and the Pembina State Special School in Kupang city. The population in this study was teachers totaling 90 people. The number of samples was determined using the Lameslow formula and obtained a minimum sample of 47 samples and the sampling technique in this study used simple random sampling using lottery technique or lottery technique.

This type of research is analytical research with a cross-sectional design, namely research that studies the dynamics of the correlation or relationship between risk factors and their effects, by approaching, observing, or collecting data at once (Notoatmodjo, 2010). The purpose of this study was to analyze the factors associated with work stress on teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang city. The independent variables in this study were gender, age, years

of service, personality type, and workload, while the dependent variable was work stress.

This study uses a measuring instrument in the form of a scale in data collection. The measuring instrument is designed in the form of a questionnaire. To obtain data, measuring instruments were distributed to teachers who were sampled at the Asuhan Kasih Special School and the Pembina State Special School in Kupang. The data that has been collected will then be processed and analyzed using statistical procedures.

The measuring instrument used to measure work stress is the researcher using the life even scale measurement method. Based on the approach taken by Karoley (1985 in Lestari, 2013) the results of the work stress score are the results of the total score of all respondents' answers then categorized into 2, namely the category of severe stress (>25) and mild stress (1-25).

The workload in the study was measured using the QEEW (Experience Questionnaire and Job Evaluation). Results the workload score is the result of the scores of all respondents' answers and then categorized into 2 categories, namely heavy workload if the total score of respondents' answers is 62.5% or a total score of 63 and light workload if the total score of respondents' answers is < 62.5% if the total score is <63 (Nurasyad, 2017).

Personality type was measured using The Glazer Stress Control Lifestyle Questionnaire, which consisted of 20 questions. In this questionnaire, 2 statements describe the personality traits of type A and type B. This questionnaire uses a Liker scale of 1-7. The provision of the results of the questionnaire scoring (Saraswati, 2017) is personality type A if the total score is mean/median. and personality type B, if the total score < mean/median.

Result

Descriptive Analysis

Descriptive results based on gender that from 47 respondents there were 13 respondents (27.7%) were male and 34 respondents (72.3%) were female. Based on age, it shows that out of 47 respondents, 18 respondents (38.3%) are in the early adult age group, namely 35 years and 29 respondents (61.7%) are in the late adult age group, namely >35 years. Based on years of service, it shows that out of 47 respondents, 16 respondents (34%) worked with a new tenure of 5 years and 31 respondents (66%) worked with a long tenure of >5 years. Based on personality type, it shows that out of 47 respondents, 25 respondents (53.2%) have personality type A and 22 respondents (46.8%) have personality type B.

Table 1.

The results of the descriptive analysis of factors related to work stress on the Teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang City in 2020.

Characteristics	Category	Frequency	Presentation (%)
Gender	Male	13	27,7
	Women	34	72,3
Age	Early adulthood	18	38,3
	Final god	29	61,7
Years of service	New	16	34,0
	Long	31	66,0
Personality type	Personality Type A	25	53,2
	Personality Type B	22	46,8
Workload	Light workload	19	40,4
	Heavy Workload	28	59,6

Work Stress	Light Work Stress	26	55,3
	Heavy Work Stress	21	44,7

Based on the workload, it shows that from 47 respondents, 19 respondents (40.9%) have a light workload and 28 respondents (59.6%) have a heavy workload. Based on work stress shows that of 47 respondents, 26 respondents (55.3%) experienced mild stress, and 21 respondents (44.7%).

Bivariate Analysis

Based on the gender variable, this study found that of the 13 male respondents, there were 7 respondents (14.9%) who experienced mild stress, and as many as 6 respondents (12.8%) experienced severe work stress. Meanwhile, from 34 female respondents, 19 respondents (40.4%) experienced mild work stress and 15 respondents (31.9%) experienced severe work stress. The results of the analysis using the Chi-Square test showed that the p-value = 1,000 ($>\alpha = 0.05$) indicated that there was no significant relationship between the gender variable and work stress.

Table 2.

The results of the bivariate analysis of factors related to work stress on the Teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang City in 2020

Variable		Work Stress				Total	%	P-value
		Mild stress	%	Heavy Stress	%			
Gender	Male	7	14,9	6	12,8	13	27,7	1,000
	Women	19	40,9	15	31,9	34	72,3	
	Total	26	55,3	21	44,7	47	100	
Age	Early	8	17,0	10	21,3	18	38,3	0,379
	adulthood	18	38,3	11	23,4	29	61,7	
	Final god	26	55,3	21	44,7	47	100	
	Total							

Years of service	New	4	8,5	12	25,5	25,5	34,0	0,007
	Long	22	46,8	9	19,1	19,1	64,0	
	Total	26	55,3	21	44,7	47	100	
Personality type	Personality Type A	8	17,0	17	36,2	25	53,2	0,002
	Personality Type B	18	38,3	4	8,5	22	46,8	
	Total	26	55,3	21	44,7	47	100	
Workload	Light workload	16	34,0	3	6,4	19	40,4	0,003
	Workload Weight	10	21,3	18	38,3	28	59,6	
	Total	26	55,3	21	44,7	47	100	

Based on the age variable, this study found that from 18 respondents who were classified as early adults 35 years, there were 10 respondents (21.3%) who experienced severe stress, and as many as 8 respondents (17.0%) experienced mild work stress. Meanwhile, from 29 respondents who were classified as late adults >35 years, there were 18 respondents (38.3%) who experienced light work stress and 11 respondents (23.4%) experienced severe work stress. The results of statistical tests using the Chi-Square test showed that $p\text{-value} = 0.379 (>\alpha = 0.05)$. These results indicate that there is no significant relationship between the age variable and work stress.

Based on the variable of tenure, this study found that of the 16 respondents who worked with a new tenure of 5 years, there were 12 respondents (25.5%) who experienced severe stress and as many as 4 respondents (8.5%) who experienced mild work stress. . Meanwhile, of the 31 respondents who worked with a long tenure of >5 years, there were 22 respondents (46.8%) who experienced mild work stress and as many as 9 respondents (19.1%) who experienced severe work stress. The results of statistical tests using the Chi-Square test showed that the $p\text{-value} = 0.007 (<\alpha$

= 0.05). These results indicate that there is a significant relationship between the variables of tenure and work stress.

Based on the personality type variable, this study found that of the 25 respondents who have personality type A, there are 17 respondents (36.2%) who experience severe stress and as many as 8 respondents (17.0%) who experience mild work stress. Meanwhile, of the 22 respondents who have personality type B, there are 18 respondents (38.3%) who experience light work stress and as many as 4 respondents (8.5%) who experience heavy work stress. The results of statistical tests using the Chi-Square test showed that the p-value = 0.002 ($\alpha = 0.05$). These results indicate that there is a significant relationship between personality type variables and job stress.

Based on the workload variable, this study found that from 19 respondents who had a light workload, there were 16 respondents (34%) who experienced mild stress and 3 respondents (6.4%) who experienced heavy work stress. Meanwhile, of the 28 respondents who have a heavy workload, there are 18 respondents (38.3%) who experience heavy work stress and as many as 10 respondents (21.3%) who experience light work stress. The results of statistical tests using the Chi-Square test showed that the p-value = 0.003 ($\alpha = 0.05$). These results indicate that there is a significant relationship between workload variables and work stress.

Discussion

Gender Relationship With Work Stress

The results of this study indicate that there is no significant relationship between gender and work stress on teachers of the Asuhan Kasih Special School and the Pembina State Special School in the city of Kupang. Based on the results of the bivariate analysis, it was found that the

teachers who experienced heavy work stress were mostly women. This is because in doing work women are more anxious, restless, and depressed. There are differences in responses to stress between men and women, namely women tend to feel stressed about task demands, role demands, and pressures they face compared to men so that stress levels in women are more often encountered than in men (Amsar, 2018). Women generally prioritize feelings and emotions in dealing with something compared to men who tend to think rationally (Amalia et al., 2017).

In this study, gender is not a triggering factor for job stress because based on the results of the study there is no consistent difference between men and women in getting the demands of the task as a teacher, and working as a teacher is not too physically demanding. power. The results of this study are in line with the research conducted by Sari et al. (2017) which states that there is no significant relationship between gender and work stress on nurses at Bhakti Kartini Hospital Bekasi with a p-value of 0.175 because there is no significant difference between men and women in problem-solving abilities, analytical skills, competitiveness encouragement, motivation and learning ability in nurses. The results of this study are in line with the research conducted by Lady et al. (2017) which states that there is no significant relationship between gender and work stress for BPBD Cilegon City employees, with a p-value of 1,000.

Age Relationship With Work Stress

Age is the length of time a person lives from the individual's birth to his or her last birthday. There are several types of work that are very influential with age, especially those related to the senses and physical strength. Typically, younger workers have sharper eyesight and hearing,

more agile movements, and stronger endurance. However, for some other types of work, the older age factor usually has a deeper experience and understanding of work, so that certain types of working age can be an obstacle and can trigger stress (Munandar, 2014).

The results of this study indicate that there is no significant relationship between the age factor and work stress for the teachers of the Asuhan Kasih Special School and the Pembina State Special School in the city of Kupang. Based on the results of the study showed that the most experienced heavy work stress were respondents who were classified as early adults compared to respondents who were classified as late adults. The older the employee, the greater the tendency to perceive work stressors so that there is a possibility that younger employees are less able to handle work stress effectively compared to older ones (Utami, 2017). The older a person is, the greater the level of his defense against pressure in the work environment (Ferlia, 2016).

The results of this study are in line with research conducted by Amalia et al. (2017) which states that there is no significant relationship between the age factor and work stress for teachers at State Special School Semarang because the task of a teacher is not influenced by the age factor so that both young and old teachers do not have different tasks so that the age variable is not related. with work stress with a p-value of 1000. The results of this study are also in line with the research conducted by Lady et al. (2017) which states that there is no significant relationship between age and work stress for BPBD Cilegon City employees, with a p-value of 0.814.

The relationship between work time and work stress

The results showed that there was a significant relationship between the work period and work stress for the teachers of the Asuhan Kasih Special School and the Pembina State Special School in the city of Kupang. Teachers who work with new tenures experience more severe work stress (25.5%) and teachers who have long tenures experience lighter work stress (46.8%). The new working period does not have much experience in his work and still has to adapt to his environment. In addition, most of the teachers have non-special educational backgrounds for children with special needs so that they have little difficulty in carrying out their duties. While a longer working period has more ability and understanding of the job. Someone who has no experience in the field of work will find it difficult to carry out their duties so that which can cause work stress (Ferlia, 2016). Someone who has been serving an organization for a long time has a high level of job satisfaction so that the stress experienced is reduced (Febriandini et al., 2016).

The results of this study are in line with research conducted by Juninda (2019) on "Factors Associated with Work Stress in Workers at PT Pupuk Iskandar Muda Aceh" it is known that there is a significant relationship between the factor of working period and work stress with a p-value of 0.033. The results of this study are also in line with research conducted by Selan (2018) which states that there is a significant relationship between tenure and work stress for rice mill workers in Noelbaki Village, Central Kupang District, Kupang Regency with a p-value of 0.001.

Relationship between Personality Type and Job Stress

The results showed that there was a significant relationship between personality type factors and work stress on teachers at the Asuhan Kasih

Special School and the Pembina State Special School in the city of Kupang. Based on the results of the study, most teachers tend to have personality type A (53.2%) compared to personality type B (46.8%). The more personality type A, the more work stress experienced or vice versa (Lady et al., 2017).

Individuals with type A personalities are described as having a high level and intensity of ambition, drive for achievement and recognition, competitiveness, and aggressiveness. Type B personality is described as a personality that tends to be less anxious or tense, more relaxed, free from a sense of urgency, doesn't always have to keep up with the times, has no significant conflict with others, and feels less hostile. Munandar, 2014).

The results of this study are in line with research conducted by Sa'idah (2018) with a p-value of 0.001 which states that there is a significant relationship between personality type and work stress on the administrative staff at RSUD K.R.M.T Wongsonegoro Semarang City. The results of this study are also in line with research conducted by Purwanti (2016) which states that personality type A has a positive and significant effect on work stress.

The relationship between workload and work stress

Too much workload and too little workload are causes of stress. The workload is further divided into 'quantitative' workload that is excessive/too little, which arises as a result of too many/too few tasks assigned to the workforce to complete within a certain time and excessive/too little 'qualitative' workload. that is, if people feel unable to perform a task or task, they do not use the skills or potential of the workforce (Munandar, 2014).

The results showed that there was a significant relationship between workload and work stress for teachers of the Asuhan Kasih Special School

and the Pembina State Special School in the city of Kupang. This is because most respondents tend to have a heavy workload rather than a light workload. If the workload is greater than the body's ability, there will be discomfort, fatigue, injury, and decreased productivity and will increase the risk of work stress (Amalia et al., 2017).

In this study, teachers with heavy workloads experienced more work stress than teachers with light workloads. This is because the number of jobs given exceeds the ability of workers, for example, the number of students handled exceeds the regulations. The higher the workload of workers, the higher the work stress experienced by workers (Reppi et al., 2020).

The results of this study are in line with research conducted by Sa'idah (2018) which states that there is a relationship between mental workload and work stress with a p-value of 0.002 on the administrative staff of RSUD K.R.M.T Wongsonegoro Semarang City. The results of this study are also in line with research conducted by Amalia et al. (2017) which states that there is a significant relationship between mental workload and work stress with a p-value of 0.007 for teachers at State Special School Semarang.

Conclusion

Based on the results of the research conducted, it can be concluded that there is no significant relationship between gender and age with work stress on the teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang City, and there is a significant relationship between tenure, personality type, and workload with work stress on teachers of the Asuhan Kasih Special School and the Pembina State Special School in Kupang City.

Suggestion

Suggestions that can be put forward from this research are the Asuhan Kasih Special School and the Pembina State Special School Kupang, for teachers at the Asuhan Kasih Special School and the Pembina State Special School Kupang as well as other researchers. For Asuhan Kasih Special School and Pembina Public Special School Kupang, it is hoped that they will be able to divide the number of students handled by each teacher following applicable government regulations, which is a maximum of 1:5, the school is expected to be able to organize training as often as possible in dealing with students with special needs for teachers who have new or old tenures following their respective responsibilities they receive at school and the school is expected to be able to add supporting facilities at school, for example adding aids in teaching and learning activities. For teachers of the Asuhan Kasih Special School and the Pembina State Special School Kupang, it is hoped that they can minimize work stress factors by reducing activities that can cause work stress, such as postponing work and always attending training related to work stress management. For other research, it is hoped that there will be further research related to other variables that have not been studied such as roles in the organization, organizational structure and climate, career development, relationships within work, and demands from outside work.

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