

Analysis of Factors Associated with Work Stress on Teachers of Special Needs School

Nadya Admirelia Masan¹, Luh Putu Ruliati², Ribka Limbu³

^{1,2,3} Faculty of Public Health, University of Nusa Cendana

email: *¹nadyaadmeireliamasang@gmail.com, ²ruliatiluhputu@yahoo.com,
³ribkalimbu@gmail.com

Abstract. Stress is a condition that emerges from human and occupational interaction and is marked by human changes that force them to deviate from their normal function. Stress does not just happen but can be triggered by some factors, which are individual factors, organizational factors (job demands, social support, work roles), and environmental factors (work climates, noise). This study aims to find out factors related to work stress for SLB Pembina of Kupang city. The research is a type of analytic observational study with a cross-sectional view. Data collection is done with an interview technique. There are 50 teachers with a total sample of 45 teachers from Special School Pembina of Kupang city. The responders were obtained by the simple random sampling method. Data analysis uses the chi-square test with prosperity (0,05). Studies have found that job demands have a significant relationship with work stress with p-value = 0,003, social support has a significant relationship with work stress with p-value=0,000, the working role has a significant relationship with work stress with p-value = 0,000, and the working climate has a significant relationship with work stress with p-value = 0,009.

Keywords: *Special School Need, Teachers, Work Stress*

Abstrak. Tiga faktor yang masuk dalam kategori pemicu stres yaitu faktor individu, faktor organisasi (tuntutan pekerjaan, dukungan sosial, peran kerja) dan faktor lingkungan (iklim kerja, kebisingan). Tujuan dari penelitian ini adalah untuk mengetahui faktor yang berhubungan dengan stres kerja pada guru SLB Negeri Pembina Kota Kupang. Penelitian yang dilakukan merupakan jenis penelitian observasional analitik dengan desain penelitian *cross sectional*. Penelitian dilakukan di SLB Negeri Pembina Kota Kupang pada Maret 2021. Pengumpulan data dilakukan dengan teknik wawancara. Populasi sebanyak 50 orang guru dengan total sampel yaitu 45 Guru SLB Negeri Pembina Kota Kupang. Responden diperoleh dengan metode *simple random sampling*. Analisis data menggunakan uji *chi square* dengan taraf kemaknaan (0,05). Hasil penelitian pada penelitian ini didapatkan bahwa tuntutan pekerjaan memiliki hubungan signifikan dengan stres kerja dengan nilai *p value*=0,03, dukungan sosial memiliki hubungan signifikan dengan stres kerja dengan nilai *p value*=0,00, peran kerja memiliki hubungan signifikan dengan stres kerja dengan nilai *p value*=0,00, dan iklim kerja memiliki hubungan signifikan dengan stres kerja dengan *p value*=0,009.

Keywords: *Sekolah Luar Biasa, Guru, Stres Kerja*

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Introduction

Education is one of the most important aspects of human life, as education can bring society into line with today's civilization. An education of excellence is measured in its role in participating in booting out nations and advancing national life.

Teachers play an important role in the growth of students at school. Teachers are required to be able to perform their main tasks of teaching, training, guiding, educating, judging, and evaluating their students. Work stress is a condition that emerges from human and occupational interaction and is marked by human changes that compel them to deviate from their normal function (Behr & Newman in Avey, 2011).

Teacher of special school need has a huge role in their special disabled children. A special needs school teacher is required to devote all their abilities, creativity, skill, and mind to educating children with special needs. Patton (1998) (in Fatona 2015) points out that the causes of work stress include individual conditions such as age, gender, education, etc. According to the theories developed by Health, Safety and Executive (HSE) (2004) (in Saraswati, 2017), there are known six organizational factors in the work-related work demands, social support, and employment roles. According to Cartwright et al. (1995) (in Dermawan 2019), environmental factors that affect work stress include noise and climate work. According to a recent study by Mustikarini (2016), the difference in stress levels between Special School Need Negeri Surakarta and the regular teacher at SMP Negeri 1 Surakarta shows that a Special School Need teacher's stress level is higher than regular school teacher's stress level.

Special School Need Negeri Pembina Kota Kupang is the largest single school, with more teachers and students than any other special needs school in Kupang city. Special School Need Negeri Pembina Kota Kupang's population is a school that serves special-needs blind, deaf, mentally disabled, tunagrahita, tunadaksa, and autism with a total of 118 students. There are 50 teachers in Special School Need Negeri Pembina of Kupang city with 11 employees, and the total is 61 persons.

This study aims to find out factors related to work stress for Special School Need Negeri Pembina of Kupang city.

Method

The research is a type of analytic observational study with a cross-sectional view. The research was conducted at Special School Need Negeri Pembina of Kupang city from January-February 2022. The study population is all 50 Special School Need Negeri Pembina of Kupang city teachers. Sampling is taken using the simple random sampling technique to get a sample of 45 respondents. Independent variables in the study are job demands, social support, employment roles, and climate work, and the dependent variable is work stress. The data-mining technique is by interviewing with questionnaires. The instrument used was the questionnaire with a file of the characteristics of the respondents. The entry of the data in this study uses computer programs and analyzes using the chi-square test. The data that has been prepared is then interpreted in the form of tables and narratives. The study has benefited from the ethics team, the Department of Public Health, Nusa Cendana University, with ethics number: 2021189-kep.

Result

Table 1.

Distribution Of Respondents Based On Job Demands, Social Support, Work Roles, And Work Climates SLB Negeri Pembina Kota Kupang Teachers Years 2021

Variables	N	%
Job demand		
Nice	22	49
Poor	23	51
Total	45	100
Social Support		
Nice	19	42
Poor	26	58
Total	45	100
Work Roles		
Nice	19	42
Poor	26	58
Total	45	100
Work Climates		
Not Risky	16	36
Risky	29	64
Total	45	100

Based on the results of table 4.1, it is known that most respondents with the demands of poor jobs are 51%, poor social support 58%, poor work role 58%, and 64% for risky climate work.

Table 2.

The Relationship Between The Variables Of Job Demands, Social Support, Work Roles, And Climate Work And The Stress Of Working For The Teachers Of SLB Negeri Pembina Kota Kupang

Variables	Work Stress						Total		P-Value
	Mild		Medium		Heavy		N	%	
	N	%	N	%	N	%			
Job Demands									
Nice	2	4	10	22	10	22	22	49	0,003
Poor	13	29	5	11	5	11	23	51	
Social Support									
Nice	0	0	9	20	10	22	19	42	0,000
Poor	15	33	6	13	5	11	26	58	
Work Roles									
Nice	0	0	9	20	10	22	19	42	0,000
Poor	15	33	6	13	5	11	26	58	
Climate Works									
Not Risky	9	20	6	13	1	2	16	36	0,009
Risky	6	13	9	20	14	31	29	64	

Based on the results of table 2 the results of the analysis of the relationship between the demands of the working force are 0.003 the work role is 0,000 and the work climate is 0.009 with work stress which means that each variable is less than 0.05. There is a significant link between the demands of the job, social support, work roles, and climate work with work stress.

Discussion

Relations Between Job Demands With Work Stress For SLB Negeri Pembina Kota

Kupang Teachers

Studies show that there is a correlation and influence between job demands with teacher stress. Job demands variables are largely in the category of poor job demands, and others are in good job demands. Job demands reflect a description of the respondent's work concerning the load of work, and the pattern of work. Overwork loads and too few workloads can cause work stress.

According to the distribution of the job demands, it was obtained that SLB Negeri Pembina Kota Kupang teachers had 51% had poor job demand complaints and nice job demands of 49%. Respondents in this study have a lot of complaints about poor job demands on a low level of stress, and this may be the result of the demands to understand students' erratic emotions. Students are often having tantrums and need extra supervision from teachers.

One of the working conditions that can cause stress is a workload where an individual feels unable to perform a task because they have no skills or potential. Especially with teachers who are not basically from a remarkable background in education, they will have difficulty learning adaptation and how to understand the students' emotions with specific limitations.

Through this study, we can see that teachers experience stress in a light to heavy category regardless of the job demands. Stress may hinder the comfort of working and may cause anxiety, attention deficit, laziness, and disturbing calmness, and teachers may experience mental exhaustion that can lower energy and concentration. Therefore, to prevent further stress, stress management is needed. Stress management is like doing small things like filling time with pleasurable activities and keeping one's mind calm in various situations.

Relations Between Social Support With Work Stress Of SLB Negeri Pembina Kota Kupang Teachers

Social support is support for jobs that come from employers and coworkers. In this study, social support is classified into two that is nice and poor social support. Social support is important in reducing work stress, especially to prevent health complaints resulting from work stress. Studies indicate that there is a link between social support and work stress. Social

support variables are largely categorized as poor social support and others with good social support.

Research indicates that the respondents who had a lot of work stress complaints were those with the poor social support of the highest proportions who were under moderate work stress. This suggests a significant link between social support and work stress for the SLB Negeri Pembina Kota Kupang teachers. The teacher's social support is seen in whether respondents during their work get adequate help and work support from employers and coworkers in the workplace.

Through this research, we can see that to reduce poor social support conditions, workers can improve cultures by supporting one another in their jobs so that teaching-learning can run smoothly and smoothly. Repairing and enhancing one another's culture in work should certainly go a long way for comfort as learning to teach goes on.

Relations Between Work Roles With Work Stress Of SLB Negeri Pembina Kota Kupang Teachers

Studies indicate a correlation between work roles and work stress. Occupational variables are largely in the category of poor social support and others with good social support.

The role of work is that the circumstances of the respondents understand their role in the job. This research is classified into two which are good and bad. Work roles are defined as the understanding of workers' roles in the organization and avoiding the conflict of roles in the workplace that allow for work stress.

In table 2, the results of the study indicate that a lot of respondents have complaints of work stress are those with complaints of a poor role, with the largest proportion having light work stress. A role conflict of the special school needs teacher is that teachers are required not only to teach but also to be the parent to students. The students have different characteristics and specific needs. The number of special-school students in one class is not comparable to regular school students but compared to the energy and patience required by an SLB teacher and regular school is equal. One of the teachers in the autistic class also said that it was no surprise to see an SLB teacher with scars like scratches because it had been very usual for them in the face of daily relief.

Relations Between Climate Work With Work Stress Of SLB Negeri Pembina Kota Kupang Teachers

The climate of employment in a company is important. The climate at work impacts a person's low work spirit. The work climate is influenced by the internal environment or psychology of the workplace. The low height of the work spirit is also affected by the climatic conditions where they work. Studies indicate that there is a correlation between work roles and work stress. Occupational variables are largely in the category of poor social support and others with good social support.

The study's results indicate that the respondents who were experiencing work stress were those with poor climate work complaints of a lower proportion were under severe work stress. Climate control is one of the ways that can be used in the productivity of human resources.

The work climate is a condition and a state of work in an institution that is comfortable, quiet, and free to do work without fear. From direct observation and the interview with one teacher, it relates that one classroom is divided into two sections example, first and second classes, with different teachers but a room used together in one class.

All workplaces certainly have a strategy for the management of human resources. An open work climate has encouraged workers to express interest and dissatisfaction without fear of recourse action and pressure. Such discontent can be handled positively and wisely. The climate of openness is possible only if all members have a high degree of confidence and trust in justice in action.

Conclusion

This study suggests a correlation between the variance of job demands, social support, work roles, and climate work with work stress of SLB Negeri Pembina Kota Kupang teachers.

Suggestion

As a preventive measure of work stress, it is expected to be able to divide the workload that fits the capabilities of each individual and increase the culture of mutual support in the work so that the process of teaching and earning can go well and smoothly.

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