



Work Stress, Workload, and Work Discipline on Work Satisfaction and Teacher Performance (Case Study in Akramunas Islamic Kindergarten, Pekanbaru)

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Abstract

This study aims to determine and analyze the effect of work stress, workload, and work discipline on job satisfaction and teacher performance. The number of samples in this study was the entire study population of 45 teachers at the Pekanbaru Akramunas Foundation. Data collection techniques using a Likert scale. This study uses Smart PLS (Partial Least Squares) to prove that job stress has a negative effect on job satisfaction; workload has an insignificant positive effect on job satisfaction; Work discipline has a significant positive effect on job satisfaction; Work stress has no significant positive effect on teacher performance; Workload has no significant positive effect on work performance; Work Discipline has no significant negative effect on work performance and. Job satisfaction has a significant positive effect on teacher work performance.

Keywords: Work Stress, Workload, Work Discipline, Job Satisfaction, Work Performance

1.0 INTRODUCTION

Education is an important thing in human life. Early childhood education is a level of education prior to basic education which is a coaching effort aimed at children from birth up to the age of six which is carried out through the provision of educational stimuli to help the child's physical and spiritual growth and development. Early childhood education is the most basic education occupying a very strategic position in the development of human resources. Early childhood education is held before basic education. It is not surprising that many countries pay great attention to the implementation of early childhood education. Early childhood is a golden age for children's development to obtain the educational process. Because the goal is very big to educate the nation's children. Law (Ansorimal, Panjaitan, & Chandra, 2022) of the Republic of Indonesia Number 14 of 2005 concerning Teachers and Lecturers Article 1 Paragraph 1 contains the definition of a teacher namely that a teacher is a professional educator 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 (RI Law Number 14, 2005).

Based on the results of observations in November 2021, the school principal had not optimal teacher performance (Nyoto et al., 2020). At the Akramunas Islamic Kindergarten Foundation it is indicated that there are several factors including: work stress (Useche, Colomer, Alonso, & Montoro, 2018), workload (Biondi, Cacanindin, Douglas, & Cort, 2021), work discipline, and job satisfaction (Hall, Brazil, Wakefield, Lerer, & Tennen, 2010) on teacher performance (Marliza, Nyoto, & Sudarno, 2022). The following is a table of observational data regarding the factors that influence the performance of Akramunas Pekanbaru Islamic Kindergarten Teachers.

Table 1. Factors influencing the performance of Akramunas Pekanbaru Islamic Kindergarten

Factors Affecting Teacher Performance	Number of People	Percentage %
Work Stress	7	35%
Workload	7	35%
Work Discipline	6	30%
Total	20	100%

The factors that influence teacher performance (Atteberry & LaCour, 2021) are job satisfaction (Wardana, Putra, & Panjaitan, 2022). Job satisfaction is a very important factor to get optimal work results. When the teacher feels satisfaction in working, then there is an optimal effort to complete the work assignments with all the abilities they have. This will further support the increase in work productivity expected by the Foundation. Job satisfaction itself can be influenced by several things, one of which is work stress, workload, work discipline.

2.0 LITERATURE REVIEW

Work Stress

Job Stress is an internal (Renaldo, Sudarno, Hutahuruk, Suyono, & Suhardjo, 2021) or external response or process that reaches a level of physical and psychological tension to the limit or exceeds the employee's ability. feeling of pressure or feeling pressure experienced by employees in dealing with work.

According to Fahmi (2013) argues that: "Stress is a condition that suppresses a person's soul and beyond the limits of his ability, so that if it continues to be left without any solution it will have an impact on his safety. Based on this definition, it can be concluded that stress arises just like that, but the causes of stress arise are generally followed by event factors that affect a person's psyche, and the event occurs beyond his ability so that the condition has suppressed his soul.

Workload

Workload is the task demands given to employees that must be completed within a certain period of time in a company.

According to (Dhania, 2010: 16), the notion of workload is a group or number of activities that must be completed by an organizational unit or position holder within a certain period of time. Thus the notion of workload is a process carried out by a person in completing the tasks of a job or group of positions that are carried out under normal circumstances within a certain period of time.

Work discipline

Work Discipline is an action used by superiors to communicate with employees so that they are willing to change a behavior (Renaldo, Sudarno, & Hutahuruk, 2020) as well as an effort to increase employee awareness and willingness to comply with all applicable rules and social norms.

According to Ali Imron (1995) is "an orderly and regular condition that is owned by the teacher in working at school, without any violations that are detrimental either directly or indirectly to himself, his colleagues and to the school as a whole.

Job satisfaction

Job satisfaction (Hafni, Renaldo, Chandra, & Thaief, 2020) is an emotional attitude that pleases and loves his job. This attitude is reflected by work morale, discipline, and work performance (Napitupulu, Sudarno, & Junaedi, 2021). This satisfaction (Sari, Sudarno, Nyoto, & Suyono, 2022) is enjoyed on the job, off the job, and in any combination of on and off work.

According to Handoko (2001) states that job satisfaction is a pleasant or unpleasant emotional state with which a person views their work. It is further said that job satisfaction reflects a person's feelings towards his work, which can be seen from the positive attitude of workers towards their work and everything that is encountered in the work environment.

Teacher Performance

Teacher performance (Fadhli, Komardi, & Putra, 2022) is the achievement of a teacher as measured by predetermined and mutually agreed standards or other possibilities in a lesson plan that has been standardized through a syllabus based on standard provisions.

According to Sudjana (1989) defines teacher performance (Nyoto, 2021) as "the teacher's ability in various teaching skills, guiding, assessing, using teaching aids, associating or communicating with students, skills in preparing teaching preparation or planning, skills in carrying out classroom administration, and others.

Relations Between Variables and Hypotheses

The Effect of Job Stress on Job Satisfaction

According to Charles D, Spielberger (in Ilandoyo, 2001:63). Stress is also commonly interpreted as pressure, tension or unpleasant disturbances that come from outside one's self. According to Robbin in Triatna (2015), "the individual approach explains that an employee can take personal responsibility for reducing his stress level. Research conducted by Gofur (2018) Pamungkas (2015), Subawa, (1990). Based on the results of research that has been done it was found that job stress has a negative effect on job satisfaction.

H1 = Job stress has a negative effect on job satisfaction

The Relationship between Workload and Job Satisfaction

According to Nurmianto (2003) workload is in the form of physical and mental loads. Physical load can be seen from how much employees use their physical strength, for example carrying, lifting and pushing. Munandar (2001), says workload is part of the capacity of the ability of workers who are given to carry out their duties by using the available main energy and energy reserves. Research conducted by Justin. (2016), Rusni (2019) . The results of the study indicate that there is a positive relationship between workload and job satisfaction.

H2 = Workload has a positive effect on job satisfaction

The Relationship between Work Discipline and Job Satisfaction

Hasibuan (2005) states, "Discipline is one's awareness and willingness to comply with all applicable organizational rules and social norms. Meanwhile Simamora (2006), states that "Work discipline is a procedure that corrects or punishes subordinates for violating rules or procedures. Research conducted by Ra'it (2020), Purnamasari (2018), Sriwidodo (2011)

H3 = Work Discipline has a positive effect on Teacher Job Satisfaction

Relationship of work stress to teacher performance

Kyriacou, (2001). High levels of job stress have a strong effect on teacher performance, career decisions, physical and mental health. Jepson and Forrest, in Klassen, (2010) Research conducted by Rizal (2013) Job stress has a significant effect on teacher performance.

H4 = Work stress has a significant effect on teacher performance as well

The Relationship between Workload and Teacher Performance

According to Menpan (1997), in Dhania, (2010) workload is a group or number of activities that must be completed by an organizational unit or position holder within a certain time. Research conducted by Jaliil1 (2019). The Influence of Workload, Work Stress and Work Environment on Teacher Performance at Madrasah Aliyah Negeri 2 Palu City.

H5 = Workload has a negative and significant effect on teacher performance

Relationship between work discipline and teacher performance

Work discipline includes teacher professionalism because professional teachers carry out their duties and responsibilities in accordance with predetermined rules and prioritize work interests. This statement is reinforced by the opinion of Muhammad Saroni (2011) who argues, "a professional teacher is a teacher who carries out his teaching duties based on steps that apply and ignores all kinds of conditioning that is selfish and engineering. Research conducted by Misrania, Feriyansyah, Diana (2021). The Influence of Work Discipline on Teacher Performance at SMP Negeri 8 Pagar Alam.

H6 = Work discipline has a positive and significant effect on teacher performance

The Relationship between Job Satisfaction and Teacher Performance

(Luthans, 2011) stated that job satisfaction focuses on employees' attitudes towards their work (Purnama. et al., 2019) and organizational commitment (Putra & Renaldo, 2020) focuses on their attitudes towards the organization as a whole. Job satisfaction (Gazali, Panjaitan, & Chandra, 2022) is the result of employees' perceptions of how well their work can provide something they consider important. Research by Anis Yasinta (2018) The Effect of Job Satisfaction on Teacher Performance at MTs Negeri 1 Bandar Lampung. The population in this study were 74 MTs N 1 Bandar Lampung teachers. The sample in this study were 37 people using a systematic sampling technique.

H7 = Job satisfaction has a positive effect on teacher performance

3.0 METHODOLOGY

This study uses a quantitative approach . This research was conducted at the Pekanbaru Akramunas Foundation. The time of research is from January to March 2022.

Population and Sample

The population taken was all teachers of the Akramunas Pekanbaru Islamic Kindergarten Foundation, totaling 45 people. Sample research uses the Purposive Sampling method, which is a sampling technique with certain characteristics (Sugiyono 2017).

Data Analysis Technique**Descriptive Analysis**

Descriptive analysis in this study is the analysis of response characteristics (Renaldo, Sudarno, Hutahuruk, Junaedi, et al., 2021) consisting of the age of the respondent, the education of the respondent, the length of work and the analysis of the respondents' answers to each question.

Questionnaire Feasibility Test

Validity test

Validity test is a test conducted to measure the accuracy of research instruments or questionnaires. The questionnaire is said to be valid if the statements from the questionnaire are able to express something that will be measured by the questionnaire. The accuracy of the questionnaire can be measured using the correlation coefficient. A questionnaire is said to be valid if the correlation coefficient is significant or $r_{count} > r_{table}$ (Ghozali, 2016) or $r_{count} > 0.30$ (Sugiyono, 2013).

Path Analysis and Hypothesis Testing

To assist in the processing of structural discussions, SmartPLS is used. The stages of structural equation analysis are as follows: (1) Development of a model based on theory. (2) Compile path diagrams and structural equations. (3) Test models and hypotheses.

4.0 RESULTS AND DISCUSSION

Respondent Profile Descriptive Analysis

Table 2. Profile of Respondents

No	Age	Frequency (Person)	Percentage (%)
1	20- 25 years	26 people	58%
2	26-30 years	10 people	22%
3	31- 35 years	9 people	20%
Total		45 people	100%

No	Level of Education	Frequency (Person)	Percentage (%)
1	SENIOR HIGH SCHOOL	5	11%
2	Diploma	2	4%
3	S1	38	84%
Total		45	100%

No	Years of service	Frequency (Person)	Percentage (%)
1	< 5 years	41	91%
2	6-10 years	3	7%
3	> 10 years	1	2%
Total		45	100%

From table 2, there is a difference in terms of the teacher's age in response to respondents aged 25 years as many as 26 teachers, more than 30 years old, only 9. Diploma and high school education. It can be seen the difference in terms of the teacher's tenure of 5 years more than the 6-10 years of service and 10 more only 1 person in the Pekanbaru Akramunas Foundation.

Path Analysis and Hypothesis Testing

The Path Analysis model is shown in Figure 1 and the results of the hypothesis testing are shown in Table 3.

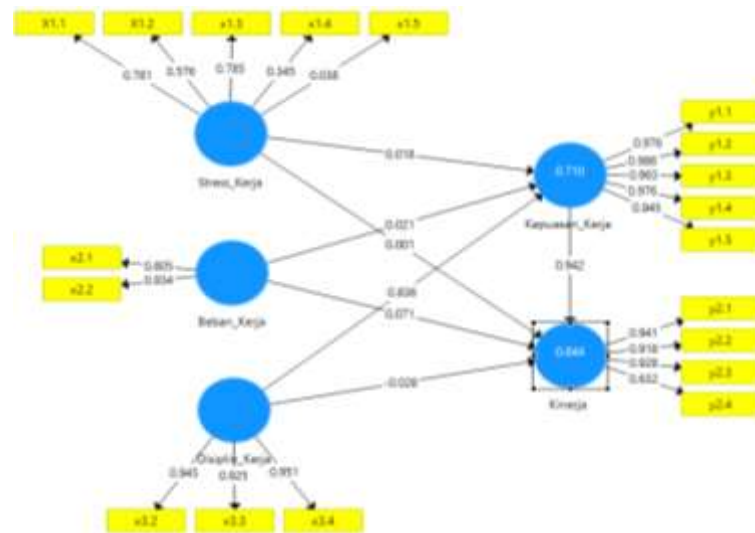


Figure 1. SEM Analysis

Table 3. Hypothesis Test Results

	Original Sample (O)	T Statistics (O/STDEV)	P Values	Conclusion
Work load -> Work Satisfaction	0.026	0.289	0.773	Not significant positive effect
Work load -> Performance	0.070	1.095	0.274	Not significant positive effect
Work Discipline -> Work Satisfaction	0.850	14.196	0.000	Significant Positive
Discipline Work -> Performance	-0.029	0.175	0.861	Not significant
Job Satisfaction -> Performance	0.942	6.253	0.000	Significant Positive
Work Stress -> Work Satisfaction	-0.033	0.416	0.678	Not Significant Negative Influence
Work Stress -> Performance	0.002	0.039	0.969	Not significant positive effect

Source: Processed data, 2022

Effect of Job Stress on Job Satisfaction

Job stress has a negative effect on teacher job satisfaction. It can be concluded that the partial work stress variable has a negative effect on job satisfaction. In this study the indicator that has the highest value is. I feel there is unhealthy competition between colleagues. Teachers who work experience this, of course they don't feel comfortable at work, it will have a bad impact, this shows that teachers have various problems in carrying out their duties which should have a significant effect on job satisfaction, but from the findings, the results are not significant. . To obtain a convincing answer, further in-depth studies are needed. Based on the facts in the field, there are differences in perceptions between teachers and principals regarding job satisfaction, this difference is thought to be the reason that the process of teaching, the environment, colleagues, working hours have an effect on. In this case when high stress is experienced by a person, the performance (Setiawan, Junaedi, & Chandra, 2021) he yield will decrease. Stress that occurs is indicated by feeling anxious, feeling angry, and experiencing difficulties in carrying out job satisfaction (Arif, Komardi, & Putra, 2021).

The results of this study are in line with the results of previous research conducted by Subawa, Surya (1990), Gofur (2018), Butar (2019) showing that work stress has a significant negative effect on job satisfaction.

Effect of Workload on Job Satisfaction

Workload has no significant positive effect on teacher job satisfaction. Based on the highest responses to the workload variable, it is being able to make and complete the completeness of teacher administration in the classroom in teaching. This high workload indicates a high interest in the work that has been supported so far. Most teachers have high attention to their work so that it creates a burden at work. There is evidence that many teachers wish to move to another school because the work they have been doing so far has been a real burden for them, for example, the problem of time, salary and colleagues and the school always makes decisions unilaterally. This affects workload on job satisfaction.

The results of this study are in line with the results of previous research conducted by Yustinus J. (2016). The results showed that workload did not have a significant positive effect on the job satisfaction of junior and senior high school teachers in border and remote areas in Sintang District. The results of Rusni's research (2019) show that there is a significant relationship to workload and job satisfaction.

Effect of Work Discipline on Job Satisfaction

Work discipline has a significant positive effect on teacher job satisfaction. Based on the highest responses to the work discipline variable, it is able to deal with various class conditions and children. Factors that influence job satisfaction is work discipline. Discipline (Hasibuan, 2007: 193-194) is a person's awareness and willingness to comply with all applicable rules and social norms. If the existing discipline is applied properly, good job satisfaction will also be achieved. Discipline does not mean just obeying school rules, arriving on time, or completing work on time, keeping it on track and staying in line with the school's vision and mission. There are several types of rules if you don't comply with the existing rules at school, namely in the form of an oral or written warning, getting suspended or being stopped temporarily, the last one stopping for a reason that is felt to have harmed other people or the school. The results of this study are supported by Purnamasari (2018) S Hasibuan. Munasib. (2020) which shows that work discipline has a positive and significant effect on job satisfaction.

Effect of Job Stress on Teacher Performance

Job stress has no significant positive effect on teacher performance. Based on the highest responses, this means that low work stress does not always affect work performance. Conversely, high work stress also does not determine a decrease in teacher work performance and teachers who experience low stress will have high performance. Stress is a condition of tension that affects the emotions, thoughts and conditions of the teacher. If stress becomes too great, it will interfere with the implementation of work so that it will have an impact on decreasing teacher performance. In contrast to the results of research by Rizal (2013) Pamungkas (2015) which shows work stress has a significant effect on teacher performance.

Effect of Workload on Work Performance

Based on the results of the study, it was shown that workload had an insignificant positive impact on teacher work performance. This means that high workload has an effect on increasing work performance. On the other hand, low workload also does not determine a decrease in teacher performance.

Based on the results of hypothesis testing shows that variable

Workload has no effect on teacher performance. This indicates that if the workload is increased, the performance According to Suci R.Marih Koesoemowidjojo (2017) Workload is the process of determining the number of working hours of human resources who work, are used, and are needed in completing a job for a certain period of time. Every work that a person does is a workload for him, these burdens depend on how the person works so it is referred to as workload. Permendagri No. 12/2008 states that workload is the amount of work that must be carried by a position/organizational unit and is the product of work volume and time norm. If the worker's ability is higher than the demands of the job, boredom will appear. On the other hand, if the worker's ability is lower than the job demands, more fatigue will appear. In contrast to the research results from Faisal, Diana (2021) shows that workload has a significant positive effect on work performance.

Effect of Work Discipline on Work Performance

Based on the results of the study, it shows that work discipline has a negative impact on teacher performance. This means that low work discipline has an effect on work performance and vice versa, high work discipline makes work performance decrease.

This work discipline means that the existence of work discipline can improve teacher performance. According to Edy Sutrisno (2019) discipline is a person's driving tool. In order for each job to run smoothly, it must be endeavored to have good discipline and Discipline is the behavior of a person in accordance with the rules, existing work procedures or discipline are attitudes, behavior and actions that are in accordance with the rules of the organization either written or not written, while according to Sinambela (2018), discipline is someone's willingness to arise with their own awareness to follow the rules that apply in the organization. Thus work discipline can be interpreted as a driving tool that can cause teachers to work optimally in order to achieve goals.

This is not in line with the results of research from Enni, Untung (2011) Misrania, Ahmad, Diana (2021) Utari (2019) Nugraheni, Rahmayant (2016) showing that work discipline has a significant positive effect on teacher performance.

Effect of Job Satisfaction on Teacher Performance

Based on the results of the study, it shows that job satisfaction has a very large positive impact on the performance of the Pekanbaru Akramunas Foundation teachers. This means that high job satisfaction has a good effect on work performance and vice versa. This means that high job satisfaction has an effect on good work performance and conversely good satisfaction also makes work performance increase.

In this case when a person is satisfied with his work, the performance he will produce will be maximized. The more satisfaction aspects are fulfilled, the higher the level of job satisfaction. Job satisfaction can be formed one of them from the salary that is expected by teachers to meet their needs can be fulfilled by the school. This will encourage the teacher's efforts to achieve the predetermined performance. Teachers who feel satisfied with the salary they get, will be motivated (Putra et al., 2019) to complete work on time and meet job demands in terms of quantity and quality of work. The presence of high job satisfaction makes teachers focus on efforts to achieve good work results in accordance with school goals, so as to achieve achievement maximum teacher performance.

The results of this study are supported empirically from the research of Bulan, Chandra, Komara (2018) which shows that job satisfaction has no effect and is not significant on performance. This is different from the results of research from Tentama (2015) Lismeida, Meilani (2017) job satisfaction has a positive and significant effect on teacher performance.

5.0 CONCLUSION

From the results and discussion that have been described, conclusions can be drawn in this study as follows: (1) Job stress variable has a negative effect on job satisfaction. Which means that low work stress will affect the increase in high job satisfaction. Conversely, high work stress also causes teacher job satisfaction to decrease. (2) Workload variable has no significant positive effect on job satisfaction. This means that a high workload will affect the increase in job satisfaction. Conversely, a low workload will cause decreased job satisfaction. (3) Work discipline variable has a significant positive effect on teacher performance. This means that the higher the work discipline will affect the increase in teacher job satisfaction. Conversely, decreased job satisfaction also causes decreased teacher performance. (4) Work stress variable has no significant positive effect on work performance. This means that high work stress does not always affect the improvement of teacher work performance. Conversely, low work stress also does not determine the decline in teacher performance. (5) The workload variable has no significant positive effect on teacher performance. This means that a high workload does not always affect teacher performance. Conversely, a low workload also does not determine a decrease in work performance. (6) Work discipline variable has no significant negative effect on teacher performance. This means that low work discipline does not affect teacher performance to be high and conversely high work discipline does not decrease teacher performance (7) Job satisfaction variable has a significant positive effect on teacher performance. This means that high job satisfaction affects teacher performance to be good and conversely good job satisfaction also makes teacher performance increase.

From the results and discussion of this study, the following suggestions can be formulated: (1) Principals and school governance in order to be able to improve their leadership (Bakhroini, Junaedi, & Putra, 2022) abilities, create a conducive atmosphere, always motivate (Andi et al., 2019) teachers, fulfill teacher job satisfaction and equalize perceptions about the performance to be achieved so that teacher performance can increase according to national education goals. (2) For further researchers, who are interested in researching with similar variables, it is recommended to use a larger sample size so that the effect of the independent variable on the dependent variable can be more measurable. The research object can also be extended to several schools under the auspices of the same foundation or to several similar educational foundations.

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