

Analysis of Work Stress Factors Among Young Teachers at Madrasah Ibtidaiyah Swasta No. 20/e.3 Sungai Tutung

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Abstract

This research aims to analyze the factors contributing to work-related stress among young teachers at Madrasah Ibtidaiyah Swasta (MIS) No. 20/e.3 Sungai Tutung. The research method used is descriptive qualitative with a case study approach, involving interviews and participatory observation. The findings indicate that work-related stress among young teachers is influenced by several key factors, including high workload, challenges in classroom management, lack of social support from colleagues, and limited facilities. Many young teachers face difficulties in adapting to job demands and feel isolated due to the lack of guidance from senior teachers. The study has limitations, including its focus on a single madrasa, which may not fully represent the experiences of young teachers in other educational institutions. Additionally, the data collected is subjective and may be influenced by individual perceptions. The study emphasizes the importance of institutional support, including mentoring programs, skill training, and improvements in facilities, to help young teachers manage stress and enhance their teaching quality. These findings are expected to serve as a reference for school authorities in formulating better policies for teacher welfare.

Keywords: Job Stress, Young Teacher, Private Religious Madrasah

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Introduction

Teachers play a very important role in education, especially in the teaching and learning process. Students need guidance from teachers to support their personal development and maximize their talents and abilities. As professional educators, teachers are a key factor in creating the next generation of the nation. According to Djamarah, as cited in Salsabilah, teachers are individuals experienced in their fields. With the knowledge they possess, teachers can help students become intelligent individuals (Salsabilah et al., 2021, p. 7166).

Teachers are crucial to the success of learning in schools, from planning to implementation and evaluation. They significantly contribute to achieving educational goals in Indonesia. The responsibilities of teachers are heavy, given the numerous tasks they must perform. Therefore, it is essential to have teachers who perform well in their teaching. With good performance, knowledge can be conveyed more effectively to students, thereby realizing the nation's aspirations in society.

Teachers in elementary schools play a critical role in character building, guiding, and imparting knowledge to the younger generation. However, often young teachers at this level face various challenges in their career development. Many feel hindered in optimizing their potential and abilities to provide quality education. The availability of competent and dedicated teachers is a crucial prerequisite for improving the quality of learning in schools. Nevertheless, the greatest challenge many countries face is how to retain quality young teachers in the teaching profession in the long term (Dewi et al., 2024, p. 1753).

Hidayat, as cited in Jelita (2021), states that various external demands, such as expectations from parents, society, and schools for students to graduate and advance to the next grade, lead many to believe that students' success is entirely determined by teachers' roles.

This situation can cause teachers to feel stressed when they face difficulties in aligning expectations with reality, both from within themselves and from their (Jelita et al., 2021, p. 116).

According to Farista, as cited in Rosanna, teachers at the elementary school level are in a high-risk profession for experiencing work stress, often due to monotonous work routines. Research by Pertiwi and Wardani (2019) indicates that 81.5% of elementary school teachers experience moderate levels of work stress. This is due to intense interactions with students, making students' behaviors and issues the teachers' responsibility. Teachers' tasks are not limited to planning lessons, teaching, and assessing, but also include responsibility for students' academic achievements. As determinants of learning quality, classroom teachers are very vulnerable to work stress (Rosanna et al., 2021, p. 112).

Based on a study titled "Overview of Fatigue and Stress Levels Among Cluster II Elementary School Teachers in Tejakula District" conducted by Ni Made Ayu Tantri, a student at Ganesha University of Education in 2023 (Ayu, 2023), the findings indicate that regarding stress levels, 18.2% of teachers fall into the relatively calm category, 41.8% into the fairly low category, 30.9% into the moderate work stress category, and 9.1% into the severe work stress category. No teachers were found with stress levels indicating potential danger. Stress was more experienced by female respondents (27.3%) and those aged 36-45 years, with a fairly low stress level of 21.8%.

Another study titled "Factors Related to Work Stress Among Teachers at Integrated Islamic Elementary School (SDIT) Nurul Ilmi 2, Jambi City" conducted by Aulia Ramadhani and Zakiyyah, students at Jambi University in 2024 (Ramadhani & Zakiyyah, 2024), found that 63.2% of teachers experience work stress. Bivariate analysis showed that workload variables with a heavy category accounted for 40 (85.1%), role conflict with a high category accounted for 40 (87.0%), interpersonal relationships with a poor category accounted for 37 (84.1%), external organizational demands with a none category accounted for 26 (70.3%), age with a young category accounted for 39, and work experience with a new category accounted for 33 (84.6%). The factors associated with work stress among teachers at SDIT Nurul Ilmi 2 include workload, role conflict, interpersonal relationships, and work experience.

Both studies focus on work stress among elementary school teachers, specifically the factors contributing to work stress. They provide similar discussions regarding the factors of work stress experienced by teachers. However, the findings differ in terms of the levels of work stress experienced by elementary school teachers.

Work stress among young teachers in educational institutions like Madrasah Ibtidaiyah is often overlooked. Young teachers, who are just entering the education field, face various challenges that can affect their well-being and performance. This study aims to explore the factors contributing to this work stress and how these experiences affect them.

Based on the background outlined above, titled "Analysis of Work Stress Factors Among Young Teachers / Fresh Graduates at Madrasah Ibtidaiyah Swasta (MIS) No. 20/E.3 Sungai Tutung," we hope that teachers can manage their stress and feel more motivated, enabling them to provide the attention and support students need, thereby improving the overall quality of education. Thus, this research is expected to contribute to the development of a more holistic education system, where the well-being of teachers and students mutually supports achieving better learning outcomes.

This research is titled "Analysis of Work Stress Factors Among Young Teachers / Fresh Graduates at Madrasah Ibtidaiyah Swasta (MIS) No. 20/E.3 Sungai Tutung" for various underlying reasons. First, young teachers often face significant challenges in adapting to a new work environment, and it is important to understand how this transition affects their well-being. Work stress is an increasingly common issue among educators, with impacts that can affect performance, mental health, and teacher retention. Therefore, identifying the contributing factors to stress is highly relevant.

Additionally, the role of teachers in education is vital for shaping the future generation. By understanding the stress experienced by young teachers, we can design better interventions to improve the quality of education. On the other hand, while many studies have been conducted on work stress among teachers, there is still a lack of focus on young teachers, especially in private madrasahs, making this research relevant and important. The work environment in private madrasahs often differs from that in public schools, so this research can help identify unique factors causing stress in that context.

Furthermore, the results of the study are expected to provide insights for policymakers to develop better support programs for young teachers, thus enhancing their well-being and effectiveness. Lastly, emphasizing the importance of teachers' mental health is crucial, as it directly impacts the quality of teaching and a positive learning environment for students. Thus, this research aims to make a meaningful contribution to the professional development and well-being of young teachers.

Method

This research uses a descriptive qualitative research design. According to Fauzi (2022), Sugiyono states that “qualitative methods are considered artistic methods because the research process is less structured and include interpretative methods since the data produced focuses more on the interpretation of data collected in the field.” In qualitative research, the researcher serves as the main instrument while collecting data organically with the aim of interpreting and analyzing events. “In qualitative research, data is not sought through statistics or other quantitative measurement methods.” The descriptive approach, according to Sugiyono (2020), “is used to analyze or explain findings but not to draw broad conclusions.” By utilizing information gathered from fieldwork, this qualitative descriptive method characterizes, describes, and analyzes various aspects within a specific environment. The techniques used in this research include interviews and observations (Fauzi, 2022, p. 6315).

This research uses a descriptive qualitative research design. The study employs probability sampling with a purposive sampling technique, which aims to select subjects with specific characteristics relevant to the research topic—namely, young teachers or fresh graduates who have just started their teaching careers at Madrasah Ibtidaiyah Swasta (MIS). By using this technique, the researcher ensures that the respondents involved in the study are individuals who are most suitable and have relevant experiences related to the work-related stress factors they experience.

The main focus of this research is on young teachers who are fresh graduates and have just started teaching at MIS. **The respondents must have less than 3 years of teaching experience.** The study may encompass various educational backgrounds and teaching experiences.

Data for the literature review in this research is obtained from various relevant and reliable sources. First, articles from academic journals discussing work stress in the field of education provide important insights and empirical data. Additionally, books and related literature on educational psychology, stress management, and the well-being of teachers and students also serve as valuable sources. Previous research conducted in other schools or educational institutions regarding work stress and its contributing factors also contributes data. Online sources, including articles from educational websites, non-governmental organizations, and research institutions, provide additional relevant information.

Results and Discussion

Work Stress

According to Robbins as cited in Sukoco, work stress is a condition experienced by employees due to excessive workloads, lack of time, and emotional tensions that disrupt their performance (Sukoco & Bintang, 2017). Furthermore, Vanchapo, as referenced in Pratiwi, describes work stress as an emotional state caused by the imbalance between an individual's

workload and their capacity to handle pressure. Another way to describe stress is as a state of tension that causes imbalance in the body and mind, thus affecting mood, mental state, and the emotions of employees (Pratiwi & Mardianty, 2022).

According to Cox in Hendrawan et al. (2018), work stress is an emotional state or mood caused by demands arising between expected levels and an individual's ability to cope with work, as well as recognition of their inability to meet those demands. In line with Grandjean's definition, work stress can also be described as a psychophysiological tension condition that arises in response to demands exceeding an individual's capabilities in their work environment (Hendrawan et al., 2018).

According to Siagian in (Safitri, 2020), work stress is a tension condition that affects a person's emotions, thought patterns, and physical state. Stress can arise from pressures impacting physical or psychological conditions, stemming from both internal and external environments. Work stress can be characterized as the discomfort experienced by individuals when their resources are insufficient to meet demands, events, and situations at work (Safitri, 2020).

Job demands are suspected to trigger pressure experienced by individuals, manifesting as emotional tension that can be observed through physiological, psychological, and behavioral responses. Stress, according to Handoko (in Martoyo, 1996), describes symptoms that affect feelings, mental processes, and certain conditions that may lead to tension. Robbins (1996) states that pressure to adapt comes from both internal and external sources. This pressure includes demands from the organization related to tasks, positions, interpersonal relationships, organizational structure, and management. Additionally, personal factors such as personality traits, financial difficulties, and family issues can also affect employees. The level of stress experienced by employees in a company is also influenced by environmental uncertainties (Herlina, 2019).

According to Sunarsi in Siregar, stress arises when teachers cannot cope with increasingly diverse workplace demands that often conflict with each other, along with family issues and excessive workloads. Moreover, various other challenges make stress an almost unavoidable factor (Siregar & Sulistyowati, 2022).

The teaching profession is among those with high levels of work stress. In Indonesia, around 24,216 teachers experience work stress, which is a risk factor for mortality related to cardiometabolic diseases. This stress is often caused by excessive workloads, which can lead to fatigue. Mental workload is a significant cause of stress, as the teaching profession is dominated by tasks related to psychological and non-physical aspects. In a week, teachers spend 2.5 hours on breaks and 37.5 hours on effective work, including planning, executing, assessing learning outcomes, mentoring students, and other additional tasks. This array of responsibilities can lead to excessive mental workload. High mental loads can trigger work stress, as mentally demanding tasks often result in shorter breath, reducing oxygen levels to the brain, and manifesting stress symptoms (Sari et al., 2021).

According to Hurrel in (Putranto, 2018), the factors that can cause work stress are grouped into five main categories: 1) Intrinsic Factors in the Job: This includes physical aspects and tasks. For physical factors, examples are noise and extreme temperatures, while for tasks, this includes workload, night shifts, and associated risks. 2) Role in the Organization: Every worker has a set of tasks that must be performed according to existing regulations. Ambiguity or uncertainty in roles can lead to stress. 3) Career Development: This factor can be a potential source of stress, including job insecurity, inadequate promotions, or excessive promotions. 4) Relationships at Work: Poor relationships in the workplace may be reflected in low levels of trust and interest in resolving organizational issues. 5) Structure and Organization: Lack of participation in decision-making within the organization can also cause stress. These five categories are interrelated and can influence the level of stress experienced by individuals in the work environment (Putranto, 2018).

The stress levels of teachers indicate that they experience pressures that make them uncomfortable while working. According to Hasibuan in Akmal, stress is a tension condition that affects emotions, thinking processes, and a person's state. This emotional tension is an uncontrolled emotion that can disrupt thinking processes and, in turn, affect individual behavior (Akmal et al., 2021).

When a teacher experiences prolonged stress, it may trigger a desire to leave the organization. According to Lucas and Wilson (1992 in Azhari, 2004), the stress experienced by teachers has far-reaching impacts, not only on the teachers themselves but also on schools and organizations, especially on students. From an organizational perspective, economic impacts include lost teaching time and increased costs for recruiting substitute teachers (Amalia et al., 2022).

Work stress affects the quality of teaching and student motivation to learn. Nasib in Gaol states that high stress levels experienced by teachers can negatively influence school achievement, which in turn directly and indirectly impacts the quality of teaching and student engagement. If student motivation is low, their learning outcomes are also likely to be low (Gaol, 2021).

To address work stress, several approaches can be applied, according to (Nurhayati & Dongoran, 2022); first, job design is crucial to clarify employee roles, reducing conflicts and focusing job descriptions to help employees manage their responsibilities better. Next, it is essential to set realistic performance standards and targets so employees are not burdened by unreasonable expectations. Additionally, placing employees in positions that align with their abilities is also necessary. Career development through appropriate planning and promotions will also help improve motivation. The performance management process, involving communication between supervisors and employees about problems faced and future ambitions, can strengthen work relationships. Counseling is also recommended to provide employees with a platform to discuss their issues. Finally, organizing training to review performance and counseling techniques within the organization can enhance employees' abilities to cope with stress.

From the explanations above, it can be concluded that teacher work stress is a significant issue in the education sector, driven by various factors related to their duties and responsibilities. One of the main causes is high workloads, where teachers are not only responsible for teaching but must also plan lesson materials, evaluate student learning outcomes, and engage in extracurricular activities. Furthermore, administrative demands related to reporting and compliance with educational policies often make them feel pressured. Facing a variety of student characters, including those with special needs or challenging behaviors, adds to the complexity of teachers' work.

Young Teachers

Young teachers, or fresh graduates, are individuals who have recently completed higher education in education or related programs and are beginning their teaching careers. They often possess high enthusiasm and energy, bringing fresh perspectives and ideas into the classroom. Although they may have limited experience, these young teachers are usually equipped with up-to-date knowledge about learning methods, educational technology, and the latest developments in the curriculum (Munthe, 2019).

Fresh graduates represent a group of students who have just finished their undergraduate studies with limited work experience. This makes entering the workforce a significant challenge for them. Fresh graduates are also indirectly expected to secure career positions that align with the skills and knowledge acquired during their studies, leading to various anxieties. This anxiety is often caused by high competition among job seekers and their limited experience compared to other applicants (Ramadani & Muhid, 2022).

Young teachers are valuable assets in the education sector. They are at the forefront of the learning process in elementary schools and play a crucial role in shaping students' mindsets, attitudes, and skills. However, in their career journeys, young teachers often face challenges in adapting to the changing dynamics of education, increasingly complex job demands, and intensifying competition (Dewi et al., 2024).

Young teachers frequently encounter various challenges in their roles as educators. One of the main challenges is a lack of experience, which can make them feel less confident in managing classrooms and handling difficult situations. Additionally, classroom management issues are a concern, especially when dealing with diverse student behaviors. They also need to adapt to frequently changing curricula, which can be confusing without clear guidance. The use of technology in learning is another aspect that requires attention, as not all young teachers are familiar with the available digital tools. Moreover, support and mentoring from colleagues or supervisors are often inadequate, which can lead to feelings of isolation. Balancing workload and personal life is also a unique challenge. Building good relationships with students' parents and maintaining students' motivation and interest in learning are additional demanding tasks. To address these challenges, young teachers need to develop their skills and seek support from the educational community to continuously learn and improve their teaching methods.

However, they face their own challenges, such as adjusting to the work environment, classroom management, and interactions with diverse students. Support from more experienced colleagues and adequate training are crucial in helping them overcome difficulties and develop effective teaching skills. With proper guidance, young teachers can evolve into inspiring and impactful educators, contributing to the development of students and the educational institution as a whole.

Factors of Teacher Work Stress

Every effect has a cause, known as a stressor. Similarly, stress can arise from various challenges in one's life. Stress is typically triggered by stressors from multiple sources, as outlined by (Musradinur., 2016):

a. Environment

Stressors from the environment include several important factors. First, the attitude of the environment: the social environment carries both positive and negative values that influence individual behavior. The pressure to maintain a positive attitude as per societal expectations can create stress. Second, family demands: for example, pressure from parents regarding college major choices, arranged marriages, and other matters that may conflict with individual desires can cause emotional stress. Third, advancements in science and technology (IPTEK): the expectation to keep up with technological developments pushes many individuals to strive to be at the forefront of new knowledge. Feelings of embarrassment for being perceived as outdated (*gaptek*) can also be a significant source of stress.

b. Self

Stressors originating from oneself include: 1) Psychological Needs: These refer to the demands related to achieving personal desires and goals. 2) Self-Internalization Process: This encompasses an individual's demands to continuously absorb and adapt to desired aspects in line with life's developments and changes.

c. Thoughts

Thought-related stressors involve: 1) Environmental Assessment: This pertains to how individuals evaluate their surroundings and the impact of these environments on themselves, including the perceptions formed about these settings. 2) Self-Assessment: This relates to how individuals evaluate their abilities and usual adjustment methods when faced with situations and challenges.

According to Robbins, as cited in (Jalil, 2020), there are five indicators of work stress: First, task demands, which relate to the conditions and physical layout of the workplace affecting individuals. Second, role demands, referring to the pressure one feels as a result of specific roles within an organization. Third, interpersonal demands, which are pressures arising from interactions with colleagues. Fourth, organizational structure, which describes situations where the organizational structure is unclear and lacks explanations regarding positions, roles, authority, and responsibilities. Finally, leadership, where a leader's management style can create a climate filled with tension, fear, and anxiety within the organization.

Based on interviews with young teachers/fresh graduates, identified by the initials SH, it is clear that the stress experienced by these young teachers is evident. Many exhibit signs of physical and mental fatigue, reflected in tired faces and a lack of enthusiasm while teaching. In interactions with students, some teachers struggle with managing diverse student behaviors, leading to frustration and increased stress levels. Furthermore, the high workload, including preparation of materials and assessments, contributes to their feelings of pressure.

Conditions at Madrasah Ibtidaiyah Swasta (MIS) No. 20/e.3 Sungai Tutung highlight various challenges faced by young teachers. Observations reveal that classrooms are often crowded and noisy, with students displaying varying levels of attention and behavior. This requires teachers to possess effective classroom management skills, which can be challenging for newcomers. Although school facilities are adequate, they show some shortcomings, such as a lack of learning resources and limited space for extracurricular activities, making it difficult for teachers to create engaging and effective lesson plans.

The work stress factors faced by young teachers at MIS No. 20/e.3 Sungai Tutung often stem from direct interactions with students. Many teachers report that undisciplined student behavior—such as talking in class, failing to complete assignments, and noncompliance with rules—significantly contributes to their stress. For example, when faced with uninterested or disruptive students, teachers may feel frustrated and lose control, disrupting the overall learning process.

Moreover, the pressure to meet academic expectations for students, such as target grades and learning progress, adds psychological burdens to teachers. They often feel stressed about helping struggling students, especially when there is inadequate support from the school or parents. The diversity of students' backgrounds, including varying social and emotional contexts, requires teachers to adapt their teaching methods, often draining their energy and time. All these situations contribute to heightened stress levels, affecting teachers' mental well-being and reducing their teaching effectiveness.

Observations also indicate that social support from colleagues is not always optimal. Many young teachers feel they lack guidance from senior teachers, leading to feelings of isolation and difficulty in sharing workloads. The sometimes non-conducive school environment, such as inadequate facilities, further contributes to their stress. Overall, the work stress experienced by young teachers in this study arises from a combination of heavy workloads, classroom management challenges, lack of support, and non-supportive working conditions, all of which affect their well-being and performance in the classroom.

The impact of this stress is significant, with many teachers reporting effects on their mental health, such as increased anxiety and fatigue. Some even feel a loss of motivation to teach and interact with students. This further impacts their teaching quality, as they struggle to provide full attention to students when under pressure. To cope with stress, some teachers mention the importance of social support, noting that sharing experiences with peers helps alleviate pressure. They also develop better time management techniques, although they still recognize this as a challenge.

Many young teachers hope that schools can provide more training and support in addressing work-related stress. They desire professional development programs to help them navigate the challenges they face. Overall, the interview results indicate that work stress among

young teachers at MIS No. 20/e.3 Sungai Tutung is influenced by various factors, making it crucial to pay attention to teachers' well-being to enhance the quality of education in the madrasah.

Furthermore, Allah's guidance on avoiding and managing stress is outlined in the Quran, Surah Ali Imran, verse 139, which states: "And do not be weak, nor grieve, for you will surely be highest if you are [among] the believers." This verse emphasizes the importance of maintaining strength and self-confidence for believers, reminding them of their high status in the sight of Allah.

Conclusion

Based on the research findings regarding work stress among young teachers or fresh graduates at Madrasah Ibtidaiyah Swasta (MIS) No. 20/e.3 Sungai Tutung, several factors contributing to work stress have been identified. First, the high workload, including preparation of materials and assessments, represents a significant source of pressure. Second, challenges in classroom management, especially when dealing with diverse student behaviors, add complexity to their roles. Third, a lack of social support from colleagues and senior teachers leaves them feeling isolated, negatively impacting their emotional well-being. Additionally, the limited condition of facilities contributes to the stress levels experienced by these teachers. These findings underscore the importance of efforts from the school to provide adequate support and resources, enabling young teachers to manage stress effectively and enhance their performance in the classroom.

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