



## The Effect of Workload on Work Stress and its Implications on the Performance of Teachers at State Middle School 22, Bekasi City

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### ABSTRACT

This study aims to evaluate how job stress can act as a mediator between workload and teacher performance. The method used is causal quantitative research involving teachers at SMP Negeri 22 Bekasi City. In this study, the total population involved was 58 respondents obtained through the census sampling technique. The approach applied in this analysis uses hypothesis testing with the statistical tool SPSS version 26. The results of this study indicate that workload partially has a t-count value of 5.262 which is higher than 1.67252 (t-table) with a significance level of 0.000. Workload also shows a t-count value of 3.006 which is greater than 1.67252 (t-table) with a significance of 0.004. Meanwhile, work stress has a t-count value of 1.118 which is lower than 1.67252 (t-table) with a significance of 0.240. In the path analysis, the total effect of work stress can mediate workload with performance was found to be a value of 0.413, which is smaller than the value of 0.600 (direct effect). It is concluded in these findings that partially; workload exerts a positive and significant influence on teacher performance. In addition, workload also has a positive and significant effect on job stress. Work stress partially has no effect on teacher performance. Based on path analysis, work stress cannot mediate workload with teacher performance.

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## **INTRODUCTION**

The performance of an educator is generally related to the behaviour and results displayed when carrying out tasks given by the party who entrusts them, such as the principal (Aziz et al., 2023). The performance of an educator reflects their ability to carry out tasks with full commitment in the classroom and reflects the results of the work done during the learning process. Aspects of an educator's performance related to personal characteristics, including knowledge, skills, capacity, motivation, beliefs, and principles, greatly influence both their performance and behaviour. Therefore, the success of an educator depends on the qualities they possess. An educator also needs to understand the character of students, improve their abilities, and act in accordance with religious, legal, social, and moral norms. The performance of an educator is the competence they have to carry out or complete their tasks (Supardi, 2015).

The phenomenon observed at SMP Negeri 22 Kota Bekasi resulted from interviews with the Vice Principal in charge of the Curriculum and Guidance and Counselling Teachers, where nine teachers did not carry out their duties optimally due to various factors. Some of them were inadequate in preparing learning plans towards the end of the semester and did not evaluate student learning outcomes effectively. This problem may be caused by a lack of understanding of the material, which affects the quality of their teaching. The communication aspect also plays an important role in their performance. In addition, teachers strive to create a balance between regular classes and enrichment activities, while many students have difficulty understanding the lessons, which requires remedial support for those who need help. The workload, which is sometimes too heavy, can reduce their performance due to the pressure of excessive tasks. In accordance with the provisions of the Minister of Education and Culture, educators are expected to work no more than 40 hours a week. However, in the first semester of 2025, they were required to work for 44 hours, which violates the provisions. This workload is one of the main causes of teacher performance being affected. SMP Negeri 22 Kota Bekasi experienced prolonged work pressure among teachers. This stress level worsened when the teaching schedule clashed with the planning of teaching materials, which triggered frustration and anxiety due to high work demands. In addition, the presence of new tasks before completing the previous ones made teachers feel worried about handling all these responsibilities. Obstacles in classroom management, such as students who are less attentive, further add to the emotional burden felt by teachers.

Workload refers to the total responsibility that must be managed by an educator, both in terms of physical and mental aspects that are their burden. Every task is an obligation for teachers who carry out their roles in the educational process. Each educator has a different capacity in dealing with various types of workloads, including physical, mental, and social burdens (Mahawati et al., 2021). Too many tasks can have a negative effect on educators. This can cause health problems both physically and emotionally, as well as emotional symptoms such as headaches, digestive disorders, and a tendency to become irritable.

Workplace stress is a reaction or response to pressure that arises from a mismatch between an individual and their work environment, which can have an impact on the physical, mental, and behavioural health of workers in the work area. Unwittingly, teachers are required to understand and implement government policies related to education. Changes in this education policy can result in innovation in the academic world and improve exam standards (Mukhsin, 2022). Due to the confusion related to the new education policy, teachers tend to experience unstable emotional burdens and are easily influenced. This can cause teachers to experience stress in this kind of situation (Pramesti & Ahsani, 2024).

#### **Formulation of the Problem**

1. Is there an effect of workload on the performance of teachers at SMP Negeri 22 Bekasi City?
2. Is there an effect of workload on work stress of teachers at SMP Negeri 22 Bekasi City?
3. Is there an effect of work stress on the performance of teachers at SMP Negeri 22 Bekasi City?
4. Can work stress mediate workload with the performance of teachers at SMP Negeri 22 Bekasi City?

### **LITERATURE REVIEW**

#### **Teacher Performance**

Performance is a continuous communication process carried out in collaboration between a staff member and his/her immediate superior. This process includes efforts to create clear expectations and an understanding of the tasks to be carried out. This means that this system consists of several elements that must all be involved (Rohaeni, 2017). Teacher performance is a series of learning activities that aim to improve various existing activities. This process provides teachers with the opportunity to achieve educational goals by carrying out learning activities that are in line with predetermined goals. Teachers are expected to have excellent performance, and when their performance improves, positive effects will be reflected in student learning outcomes (Mutiarra et al., 2024). Good results in teacher performance are achieved by those who make maximum efforts to meet the goals of the educational institution and are able to organize classes effectively, prepare learning materials, and implement them well (Hidayat & Khotimah, 2021).

#### **Workload**

Workload refers to the responsibilities faced by teachers as a result of their profession. The level of workload can affect the effectiveness of the workforce, as well as the safety and health of workers. Depending on the circumstances and work environment, the level of workload can be beneficial or detrimental. If teachers can complete and adapt to their various responsibilities, then the tasks and activities will feel lighter. However, if they cannot cope with these things, then the tasks and activities will become a heavy burden. Every educational institution needs to pay attention to the workload, because this is one of the factors that can improve the performance of teachers (Fauzi et al., 2022).

Workload is the total task that must be completed by a particular individual or group within a specified time limit. The process of measuring workload is useful for gathering information about how efficient and effective an organization or person is in that position. This is done by applying a certain approach. Workload means the total tasks that must be completed by someone holding a particular role or unit within a specified time period. Workload measurement is a systematic method for collecting data on the efficiency and effectiveness of an individual or entity in that position. This process utilizes methods such as job analysis, workload evaluation, or various other management techniques (Nabawi, 2019).

**Work Stress**

The definition of work stress refers to the emotional and physical pressure experienced by teachers in the work environment. Various forms of this problem can arise, such as sleep disorders, excessive smoking habits, difficulty enjoying leisure time, tension, anxiety, nervousness, high blood pressure and digestive disorders (Dharmanto et al., 2024). Work-related stress is a condition where there is tension that causes an imbalance both physically and psychologically which in turn affects feelings, ways of thinking and conditions (Maulia et al., 2023).

Stress is a response to various pressures, dangers, or impulses that can affect a person's way of thinking and attitude. Stress has the potential to affect a person's physical and emotional (mental/psychological) state (Thamrin & Setiyadi, 2022). Stress from work is a body reaction that often occurs due to existing physical demands. Work stress can be experienced by anyone and affects various aspects such as physical, mental, intellectual, social, and spiritual. This is a common event in everyday life and is difficult to avoid (Hairudin et al., 2023).

Table 1. Previous Research Table

| No | Researcher Name (Author)   | Research Title   | Variable   | Research result  |
|----|--|--|--|--|
| 1  | (Jalil, 2020)<br><a href="https://doi.org/10.24239/jipsya.v1i2.14.117-134">https://doi.org/10.24239/jipsya.v1i2.14.117-134</a> | The Influence of Workload, Job Stress and Work Environment on the Performance of State Islamic High School Teachers 2, Palu City | Independent Variables: Workload (X1), Job Stress (X2), and Work Environment (X3).<br>Dependent Variable: Teacher Performance (Y) | Previous research shows that the results of the workload variable have a negative and significant influence on teacher performance at MAN 2 Palu City. |
| 2  | (Perkasa & Mulyanto, 2023)<br><a href="https://doi.org/10.59422/lbm.v1i04.85">https://doi.org/10.59422/lbm.v1i04.85</a>        | The Influence of Workload, Leadership Style and Discipline on the Performance of Senior High School Teachers in                  | Independent Variables: Workload (X1), Leadership Style (X2), and Work Discipline (X3).   | Previous research shows that there is a positive and significant influence of workload on the  |

|   |   |   |   |  |
|---|---|---|---|--|
|   |   | Tangerang Regency   | Dependent Variable: Teacher Performance (Y)   | performance of SMAN teachers in Tangerang Regency.   |
| 3 | (Handariani, 2023)<br><a href="http://repo.undiksha.ac.id/id/eprint/13863">http://repo.undiksha.ac.id/id/eprint/13863</a>   | Influence of Workload, Communication and Job Satisfaction Towards the Performance of Teachers of SMP Negeri 8 Singaraja                     | Independent variables: workload (X1), Communication (X2) and Job Satisfaction (X3)<br>Dependent Variable: teacher performance (Y)       | Previous research has shown that workload does not affect teacher performance at SMP Negeri 8 Singaraja.   |
| 4 | (Sari et al., 2022)<br><a href="https://doi.org/10.31004/edukatif.v4i1.2113">https://doi.org/10.31004/edukatif.v4i1.2113</a>  | The influence of work stress, work motivation and job satisfaction on the performance of elementary school teachers in Danau Sipin District | Independent Variables: work stress (X1), work motivation (X2) and job satisfaction (X3)<br>Dependent Variables: teacher performance (Y) | Previous research stated that the results of work stress have a direct influence on the performance of elementary school teachers in Danau Sipin District. |
| 5 | (Amri, 2023)<br><a href="https://doi.org/10.55178/idm.v4i7.338">10.55178/idm.v4i7.338</a>   | The Influence of Work Experience, Workload and Motivation on the Performance of State Vocational High School Teachers in Bireuen Regency    | Independent Variables: Work Experience (X1), Workload (X2), Motivation (X3)<br>Dependent Variable: Teacher Performance (Y)              | Previous researchers stated that workload has an impact on the performance of state vocational school teachers in Bireuen Regency.                         |
| 6 | (Lestari et al., 2023)<br><a href="https://journal.yrpiipku.com/index.php/msej/article/view/3096/1659">https://journal.yrpiipku.com/index.php/msej/article/view/3096/1659</a> | The Influence of Teacher Competence and Workload on Teacher Performance at SMK Negeri 3 Karawang  | Independent Variables: Teacher Competence (X1), Workload (X2)<br>Dependent Variables: Teacher Performance (Y)                           | Previous researchers stated that there was a partial influence of workload on the performance of teachers at SMK Negeri 3 Karawang.                        |

### Hypothesis

Hypothesis is a reference that is formulated and officially approved, which is able to explain the facts that have been observed and is used as a guide in the decision-making process (Sugiyono, 2012).

H1: It is suspected that workload has a significant effect on teacher performance

H2: It is suspected that workload has a significant effect on work stress

H3: It is suspected that work stress has a significant effect on teacher performance

H4: It is suspected that work stress can mediate workload with teacher performance

### METHODOLOGY

This study applies a causal quantitative approach, collecting data through questionnaires distributed to 58 teachers at SMP Negeri 22 Bekasi City. The questionnaire submitted to respondents contains questions related to each variable and uses a rating scale from 1 to 5, reflecting very high disagreement to very high levels of agreement. Measurement of workload is understood through indicators related to work conditions, time allocation, and targets that need to be achieved (Maulidina, 2022). Meanwhile, measurement of stress levels in the workplace includes indicators such as frustration, worry, anxiety, and pressure (Rahayu, 2021). Teacher performance is measured based on indicators that include the ability to prepare learning plans, carry out the learning process, the ability to interact personally, conduct learning assessments, hold enrichment activities, and implement remedial programs (Supardi, 2016). After the data is obtained, further analysis will be carried out using instrument testing, hypothesis testing, and path analysis, all of which will be processed through SPSS edition 26.

### RESULT AND DISCUSSION

Table 2. Results of the Validity Test of the Workload Variable

| Variable | Statement Items | r-count | r-table | Sig.  | Information |
|----------|-----------------|---------|---------|-------|-------------|
| Workload | X.1             | 0,512   | 0.2586  | 0,000 | Valid       |
|          | X.2             | 0,722   | 0.2586  | 0,000 | Valid       |
|          | X.3             | 0,515   | 0.2586  | 0,000 | Valid       |
|          | X.4             | 0,529   | 0.2586  | 0,000 | Valid       |
|          | X.5             | 0,731   | 0.2586  | 0,000 | Valid       |
|          | X.6             | 0,539   | 0.2586  | 0,000 | Valid       |

Source: IBM SPSS Statistics 26 (processed data, 2025)

From the table, it can be seen that the r-count of all statements of the workload variable ( $X$ ) > r-table (0.2586) so that it can be stated that the 6 statements of this workload variable are said to be valid.

Table 3. Results of the Validity Test of Work Stress Variables

| Variable   | Statement Items | r-count | r-table | Sig.  | Information |
|------------|-----------------|---------|---------|-------|-------------|
| Job Stress | Z.1             | 0,675   | 0.2586  | 0,000 | Valid       |
|            | Z.2             | 0,401   | 0.2586  | 0,002 | Valid       |

|     |       |        |       |       |
|-----|-------|--------|-------|-------|
| Z.3 | 0,453 | 0.2586 | 0,000 | Valid |
| Z.4 | 0,504 | 0.2586 | 0,000 | Valid |
| Z.5 | 0,688 | 0.2586 | 0,000 | Valid |
| Z.6 | 0,700 | 0.2586 | 0,000 | Valid |
| Z.7 | 0,697 | 0.2586 | 0,000 | Valid |
| Z.8 | 0,708 | 0.2586 | 0,000 | Valid |

Source: IBM SPSS Statistics 26 (processed data, 2025)

From the table, it can be seen that the r-count of all statements of the work stress variable (Z) > r-table (0.2586) so that it can be stated that the 8 statements of this work stress variable are said to be valid.

Table 4. Results of the Validity Test of Teacher Performance Variables

| Variable            | Statement Items | r-count | r-table | Sig.  | Information |
|---------------------|-----------------|---------|---------|-------|-------------|
| Teacher Performance | Y.1             | 0,890   | 0.2586  | 0,000 | Valid       |
|                     | Y.2             | 0,889   | 0.2586  | 0,000 | Valid       |
|                     | Y.3             | 0,388   | 0.2586  | 0,003 | Valid       |
|                     | Y.4             | 0,474   | 0.2586  | 0,000 | Valid       |
|                     | Y.5             | 0,390   | 0.2586  | 0,002 | Valid       |
|                     | Y.6             | 0,569   | 0.2586  | 0,000 | Valid       |
|                     | Y.7             | 0,421   | 0.2586  | 0,001 | Valid       |
|                     | Y.8             | 0,470   | 0.2586  | 0,000 | Valid       |
|                     | Y.9             | 0,850   | 0.2586  | 0,000 | Valid       |
|                     | Y.10            | 0,863   | 0.2586  | 0,000 | Valid       |
|                     | Y.11            | 0,874   | 0.2586  | 0,000 | Valid       |
|                     | Y.12            | 0,912   | 0.2586  | 0,000 | Valid       |

Source: IBM SPSS Statistics 26 (processed data, 2025)

From the table, it can be seen that the r-count of all statements of the teacher performance variable (Y) > r-table (0.2586) so that it can be stated that the 12 statements of this teacher performance variable are said to be valid.

Table 5. Reliability Test Results

| Variable                | Croanbach's Alpha | Critical Values / Requirements | Information |
|-------------------------|-------------------|--------------------------------|-------------|
| Workload (X)            | 0,706             | 0,60                           | Reliabel    |
| Job Stress (Z)          | 0,740             | 0,60                           | Reliabel    |
| Teacher Performance (Y) | 0,904             | 0,60                           | Reliabel    |

Source: IBM SPSS Statistics 26 (processed data, 2025)

The results of the reliability test above have obtained a Cronbach Alpha value > 0.60, so the results of the questionnaire for each variable are reliable for testing.

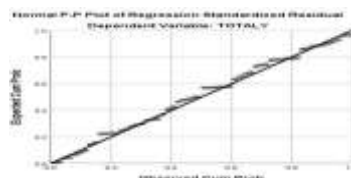


Figure 1. PP-Plot Normality Test

The results of the normality test using the PP-Plot state that the regression model can be explained that the diagonal line on the PP-Plot graph represents the ideal state of data that follows a normal distribution.

Table 6. Hypothesis Test Results

| No | Variable                         | t       |         | Sig    |      |
|----|----------------------------------|---------|---------|--------|------|
|    |                                  | t-count | t-table | result | Sig  |
| 1  | Workload - Teacher Performance   | 5,262   | 1,67252 | 0,000  | 0,05 |
| 2  | Workload – Job Stress            | 3,006   | 1,67252 | 0,004  | 0,05 |
| 3  | Job Stress – Teacher Performance | 1,118   | 1,67252 | 0,240  | 0,05 |

Source: IBM SPSS Statistics 26 (processed data, 2025)

### Hypothesis 1

From the table above, a significant value is obtained in the relationship between Workload (X) and Teacher Performance (Y) of 0.000 below the alpha value (0.05), so in this study it can be said that Workload has an influence on Teacher Performance. Hypothesis 1 which states that Workload affects teacher performance is statistically tested. The findings of this study agree with previous studies conducted by (Perkasa & Mulyanto, 2023), (Win, 2022), and (Rindyantama & Astuti, 2017), which revealed that workload has a positive and significant effect on teacher performance. The use of time in completing work is very important to improve a teacher who does not understand his duties in teaching so that he does his work not in accordance with the goals set by the school which are made through the RPP in accordance with the flow of the objectives of the Permendikbudristek.

### Hypothesis 2

From the table above, a significant value is obtained in the relationship between Workload (X) and Work Stress (Z) of 0.004 below the alpha value (0.05), so in this study it can be said that Workload has an effect on Work Stress. Hypothesis 2 which states that Workload affects Work Stress is statistically tested. The findings of this study are consistent with the results of previous studies that have been studied by researchers (Yertas, 2024), (Weken et al., 2020), (Sawal et al., 2022) concluded that workload has a positive and significant effect on work stress. The use of time in completing work is very important for the risk of stress at work, when the use of time at work is appropriate, teachers will not feel anxious in doing work that is too risky, if the school has inconsistent use of time, teachers will feel anxious in completing work with the use of time given too narrow.

### Hypothesis 3

From the table above, the sig. value is obtained on the relationship between Job Stress (Z) and Teacher Performance (Y) of 0.240 above the alpha value (0.05), so in this study it can be said that Job Stress has no effect on Teacher Performance. Hypothesis 3 which states that Job Stress affects Teacher Performance is not statistically tested. This finding is consistent with research conducted by (Nugroho & Priyono, 2022), (Mangkunegara & Puspitasari, 2015), and (Maryati, 2017) which shows that job stress does not affect teacher

performance. Anxiety due to work can affect teacher performance, but at SMP Negeri 22 Kota Bekasi, this does not happen. Every teacher is ready to accept the risks of work and does not feel hampered by the anxiety that may arise. Their performance remains optimal because of good communication between colleagues, discussions about student learning assessments, and strong personal relationships with students. Teachers also create a positive atmosphere, which helps relieve work stress. In addition, they often do ice breaking activities to create a comfortable atmosphere and build good relationships with students and fellow teachers. This action contributes to reducing anxiety and ensuring that work is done well.

**Hypothesis 4**

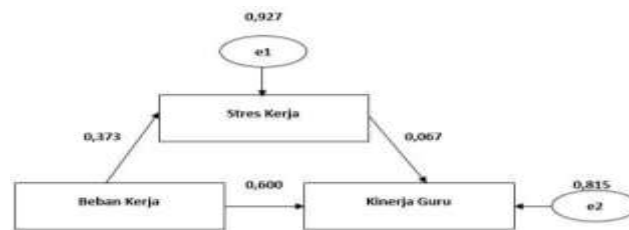


Figure 2. Hypothesis 4

In the picture above, it can be stated that the coefficient value of the direct influence of the workload variable (X) on teacher performance (Y) is 0.600, based on the results of the previous t-test which concluded that H1, H2 were accepted and H3 were rejected, then it can be interpreted that the independent variable has a direct influence on the dependent variable. it can be stated that the indirect influence value of the two equations is the influence of the work stress variable mediating workload with performance of  $0.373 \times 0.067 = 0.024$ . Then for the total influence of work stress mediating workload with performance  $0.600 + (0.373) \times (0.067) = 0.413$ . So that the total influence obtained is  $0.413 < \text{direct influence } 0.600$ , then it can be stated  $0.413 < 0.600$  and hypothesis 4 which shows that work stress can mediate workload with teacher performance is not statistically tested. This is in accordance with the criteria if the total influence value is smaller than the direct influence value, then work stress cannot mediate workload with teacher performance (H0 is accepted, Ha is rejected).

Work that is too risky with very limited time usage can cause anxiety for a teacher in carrying out his work and responsibilities, but this finding shows that the feeling of anxiety felt by teachers caused by inappropriate use of time will not have an impact on teacher performance, either decreasing or increasing, because inappropriate use of time when assessing learning outcomes will directly have an impact on decreasing performance. Even though a teacher feels anxious, it will not affect teacher performance because of the teacher's readiness to face various situations at work. In addition, building interpersonal relationships with coworkers is very necessary to discuss in order to complete their work according to the targets and goals to be achieved, so that teacher performance is achieved well.

## **CONCLUSIONS AND RECOMMENDATIONS**

The conclusions that can be made based on the results of this research analysis are:

1. Workload has a positive and significant effect on the performance of teachers at SMP Negeri 22 Kota Bekasi. The responsibility given to teachers affects their performance. Schools need to consider the amount of work to be completed and provide sufficient and appropriate use of time for teachers to complete tasks in carrying out learning outcome assessments effectively in order to improve teacher performance.
2. Workload has a positive and significant effect on the work stress of teachers at SMP Negeri 22 Kota Bekasi. It is important for schools to pay attention to the workload properly, schools need to manage time accordingly so that teachers do not experience anxiety in completing their tasks and responsibilities as teachers.
3. Work stress does not affect the performance of teachers at SMP Negeri 22 Kota Bekasi. Stress related to this work does not directly affect performance, so it is very important to maintain this condition so that teacher performance remains optimal. By continuing to regulate communication with colleagues and discussing the results of student learning assessments at the end of the semester, so that work can be achieved properly.
4. Work stress cannot mediate workload with the performance of teachers at SMP Negeri 22 Kota Bekasi. Workload needs to be considered again so that it does not reduce teacher performance, the school should provide appropriate use of time so that teachers can discuss first with fellow teachers for assessment of learning outcomes in order to achieve goals. Because the use of time given in completing work has an impact on anxiety, but this anxiety does not have an impact on performance. Even though it has no impact, it still needs to be considered by the school so that it continues to improve perfectly.

## **FURTHER RESEARCH**

This research still has limitations so further research is still needed on this topic.

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