

Indicator Of Teacher Work Stress

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Abstract: The purpose of this study was to obtain the form of parameter estimates and the form of estimation of fit models on the work stress of temporary teachers in Brebes Regency. The method used in this study is to use the analysis of Structural Equation Modeling (SEM) based on variance, namely Partial Least Square (PLS) to find out the truth of the theoretical concept of the factors that influence work stress. PLS is a powerful analytical method because the method is not based on the number of assumptions where such data does not have to be a normal multivariate distribution and the sample does not have to be large. Silaturahmi variables become intervening variables that can mediate compensation variables against work stress variables. These results can be translated that the work stress experienced by temporary teachers caused by low compensation can be prevented by good silaturahmi between principals and temporary teachers

Keywords: teacher, stress, indicator

1.INTRODUCTION

The limitation in this study is the work stress experienced by temporary teachers due to the status of temporary teachers who have not become civil servants of the state so that the compensation received is different from the civil servants of the state. The model of work stress fit with silaturahmi variables as an intervening variable can be used to control the work stress of temporary teachers. This study resulted in a variable intervening fit model of silaturahmi in mediating stress work on temporary teachers [1]. Empirical research related to the influence of hospitality and work compensation variables on work stress has been carried out, both in educational organizations and non-education organizations. Several empirical studies conducted in non-education organizations provide strong evidence related to the evidence that workplace compensation and compensation have a strong influence on job stress. In connection with the results of these studies, there are allegations that high compensation will result in high work compensation and the impact will reduce work stress instead of low compensation will reduce work compensation and cause high job stress [2]. Arguments that might explain the results of the above research are related to the relationship that work stress depends on friendship and compensation that will be received in the future. Furthermore, the amount of compensation is also mediated by leadership or work stress so that the Robbins theory which states compensation and leadership influences work stress needs to be tested again [3]. Preliminary research related to this topic was conducted. Who found that there was a negative relationship between compensation, leadership and work stress? But the results of this study are different from research. Which formulates the results there is a negative relationship between compensation that is influenced by work stress. In contrast to the results of research in non-education organizations, several studies conducted in educational organizations lacked empirical support related to the proof of the effect of compensation on work stress.

The research was conducted by which shows that the effect of friendship, work compensation and work stress on educational organizations influences the relationship in depth but cannot explain the variables that can mediate these three variables[4]. Research conducted by on educational organizations revealed that there were significant differences in compensation in terms of the principal's work leadership. Contract teachers with lower job leadership stress levels are lower than permanent teachers who have higher job leadership. In this study organizational management aspects also show that low compensation is also involved as a contributor to stress in contract teachers. But this is different research that explains that schools have a significant effect on job stress on teacher work compensation. This is because the results of the study state that the teacher's job stress level is included in the low category with a mean value of 2.37 and the level of teacher work compensation is included in the high category with a mean value of 3.00 [5]. The description of the results that might explain the results of the above research is related above is the stress present due to demands in a person. Like the demanding needs that are valued, the basis for fulfilling the needs of one of them comes from self-esteem rather than compensation. Research conducted strengthens the results that leadership influences work stress [6]. This result is in accordance with McClelland's theory which says that compensation also plays an important role in work stress because it is based on three types of needs namely need for achievement, need for power, and need for affiliation. Still McClelland's theory with his ERG theory reveals that there are three groups of core-life needs, relationships, and growth. What McClelland assumes is that there is a rigid hierarchy in which one must meet low-level needs first before going to the next level, In the research carried out related to work compensation obtained conclusions if the honorarium teacher's perception of compensation increases, their compensation will increase. These results are in accordance with McClelland's theory that compensation is a condition where an individual is required to fulfill his needs[7]. The results of the above research illustrate that feelings of disappointment that the subject receives make the subject experience work stress due to high life demands while the compensation received cannot meet the demands of life. Honorary teachers who experience work stress basically have work compensation, that honorary teachers have the incentive to get the job done as best as possible. Encouraged by this fact, researchers chose the topic of the work stress model with

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the latent variables of compensation, friendship and leadership in honorary teachers. This condition is also strengthened by describes the results of his research if the compensation program is perceived as fair and competitive by the teacher, the school will be easier to attract potential teachers, maintain and compensate temporary teachers[8]. Based on a review of the various theories and results in previous studies, this study will focus on the degree of work stress mediated by compensation, friendship and work stress variables. The purpose of using the work stress variable from this research is to test the theory that leadership, friendship and leadership can control work stress[9].

2. MATERIALS AND METHOD

According to Spielberger's theory, work stress can be managed with appropriate workloads, coping stress, and equal compensation. According to Robbins's theory (1997) there are several factors that influence compensation, namely (1) the level of wages and salaries that apply in various organizations in a particular region. However, it must also be considered the scarcity of workers who have certain knowledge and skills needed by the organization. (2) The demands of trade unions, which are very possible for trade unions to play a role in filing demands for salary / wage rates that are higher than the prevailing level due to various factors of workers' needs to improve the lives and welfare of their members. The role and demands of trade unions need to be taken into account, because if they are not, the workers will be able to launch various activities that can harm the organization and employees themselves. (3) Productivity, that is when employees feel that they do not get reasonable compensation, it is very possible that employees will not work hard, so that their productivity is low and can cause harm to the organization. (4) Organizational policy regarding wages and salaries, which is reflected in the amount of money the employee takes home. Means not only important basic salary, but various other components of organizational policy, such as job allowances, wife allowances, child benefits, transportation allowances, medical assistance, bonuses, expiration benefits and so on (5) Legislation that applies in an area or countries, for example minimum wage rates, overtime pay, employing women, employing children under age, work safety, leave rights, number of working hours in a week, right of association and so on. All good compensation systems cannot be seen from one corner of the organization's interests as labor users only or the interests of employees, but the interests of various parties involved both directly and indirectly[8]. The leadership theory used is transformational theory which states that the process of interacting someone with others can create a solid relationship that produces a high level of trust, which will then have an impact on increasing intrinsic and extrinsic motivation on followers and leaders. In his research stated that increasing hospitality will reduce work stress so that it will ultimately control work stress in his research also suspected that there was a relationship between compensation and work stress. However, provide arguments with a slightly different perspective. He stated that increasing friendship causes compensation to increase and ultimately will reduce stress levels. Furthermore, he argued that under conditions of stress due to low

compensation the teacher would usually work with no maximum capacity so that a friendship was needed to replace compensation. However, such low compensation will cause teachers to be reluctant to do the best work because the rewards offered are not comparable. As a result, in this condition the teacher prefers to find a job that receives equal compensation and earns the work income. This condition causes teacher productivity to decrease[10]. Also uses compensation variables as a part of stress reduction. He revealed that compensation provides a measure of responsibility. Is reinforced by the results of his research which showed that using vector error correction models (VECM) obtained compensation support that was commensurate with the number of responsibilities[9]. Meanwhile, in his research stated that the amount of compensation provided can have a positive influence on teacher leadership activities. However, he further stated that negotiations can reduce the work stress between the principal and the teacher. In his research revealed that the influence of leadership on work stress in school cannot be ascertained (determined) given the different conditions (characteristics) of schools in each region. Reveal that most studies even reveal that leadership has an effect on work stress. This argument is in line with the results of the study which provides empirical evidence that leadership is the most consistent variable (coefficient direction and significance) mediates the compensation variable. Gunasekarage et.al. revealed that many literatures suspect that job negotiation / stress provides a significant influence on compensation. However, in his research using correlational methods said that work stress was significant to compensation. Based on a review of the various theories and results in previous studies, this study will focus on the fit model of job stress levels. The variables used in this study using observed variables or observed variables as many as 11 indicator variables, namely:

- X1: Productivity
- X2: Main Duty
- X3: Cost of Living
- X4: Work Experience
- X5: Competence

Exogenous (Independent) variables used in this study are:

Variable compensation variables and leadership variables.

Intervening variables used in this study are:

Silahturahmi variable

Endogen variables (Dependent) used in this study are:

Job stress variables.

The latent variable that is known in this study consists of 4 variables: friendship variables, compensation variables, leadership variables, and job stress variables. While indicator variables on job stress variables can be defined as manifest variables (observed variables) are as follows:

a. Indicator of compensation variable

1. Productivity
2. Main Position Duty
3. Cost of living

b. Indicators of Leadership

1. Experience
2. Professional competence

The population available is 360 junior/ senior high school honorary teachers in Brebes Regency. The sampling technique used in this study was random sampling, namely

the technique of determining SEM samples with a sample prerequisite test as many as 150 people were used as samples. The SEM analysis with the following stages:

1. Parameter Estimation of SEM - Partial Least Square (PLS):

Estimation of SEM modeling parameters with the PLS approach is obtained through a three-stage iteration process using Ordinary Least Square (OLS), as follows:

- a) The first stage determines the weight estimation to determine the score or calculate latent variable data.
- b) The second stage determines the path estimation (estimation for the inner and outer models) that connects the latent variables and the estimated loading between the latent variables and the indicators.
- c) The third stage determines the average estimation and parameter location for indicators and latent variables.

2. Steps in the analysis of structural equation fit models with SEM-Partial Least Square (PLS):

- f) Model interpretation.

- a) In this study, data analysis on SEM-PLS will use the help of SmartPLS software.
- b) Obtain a concept and theory-based model to design a structural model (the relationship between latent variables) and the measurement model, namely the relationship between indicators with latent variables.
- c) Create path diagrams that explain the pattern of relationships between latent variables and their indicators.
- d) Convert path diagrams into equations.
- e) Evaluate goodness of fit by evaluating the measurement model (outer model) by looking at the validity and reliability. If the valid and reliable measurement model can be done the next step is evaluation of the structural model. If not, then you must reconstruct the path diagram.

3. RESULT AND DISCUSSION

Estimated Model Fit SEM - PLS

Structural Equation Model Analysis with SEM - Partial Least Square (PLS)

1. Construction of Path Diagrams

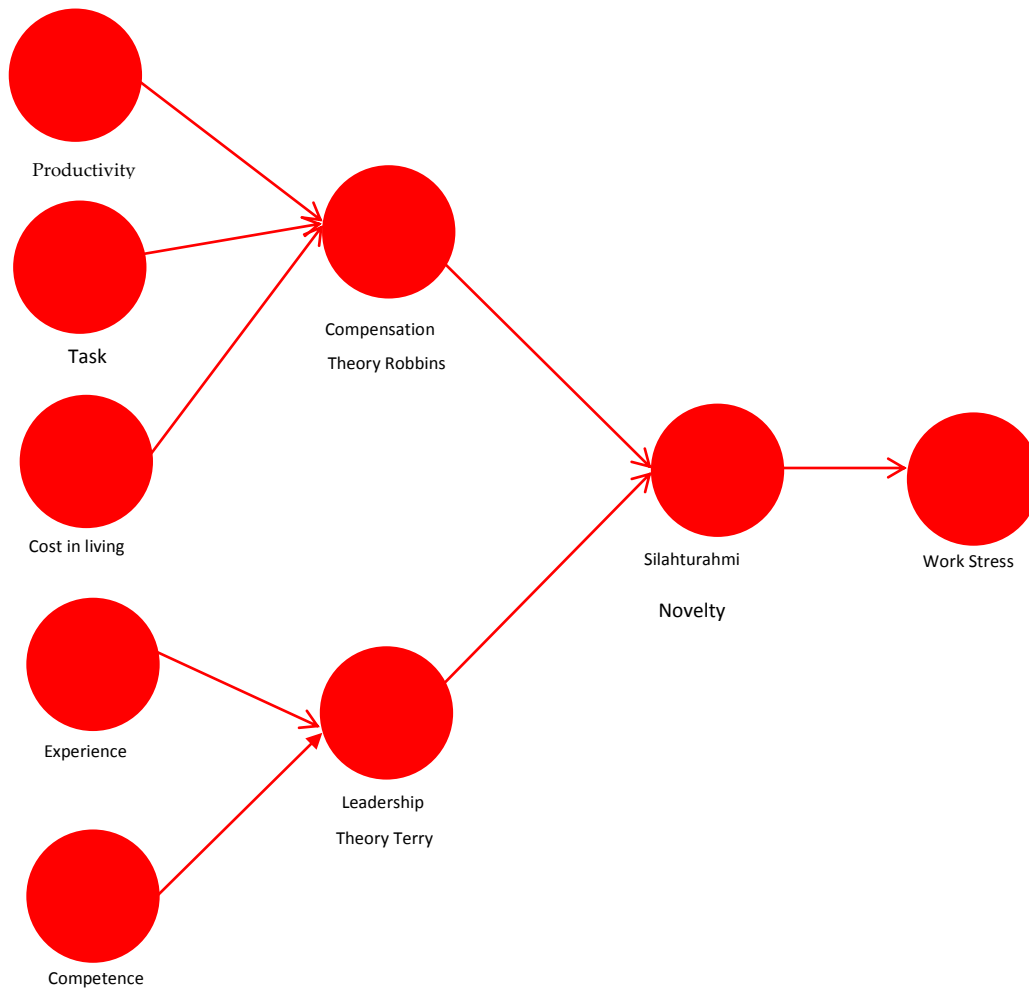


Figure 1.1 Conceptual Framework and Research Theory Framework Based on Structural Equation Models

2. Model Evaluation

a. Evaluation of Measurement Model (Outer Model)

In this study, the validity and reliability testing of each latent variable will be conducted, namely compensation, leadership and job stress variables using Smart PLS software. Individual reflexive size is said to be valid if it has a loading value with the latent variable that wants to be measured, 0.5, if one indicator has a loading value of <0.5 then the indicator must be discarded because it will indicate that the indicator is not good enough to accurately measure

the latent variable. The following is the output of structural equation path diagram on PLS using Smart PLS software.

To test validity

Table 1.1 Validity test

Variable		Loading(λ)	Mean Sub Sampel	Standart error	T-Statistik	Information
Compensation	X2	0.563	0.765	0.103	4.107	Valid and significant
	X3	0.456	0.645	0.104	7.104	Valid and significant
Leadership	X4	0.567	0.734	0.145	6.476	Valid and significant
	X6	0.546	0.745	0.6	2.123	Valid and significant
Silaturahmi	Y1	0.495	0.452	0.148	3.367	Valid and significant
						Valid and significant
Work stress	Y2	1.000	1.000	0.000	0.000	Valid and significant

Based on the results of the table above, it can be concluded that for the exogenous latent variables hospitality, compensation and leadership have AVE values > 0.5 and ≥ 0.7 as well as endogenous latent variables work stress has AVE values > 0.5 and ≥ 0.7 , it can be concluded that the indicators used have good enough reliability or are able to measure the construct.

b. Evaluation of Structural Models (Inner Model)

Structural models can be evaluated by looking at R2 values on endogenous variables and path parameter coefficients (path coefficient parameters). The following hypotheses raised in this study are:

H1: Compensation through friendship affects work stress

H2: Leadership through friendship affects work stress

The results of the structural model can be shown in the following table:

Table 1.2 Structural Models

Relationship Causality	Koefisien Parameter	Standart Error	T - Statistik
Compensation> Silaturahmi > Work Stress	-0.613	0.153	1.313
Compensation> Silaturahmi > Work Stress	-0.528	0.359	1.212

The effect of exogenous latent variables on endogenous latent variables (work stress) in the table above can be explained as follows:

1. Path parameter coefficient obtained from the relationship between compensation variables through silaturahmi of work stress work is -0.413 with a T-statistic value of 1.333 > 1.64 at the significance level of kansu = 0.1 (10%) which states that the friendship variable can mediate variable compensation for work stress variables which means stress work experienced by honorary teachers because low compensation can prevent by hospitality.
2. Path parameter coefficient obtained from the relationship between compensation variables with work stress of -0.528 with a T-statistic value of 1.212 > 1.64 at the significance level = 0.1 (10%) which states that friendship can mediate the variable leadership of the regional head towards variable stress work which means the stress of work experienced by honorary teachers because leadership to the region can be prevented by hospitality. Based on the path parameter coefficients obtained in table 1.2 the structural equation model that is formed is as follows:

National education until now still faces problems related to quality, while the quality of education is very closely related to the condition of the quality of human resources (HR). In the perspective of development theory, development will find it difficult to achieve the expected goals, namely changes that will lead to improvements in the standard of living of the people, if the human resource condition is of poor quality. The main indicators of human resource quality are health, ability and morality, while the last two indicators of human resource quality are educational products. Improving the quality of education is one of the main agendas in the development of national education. Efforts to improve the quality of education are intended to ensure that every educational institution, in this case a school or university, meets certain quality levels and meets the needs

and expectations of stakeholders. This is based on a concept that states, that the quality of education will contribute significantly to the quality of human resources, while quality human resources is a factor that determines the success of national development. Although educators are aware of the diversity of views about the meaning of quality, but when educators talk about the quality of education, eventually educators will see learning outcomes as an indicator. Quality management theory applied in the field of education views that learning outcomes which are indicators of quality education are closely related to the condition of various components of the education system, including instrumental input (curriculum) and the learning process (curriculum implementation). Therefore, in an effort to improve the quality of education in schools among the efforts that need to be made is through curriculum

improvement and its implementation. Curriculum changes in the context of improving the quality of education are driven by various situations and demands, both national and global. Among the national demands that encourage the importance of curriculum change is the implementation of regional autonomy, while the global demand is the occurrence of globalization in various aspects of life. Planning a good future education is to build and improve teacher quality. Building and improving teacher quality means directing teachers to the professionalism that is expected (actual professionalism). One of the government policies in this case the Department of Education to improve and implement a professional management for teachers in Indonesia is to require teachers to have and follow teacher certification. In article 1 point (11) of Law No. 14 of 2005 concerning Teachers and Lecturers it is stated that certification is the process of giving educator certificates to teachers and lecturers. Of course, for a teacher who wants an increase in academic competence will prepare themselves fully to obtain the certification. A professional teacher is a teacher who has competency values in accordance with those outlined in the rules and regulations relating to teacher certification. This as described by regarding professional teachers is: Being able to master the substance of subjects systematically, especially subject matter that is specifically taught. Besides that, he is also required to try to follow the development of the subject matter from time to time. Understand and can apply developmental psychology so that a teacher can choose subject matter based on the level of difficulty in accordance with the development period of students being taught. Having the ability to develop educational programs specifically arranged according to the level of development of students to be taught. This education program is developed in accordance with the objectives of education by combining the choice of subject matter, the level of student development. It is this expertise in developing teaching programs that we can identify as the professional work of a teacher that cannot be done by other professions. In addition to the competence of the teaching staff, in improving the quality of education, the curriculum has a very large and important role. The curriculum is a tool to achieve educational goals. The renewal of the education system will bring meaning if it is done by structuring the curriculum. With the idealization curriculum the form of education can be estimated, both in planning and implementation. It can be said that the curriculum as described is something that is aspired in the field of education. As is known, that every goal is something hope. So, what is planned in the curriculum that is formal (official) basically reflects the ideals (idealization) about the form of results.

4. CONCLUSION

As for the inhibiting factors of increasing community participation are external: the low understanding of the community about the importance of community participation in schools; lack of a good education network; poor communication between school and community; as well as wrong perceptions of quality schools that are influenced by socio-economic and cultural conditions. Internal: Selection of foundation administrators and school principals and teachers who are less competent and well-patterned;

Minimal knowledge about understanding and knowledge of good human resources; inadequate facilities and infrastructure to support the quality of education; and no program to increase community participation. The explanation above shows that community participation, leadership, human resource development, and facilities and infrastructure have an effect on quality improvement efforts. The four elements are interconnected with each other and the lack of one of these elements can have a negative impact on the other three elements. So, it must be done as much as possible to make improvements and improve the quality of the four elements so that the ideals to raise the name of the school in line with other favorite schools can be realized. The principal should always motivate teachers and students to always strive to improve the implementation of their respective tasks, so that the teaching and learning process that they manage can continue to develop properly, and always try to find ways to complete the facilities and infrastructure needed in the learning process such as completing the laboratory and equipment, learning media and other educational support books and so on. School principals should always try to create a comfortable, healthy and conducive climate for school organizations. This will be able to create a sense of comfort for students, thereby increasing motivation to learn and get maximum learning results. As a principal, the competency of the principal must exceed the competency of an ordinary teacher. A school principal must have dimensions of personality competence, managerial, entrepreneurship, supervision, and social.[8] The teacher council should not be quickly satisfied with the results achieved by students but should always strive to improve their professionalism by reading a lot and applying knowledge clearly owned to students and is expected to always motivate students to learn well. So as to achieve the main objectives of education, the role of educators should not only be oriented to academic values that are fulfilling cognitive aspects, but also oriented to how a student can learn from the environment from the experience and greatness of others, from the wealth of the vast expanse of nature, so with the establishment the existence of duties and roles of teachers in the world of education, especially in teaching and learning activities activities are expected to be able to know the duties and responsibilities of educators and expected to establish a harmonious relationship with students so that the hope of achieving educational goals can be easily realized[9]. For parents or guardians of students and the community would be able to increase cooperation with the school in an effort to improve teaching and learning processes that are more effective and efficient, especially cooperation in motivating student learning, cooperation in holding or fulfilling and completing the facilities and infrastructure of teaching and learning needs students, both at home learning facilities and those needed at school[11]. For the government, especially the Ministry of National Education should be able to increase assistance as much as possible to the private schools in meeting the needs of adequate educational equipment so that the quality of education will improve. Various efforts to improve the quality of education seemed to never stop. Many reform agendas have been, are being and will be implemented. Even various innovative programs also participated in enlivening education reform. However, these reforms will not be effective without the restructuring of education,

namely improving the pattern of relationships between schools and their environment and the government, patterns of planning development and managerial development patterns, teacher empowerment and restructuring of learning models[12].

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