

# The Effect of Workload and Work Stress on the Performance of Teachers of SMK Kr. Pelangi Makale in Tana Toraja

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## Abstract

*This study aims to provide benefits and contributions in the form of additional insight/views in the field of management, especially in analyzing the effect of workload and work stress on the performance of teachers at SMK Kr. Pelangi Makale in Tana Toraja. And also this research is expected to provide new input and discourse in improving teacher performance by knowing and following up on workload and work stress problems experienced by teachers, and in the future can help in improving human resources in general and especially in educational institutions. The type of research used in this study is a quantitative descriptive analysis approach, namely by collecting data through questionnaires to describe the bond between the independent variables in the form of workload and work stress with the dependent variable, namely teacher performance where the object of research is taken at SMK Kr. Pelangi Makale in Tana Toraja. In the results of the measurement of work stress, the average value is included in the medium category. If it is related to Robbins's (2008) statement, the medium category in measuring work stress is included in the optimum level of stress. Where at this level having the right amount of stress can spur a person to have enthusiasm in dealing with problems, so that this attitude creates a sense of satisfaction with the work performance achieved is good. So the results of this study show that if work stress is added, then performance will also increase.*

## Keywords

work stress; performance of teachers; workload



## I. Introduction

Human Resources (HR) is the most important component in a company or organization to run the business it does (Niati et al., 2021). In a company or institution, human resources are one of the main aspects that play an important role that must be managed properly. Hasibuan (2014) explained that human resources are all humans who play a role in an institution to try to achieve targets in the organization. Thus, it can be concluded that HR is the key driving force in achieving the targets set by the institution in which they pursue their careers. Therefore, the quality of human resources should be one of the main benchmarks in recruiting quality human resources. Thus, it is hoped that by having qualified human resources, the targets that are the goals of the institution can be fulfilled optimally.

The performance of a teacher in a school is the main key in ensuring the quality of the education itself. Referring to the policy of the Minister of State Apparatus Empowerment No. 16 of 2009, teacher performance can be assessed on the basis of: 1) mastering the subject matter; 2) designing teaching and learning activities (KBM); 3) skills in running and managing teaching and learning activities; 4) skills in carrying out evaluations; and 5) skills in providing tutoring to improve student learning.

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In this study the SMK Kr. Pelangi Makale in Tana Toraja must pay attention to factors that affect teacher performance, namely in this case focusing on workload and stress factors. SMK Cr. Pelangi Makale with the status of a vocational high school with the vision "To become a vocational high school that provides superior, reliable and professional middle-level skilled workers and can participate in further education according to their vocational field." Thus, in realizing this vision into reality, the human resources of the teaching staff at the school are required to show good work performance in carrying out KBM in schools. However, based on the recapitulation of teacher performance assessments in 2020 at SMK Kr. Pelangi Makale found that the performance of the teachers of SMK Kr. Pelangi Makale is still not optimal.

Teacher at SMK Kr. Pelangi Makale is caused by a number of factors, namely: the increase in work stress caused by the workload of teachers which can be viewed in terms of the number of demands for teaching hours that must be achieved in one week with 6 (six) working days of 37 lessons; subject matter in one semester as many as 16 Basic Competencies (KD), while working time is limited; In addition, the teacher must prepare 16 lesson plans in one semester and must be completed according to the design.

This research is expected to provide benefits and contributions in the form of additional insight/views in the field of management, especially in analyzing the effect of workload and work stress on the performance of teachers at SMK Kr. Pelangi Makale in Tana Toraja. And also this research is expected to provide new input and discourse in improving teacher performance by knowing and following up on workload and work stress problems experienced by teachers, and in the future can help in improving human resources in general and especially in educational institutions.

## **II. Review of Literature**

### **2.1 The Effect of Workload on Teacher Performance**

Workload is a number of activities that must be completed by an organizational unit or position holder within a certain period of time (Dhanita, 2010). Based on the statement put forward by Siswanto in Ellyzar et al. (2017) "Workload is a number of activities that must be completed by an organizational unit or position holder systematically using job analysis techniques, workload analysis techniques, or other management techniques within a certain period of time to obtain information about the work efficiency and effectiveness of a unit organization."

The results of Elfadilla's research (2018) found that workload had a negative effect on employee performance at BRI Syariah KCP Metro. The results of the same research have also been carried out by Rachman (2020) namely workload and work motivation have a negative effect on teacher performance at SDIT At-Taqwa Surabaya. The workload is an obstacle faced by the workforce caused by several factors originating from internal or external to the worker. So, the first hypothesis in this study is as follows:

H1: Workload has a negative effect on teacher performance at SMK Kr. Pelangi Makale in Tana Toraja.

### **2.2 The Effect of Job Stress on Teacher Performance**

Stress can appear as a reaction resulting from pressure that comes from an imbalance between deadlines and a person's ability to carry out their work tasks. Work stress is a feeling of pressure faced by employees in doing work (Mangkunegara, 2010).

Hidayat's research (2016) found that stress negatively affects the performance of teaching staff at SMPN 2 Sukodono in Kab. Lumajang. This means that if stress increases, the performance of the teaching staff will decrease. The results of this study are in line with the research found by Jatmiko (2015), namely work stress has a negative effect on teacher performance at SDN Ngrampal Sragen, where teacher performance will decrease if work stress increases. So, the second hypothesis in this study is as follows:  
H2: Work stress has a negative effect on the performance of SMK Kr. Pelangi Makale in Tana Toraja.

### 2.3 The Effect of Workload and Work Stress on Teacher Performance

The research entitled "The Influence of Workload, Job Stress and Job Satisfaction on the Performance of Gran Puri Hotel Employees" conducted by Rindorindo et al., (2019) found that workload and work stress have a negative effect on the performance of Gran Puri hotel employees and have a percentage result of 72.3% for the correlation coefficient test and the coefficient of determination, namely workload and work stress, where the percentage is classified as having very strong relationship to employee performance. This should be a challenge for superiors to pay more attention to the originators of the emergence of workload and work stress in the workplace. Furthermore, research from Wahdaniah & Gunardi (2018) produced a study similar to Rindorindo's research, namely the results of the study stated that workload and work stress simultaneously had a negative influence on employee performance at the Majene Regency Public Works Service by 84.2%. Researchers found that the assignment of too many tasks, the introduction of night work hours, and the lack of rest time had caused the workload to feel heavier. Meanwhile, the work stress of employees increases due to employees not being able to meet the targets that must be met by the leadership. The non-fulfillment of this work target is caused by the work given by the leadership that is not in accordance with the abilities possessed by the employee so that the work cannot be completed as expected, causing frustration for the employees. Another similar research conducted by Utami (2019) has research results that work stress and workload have a partial negative effect, where work stress affects the processes and conditions of employees, while the workload is felt to be too high by employees of PT. Bank Sumut Medan Coordinator Branch Office due to too many work demands that are not in accordance with the availability of time so that this has an effect on not being able to complete the work at the specified time. So, the final hypothesis in this study is as follows:

H3: Workload and work stress have a negative effect on teacher performance at SMK Kr. Pelangi Makale in Tana Toraja.

### Hypothesis Framework

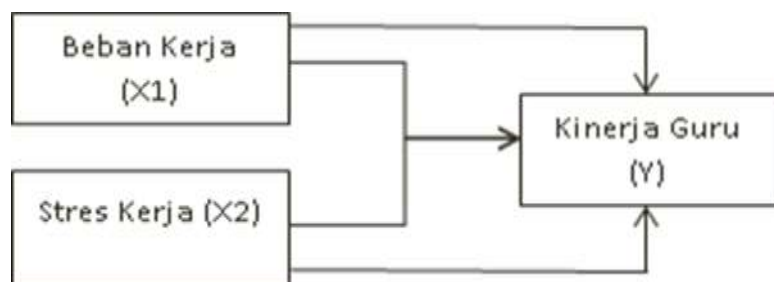


Figure 1. Hypothesis Framework

Based on the hypothesis above, to achieve the objectives of this study, the researcher uses multiple linear regression techniques, where with this technique the researcher will test the hypothesis which states that there is a partial influence and joint influence between the independent variables, namely workload (X1) and work stress (X2) on the dependent variable, namely teacher performance (Y).

### **III. Research Method**

#### **3.1 Types of Research**

The type of research used in this study is a quantitative descriptive analysis approach, namely by collecting data through questionnaires to describe the bond between the independent variables in the form of workload and work stress with the dependent variable, namely teacher performance where the object of research is taken at SMK KR. PELANGI MAKALE in Tana Toraja.

#### **3.2 Population and Sample**

Population is one of the important factors in research, because the subject of a study is part or all of the population. According to Sukardi (2007) "population in principle is all members of groups of humans, animals, events, or objects that live together in one place and are planned to be the target of conclusions from the final results of a study". The population in this study were all teachers at SMK Kr. Pelangi Makale for the 2020/2021 academic year, totaling 39 people.

According to Sugiyono (2007) "the sample is part of the number and characteristics possessed by the population". Meanwhile, according to (Arikunto, 2010) suggests that "the sample is part or representative of the population being studied and if the subject is less than 100, then it is better to take all so that the research is a population study".

Based on the opinions of the experts above, the sample in this study is the entire research population. This is because the number of research populations is less than 100, so the researchers used a total sampling technique as a sampling technique, namely 39 teachers.

#### **3.3 Method of Collecting Data**

Research data is an important factor that is considered in determining the method of data collection. The type of data used in this study is primary data in the form of a review in terms of workload and work stress to determine whether workload and work stress affect teacher performance in SMK KR. PELANGI MAKALE. The data were obtained from all teachers at SMK Kr. Pelangi Makale who were the samples in this study and the data was obtained by means of a questionnaire.

### 3.4 Operational Definition and Measurement of Variables

**Table 1.** Operational Definition

No	Variable Study	Definition Variable	Dimension	Indicator
1	Teacher performance	Real work results in quantity and quality achieved by teachers in carrying out their work with given responsibilities such as: preparation of learning plans/systems, implementation of learning, evaluation and analysis (Wahyudi, 2014)	<p>Work quality</p> <p>Coordination</p> <p>Punctuality</p> <p>Ideas (Wahyudi, 2014)</p>	<p>The quality of the work in accordance with the target of the school</p> <p>Have skills in coordinating with other teachers in supporting the student learning process</p> <p>Work completed on time</p> <p>Contribute to schools in the form of ideas to achieve achievement in the Vocational High School (SMK) index</p>
2	Workload	Workload is one aspect that can increase employee performance or performance, where this aspect should be concern for each institution/organization.	The complexity of the work	The high complexity of the work between teaching and preparing lesson plans
		(Sutarto, 2006)	<p>Job difficulty level</p> <p>Job dependents</p> <p>Diversion work</p> <p>Transfer of authority (Sutarto, 2006)</p>	<p>The level of difficulty of work is high, causing the workload to increase</p> <p>The volume of work is very large</p> <p>There is a transfer of work between one teacher to another teacher</p> <p>There is a transfer of authority between one teacher to another teacher</p>

3	Work Stress	Work stress is a tense state that affects one's way of thinking, emotions, and conditions which in the end excessive stress can threaten a person's ability to deal with the environment and the implementation of his work is disrupted. (Handoko, 2008)	Pressure  Availability time  Quality supervision  Disputes between teachers and groups Deadline (Handoko, 2008)	Feeling pressured to do work  Lack of time given by the school for preparation of lesson plans  The lack of supervision by the principal in filling out the lesson plans and syllabus  There are disputes between teachers and other groups in the school Feelings of urgency due to a predetermined deadline in completing work very close
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In this study, the instrument used was a questionnaire. Because the data obtained is ordinal, therefore this study uses a Likert Scale. By using this scale, the variables in this study are translated into measurable indicators. This measurable indicator can be used as a starting point in making statements that need to be answered by respondents.

**Table 2.** Rating Scale for Positive and Negative Statements

No	Information	Positive Score	Negative Score
1	Strongly agree	5	1
2	Agree	4	2
3	Doubtful/Neutral	3	3
4	Disagree	2	4
5	Strongly Disagree	1	5

### 3.5 Data Analysis Technique

The analytical technique used in this research is descriptive statistical technique, with the help of the Statistical Package for Social Science (SPSS) 25 computer program for windows. Descriptive statistical techniques are methods related to the collection, processing, presentation, and analysis of quantitative data descriptively. The research data will be analyzed using the classical assumption test which includes: validity test, reliability test, normality test, multicollinearity test, heteroscedasticity test, and hypothesis testing.

### 3.6 Validity and Reliability Test

The validity test was carried out to see and measure carefully and precisely the research questionnaire. Where according to Saifudin (2011) the questions on the research questionnaire are declared valid if  $r_{count} > r_{table}$ .



Meanwhile, the reliability test was carried out to see how consistent the responses from the respondents were. According to Saifudin (2011), the data is declared reliable if the response given is consistent with Cronbach's Alpha value  $> 0.60$ .

### **3.7 Classic Assumption Test**

Classical assumption test is a test of statistical assumptions in OLS-based multiple regression analysis (Parlembang, 2010). The following is the classical assumption test used in this study:

#### **a. Normality Test**

This test is usually used to test data in regressions that have problems or are even normally distributed. This test is needed to test the variables with the assumption that the residual values are normally distributed (Insukindro, 2003).

#### **b. Multicollinearity Test**

This test aims to test whether there is a correlation between the independent variables in the regression model, where a good regression model should not have multicollinearity symptoms. One way to detect the presence or absence of multicollinearity symptoms is to use the partial correlation method. This partial correlation method has guidelines if  $R^2 > \text{partial correlation}$  in the independent variable, the conclusion is that there is no multicollinearity symptom. However, if  $R^2 < \text{partial correlation}$  in the independent variable, it can be concluded that there is a symptom of multicollinearity (Ghozali, 2013).

#### **c. Heteroscedasticity Test**

This test is carried out to see whether in this model there is a difference between the residuals of one observation to another observation (Insukindro, 2003).

#### **d. T Test**

This test is used to see the significance of each independent variable that affect the dependent variable (Putri, 2017). In this test to see whether  $H_a$  is accepted by looking at the probability value, if the value is smaller than  $= 5$  percent or  $0.05$  then  $H_0$  is rejected and  $H_a$  is accepted.

#### **e. F Test**

This test shows whether the independent variables have a simultaneous effect to the dependent variable. In this test to see whether  $H_a$  is accepted by looking at the probability value, if the value is greater than  $= 5$  percent or  $0.05$  then  $H_0$  is rejected and  $H_a$  is accepted. This shows that the independent variables simultaneously have an effect on the dependent variable and vice versa (Kuncoro, 2003).

### **3.8 Hypothesis Testing**

This test uses multiple linear regression testing between two or more independent variables ( $X_1, X_2, \dots, X_n$ ) with the dependent variable ( $Y$ ). The multiple linear regression equations are:  $Y$  is teacher performance as the dependent variable,  $a$  is constant,  $b$  is regression coefficient,  $X_1$  is workload and  $X_2$  is work stress.

## IV. Results and Discussion

### 4.1 Results

This objective aims to examine the effect of workload and work stress on teacher performance in SMK Kr. Pelangi Makale in Tana Toraja. In this discussion, it will be shown related to the analysis of research data which has the aim of confirming the research hypothesis. By going through the flow of data analysis that has been determined, it can later be seen whether the findings can or not answer the research hypothesis that has been formulated. The flow of research data analysis in the form of descriptive analysis, validity test, reliability test, classical assumption test consisting of normality test, multicollinearity test, heteroscedasticity test, multiple linear analysis, and test and F test. In analyzing this data, the researcher used SPSS 25 (Statistical Product and Service Solution 25).

#### a. Demographic Characteristics of Respondents

In the table below, it can be seen the demographics of the respondents in the form of a percentage of the results of the distribution of questionnaires that have been distributed and filled out by 39 teachers at SMK Kr. Pelangi Makale in Tana Toraja which includes: gender, age, last education and teaching period.

#### b. Respondents by Gender

**Table 3.** Respondents by Gender

<b>Type</b>		
<b>Sex</b>	<b>Amount</b>	<b>Percentage</b>
Man	22	56.41%
Woman	17	43.59%
<b>Total</b>	<b>39</b>	<b>100%</b>

Source: Primary data obtained, 2021

In table 3 above, it can be seen that the total respondents were 39 respondents who were distinguished by their gender, namely men by 56.41% or 22 people and female sex by 43.59% or as many as 17 people. So it can be said that the respondents are dominated by male respondents.

#### c. Respondents by Age

**Table 4.** Respondents by Age

<b>Age</b>	<b>Amount</b>	<b>Percentage</b>
21-30	10	25.64%
31-40	12	30.77%
41-50	11	28.21%
51-60	6	15.38%
<b>Total</b>	<b>39</b>	<b>100%</b>

Source: Processed primary data, 2021

In table 4 above, it can be seen that respondents aged 51-60 are the minority of respondents. This is because from a total of 39 respondents there are only 6 respondents or 15.38% aged 51-60. Furthermore, respondents aged 31-40 are the age group with the



highest number, namely 30.77% (12 people), followed by the second highest number of respondents aged 41-50 with 28.21% (11 people). And the third highest rank is respondents aged 21-30 by 25.64% or 10 people.

#### d. Respondents based on Last Education

**Table 5.** Respondents Based on Last Education

<b>Education</b>	<b>Amount</b>	<b>Percentage</b>
high school	0	0%
D1	0	0%
D2	0	0%
D3	0	0%
S1	39	100%
Other	0	0%
<b>Total</b>	<b>39</b>	<b>100%</b>

Source: Processed primary data, 2021

In table 5 above, it can be seen that the respondents overall have an undergraduate education background.

#### e. Respondents based on Teaching Period

**Table 6.** Respondents Based on Teaching Period

<b>Time Teach</b>	<b>Amount</b>	<b>Percentage</b>
< 2 yrs	5	12.82%
2-3 yrs	5	12.82%
4-5 years old	1	2.56%
> 5 years old	28	71.79%
<b>Total</b>	<b>39</b>	<b>100%</b>

Source: Processed primary data, 2021

In table 6 above, it can be seen that the teaching period of the respondents was dominated by teachers whose teaching period was more than five years, namely 28 respondents or 71.79%. Meanwhile, teachers with a teaching period of 4-5 years only have 1 respondent or 2.56%. Furthermore, the teaching period with a duration of less than 2 years and a duration of 2-3 years each has the same number of teachers as 5 people or 12.82%.

#### f. Descriptive Analysis

According to Sugiyono (2018), the value of the measurement results using the Likert scale can be categorized into 3 categories, which can be seen as shown in the table below.

**Table 7.** Value Category

No	Score	Category
1	1.00 – 2.33	Low
2	2.34 – 3.66	Currently
3	3.67 – 5.00	Tall

In accordance with the results of the analysis, the data obtained are related to the performance of teachers in SMK Kr. Pelangi Makale in Tana Toraja. The results of the descriptive statistical analysis are shown in the tables below.

### g. Teacher Performance

**Table 8.** Categories of Teacher Performance Measurement

No	Dimension	mean	Category
1	Work quality	2.62	Currently
2	Coordination	3.03	Currently
3	Punctuality	2.33	Low
4	Idea	1.59	Low
	Average	2.39	Currently

Source: Primary data processed in 2021

Table 8 above is the measurement result of the teacher performance variable which consists of 4 dimensions. The results that can be seen in the measurement of this variable indicate that the respondents answered with the level of the medium and low categories, namely the mean score of work quality 2.62, coordination 3.03. Punctuality 2.33, and ideas 1.59. The medium category level is on the dimensions of work quality and coordination, for the low level, namely on the dimensions of timeliness and ideas. This indicates that the teacher of SMK Kr. Pelangi Makale

Makale in Tana Toraja only gave a few ideas for achieving achievement in the SMK index. In addition, time management in completing tasks on time is also still low. Meanwhile, the level of ability to coordinate with other teachers in supporting the learning process is at a moderate level. This can be seen from the results of the work quality of teachers who are at a medium level, not high.

### h. Workload

**Table 9.** Category of Workload Measurement

No	Dimension	mean	Category
1	The complexity of the work	3.23	Currently
2	Job difficulty level	3.26	Currently
3	Job dependents	3.21	Currently
4	Diversion work	3.03	Currently
5	Transfer of authority	3.00	Currently
	Average	3.14	Currently

Source: Primary data processed in 2021

Table 9 above is the measurement result of the workload variable which consists of 5 dimensions. The results that can be seen in the measurement of this variable indicate that the respondents answered with a moderate category level, namely the mean score of work complexity is 3.23, the level of difficulty of work is 3.26. Job dependents 3.21, job transfers 3.03, and transfers of authority 3.00. The measurement results on the workload variable indicate that the respondents stated that the level of workload they had was moderate, not low and not high. Where this indicates that the respondents feel quite burdened by the workload given by the school to do. The moderate level in all dimensions of this workload variable can be seen in the performance of teachers who are stingy with giving ideas and performance that has not been maximized.

### i. Work Stress

**Table 10.** Categories of Work Stress Measurement

No	Dimension	mean	Category
1	Pressure	3.26	Currently
2	Availability time	3.23	Currently
3	Quality supervision	3.26	Currently
4	Disputes between teachers and groups	3.00	Currently
5	Deadlines	3.00	Currently
	Average	3.15	Currently

Source: Primary data processed in 2021

The output in table 10 above is the measurement result of the workload variable consisting of 5 dimensions. The results that can be seen in the measurement of this variable show that the respondents answered with a moderate category level, namely the mean score of pressure 3.26, availability of time 3.23. Quality of supervision 3.26, Disputes between teachers and groups 3.00, and deadlines 3.00. The measurement results on the workload variable indicate that the respondents stated that their level of work stress was moderate, not low and not high. This shows that the respondents feel quite depressed in doing their jobs. This is related to the low measurement results on teacher performance in completing work on time. However, on the dimension of time availability, it can also indicate that the time given by the school is not enough in preparing the RPP so that this has an impact on missing the target time in completing other teacher work outside the preparation of the RPP.

### j. Validity and Reliability Test

**Table 11.** Validity Test

	No	Pearson Correlation	R <sub>table</sub>	Information
Performance Teacher	Y1	0.381	0.316	Valid
	Y2	0.376	0.316	Valid
	Y3	0.368	0.316	Valid
	Y4	0.362	0.316	Valid
Workload	X1.1	0.783	0.316	Valid
	X1.2	0.760	0.316	Valid
	X1.3	0.737	0.316	Valid

	X1.4	0.600	0.316	Valid
	X1.5	0.626	0.316	Valid
Stress Work	X2.1	0.790	0.316	Valid
	X2.2	0.783	0.316	Valid
	X2.3	0.790	0.316	Valid
	X2.4	0.578	0.316	Valid
	X2.5	0.625	0.316	Valid

Source: Primary data processed in 2021

In table 11 above, it can be seen that the results of the validity test were calculated by using the Pearson correlation analysis and using an analytical tool in the form of Statistical Product and Service Solution 25 (SPSS 25) indicating that the statement items overall has a positive correlation and is greater than the R table value of 0.361. Therefore, all statement items are declared valid and can carry out further research.

**Table 12.** Reliability Test

Variable	Cronbach's Alpha	Information
Teacher Performance (Y)	0.992	Reliable
Workload (X1)	0.647	Reliable
Work Stress (X2)	0.651	Reliable

Source: Primary data processed in 2021

After all statements are declared valid, then the reliability test is carried out using the Cronbach's Alpha method which can be seen in table 12 above. The results of the reliability test obtained are that all variables have a Cronbach's Alpha value which is more than the reliability coefficient of 0.60 and the results of this test all variables are categorized as high reliability and very high reliability. After the data passes the validity and reliability tests, the data can be carried out for further research, namely the normality test shown in table 13.

### k. Normality test

**Table 13.** Normality Test  
One-Sample Kolmogorov-Smirnov Test

		Unstandardized Residual
N		39
Normal Parameters, b	mean	.0000000
	Std. Deviation	2.07587026
Most Extreme Differences	Absolute	.156
	Positive	.156
	negative	-.137
Test Statistics		.156
asympt. Sig. (2-tailed)		.018c

Monte Carlo Sig. (2-tailed)	Sig.		.280d
	99% Confidence interval	Lower Bound	.269
		Upper Bound	.292

Source: Results of questionnaire data processing in 2021

In table 13 above, the significance value of the normality test conducted by the Monte Carlo test is 0.280. It can be said that the data that has been tested is normally distributed because the significance value is more than 0.05.

### I. Multicollinearity Test

**Table 14.** Multicollinearity Test

<b>Model Summary<sup>b</sup></b>				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483a	.233	.191	2.133

a. Predictors: (Constant), Job Stress, Workload

b. Dependent Variable: Teacher Performance

**Table 15.**  
**Coefficients<sup>a</sup>**

Model		Unstandardized Coefficients		Standardized Coefficients		Correlations			
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part
1	(Constant)	1,847	2,362		.782	.439			
	Burden Work	.375	.827	.368	.454	.653	.483	.075	.066
	Work Stress	.116	.808	.116	.143	.887	.478	.024	.021

a. Dependent Variable: Teacher Performance

Source: Primary data that has been processed in 2021

In the calculation results of table 14 and 15 above, it is found that the value of R Square is 0.233, which is greater than each of the partial correlations of the workload variable of 0.075 and the work stress variable of 0.024. So, it can be concluded that in the regression model the independent variables tested are free from multicollinearity symptoms.

### m. Heteroscedasticity Test

**Table 16.** Heteroscedasticity Test  
Coefficients<sup>a</sup>

Model		Unstandardized		Standardized	t	Sig.
		Coefficients	Coefficients	Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-.015	.019		-.774	.444
	TRANSFORM_	.262	.195	.615	1.346	.187
	X1					
	TRANSFORM_	2011E-5	.000	.343	.751	.458
	X2					

a. Dependent Variable: ABS\_RES

Source: Primary data that has been processed in 2021

From the results of the heteroscedasticity test in table 16 above, it can be seen that the significance value of the two independent variables squared with ABS\_RES is more than 0.05. So it can be stated that in the regression model there is no heteroscedasticity problem or it can be said that the regression model is free of heteroscedasticity.

### n. Hypothesis Testing: Multiple Linear Analysis

After the data is declared to have passed the classical assumption test, then hypothesis testing is carried out. Testing this hypothesis uses multiple linear regression testing, where the test results can be seen in the output tables 17, 18, and 19.

**Table 17.** Multiple Linear Analysis Results

Model		Unstandardized		Standardized	T	Sig.
		Coefficients	Coefficients	Coefficients		
		B	Std. Error	Beta		
1	(Constant)	1,847	2,362		.782	.439
	Workload (X1)	.375	.827	.368	.454	.653
	Work Stress (X2)	.116	.808	.116	.143	.887

a. Dependent Variable: Teacher Performance

Source: Primary data that has been processed in 2021

According to the table above, it can be seen that the results of the multiple regression equation analysis, namely:

$$Y = 1.847 + 0.375X1 + 0.116X2$$

In accordance with the regression equation above, it can be explained that: 1) The value of the constant (a) is 1,847. This can be interpreted that if the workload and work stress do not shrink and increase, then the constant value will not change, which is 1,847. 2) The value of the workload coefficient (X1) is 0.375 where the value is positive. It can be explained that there is a positive relationship between workload (X1) and teacher performance (Y), so that if there is an increase in workload, teacher performance will also



increase. 3) The value of the work stress coefficient (X2) is 0.116, and the value is positive. This means that there is a positive relationship between the work stress variable and the dependent variable, namely teacher performance, so that if there is an increase in work stress, the teacher's performance will also increase.

**Table 18.** Model Summary  
*Model Summary*

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.483a	.233	.191	2.133

a. Predictors: (Constant), Job Stress, Workload

According to the output of table 18, it can be seen that the value of R Square is 0.233 or 23.3%. The figure of 23.3% from the percentage of 100% means that the workload and work stress variables together have an effect on teacher performance of 23.3%. While 76.7% is the remaining number of reductions from the percentages of 100% and 23.3%. The figure of 76.7% means that the teacher's performance (Y) also gets other influences by variables outside of the observed workload (X1) and work stress (X2) variables.

#### o. T test

**Table 19.** T Test Results

Variable	T		
	count	T table	Sig.
Workload (X1)	0.454	2.028	0.653
Work Stress (X2)	0.143	2.028	0.887

Source: Primary data that has been processed in 2021

According to the output of the table above on the workload variable (X1), it can be seen that the significance value is  $0.653 > \text{probability } 0.05$  and the t value is  $0.454 < \text{the t table value } 2.028$ . So it can be concluded that the workload has no significant effect on teacher performance.

The work stress variable (X2) has a t-count value of 0.143 which is greater than the t-table value of 2.028 and a significance value of 0.887, which is greater than 0.05, which means that the work stress variable has no significant effect on teacher performance.

#### p. F test

**Table 20.** F test

Model		Squares	df	Mean Square	F	Sig.
1	Regression	49,839	2	24,919	5.478	.008b
	Residual	163.751	36	4,549		
	Total	213.590	38			

a. Dependent Variable: Teacher Performance

b. Predictors: (Constant), Job Stress, Workload

Source: Primary data that has been processed in 2021

The output in table 20 above can be seen that the significance value for the effect of workload and work stress variables simultaneously on teacher performance is 0.008 which is smaller than 0.05. The calculated F value is 5,478 which is greater than the F table for 0.05 probability is 3.252, so it can be concluded that the workload and work stress variables simultaneously affect the Y variable, namely teacher performance.

## **4.2 Discussion**

### **a. Effect of Workload on Teacher Performance**

The first hypothesis states that workload has a negative effect on teacher performance at SMK Kr. Pelangi Makale in Tana Toraja. The results of the t test produce a t count value of  $0.454 < t$  table value of 2.028 and a significance value of  $0.653 > 0.05$  probability. This means that the workload has no significant effect on teacher performance.

From the results of the linear regression test, it can be seen that the B value in the workload variable is 0.375 where the value is positive. It can be explained that there is a positive relationship between workload (X1) and teacher performance (Y), so that if there is an increase in workload, teacher performance will also increase. So, the results of this test state that the workload has a positive and insignificant effect, so H1 is rejected.

The results of this study are relevant to the research conducted by Adityawarman et al. (2016) entitled "The Influence of Workload on Employee Performance at PT. Bank Rakyat Indonesia (Persero) Tbk Krekot Branch" obtained the results that workload had a positive effect on employee performance with a significance value of 5%  $p = 0.10882$  and t count  $13.45 > t$  table 1.96.

### **b. The Effect of Work Stress on Teacher Performance**

The second hypothesis states that work stress has a negative effect on the performance of SMK Kr. Pelangi Makale in Tana Toraja. The results of the t-test produce a t-count value of 0.143 which is greater than the t-table value of 2.028 and a significance value of 0.887 which is greater than 0.05, which means that work stress has no significant effect on teacher performance.

From the results of the linear regression test, it can be seen that the B value for the work stress variable is 0.116, where the value is positive. It can be explained that there is a positive relationship between work stress (X2) and teacher performance (Y), so that if there is an increase in work stress, the teacher's performance will also increase. So, the results of this test state that work stress has a positive and insignificant effect, so H2 is rejected.

The results of this study are relevant to the research conducted by Setiawati (2020) entitled "The Effect of Work Stress and Work Motivation on Teacher Performance at SMK Darmawan" found in his research that stress and work motivation both have a positive effect on teacher performance at SMK Darmawan, in where the t test produces t count work stress  $3,560 > t$  table 2,042 and the value of R square is 0.533 or 53.3% work stress and work motivation simultaneously have a positive effect on teacher performance.

### **c. The Effect of Workload and Work Stress on Teacher Performance**

The second hypothesis states that workload and work stress have a positive effect on teacher performance at SMK Kr. Pelangi Makale in Tana Toraja. The results of the f test produce a significant value for the effect of workload and work stress variables simultaneously on teacher performance of 0.008 which is smaller than 0.05. The calculated F value is 5.478, which is greater than F table for 0.05 probability is 3.252, so it can be concluded that the workload and work stress variables simultaneously have a

positive/significant effect on variable Y, namely teacher performance. This means that if there is an increase in workload and work stress, the teacher's performance will also increase. The results of this test prove that H3 can be rejected

This research is in line with research by Roman & Ichsan, Rully Moch. SS., (2021), which in his research found that workload and work stress partially and simultaneously have a positive effect, where the coefficient value  $b_1 = 0.345$  which means that if the workload is increased by 1 time the higher, then the value of employee performance will increase. While the value of the coefficient  $b_2 = 0.534$ , which means that if work stress is increased 1 time higher, then the employee's performance will also increase by 0.534.

## V. Conclusion

According to the results of research data analysis the effect of workload and work stress on the performance of teachers at SMK Kr. Pelangi Makale in Tana Toraja can be concluded, among others: 1) In accordance with the results of the t test, it shows that workload and work stress partially have an insignificant effect on teacher performance. 2) In accordance with the results of the f test, it can be seen that workload and work stress simultaneously affect the performance of teachers at SMK Kr. Pelangi Makale in Tana Toraja. 3) Based on the results of multiple linear regression analysis, it is known that workload and work stress both have a positive effect on teacher performance.

In the results of the measurement of work stress, the average value is included in the medium category. If it is related to Robbins's (2008) statement, the medium category in measuring work stress is included in the optimum level of stress. Where at this level having the right amount of stress can spur a person to have enthusiasm in dealing with problems, so that this attitude creates a sense of satisfaction with the work performance achieved is good. So the results of this study show that if work stress is added, then performance will also increase.

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