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Analysis of the Effect of Work Stress and Non-Physical Work Environment on Teacher Performance

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This study aims to determine the impact of work stress and non-material work environment on teachers' performance in Bandar Lampung High School. The population of this study is high school teachers in Bandar Lampung and a sample of 42 teachers was used. Data analysis techniques used included testing the validity and reliability of data instruments, techniques for data collection by observation and questionnaires, and data analysis techniques including tests for linearity, normality, multicollinearity, and multiple linear regression analysis. The results of this study suggest that job stress and non-manual work environment have a positive impact on the performance of teachers at Bandar Lampung High School.

Keywords: { Work Stress, Non-Physical Work Environment, Teacher Performance Introduction}

Introduction

Teachers are occupations with high work pressure. This is because teachers need to manage various tasks and responsibilities such as: B. Developing lesson plans, conducting assessments, providing instruction to students, and organizing extracurricular activities. In addition, teachers also must face problems that arise in the classroom, such as B. Stubborn students, disciplinary issues, student family related issues. The job stress experienced by teachers can negatively impact their performance. Teachers who experience job stress tend to feel tired and inattentive and have a much easier time planning lesson. This can lead to low-quality learning provided by teachers, which can affect student learning outcomes. In addition to job stress, the non-physical work environment can also affect teacher performance. Inconvenient non-physical work environments such as student discipline issues, school safety concerns, or other issues can make teachers uncomfortable and prone to stress. This can lead to reduced teacher performance. The job stress and non-physical work environment issues that teachers face in schools is an issue to consider. This is because job stress and inappropriate non-physical work environments can negatively impact teacher performance and the quality of student learning. Therefore, an analysis is necessary to determine the impact of job stress and non-physical work environment on teacher performance. This study will analyze the impact of work stress and non-material work environment on teacher performance. This analysis is carried out by collecting data on teachers who work in schools in each area. The data obtained will be analyzed using statistical methods to understand the extent to which job stress and the non-physical work environment affect teacher performance. The results of this analysis are intended to provide schools and interested parties with useful information to

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improve teacher performance and learning quality. In addition, this study will provide suggestions or solutions to reduce teachers' work stress levels and improve the quality of immaterial work environment. The recommendations provided are expected to help improve teacher performance and improve the quality of student learning. In this study, researchers will attempt to uncover factors that contribute to teachers' job stress and uncomfortable non-physical work environments. This is expected to help schools and the government improve the quality of the working environment and reduce teachers' work pressure. Overall, this research is expected to provide useful information for schools and interested parties to improve teacher performance and learning quality. By understanding the impact of job stress and non-physical work environments on teacher performance, we hope that appropriate actions can be taken to improve the quality of teacher performance and the quality of student learning.

According to (García-Carmona et al., 2019a) in their journal entitled *Burnout syndrome in secondary school teachers: a systematic review and meta-analysis*, stated that secondary school teachers are one of the occupational groups that have a high rate of sick absenteeism due to stress at work. This stress can cause *burnout* syndrome, which is characterized by emotional exhaustion(García-Carmona et al., 2019b) . In addition, according to (Mérida-López & Extremera, 2017) in their journal entitled Emotional intelligence and teacher *burnout: A systematic review,* it is stated that the relationship between emotional intelligence and teacher stress is very worrying in an educational environment., so that an analysis of the influence between the educational environment and the level of stress in work is needed(Mérida-López & Extremera, 2017). (Waloni et al., 2022) conducted a study entitled: Work Stress and Work Satisfactionin High School Teachers. The results showed that there was a relationship between the level of teacher work stress and teacher satisfaction in teaching. Then in 2018 also conducted a study on the level of stress and job satisfaction in teachers in elementary schools which was researched by. (Borg & Falzon, 1989), the result of this study was thatthe ribs of every 10 teachers rated their work very stess. (Borg & Falzon, 1989)Stress can be defined as an adaptive response of the body to situations that are considered challenging or threatening. There are several opinions from experts who explain the notion of stress, as stated by Hans Selye, stress is a non-specific response of the body to any form of stimulation both physical and psychological. Then according to (Lazarus & Folkman, 1984)stated that stress is the result of an individual's perception of the situation as a threat or pressure that must be faced in addition, according to Robert Sapolsky stress is a physiological response that appears because of situations considered challenging or threatening, which are characterized by an increase in stress hormones such as cortisol and adrenaline. In an article published by *American Psychological Association* (APA), stress is the result of the interaction between individuals with situations considered challenging or threatening, which can cause physiological, emotional, and behavioral alterations. (Rosyadi, 2020) conducted a study entitled The Effect of Work Stress, Work Motivation, Job Training on Teacher Performance. The results of this study show that there is a significant influence of work stress on teacher performance. (Hasibuan et al., 2021) Research conclusions show that there is a significant influence of work stress on teacher performance. (Thahir, 2020). Research title: The Effect of Physical and Non-Physical Work Environment on Teacher Performance. The result of the study was that there was a significant influence of the Non-Physical Work Environment on Teacher Performance. (Elfita et al., 2019) Research title: The Effect of the Work Environment on the Performance of Islamic Religious Education Teachers in Mts Negeri Sentajo Filial Singingi. Singingi Subdistrict. Kuantan Singingi County. The results of the study showthat there is a significant influence of the work environment (physical and non-physical work environment) on teacher performance

Methods
Types of Research

The type of research used in this study is a quantitative type of research. According to (Sujarweni, 2015) quantitative research is a type of research that produces discoveries that can be achieved (obtained) using stratistic procedures or other means of quantification (measurement). The quantitative approach focuses on symptoms that have certain characteristics in human life called variables. In a quantitative approach, the nature of the relationship between variables is analyzed using objective theory. In this study, researchers used quantitative research with associative methods. According to (Suliyanto & Hardjono, 2006) associative is a study that aims to analyze the relationship and influence between two or more variables. By making a questionnaire or questionnaire as an instrument in this study to respondents (teachers) who will answer questions about Work Stress and Non-Physical Work Environment on Teacher Performance.

Data Sources

Primary sources were obtainedusing questionnaire methods or by interview, so that researchers obtained information or respondents' responses to variables of Work Stress and Non-Physical Work Environment on Teacher Performance in several high schools in Bandar Lampung.

Data Collection Methods

In this study, the research data collection method used data collection techniques with questionnaires distributed to teachers at several Bandar Lampung High Schools.

Population and Sample

The population was 100 high school teachers in Bandar Lampung. While the sample in this study was 42 teachers. This type of research uses *purposive sampling* technique, which is a sample determination technique with the following criteria:

1. High school permanent teachers with a service period of 5-15 years.
2. High school teachers with a minimum education period of S1 teacher training.

Results
Data Description

The description of the data used is the picture that will be used for the next process, namely testing hypotheses. This is done to describe or describe the condition of the respondents who are the object of this study in terms of respondents' characteristics, including gender, age, length of service and the last education.

Table 1 Characteristics of respondents by gender

Gender	Sum	Percentage
Man	19	45,2%
Woman	23	54,8%
Total	42	100%

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Characteristics of Respondents by Age

Table 2 Characteristics of respondents by age

Age	Sum	Percentage
26-29 Years	9	21,4%
30-33 Years	6	14,3%
34-37 Years	11	26,2%
38-41 Years	8	19,0%
42-45 Years	5	11,9%
>46 Years	3	7,1%
Total	42	100%

Source: Data processed in 2022

Based on the results of table 2 the characteristics of respondents based on age are known that the highest number is the age of 34-37 years, meaning that teachers at high schools in Bandar Lampungwho are respondents are dominated by teachers aged 34-37 years, which is 11 people or 26.2%.

Characteristics of Respondents Based on Service Life

Table 3 Characteristics of Respondents Based on Service Life

Service Life	Sum	Percentage
5-6 Years	3	7,1%
7-8 Years	12	28,6%
9-10 Years	5	11,9%
11-12 Years	10	23,8%
13-14 Years	11	26,2%
>15 Years	1	2,4%
Total	42	100%

Source: Data processed in 2022

Based on the results of table 3 the characteristics of respondents based on the length of service are known that the highest number is in the working period of 7-8 years, meaning that teachers at high schools in Bandar Lampungwho are respondents are dominated by 7-8 years of service, which is 12 people or 28.6%.

Characteristics of Respondents Based on Recent Education

Table 4 Characteristics of respondents based on recent Education

Final Education	Sum	Percentage
Diploma	16	38,1%
Bachelor	26	61,9%
Jumlah	42	100%

Source: Data processed in 2022

The characteristics of respondents based on the last education it is known that the highest number of educated is Strata I, meaning that high school teachers in Bandar Lampung who are respondents are dominated by teachers who have Strata I education, which is 26 people or 61.9%.

Description of Respondent's Answer

The results of the answers on the variables of Work Stress, Non-Physical Work Environment and Teacher Performance with permanent and certified Teacher status distributed to 31 respondents were as follows:

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Table 5 Answer Results of Teacher Performance Variable Respondents (Y)

No	Statement	Answer									
		TA (5)		A (4)		S (3)		D (2)		SD (1)	
		F	%	F	%	F	%	F	%	F	%
1	Conformity of the plan for the selection of learning materials with the characteristics of teaching materials.	19	45,2	9	21,4	7	16,7	7	16,7	-	-
2	Conformity of the plan for selecting the subject matter of learning to the basic competencies.	21	50,0	11	26,2	5	11,9	5	11,9	-	-
3	Delivery of teaching materials with basic competencies.	23	54,8	7	16,7	5	11,9	6	14,3	1	2,4
4	Provide reinforcement of the subject matter presented to learners.	21	50,0	16	38,1	3	7,1	2	4,8	-	-
5	Shows empathy for feelings and the difficulty of learners .	25	59,5	6	14,3	9	21,4	2	4,8	-	-
6	Manage assessment results to determine the progress of learning outcomes learners.	22	52,4	6	14,3	5	11,9	6	14,3	3	7,1
7	Utilizing assessment results for improvement Learning.	23	54,8	3	7,1	13	31,0	2	4,8	1	2,4
8	Provide additional reading materials to students who achieve learning completion criteria ideal to discuss.	19	45,2	9	21,4	8	19,0	3	7,1	3	7,1
9	Assigning students who achieve the ideal learning completion criteria to do the questions.	28	66,7	4	9,5	6	14,3	3	7,1	1	2,4
10	Simplify the way learning is presented in activities Remedial Learning.	22	52,4	5	11,9	11	26,2	3	7,1	1	2,4

Based on table 5 respondents' answers to the largest statement in the answer strongly agreeing with statement 9, which was 28 people. The largest statement in the answer agreed to statement 4 were

16 people. The respondents' answers to the largest statement in the answer were quite affirmative, which was 13 people. The largest statement on the dissenting answer was in statement 1, which was 7 people. The respondent's answer to the largest statement on the answer to strongly disagree is found in statements number 6 and 8, namely 3 people.

Table 6 Results of Respondents of Work Stress Variables (X1)

No	Statement	TA (5)		A (4)		S (3)		D (2)		SD (1)	
		F	**%**	**F**	**%**	**F**	**%**	**F**	**%**	**F**	**%**
1	I have many tasks and roles as a teacher that need to be completed at the same time.	32	76,2	6	14,3	3	4,8	2	4,8	-	-
2	The supporting equipment I use to carry out teaching is inadequate.	19	45,2	14	33,3	7	16,7	2	4,8	-	-
3	The time I have in completing tasks is very limited.	20	47,6	6	14,3	13	31,0	2	4,8	1	2,4
4	I have always been responsible for the working time that the principal gives me.	24	57,1	10	23,8	4	9,5	4	9,5	-	-
5	The supervision carried out by the principal so far is very strict.	20	47,6	5	11,9	14	33,3	3	7,1	-	-
6	I sometimes involve domestic problems going into school.	26	61,9	12	28,6	3	7,1	1	2,4	-	-
7	The division of the number of teaching hours by the principal is unfair with other teachers.	25	59,5	10	23,8	5	11,9	2	4,8	-	-
8	Leadership attitudes and work pressures make the climate in schools Relative Not Conducive.	23	54,8	6	14,3	8	19,0	5	11,9	-	-
9	While teaching, I often feel tense or restless.	24	57,1	10	23,8	6	14,3	2	4,8	-	-
10	The number of tasks that made me must take home the weekend in order to be able to chasing time.	24	57,1	10	23,8	6	14,3	1	2,4	1	2,4

Source: Data processed in 2022

Based on table 6 respondents' answers to the largest statement in answer strongly agreeing with statement number 1, which was 32 people. The largest statement in the answer agreed in statement

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number 2 was 14 people. Then the largest statement on the answer was quite affirmative in statement number 5, which was 14 people. For the respondent's answer, the answer to disagree is in statement number 8, which is 5 people. Meanwhile, the answer is very disapproving, the largest in statements number 3 and 10 is 1 person.

Table 7 Respondents' Answer Results of Non-Physical Work Environment Variables (X2)

No	Statement	Answer									
		TA (5)		A (4)		S (3)		D (2)		SD (1)	
		F	%	F	%	F	%	F	%	F	%
1	I can solve the problem well in case of conflict with a co-teacher.	28	66,7	2	4,8	8	19,0	2	4,8	2	4,8
2	Help each other if fellow teachers experience difficulties/problems in teaching tasks.	15	35,7	6	14,3	12	28,6	9	21,4	-	-
3	I have a good relationship with other fellow teachers.	19	45,2	1	2,4	10	23,8	9	21,4	3	7,1
4	The principal rewards teachers whose achievements in their field.	22	52,4	5	11,9	11	26,2	3	7,1	1	2,4
5	The communication relationship with the principal has been going well so far.	22	52,4	8	19,0	6	14,3	3	7,1	3	7,1
6	I got fair treatment from the principal.	15	35,7	6	14,3	5	11,9	15	35,7	1	2,4
7	My communication relationship with colleagues at this school went smoothly.	22	52,4	9	21,4	7	16,7	4	9,5	-	-
8	Peers are always helpful when experiencing difficulties in completing tasks.	25	9,5	4	9,5		19,0	4	9,5	1	2,4
9	Can work well together between eye teachers More Lessons.	11	26,2	7	16,7	13	31,0	8	19,0	3	7,1
10	Good cooperation among teachers encourages me to work hard and complete responsibilities well.	13	31,0	4	9,5	8	19,0	15	35,7	2	4,8

Source: Data processed in 2022

Based on table 7 respondents' answers to the largest statement in the answer strongly agreeing is found in statement 1, which is 28 people. The largest statement on the answer agreed was in number

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7, which was 9 people. Then the the largest statement on the answer is quite agreeable to be in number 9, which is 13 people. The most disapproving answers were in numbers 6 and 10, which were 15. While the respondent's answer to the largest statement on the answer strongly disagrees is found in numbers 3, 5 and 9, namely 3 people.

Instrument Validity Test Results
Validity Test Results

Before data processing, all answers given by respondents were tested with validity tests and reliability tests that were tested on respondents. With this study, the validity test to calculate the calculated data and the testing process was carried out using SPSS.

Table 8 Work Stress Questionnaire Validity Test Results (X1)

Statement	r_{count}	r_{table}	Condition	Conclusion
Item 1	0,365	0,2973	$r_{count} > r_{table}$	Valid
Item 2	0,547	0,2973	$r_{count} > r_{table}$	Valid
Item 3	0,753	0,2973	$r_{count} > r_{table}$	Valid
Item 4	0,590	0,2973	$r_{count} > r_{table}$	Valid
Item 5	0,581	0,2973	$r_{count} > r_{table}$	Valid
Item 6	0,508	0,2973	$r_{count} > r_{table}$	Valid
Item 7	0,637	0,2973	$r_{count} > r_{table}$	Valid
Item 8	0,785	0,2973	$r_{count} > r_{table}$	Valid
Item 9	0,787	0,2973	$r_{count} > r_{table}$	Valid
Item 10	0,556	0,2973	$r_{count} > r_{table}$	Valid

Source: data processed in 2022

The results of the Work Stress variable validity test (X1) by displaying all relevant statement items regarding Work Stress. The results obtained are the rhitung value > rtabel, where the highest rhitung value is 0.787 and the lowest is 0.365 thus all Work Stress items are declared Valid.

Table 9 Non-Physical Work Environment Questionnaire Validity Test Results (X2)

Statement	r_{count}	r_{table}	Condition	Conclusion
Item 1	0,671	0,2973	$r_{count} > r_{table}$	Valid
Item 2	0,642	0,2973	$r_{count} > r_{table}$	Valid
Item 3	0,723	0,2973	$r_{count} > r_{table}$	Valid
Item 4	0,737	0,2973	$r_{count} > r_{table}$	Valid
Item 5	0,838	0,2973	$r_{count} > r_{table}$	Valid
Item 6	0,618	0,2973	$r_{count} > r_{table}$	Valid
Item 7	0,719	0,2973	$r_{count} > r_{table}$	Valid
Item 8	0,687	0,2973	$r_{count} > r_{table}$	Valid
Item 9	0,555	0,2973	$r_{count} > r_{table}$	Valid
Item 10	0,486	0,2973	$r_{count} > r_{table}$	Valid

Source: data processed in 2022

Based on table 9 the results of the non-physical work environment variable validity test (X2) display all the relevant statement items regarding the Non-Physical Work Environment. The results obtained are the rhitung value > rtabel, where the highest rhitung value is 0.838 and the lowest is 0.486 thus all non-physical work environment items are declared valid.

Table 10 Teacher Performance Questionnaire Validity Test Results (Y)

Statement	r*count*	r*table*	Condition	Conclusion
Item 1	0,803	0,2973	r*count* > r*table*	Valid
Item 2	0,557	0,2973	r*count* > r*table*	Valid
Item 3	0,736	0,2973	r*count* > r*table*	Valid
Item 4	0,465	0,2973	r*count* > r*table*	Valid
Item 5	0,652	0,2973	r*count* > r*table*	Valid
Item 6	0,709	0,2973	r*count* > r*table*	Valid
Item 7	0,883	0,2973	r*count* > r*table*	Valid
Item 8	0,785	0,2973	r*count* > r*table*	Valid
Item 9	0,693	0,2973	r*count* > r*table*	Valid
Item 10	0,850	0,2973	r*count* > r*table*	Valid

Source: data processed in 2022

The results of the Teacher Performance variable validity test (Y) display all the relevant statement items regarding Teacher Performance. The results obtained are the rhitung value > rtabel, where the highest rhitung value is 0.883 and the lowest is 0.465 thus all Teacher Performance items are declared Valid.

Reliability Test Results

After the validity test, the author will then conduct a reliability test on each instrument of variable X1, variable X2, and variable Y using the Alpha Cronbach formula with the help of the SPSS 20 program. The results of the reliability test after consultation with the list of interpretations of the coefficient r can be seen in the following table:

Table 11 List of Interpretations r

Coefficient r	Reliability
0,8000-1,0000	Very High
0,6000-0,7999	High
0,4000-0,5999	Medium/Sufficient
0,2000-0,3999	Low
0,0000-0,1999	Very Low

Based on table 11 of the reliability provisions above, the test results can be seen as follows :

Table 12 the Alpha Cronbach

Variable	Alpha Cronbach coefficient	Coefficient R	Conclusion
Work Stress	0,818	0,8000-1,0000	Very High
Non-Physical Work Environment	0,858	0,8000-1,0000	Very High
Teacher Performance	0,895	0,8000-1,0000	Very High

Source: data processed in 2022

The reliability test in table 4.12 the Alpha Cronbach value of the Work Stress variable (X1) is 0.818 with a very high reliable level, for the Non-Physical Work Environment variable (X2) the Alpha Cronbach value is 0.858 with a very high reliable level, while the Teacher Performance variable (Y) has an Alpha Cronbach value of 0.895 which means that the reliability level is very high.

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Hypothesis Testing Results
t Test Results (Partial Test)
This test is to determine whether independent variables have a partial influence on dependent variables. To test the hypothesis, it is done by looking at the significance value where if the sig<0.05 value is said to have a partial effect.

Table 18 t Test Results (Partial Test)

Variable	Sig.	Alpha	Condition	thitung	ttabel	Condition	Information
Work Stress	0,000	0,05	Sig<alpha	10,014	1,684	$r_{count} > r_{table}$	Ho rejected
Non-Physical Work Environment	0,000	0,05	Sig<alpha	11,246	1,684	$r_{count} > r_{table}$	Ho rejected

Source: data processed in 2022

From the table above, it can be explained that:
a. Work Stress Variables (X1)
The calculation of the t test carried out with the help of the SPSS program above, the Variable Work Stress (X1) obtained a significance value of 0.000 so, this significance value is smaller than the Alpha value of 0.05. Because the value (sig<Alpha = 0.000<0.05). So the independent variable, namely Work Stress (X1) partially affects the dependent variable, namely Teacher Performance (Y) at high schools in Bandar Lampung.
b. Non-Physical Work Environment Variables (X2)
The calculation of the t test carried out with the help of the SPSS program above, the variable Non-Physical Work Environment (X2) obtained a significance value of 0.000. So this significance value is smaller than the Alpha value which is 0.05. Value (sig< Alpha = 0.000 < 0.05) then the independent variable namely Non-Physical Work Environment (X2) partially affects the dependent variable, namely Teacher Performance (Y) at high schools in Bandar Lampung.

F Test Results (Simultaneous Test)
This hypothesis test uses the F test which is used to measure the level of influence of significance together (Simultaneously) between the independent variables Work Stress (X1) Non-Physical Work Environment (X2) on Teacher Performance (Y). The F test test is as follows.

Table 19 F test results (Simultaneous Test)

Variable	Sig	Alpha	Condition	thitung	ttabel	Condition	Information
Work stress and non-physical work environment	101,205	3,24	Fhitung>Ftabel	0,000	0,05	Sig<alpha	Ho Rejected

The results of the calculation of the F test carried out with the help of the above SPSS program. A significance value of 0.000 was obtained. So this significance value is smaller than the Alpha value which is 0.05. Because the value (sig<Alpha = 0.000<0.05) then the independent variables, namely Work Stress and Non-Physical Work Environment, simultaneously affect the dependent variable, namely Teacher Performance at High Schools in Bandar Lampung.

Work Stress on Teacher Performance
There is a significant influence of Work Stress factors on Teacher Performance at high schools in Bandarlampug. Work Stress (X1) had a significant effect on Teacher Performance with a coefficient value of 0.600 which was positively marked and a calculated value of 10.014 and a Ttabel of 1.684. Then it can be concluded that Thitung>Ttabel is 10.014>1.684 with a significance of sig 0.000<0.05. Work Stress to Teacher Performance has a strong link within the school. So, the better the teacher's Work Stress on will improve Teacher Performance. This is supported by a Gur u Performance sig value of 0.000.

Non-Physical Work Environment towards Teacher Performance

There is a significant influence of non-physical work environment factors on teacher performance at high schools in Bandar Lampung. Non-Physical Work Environment (X2) has a significant influence on Teacher Performance with a coefficient value of 0.532 which is positively marked and a calculated value of 11,246 > Ttabel 1,684 and a significance value of sig 0.000<0.05. Non-Physical Work Environments have strong ties within the school. So that the better the Non-Physical Work Environment at **high schools in Bandar Lampung** will improve the performance of high school teachers in Bandar Lampung. This is supported by a Teacher Performance sig score of 0.000.

Work Stress and Non-Physical Work Environment Against Teacher Performance

There is a significant influence of the variables of Work Stress and Non-Physical Work Environment on Teacher Performance at high schools in Bandar Lampung. Work Stress (X1), Non-Physical Work Environment (X2) on High School Teacher Performance in Bandar Lampungwith a calculated Fhitung value of 101,205 > Ftabel of 3.24 and a sig value of 0.000<0.05. This means H0 is rejected, and Ha is accepted. Work Stress and Non-Physical Work Environment have a strong relationship in the school, namely, to reduce the occurrence of internal school problems that can cause Teacher Performance at Bandar Lampung High School to be not optimal.

Conclusion

The researcher concluded that the results obtained in this study are as follows: Work Stress (X1) has a positive effect on Teacher Performance. Non-Physical Work Environment (X2) has a positive effect on Teacher Performance. Work Stress (X1) and Non-Physical Work Environment (X2) have a positive effect on Teacher Performance (Y).

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