

Resilience and Work Stress in Teachers

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Abstract

This study aims to determine whether there is a relationship between resilience and work stress in teachers at SMA Negeri 2 Lumajang. The research design used in this study is descriptive correlational. The respondents of this study were 55 teachers who taught at SMA Negeri 2 Lumajang. The sampling technique is purposive sampling. The research instrument used is the resilience scale and work stress scale. The resilience scale consists of 39 items with reliability of 0.957, and the work stress scale consists of 57 items with reliability of 0.977. Research data were analyzed using descriptive techniques and Pearson product-moment correlation analysis. The results showed a negative and significant relationship between resilience and work stress for teachers at SMA Negeri 2 Lumajang (r_{xy} equal to -0.654; p equal to 0.000 less than 0.05). This result can be interpreted that if the resilience is high, the work stress is low, and vice versa; if the resilience is low, the work stress is high.

Abstrak

Penelitian ini bertujuan untuk mengetahui apakah terdapat hubungan antara resiliensi dan stres kerja pada guru di SMA Negeri 2 Lumajang. Rancangan penelitian yang digunakan dalam penelitian ini adalah deskriptif korelasional. Responden penelitian ini adalah guru yang mengajar di SMA Negeri 2 Lumajang sebanyak 55 orang guru. Teknik pengambilan sampel adalah *purposive sampling*. Instrumen penelitian yang digunakan adalah skala resiliensi dan skala stres kerja. Skala resiliensi terdiri dari 39 aitem dengan reliabilitas 0,957 dan skala stres kerja terdiri dari 57 aitem dengan reliabilitas 0,977. Data hasil penelitian dianalisis dengan menggunakan teknik analisis deskriptif dan analisis korelasi Pearson *product-moment*. Hasil penelitian menunjukkan bahwa terdapat hubungan negatif dan signifikan antara resiliensi dan stres kerja pada guru di SMA Negeri 2 Lumajang (r_{xy} sama dengan -0,654; p sama dengan 0,000 kurang dari 0,05). Hasil ini dapat diartikan bahwa jika resiliensi tinggi, maka stres kerja rendah, begitu pula sebaliknya; jika resiliensi rendah, maka stres kerja tinggi.



INTRODUCTION

The Indonesian government wants to raise the standard of its human resources through education as one of the emerging nations. The need for education to create quality human beings is growing. The advancement of education has led

to an increase in the demands placed on schools. Schools compete with one another, institutions abroad, and local schools. This led to the creation of schools that had to change with the

times. One of them is situated in the vicinity of the Lumajang Regency.

The Government of Lumajang Regency introduced the Integrated Excellence School (Indonesian: *Sekolah Unggulan Terpadu* or SUT) program in early 2005/2006. The schools with the integrated flag in Lumajang Regency are located on H.O.S. Cokroaminoto Street in the village of Tompokersan and the district of Lumajang. The schools included in this program are Lumajang Tompokersan Public Elementary School 3 (SD Negeri Tompokersan 3 Lumajang), Lumajang Public Middle School 1 (SMP Negeri 1 Lumajang), Lumajang Public High School 2 (SMA Negeri 2 Lumajang), and Lumajang Public Vocational School 1 (SMK Negeri 1 Lumajang). Only SMA Negeri 2 Lumajang is an excellent school among the group of schools. This is evidence that SMA Negeri 2 Lumajang is the best school in the Lumajang Regency, according to the Institution of University Entrance Exams (Indonesian: *Lembaga Tes Masuk Perguruan Tinggi* or LTMPT). Moreover, SMA Negeri 2 Lumajang is number 195 among Indonesia's top 1000 schools (Debila, 2023).

The definition of educators or teachers has changed as a result of developmental needs; they are now expected to be professional educators, that is, to possess a variety of talents and specific abilities as well as to enjoy what they do and uphold the teacher's code of ethics, among other things (Yamin, 2007). This is consistent with the Merdeka Curriculum, which is the latest curriculum released by the Ministry of Education, Culture, Research and Technology (Indonesian: *Kementerian Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia* or Kemendikbudristek; 2023) that to personalize instruction to students' interests and learning needs, teachers have various instructional tools at their disposal. Teachers must therefore possess good taste, creativity, responsibility, time management skills, and experience in using a variety of media, methodologies, and strategies to maximize the attainment of curriculum objectives.

Stress is one of the issues people encounter due to high school demands that are rising and fierce competition. Much stress will be detrimental to a person's talents. Stress symptoms include agitation and anxiety, persistent worries, difficulty relaxing, smoking or consuming excessive amounts of alcohol, trouble sleeping, a refusal to cooperate, a sense of helplessness, emotional instability, digestive issues, and high blood pressure. People experience stress over a long period and at a relatively high intensity (Zainal et al., 2017).

Modern businesses face a significant challenge from workplace stress, which can harm both individuals and businesses. According to a study by Sugijanto (Safaria, 2012), of the 326 teachers who participated, 168 (51.5%) actually felt anxious, and 60% claimed to experience work-related stress. Another study by Khoury and Analoui (Safaria, 2012) claims that one of the causes of rising work stress among educators is a lack of training in stress management.

Gaol (2021) found that seven sources of teacher stress were identified: student misconduct, inappropriate headmaster leadership practices, lack of peer support, demanding jobs, pay shortages, poor working conditions, and changes in education. In a nutshell, it may be said that teaching is a stressful career. This worrisome condition is that persistent, extreme stress may worsen other conditions, leading to apathy, cynicism, frustration, and withdrawal. In these conditions, the quality of the educator will decline.

A person's capacity to face, prevent, solve, lessen or even completely eradicate the negative impacts of unpleasant circumstances, or even transform the difficult circumstances they face into a natural thing to overcome, is known as resilience (Desmita, 2015). Seven skills make up resilience, and no one is proficient in all of them. Reivich & Shatté (2002) list the following seven skills as the seven abilities: emotion management, impulse control, optimism, cause and effect analysis, empathy, self-efficacy, and reaching out.

Reivich & Shatté (2002) acknowledge the contribution of the external environment and prior experiences to developing individual resilience. However, as a result of their research, they are now more confident that an individual's internal world factors are more important. Different factors, such as malnutrition, poverty, the divorce of their parents, as well as physical and psychological abuse as a child (external factors), can shape a person's rigid thought patterns, negative attitudes, and false beliefs (factors of the person's inner world). Low individual resilience will result from such circumstances.

Stress and resilience are significant and interconnected life elements. Because resilience is a skill that people typically employ to balance challenging situations, according to a study by Levy and Wall (Zuliana, 2004), when people are under stress, 80% of them will grow resilient and robust enough to survive and deal with these issues. Researchers are interested in performing a study titled "Resilience and Work Stress in Teachers" based on the description that has been provided above.

METHODS

This study employs a correlational descriptive research design and a quantitative methodology. This study employed a descriptive research approach to describe teachers' work stress and resilience based on real-world incidents. The presence or absence of a link between resilience and work stress in teachers is investigated using correlational study methodologies.

Research Participants

Teachers at the SMA Negeri 2 Lumajang served as the study's respondents. The respondents of this study were 55 teachers who were civil servants and had the following characteristics: male and female, aged 26 to 55.

Research Instruments

The instruments used in this study are the resilience and work stress scales. Both scales use the Likert method (summated rating scale) of scaling attitude statements, which bases the scale's value on the distribution of responses rather than each statement's positivity. Therefore, a judgment panel is not necessary (Azwar, 2015). Guidelines for assessing teachers on the resilience and work stress scale are as follows.

Table 1.
Categorization of Resilience and Work Stress Scale Values for Teachers

Categorization of Resilience Scale Values	Favorable	Unfavorable	Categorization of Work Stress Scale Values
Very Agree	4	1	Very Agree
Agree	3	2	Agree
Disagree	2	3	Disagree
Very Disagree	1	4	Very Disagree

The following are the steps followed during data collection: (1) choose field surveys for observation, identify the site of the study, and gather information on the presence of teachers at the trial and study locations; (2) submit a request for a research permit in the form of a suggestion for SMA Negeri 5 Malang to host an instrument trial, which will handle the instrument test permit submission to Malang City Education and Culture Office (Indonesian: *Dinas Pendidikan dan*

Kebudayaan Kota Malang), and the same was done regarding research namely recommendation to conduct research at SMA Negeri 2 Lumajang was made, and a request for a research permit was made to the National Unity and Politics Agency (Indonesian: *Badan Kesatuan Bangsa dan Politik* or Bakesbangpol) of Lumajang Regency; (3) indicate the day and time the data were collected; (4) develop and conduct research on the research instruments, notably the re-

silience scale and the job stress scale, which will be given to participants in instrument trials and research; (5) distribution of research tools to study participants; and (6) recalling the research tools, followed by data tabulation and analysis.

The resilience scale was created by modifying the Connor-Davidson Resilience Scale, also known as the CD-RISC. The CD-RISC originally included 25 items, all included in the favorable items. The researchers then multiplied 25 negative things to create the CD-RISC with 50 items. The supervisor helps with the linguist assessment on this scale. The trial initially had 50 items, but it was cut down to 39 after passing validity and reliability checks, with 16 favorable and 23 unfavorable items. Validity uses the validity of the content through expert judgment. The resilience measure employed in the study had a reliability rating of 0.957. According to the scale, a person's resilience increases with a higher resilience score and decreases with a lower resilience score.

The researchers produced a list of times of stress, organized according to Robbins & Judge (2012), who proposed three symptoms of job stress: bodily, psychological, and behavioral. After passing validity and reliability checks, the trial's original 60 questions were reduced to 57 items, of which 29 were deemed favorable and 28 were deemed unfavorable. A validity check uses the validity of the content through expert judgment. The study's work stress scale has a reliability of 0.977. According to the scale, a person's level of work stress increases with a more excellent score and decreases with a lower score.

RESULTS

Descriptive Outcomes

The level of resilience and work stress of teachers at SMA Negeri 2 Lumajang is described using descriptive analysis. Four teachers (7.27%) in SMA Negeri 2 Lumajang are in the category of very high resilience, ten people (18.18%) are in the high category, 24 people (43.63%) are in the medium category, 13 people (23.63%) are in the

low category, and four people (7.27%) in very low category. Thus, most of the teachers at SMA Negeri 2 Lumajang fall into the moderate resilience category.

Two teachers (3.63%) at SMA Negeri 2 Lumajang fell into the very high category of work stress, followed by 16 teachers (29.09%) in the high category, 24 teachers (43.63%) in the medium category, 8 teachers (14.54%) in the low category, and 5 teachers (9.09%) in the very low category. Thus, most of the teachers at SMA Negeri 2 Lumajang fall into the moderate work stress group.

Results of the Assumption Test

For correlation analysis to be practical, two assumptions must prove true: normality and linearity. The findings of the assumption test are as follows.

This normality test utilized the One-Sample Kolmogorov-Smirnov test. The outcomes of these experiments indicate that the obtained data on resilience and work stress are normally distributed (assymp. sig. = 0.518 and 0.453, respectively).

The linearity test determines whether the research variables are linearly correlated. This test shows whether the linear line model built accurately represents the situation. The results of this linearity test show that work stress and resilience are linearly correlated (sig. = 0.267 > 0.05).

Results of a Hypothesis Test

Using correlation statistical data analysis of the Pearson product-moment formula using the SPSS 16.0 for Windows program, the value of $r = -0.654$ and Sig. = 0.000. Thus, it is known that there is a negative correlation (-0.654) between the resilience level of teachers at SMA Negeri 2 Lumajang and work stress. The negative sign shows that a reduction follows every increase in one variable in another. Consequently, it may be said that work stress decreases as resilience increases and vice versa.

DISCUSSION

This study's results indicate a negative correlation between resilience and work stress in teach-

ers at SMA Negeri 2 Lumajang. This negative correlation means that if the level of resilience is high, work stress will decrease, and conversely, if the level of resilience is low, then work stress will increase. This suggests that the resilience variable may be used to predict the amount of work stress in teachers at SMA Negeri 2 Lumajang and that the level of work stress will be lower the higher/better the resilience of teachers is, and vice versa. The level of work stress will be higher if resilience is worse or lower.

With this evidence, it is clear that resilience is crucial and must be maintained in day-to-day activities. One of the personality traits that are crucial for teachers is resilience. In addition to being a force against challenges, resilience can maintain emotional composure while performing tasks and responsibilities.

These findings are consistent with research conducted by Nastasia (2022) on teachers who taught during the COVID-19 pandemic, which showed a relationship between resilience and work stress. The direction of the association indicates a negative tendency, indicating that a teacher will experience less work stress if they have a high level of self-resilience. Conversely, a teacher who lacks resilience would experience significant levels of work stress.

Each person's level of resilience will undoubtedly differ, which will cause variations in the amount of work stress. The ability of a teacher to manage demands or unpleasant circumstances, or even to alter life circumstances, determines the level of work stress that individual experiences, which is painful but becomes a simple obstacle to overcome. Good resilience will lead to low levels of work stress.

Irawan et al. (2021) discovered that religious values, academic achievement, and self-esteem impacted a teacher's resilience. In addition, research respondents' beliefs in their ability to endure adversity are based on their methods of interpreting reality and themselves, which are influenced by culture, peer and family support, and previous experiences.

Resilience comprises more than a person's ability to endure adversity and recover from it (Hendriani, 2022). It also includes reaching out or the capacity to see the bright side of things to pursue opportunities for success. After practicing confronting failure rather than avoiding it and choosing to live a routine life without accomplishments, this capacity can be developed by combining the previously outlined factors and components.

According to Sweden (Desmita, 2015), people are more likely to be able to solve difficulties by finding a solution when their resilience is higher because the majority of them view an issue as a challenge that must be overcome rather than as a weight to be carried. On the other hand, those with low resilience will become less stable, irritable, and anxious, leading them to believe that their condition is a burden.

Low-commitment teachers typically pay less attention to their students and invest little time and effort in raising the caliber of their student's education. On the other hand, a very committed teacher typically pays close attention to their students and allows much time to raise the standard of instruction. Teachers with a high level of abstraction can manage classrooms, identify different problems in tasks, and successfully address them on their own, allowing them to foresee the occurrence of teacher stress. Most of the teachers at SMA Negeri 2 Lumajang had a moderate level of resilience, according to the study of the resilience scale data. This indicates that most teachers there are competent enough to solve their issues. This also indicates that even though most of the teachers at SMA Negeri 2 Lumajang are capable of managing classes, identifying different problems in tasks, and successfully solving them on their own, it is undeniable that stressors related to problem-solving are still felt by the staff members there.

According to Prawasti & Napitupulu (2002), the sources of teacher work stress include time constraints and limited instructional time, low public awareness of their profession, conflicts

with superiors and coworkers, rapid changes in curriculum requirements, and the slow adaptation of school policies to societal changes. As previously stated, a lack of training in stress management contributes to an increase in teachers' work-related tension (Safaria, 2012).

Stress and resiliency are essential and interdependent aspects of existence. As a result of the fact that resilience is a skill that people typically use to cope with adversity within themselves. Stress causes individuals to become resilient and robust enough to endure and confront their problems (Zuliana, 2004).

According to the findings of this study, there is a strong inverse relationship between the resilience level of teachers at SMA Negeri 2 Lumajang and their level of work stress. This indicates that the magnitude of work stress will be higher if resilience is lower or worse than it should be, and conversely, work stress will be lower if resilience is higher. Based on the findings of this study, it is hoped that teachers can further develop their resilience through involvement in various activities related to resilience, such as attending resilience seminars or training, to help teachers at SMA Negeri 2 Lumajang become more capable of managing their stress.

CONCLUSION

From the research results, the following conclusions can be drawn: (1) most of the teachers at SMA Negeri 2 Lumajang have sufficient resilience; (2) most of the teachers at SMA Negeri 2 Lumajang experience moderate levels of work stress; and (3) teachers of SMA Negeri 2 Lumajang have a negative and substantial relationship between resilience and work stress. This shows that work stress decreases when resilience increases, and conversely, stress at work increases when resilience decreases.

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