



Analysis of the Effect of Work Stress, Work Load and Work Environment on Teacher Performance at TRI Karya Sunggal School Deli Serdang

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ABSTRACT

This study aims to analyze the influence of work stress, workload, and work environment on teacher performance at Tri Karya Sunggal School, Deli Serdang Regency. The background of this study is based on the importance of the role of teachers in improving the quality of education, which is greatly influenced by the psychological conditions and work environment they experience. The method used in this study is a quantitative approach. Samples were taken purposively from 50 permanent teachers at Tri Karya Sunggal School. The research instrument was a questionnaire that had been tested for validity and reliability. Data were analyzed using multiple linear regression to determine the simultaneous and partial effects of each independent variable on teacher performance. The results of the analysis showed that work stress, workload, and work environment simultaneously had a significant effect on teacher performance. Partially, work stress had a negative and significant effect, workload had a negative but not significant effect, while the work environment had a positive and significant effect on teacher performance. These findings indicate that improving teacher performance requires attention to managing work stress and creating a conducive work environment. This study recommends that schools conduct workload management evaluations and build psychosocial support systems for educators.

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INTRODUCTION

An advanced organization will not be separated from the existence and influence of human resources (HR), including organizations engaged in the field of education. Human resources in the field of education who have an important role in producing a good generation in realizing the national development goals, namely Golden Indonesia, are teachers. According to (Kusuma, 2021; Octaviani et al., 2021) that human resource management is the process of conveying organizational goals by utilizing humans or people in it. Individuals or employees who are managed so that they have the competence and good abilities needed to support their work. This is because human resources are the only element of the organization that has reason, feelings, desires, needs, knowledge, motivation and so on. (Widodo, Setyo, Djoko; Yandi, 2022) also emphasized that humans are assets in all activities of companies or educational institutions, and are a dominant factor in determining the success of an organization. Attention to HR in an organization is very important, especially in the world of education because it is one of the factors that carry out all activities, besides other resources. One of the main factors that plays an important role in the world of education is teachers. According to (Pak et al., 2020; Surata & Vipriyanti, 2018), teachers are the spearhead of the success of the world of education whose duties are not only as teachers, but also educators, mentors, and even motivators for students. (Gumara & Wahyuri, 2022) stated that teachers who have good competence and performance will be able to improve students' academic achievement in accordance with national education goals. Support for adequate human resources and facilities and infrastructure is very important in improving

teacher performance. However, as technology advances, teachers are required and faced with complex work challenges, so that professionalism begins to be neglected. (Yuliah, 2020) that the challenges faced by teachers in Indonesia include administrative pressure, increasing workloads, and work environment conditions that are not always supportive, so that they greatly affect the professionalism of teacher performance.

The interaction between teachers and students in learning activities greatly determines student success. Teachers who care, are communicative, and help students understand the material will create a conducive learning environment. The professionalism of teachers in creating quality learning will help students appreciate the learning process and be inspired to learn well. However, in the current conditions, many teachers are burdened with the administrative system in improving their performance. This is in accordance with data from the UNESCO Institute for Statistics (Nurhaeni et al., 2024) that more than 30% of teachers in Southeast Asia experience mental fatigue due to high work pressure. Then, based on a report from the Federation of Indonesian Teachers' Unions (FSGI) in 2023, which stated that 47% of teachers felt overwhelmed by the administrative burden that was disproportionate to their teaching duties (Surata & Vipriyanti, 2018). This condition causes chronic work stress, which has a direct impact on decreasing teacher productivity, concentration and work enthusiasm, including the Tri Karya Sunggal School. The phenomenon seen at the Tri Karya Sunggal School is the increasing level of teacher absenteeism, decreasing teaching motivation and complaints related to excessive workload. In addition to stress, workload is also a very crucial problem, especially with the Merdeka curriculum that requires teachers not only to teach, but also to be active and creative learning facilitators (Rofiq, 2025). This burden is not balanced by a reduction in administrative tasks, so teachers are forced to sacrifice rest time or personal time in order to complete their work. Teachers at Tri Karya Sunggal School spend around 10 hours per day carrying out school activities, including outside formal working hours, this shows an imbalance between the workload and the teacher's personal capacity. The work environment also significantly affects teacher performance.

A comfortable, conducive, and psychologically supportive work environment can increase enthusiasm and work performance. Conversely, a stressful environment, lack of facilities, and weak support from school leaders can be inhibiting factors. At Tri Karya Sunggal School, there is a striking difference in the performance of teachers who feel comfortable with their workspace, support from colleagues, and the principal's leadership style, compared to those who do not. From this explanation, it can be concluded that one of the factors that affects teacher performance is work stress that comes from workload and the work environment. The workload experienced by teachers, one of which is the homeroom teacher, when a teacher has several students who are less responsive and cannot absorb the knowledge given while a teacher has a deadline to complete several materials that must be delivered and explained to his students. With the time limit and having obstacles in the teaching and learning process carried out by a teacher, coupled with the many pressures faced when approaching national exams or school exams, indirectly teachers force a lot of energy and thoughts so that their students can get maximum scores. Coupled with an environment that is not clean and not pleasant to look at, as well as a noisy classroom can have an impact on teacher work stress and there is an uneven distribution of class quotas in the learning system by teachers in the classroom. So it can be concluded that work stress, workload and a teacher's work environment can affect teacher performance.

(Robbins and Judge, 2017) stated that work stress is a dynamic condition in which an individual is faced with an opportunity, demand or resource related to environmental conditions, organizational conditions and within a person. This stress occurs when an individual feels that the demands faced exceed the resources or abilities they have to overcome them. Then, (Fardah & Ayuningtias, 2020) stated that work stress is an emotional state that can be caused by the inequality of workload with the individual's ability to deal with stress. In addition, according to (Siagian & Khair, 2018) stress is a condition of tension that affects a person's emotions, way of thinking, and physical condition. If this stress is not managed properly, it can have a negative impact on teacher performance, mental and physical health, and overall well-being. However, moderate stress can also motivate individuals to achieve better performance, as long as the stress can be managed properly and does not lead to fatigue or burnout. Therefore, it is important for organizations to create a supportive work environment and provide sufficient resources for employees to cope with work stress effectively. Meanwhile, (Budiasa, 2021) explains that workload is a perception that employees have about tasks that must be completed within a certain period of time and efforts in dealing with work problems. This workload is not only related to the number of tasks given, but also how teachers feel about the level of difficulty and complexity of the tasks. Meanwhile, (Abdul & Moch, 2021) explains that workload is a collection or number of activities that must be completed by an organizational unit or job holder within a certain period of time. Then, according to (Zahratulfarhah et al., 2022) workload is the amount of work that must be carried out by a position or organizational unit and is the result of the multiplication of work volume and time norms. Thus, a high or unbalanced workload can cause stress, fatigue, and reduce work motivation. When teachers feel that the workload given is too heavy or does not match their abilities, this can affect the quality and quantity of their work. Conversely, a balanced workload that is in accordance with individual capacity can increase productivity and job satisfaction, and help teachers achieve optimal performance.

Therefore, good workload management is essential to ensure teacher welfare and the achievement of organizational goals. (Basirun et al., 2022) states that the work environment is a direct work interaction with someone who has a higher position, the same position, or a lower position. Furthermore, (Estiana et al., 2023) explains that the work environment is everything that is around the employee and can influence him in carrying out the tasks assigned to him, for example with the presence of air conditioning (AC), adequate lighting and so on. In addition, (Hermayanti, 2023) states that the work environment is all the tools and materials faced by the surrounding environment where a person works, his work methods, and his work arrangements both as individuals and as a group. So, a comfortable and conducive work environment can increase the physical and mental comfort of teachers, which in turn will have a positive impact on their performance. Factors such as room temperature, noise, air quality, workspace layout, and available facilities play an important role in supporting teacher concentration, focus, and productivity. Conversely, a poor work environment, such as poor lighting, uncomfortable temperatures, or disturbing noise, can cause stress, fatigue, and decreased performance. Therefore, creating a healthy and supportive work environment is very important to ensure that teachers can work optimally and achieve organizational goals.

METHOD

This study uses an associative approach with quantitative data by taking primary data and using a questionnaire method. The analysis technique used is multiple linear regression. According to (Gorard, 2018), associative research or causal research (causal relationship) is research that wants to see whether a variable that acts as an independent variable affects another variable that is a dependent variable.

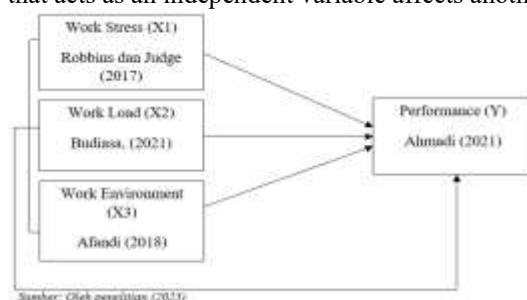


Figure 1 Conceptual Framework

Based on the picture, several hypotheses can be drawn as temporary answers to this study, namely:

H1: Work Stress partially has a positive and significant effect on Teacher Performance at Tri Karya Sunggal Deli Serdang School.

H2: Workload partially has a positive and significant effect on Teacher Performance at Tri Karya Sunggal Deli Serdang School.

H3: Work Environment partially has a positive and significant effect on Teacher Performance at Tri Karya Sunggal Deli Serdang School.

H4: Work Stress, Workload and Work Environment simultaneously have a positive and significant effect on Teacher Performance at Tri Karya Sunggal Deli Serdang School.

The population in this study were all teachers at Tri Karya Sunggal Deli Serdang School who had permanent teacher status, totaling 50 teachers excluding the principal and other staff. So that the population members in this study were 50 teachers, the sample in this study was 50 teachers. Because the technique used was the sampling technique used was saturated sampling (census), which is determining the sample by taking the entire population as a sample. Then, the scale used was the Likert scale. (Joshi et al., 2015) also explained that the Likert scale was designed by Likert to measure attitudes, opinions, perceptions, of a person/group of people about social phenomena. The answers to each question instrument item have a very positive to very negative gradation. Generally, the Likert scale contains answer choices: strongly agree, agree, neutral, disagree, and strongly disagree. The scores given are 5,4,3,2,1. The Likert scale can be arranged in the form of questions or statements, and multiple choice or checklist tables. (Manullang & Manuntun, 2018) also explained that to determine the feasibility of the items in a list of questions (questionnaire) that will be presented to respondents, a validity test is needed for each question. Where if $r_{count} > r_{critical}$, where $r_{critical} = 0.30$ and $r_{table} < r_{critical}$, then the question item is valid or valid. If $r_{count} < 0.30$, then the question item is not valid or valid. Meanwhile, to determine the stability and consistency of respondents in answering items related to the question construct arranged in the form of a questionnaire, the reliability of a variable construct is said to be good if it has a Cronbach's alpha value greater than ($>$) 0.6. The analysis used in this study is multiple linear regression analysis with the formula:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + e$$

Next, to find out the contribution of variable X to Y, it can be found using the coefficient of determination formula. The formula for the coefficient of determination is as follows:

$$KD = R2 \times 100\%$$

Meanwhile, the strength of the relationship between variables is expressed in the correlation coefficient. The largest positive correlation coefficient = 1 and the largest negative correlation coefficient = -1, while the smallest is 0. If the relationship between two or more variables has a correlation coefficient of -1 or = -1, then the relationship is perfect.

RESULTS AND DISCUSSION

The fundamental factor in determining the success of the educational process in schools is teacher performance, including at Tri Karya Sunggal School. (Kholik & Yusri, 2025) that teachers not only act as material deliverers, but also as learning facilitators, character builders, and drivers of the academic climate in the school environment. However, teacher performance does not stand alone, but is influenced by various internal and external factors that interact with each other. Among them, work pressure, volume of responsibility, and work environment conditions are the aspects that most often influence the quality of teaching and teacher dedication in carrying out their professional roles. Based on the results of the study obtained from 50 teachers as respondents, it can be seen that 23 respondents were male with a percentage of 46% and 27 respondents were female with a percentage of 54%. Thus, it can be concluded that the majority of respondents or most teachers at Tri Karya Sunggal Deli Serdang School are women. Furthermore, of the 50 people, respondents aged 26-30 years were 16 people with a percentage of 32%, respondents aged 31-35 years were 15 people with a percentage of 30%, respondents aged 35-40 years were 10 people with a percentage of 20%, respondents aged 40-45 years were 6 people with a percentage of 12%, respondents aged 45 years and over were 3 people. Thus, it can be concluded that the largest number of respondents or most teachers at Tri Karya Sunggal Deli Serdang School are aged 26-30 years. Meanwhile, seen from their work period, then from the 50 people, respondents who have a work period of less than 5 years are 16 people with a percentage of 32%, respondents who have a work period of 5-10 years are 15 people with a percentage of 30%, respondents who have a work period of 11-15 years are 10 people with a percentage of 20%, respondents who have a work period of 16-20 years are 6 people with a percentage of 12%, respondents who have a work period of 20 years and above are 3 people. Thus, it can be concluded that the largest number of respondents or most teachers at Tri Karya Sunggal Deli Serdang School have a work period of less than 5 years.

Work Stress

Table 1. Description of Respondents Answers to the Work Stress Variable

Pertanyaan Tentang Stress Kerja (X ₁)	Jawaban Responden										Jml Resp.	Jml Skor	Rata- Rata	Ket
	STS	%	TS	%	KS	%	S	%	SS	%				
Saya merasa fasilitas fisik yang disediakan sekolah sudah memadai	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya merasa sekolah memberikan fasilitas yang menunjang bahan ajar sudah terpenuhi dengan baik	0	0	10	20	10	20	28	26	2	4	50	172	3,44	Setuju
Kebijakan dan aturan yang diterapkan oleh sekolah atau mempermudah pekerjaan saya	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya memenuhi target atau kewajiban administratif yang menyebabkan stres di tempat kerja	0	0	10	20	10	20	28	26	2	4	50	172	3,44	Setuju
Saya merasa keleluasaan dalam bekerja sangat terbatas	0	0	3	6	16	32	16	32	15	30	50	193	3,86	Setuju
Saya merasa pekerjaan saya terlalu padat	1	2	7	14	12	24	17	34	13	26	50	184	3,68	Setuju
Rata-rata												3,71		Setuju

Sumber: Data Primer, 2023

This table shows that 8 (eight) statements about work stress obtained an average value of more than 3.71 and fell into the criteria with an assessment category of 3.41 - 4.20, namely agree. This means that teachers at Tri Karya Sunggal School who were respondents in this study agreed with all statements that work stress affects the performance of teachers at Tri Karya Sunggal School.

Workload

Table 2. Description of Respondents Answers to the Workload Variable

Pertanyaan Tentang Beban Kerja (X ₂)	Jawaban Responden										Jml Resp.	Jml Skor	Rata- Rata	Ket
	STS	%	TS	%	KS	%	S	%	SS	%				
Saya merasa target yang ditetapkan oleh sekolah cukup tinggi	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya merasa kewalahan dengan banyaknya tugas yang harus diselesaikan dalam satu waktu	0	0	4	8	16	32	19	38	11	22	50	187	3,74	Setuju
Kondisi ruang kelas membuat saya nyaman saat mengajar.	0	0	3	6	16	32	16	32	15	30	50	193	3,86	Setuju
Saya merasa terbantu dengan adanya dukungan dari sekolah dalam melaksanakan tugas pengajaran.	1	2	7	14	12	23	17	34	13	26	50	184	3,68	Setuju
Saya merasa kesulitan dalam mengatur waktu saat memenuhi pekerjaan disekolah	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya merasa beban pekerjaan yang ada mengganggu waktu pribadi	0	0	4	8	16	32	19	38	11	22	50	187	3,74	Setuju
Saya merasa standar pengajaran yang ditetapkan oleh sekolah cukup tinggi	0	0	3	6	16	32	16	32	15	30	50	193	3,86	Setuju
Guru merasa kesulitan untuk memenuhi standart dalam meningkatkan hasil belajar siswa	1	2	7	14	12	24	17	34	13	26	50	184	3,68	Setuju
Rata-rata													3,81	Setuju

Sumber: Data Primer, 2025

The table shows that 8 (eight) statements regarding workload obtained an average value of more than 3.81 and fell into the criteria with an assessment category of 3.41 - 4.20, namely agree. This means that teachers at Tri Karya Sunggal School who were respondents in this study agreed with all statements that workload affects teacher performance at Tri Karya Sunggal School.

Work Environment

Table 3. Description of Respondents Answers to Work Environment Variables

Pertanyaan Tentang Lingkungan Kerja (Xs)	Jawaban Responden										Jml Resp.	Jml Skor	Rata-Rata	Ket
	STS	%	TS	%	KS	%	S	%	SS	%				
Saya merasa fasilitas dalam bekerja sudah cukup baik.	0	0	4	8	16	32	19	38	11	22	50	187	3,74	Setuju
Sekolah mampu memenuhi setiap kebutuhan fasilitas non fisik bagi saya	0	0	4	8	15	30	25	50	6	12	50	183	3,66	Setuju
Saya mampu bekerja sama dengan pimpinan dalam memenuhi setiap tuntutan pekerjaan	0	0	4	8	10	20	27	54	9	18	50	191	3,82	Setuju
Saya merasa tidak ada batasan antar guru dalam berkomunikasi guna menunjang kegiatan belajar mengajar	0	0	1	2	9	18	38	76	2	4	50	191	3,82	Setuju
Saya merasa bekerja dengan menyenangkan di sekolah	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya merasa sangat aman dan nyaman dalam bekerja	0	0	4	8	16	32	19	38	11	22	50	187	3,74	Setuju
Kerjasama antar guru mampu menunjang pekerjaan saya	0	0	3	6	16	32	16	32	15	30	50	193	3,86	Setuju
Saya merasa adanya kerjasama yang harmonis antar guru	1	2	7	14	12	24	17	34	13	26	50	184	3,68	Setuju
Rata-rata													3,78	Setuju

Sumber: Data Primer, 2023

This table shows that 8 (eight) statements regarding the work environment obtained an average value of more than 3.78 and fell into the criteria with an assessment category of 3.41 - 4.20, namely agree. This means that teachers at Tri Karya Sunggal School who were respondents in this study agreed with all statements that the work environment affects the performance of teachers at Tri Karya Sunggal School.

Teacher Performance

Table 4. Description of Respondents' Answers to Teacher Performance Variables

Pertanyaan Tentang Kinerja Guru (Y)	Jawaban Responden										Jml Resp.	Jml Skor	Rata-Rata	Ket
	STS	%	TS	%	KS	%	S	%	SS	%				
Saya selalu memberikan penjelasan materi secara jelas	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya memberikan materi pembelajaran yang mudah dipahami oleh siswa.	0	0	4	8	16	32	19	38	11	22	50	187	3,74	Setuju
Saya dapat menyelesaikan semua tugas administratif secara tepat waktu.	0	0	3	6	16	32	16	32	15	30	50	193	3,86	Setuju
Saya mengelola waktu dengan baik dalam menyelesaikan semua tanggung jawab mengajar di kelas.	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Saya mampu menyelesaikan tugas-tugas mengajar dalam waktu yang efektif.	0	0	2	4	18	36	11	22	19	38	50	187	3,74	Setuju
Saya efektif dalam mengatur waktu kerja.	0	0	3	6	16	32	16	32	15	30	50	193	3,85	Setuju
Saya sering mengusulkan ide baru untuk meningkatkan kualitas pembelajaran.	1	2	7	14	12	24	17	34	13	26	50	184	3,68	Setuju
Saya proaktif dalam mengembangkan metode pengajaran baru.	0	0	2	4	18	36	11	22	19	38	50	197	3,94	Setuju
Rata-rata													3,84	Setuju

Sumber: Data Primer, 2025

This table shows that 8 (eight) statements regarding the work environment obtained an average value of more than 3.84 and fell into the criteria with an assessment category of 3.41 - 4.20, namely agree. This means that teachers at Tri Karya Sunggal School who were respondents in this study agreed with all statements regarding teacher performance at Tri Karya Sunggal School.

Table 5. Results of Instrument Validity Test

No Item	Rhitung	Sig	Rtabel	Kriteria
X1.1	0,823	0,000	0,2787	Valid
X1.2	0,723	0,000	0,2787	Valid
X1.3	0,823	0,000	0,2787	Valid
X1.4	0,723	0,000	0,2787	Valid
X1.5	0,403	0,000	0,2787	Valid
X1.6	0,545	0,000	0,2787	Valid
X2.1	0,588	0,000	0,2787	Valid
X2.2	0,387	0,000	0,2787	Valid
X2.3	0,643	0,000	0,2787	Valid
X2.4	0,772	0,000	0,2787	Valid
X2.5	0,588	0,000	0,2787	Valid
X2.6	0,487	0,000	0,2787	Valid
X2.7	0,643	0,000	0,2787	Valid
X2.8	0,772	0,000	0,2787	Valid
X3.1	0,715	0,000	0,2787	Valid
X3.2	0,348	0,000	0,2787	Valid
X3.3	0,427	0,000	0,2787	Valid
X3.4	0,413	0,000	0,2787	Valid
X3.5	0,514	0,000	0,2787	Valid
X3.6	0,715	0,000	0,2787	Valid
X3.7	0,370	0,000	0,2787	Valid
X3.8	0,513	0,000	0,2787	Valid
Y1	0,745	0,000	0,2787	Valid
Y2	0,524	0,000	0,2787	Valid
Y3	0,531	0,000	0,2787	Valid
Y4	0,745	0,000	0,2787	Valid
Y5	0,524	0,000	0,2787	Valid
Y6	0,531	0,000	0,2787	Valid
Y7	0,614	0,000	0,2787	Valid
Y8	0,745	0,000	0,2787	Valid

Sumber : SPSS, 25.0

The statement is declared valid if the *r* count value is greater than *r* table. In this study, the validity test was carried out statistically using Pearson Correlation. Degree of freedom (DF) = $n-2$, where *n* (number of samples) is 50 respondents so that the DF is 50-2 with a significance of 0.05 so that the *r* table is 0.2787. From the table above, it can be concluded that all statements have met the requirements, namely *r* count > *r* table (0.2787) and are declared valid. Then, the technique used to test the reliability of the statement items in this study is the Cronbach Alpha coefficient reliability test method (Sugiyono, 2016) with the SPSS 25.0 program. The standard value of the instrument reliability has a value of $r > 0.6$. So that these indicators are reliable and can be distributed to respondents.

Table 6. Results of Instrument Reliability Test

Variabel	AlphaCronbach	Keterangan
Stress Kerja (X1)	0,730	Reliabel
Beban Kerja (X2)	0,727	Reliabel
Lingkungan Kerja(X2)	0,680	Reliabel
Kinerja Guru (Y)	0,765	Reliabel

Sumber : Data Primer, 2025

This table shows that the results of the overall reliability calculations obtained a Cronbach's Alpha coefficient greater than 0.6, this indicates that all research instruments are declared reliable (can be used as measuring tools).

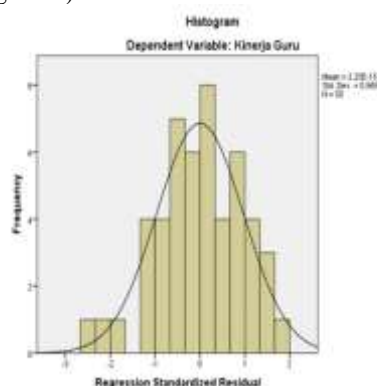


Figure 2. Data Normality Test Using Histogram Approach

Source: Data processed by SPSS, 25, 2025

The image shows that the regression model used has been normally distributed, this can be seen from the histogram line does not deviate to the left or right, so that the distribution of the data has been normally distributed. The data normality test with the histogram approach above shows that the regression model used has been normally distributed, this can be seen from the histogram line does not deviate to the left or right, so that the distribution of the data has been normally distributed. The normality test using the normal probability plot graph approach can be seen in the following image:

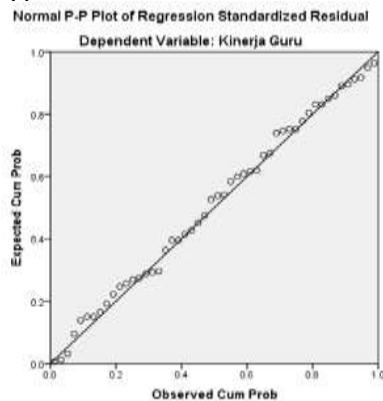


Figure 3. Normality test with normal probability plot graph
Source: Data processed by SPSS, 25, 2025

The image shows that the results of the normality test using the graphical approach above, it can be seen that the data has a normal distribution or spread, this can be seen from the distribution of points around the diagonal axis of the graph.

Table 7. Results of the Kolmogorov-Smirnov Test

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residual
N		50
Normal Parameters ^{a,b}	Mean	.0E+0
	Std. Deviation	.86512317
Most Extreme Differences	Absolute	.065
	Positive	.050
	Negative	-.065
Kolmogorov-Smirnov Z		.462
Asymp. Sig. (2-tailed)		.983

a. Test distribution is Normal.

b. Calculated from data.

The table shows that the Asymp.Sig. (2-tailed) value is $0.983 > 0.05$. This means that the value is above the significant value of 5% (0.05). Therefore, the Kolmogorov-Smirnov (K-S) test also states that the residual data is normally distributed.

Table 8. Multicollinearity Test Results

Coefficients ^a		
Model	Collinearity Statistics	
	Tolerance	VIF
1 Stress Kerja	.327	3.058
Beban Kerja	.156	6.415
Lingkungan Kerja	.283	3.533

a. Dependent Variable: Kinerja Guru

Sumber: Data Diolah SPSS 25, 2025

The table above is the result of multicollinearity test obtained from the value of Tolerance Work Stress X1 (0.327), workload X2 (0.156), work environment X3 (0.283) and VIF value of Work Stress X1 (3.058), Workload X2 (6.415), work environment X3 (3.533). From these results it can be concluded that

there is no symptom of multicollinearity, so that the independent variables can predict the dependent variables.

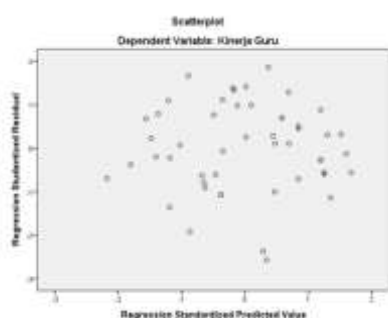


Figure 4. Results of Heteroscedasticity Test with Scatterplot
Source: Data processed by SPSS, 25, 2025

The image above shows the results of the heteroscedasticity test using scatterplot, it is obtained that the data moves or spreads in all directions or does not form a certain pattern, and is above and below zero on the Y axis, so it can be concluded that there is no heteroscedasticity in the regression model. From the study there are three independent variables, namely Work stress (X1), Workload (X2), Work Environment (X3), and the dependent variable is teacher performance (Y) at Tri Karya Sunggal Deli Serdang School.

Table 9. Multiple Linear Regression Results

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.160	1.943		3.169	.003
1 Stress Kerja	.791	.075	.782	10.519	.000
Beban Kerja	.157	.059	.191	2.662	.011
Lingkungan Kerja	.230	.070	.027	3.420	.006

a. Dependent Variable: Kinerja Guru

Constant value (a) of 6.160, which means that the value of Work stress and Workload, in a fixed state (ceterisparibus). Then the teacher performance value will still have a value of 6.160.

The regression coefficient value (β_1) of 0.791, which means that if work stress is in a fixed state, an increase or increase of one unit of workload and work environment will be able to increase or improve teacher performance by 0.791 units.

The regression coefficient value (β_2) of 0.157, which means that if the workload is in a fixed state, an increase or increase of one unit of work stress and work environment will be able to increase or improve teacher performance by 0.157 units.

The regression coefficient value (β_3) of 0.230, which means that if Work stress is in a fixed state, an increase or increase of one unit of work stress and workload will be able to increase or improve teacher performance by 0.230 units.

Table 10. Results of the t-statistic test

Coefficients ^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	6.160	1.943		3.169	.003
1 Stress Kerja	.791	.075	.782	10.519	.000
Beban Kerja	.157	.059	.191	2.662	.011
Lingkungan Kerja	.230	.070	.027	3.420	.006

a. Dependent Variable: Kinerja Guru

The work stress variable has a coefficient (β_1) = 0.791 with t count (10.519) > t table 1.67 and significant (0.000) < 0.05. This shows that the work stress variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School.

The workload variable has a coefficient (β_2) = 0.157 with t count (2.662) > t table 1.67 and significant (0.011) < 0.05. This shows that the workload variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School.

The work environment variable has a coefficient (β_3) = 0.230 with t count (3.420) > t table 1.67 and significant (0.006) < 0.05. This shows that the work environment variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School.

Table 11. F Test Results

ANOVA ^a					
Model	Sum of Squares	df	Mean Square	F	Sig.
1 Regression	425.845	3	141.948	93.180	.000 ^b
Residual	70.075	46	1.523		
Total	495.920	49			

a. Dependent Variable: Kinerja Guru

b. Predictors: (Constant), Lingkungan Kerja, Stress Kerja, Beban Kerja

Sumber: Data Diolah SPSS 25, 2025

The table shows that Fcount is 93.180 with a significance level of 0.000. While Ftable ($\alpha = 0.05$) is 3.10 Therefore, Fcount (93.180) > Ftable (3.10) and the significance level is 0.000 < 0.05 indicating that the independent variables (Work stress (X1), Workload (X2), Work Environment (X3)) simultaneously have a positive and significant effect on teacher performance at Tri Karya Sunggal Deli Serdang School.

Table 12. Results of the Determination Coefficient (R²)

Model Summary ^a				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.927 ^b	.859	.849	1.234

a. Predictors: (Constant), Lingkungan Kerja, Stress Kerja, Beban Kerja

b. Dependent Variable: Kinerja Guru

Sumber: Data Diolah SPSS 25, 2025

The determination coefficient test (R²) is used to determine the ability of the independent variables used in the regression equation to explain the dependent variation. Based on table 4.15, it can be seen that the Adjusted R Square value of 0.849 means that 84.9% of the total value of teacher performance at Tri Karya Sunggal Deli Serdang School can be explained by Work stress (X1), Workload (X2), Work Environment (X3). While the remaining 15.1% is explained by other factors not examined in this study. From the results of the research that have been described above, each influence of the independent variable on the dependent variable will be discussed, as follows:

The Influence of Work Stress on Teacher Performance at Tri Karya Sunggal Deli Serdang School.

The results of the study showed that partially the work stress variable had a coefficient (β_1) = 0.791 with t count (10.519) > t table 1.67 and significant (0.000) < 0.05. This shows that the work stress variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School. This shows that the Work Stress variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School. Similar things are in accordance with research conducted by (Yustikasi & Santoso, 2023) which found that work stress affects a person's performance in carrying out their duties and responsibilities. This is because work stress is a dynamic condition in which an individual is faced with an opportunity, demand or resource related to environmental conditions, organizational conditions and in a person that affects the performance given by someone who has an

important role in the company. Similar things were also found by (Yustikasari, 2025) who found that the more stressed a person is, the more it will affect a person's performance in carrying out their duties and obligations in an institution. Work stress has an impact on performance in carrying out tasks that must be carried out and completed. Excessive work stress will reduce their ability to give their best performance.

The Influence of Workload on Teacher Performance at Tri Karya Sunggal Deli Serdang School

The results of the study show that partially the Workload variable has a coefficient (β_2) = 0.157 with t count (2.662) > t table 1.67 and significant (0.011) < 0.05. This shows that the workload variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School. Similar research results were found in a study conducted by (Yuliana et al., 2021) which found that workload affects employee performance. This is because excessive demands on tasks cause a person to feel burdened which ultimately affects their performance in carrying out tasks and responsibilities in an institution or company. Research conducted by (Sari et al., 2022) also found that workload affects employee performance. Workload is a perception that employees have about tasks that must be completed within a certain period of time and efforts to deal with work problems that make workload one of the factors influencing performance.

The Influence of the Work Environment on Teacher Performance at Tri Karya Sunggal Deli Serdang School

The results of the study showed that partially the work environment variable had a coefficient (β_3) = 0.230 with t count (3.420) > t table 1.67 and significant (0.006) < 0.05. This shows that the work environment variable has a positive and significant partial effect on teacher performance at Tri Karya Sunggal Deli Serdang School. Similar research results were found in a study conducted by (Li et al., 2024) in researching the work environment found that the work environment affects a person's performance in carrying out their duties and responsibilities. Conduciveness and comfort influence a person to be able to feel happy at work, feel safe at work and not be disturbed by various forms of threats and disturbances at work. The study conducted by (Hafidzi, Kamil et al., 2023) stated that the work environment is everything that is around employees and can influence them in carrying out the tasks assigned which can provide a sense of comfort and pleasure in carrying out their duties and responsibilities in a company.

The Influence of Work Stress, Workload and Work Environment on Teacher Performance at Tri Karya Sunggal Deli Serdang School

Based on the results of the research conducted by the researcher, the variables of Work stress, workload and work environment simultaneously have a significant effect on the satisfaction of students of the Faculty of Economics, Methodist University of Indonesia. This can be seen that F count is 93.180 with a significance level of 0.000. While F table ($\alpha = 0.05$) is 3.10 Therefore, F count (93.180) > F table (3.10) and the significance level is 0.000 < 0.05 indicating that the independent variables (Work stress (X1), Workload (X2), Work Environment (X3)) simultaneously have a positive and significant effect on teacher performance at Tri Karya Sunggal Deli Serdang School. The coefficient of determination (R^2) test is used to determine the ability of the independent variables used in the regression equation to explain the dependent variation. Based on table 4.17, the Adjusted R Square of 0.849 means that 84.9% of the total value of teacher performance at Tri Karya Sunggal Deli Serdang School can be explained by Work Stress (X1), Workload (X2), Work Environment (X3). While the remaining 15.1% is explained by other factors not examined in this study.

CONCLUSION

Tri Karya Sunggal School in Deli Serdang Regency has professional teachers in their fields. However, teachers at Tri Karya Sunggal School face various challenges, ranging from administrative pressure, dense learning responsibilities, to limited facilities and infrastructure. Curriculum demands, parental expectations, and social dynamics in the school environment also add to the psychological and physical burden that can affect their motivation and work effectiveness. The findings of this study are expected to provide a relevant factual picture for schools, education managers, and policy makers so that they can design more effective strategies in supporting teacher performance, both from a managerial aspect and developing a conducive work environment. So, based on the discussion of the research above, the conclusion of this study is

Work stress has a positive and significant partial effect on teacher performance at Tri Karya Sunggal School, Deli Serdang with a regression coefficient value of 0.791 with a t count of 10.519 and a significance of 0.000.

Workload partially has a positive and significant effect on teacher performance at Tri Karya Sunggal Deli Serdang School with a regression coefficient value of 0.157 with a t count of 2.662 and a significance of 0.011.

Work environment partially has a positive and significant effect on teacher performance at Tri Karya Sunggal Deli Serdang School with a regression coefficient value of 0.230 with a t count of 3.420 and a significance of 0.006.

Work stress, workload and environment simultaneously affect teacher performance at Tri Karya Sunggal Deli Serdang School with an F count value of 93.180 and a significance level of 0.000

The suggestions that can be used as recommendations from the results of this study are as follows:

Adaptive and constructive management of work stress

Although work stress has a positive influence on teacher performance, this should not be interpreted as meaning that stress should be allowed to continue or increased. Positive stress (eustress) needs to be managed carefully so that it remains at a level that is motivating, not burdensome. Therefore, schools are advised to hold regular teacher well-being programs, such as stress management training, joint reflection sessions, and psychosocial support, to ensure that the stress felt by teachers is challenging, not excessively tiring.

Arranging workload proportionally and efficiently

The results of the study show that workload has a positive effect on teacher performance. However, this influence must be accompanied by fair and efficient task arrangement. School management needs to conduct routine workload audits to ensure that there is no accumulation of irrelevant non-teaching tasks. Digitalization of administration, equal distribution of tasks, and reduction of repetitive administrative workload can be concrete steps in maintaining teacher work balance.

Improving the quality of the work environment that makes a significant contribution to teacher performance.

Therefore, schools need to pay attention to physical and psychological factors in the work environment, such as the availability of comfortable workspaces, learning support facilities, and a collaborative and mutually supportive work culture. The principal as a managerial leader is expected to be able to create a participatory, open, and appreciative work climate, so that teachers feel appreciated and motivated to improve their performance. 4. Synergy between factors in strengthening teacher performance. Given that the three variables have a simultaneous influence on teacher performance, a holistic approach to developing educator human resources is needed. Schools need to design policies that do not only focus on one aspect, but integrate stress management strategies, workload adjustments, and work environment improvements simultaneously in a sustainable framework.

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