

Workplace Stress of Special School Teachers at Three Schools in Bali Province

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ARTICLE INFO	ABSTRACT
ORCHID ID Author 1: -	Workplace stress is often seen as a threat or a problem that comes from the work environment. Stress is a feeling resulting from the interaction between the individual and the work environment. Work stress can happen to anyone at any time, including special school teachers. This research aims to describe the workplace stress of special school teachers at three schools in the Bali Province. This research was conducted in October-December 2022. Researcher used quantitative research method with cross-sectional design and descriptive approach. Data collection is carried out using the Copenhagen Psychosocial Questionnaire-III and the Occupational Diagnosis Survey from the Ministry of Manpower Indonesia. The sample of this research was 95 participants. Researcher use total sampling technique. The results showed that 52.63 percent of respondent experience workplace stress in the moderate categories and 44.21 percent in the mild categories. Based on the diagnosis to what extent work conditions are a source of stress, 14.74 percent of respondents are moderately stressed due to ambiguity of roles, 15.74 percent are due to role conflict, 37.89 percent are due to quantitative overload, 57.89 percent are due to qualitative overload, 13.68 percent are due to career development, and 62.11 percent are due to responsibility towards others.
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1. Introduction

Stress is an individual's interaction with the environment, but in more detail stress is an adaptive response that is connected by individual differences and or psychological processes which are the consequences of external actions, situations or events that place excessive psychological and or physical demands. Stress is also defined as a form of feelings of pressure, discomfort, and obstacles that are felt emotionally (Fajar Saranani et al., 2022). Work stress can happen to anyone at any time, including special school teachers (SLB). Special Schools (SLB) are educational institutions that provide learning opportunities for children with special needs. Basically, SLB is a place of formal education for children with special needs, namely the blind, the deaf, the mentally disabled, the physically disabled, and the disabled (Simangunsong & Widowati, 2016).

Almost every day special school teachers have to deal with special students. There are four things that are the main sources of stress for teachers, namely school organization, job demands, work resources, and social and emotional competence (Haydon et al., 2018). In special school teachers, they have too much work to do, triggering conditions that are a source of stress (Kebbi, 2018). Hafiah & Erwandi (2022), states that as many as 50.7% of SLB teachers

in Depok City experience distress, this is because a lot of patience is needed every day to teach and deal with several children with special needs who have tantrums. the same every day. Research on SLB teachers in the city of Jambi stated that 54.8% of SLB teachers experienced high stress. There is a significant relationship between organizational structure, work atmosphere, mental workload, organizational support and work stress for elementary school teachers at the Prof. SLB Foundation. Dr. Sri Soedewi MS, SH Jambi with $p\text{Value} = 0.000 < \alpha 0.05$ (Sugiarto et al., 2019).

The Province of Bali currently has 14 special schools spread across nine districts with a total number of students reaching 2,249 and a total of 385 teachers (Bali Satu Data, 2022). When viewed in a comparative ratio, namely one to six, the teacher-to-student ratio should ideally be one to five (Yulianto, 2018). The aim of this study was to describe the workplace stress of special school teachers at three schools in the Bali Province.

2. Method

The design of this research study is a cross-sectional study, namely a study that describes the problem or situation at the time the research took place. This research is descriptive in nature to see the proportion of special school teachers' work stress in three schools in the province of Bali. This research was conducted in three special schools, two schools in Denpasar City and one school in Gianyar Regency, Bali, where the majority of students are mentally retarded. This research was conducted from October to December 2022. The sample size was 95 people who were taken using a total sampling technique, namely all teachers in three special schools became research respondents.

Data collection was carried out using a questionnaire for individual characteristic. Job support, work demand, and respondent stress level using a questionnaire adapted from the Copenhagen Psychosocial Questionnaire-III (COPSOQ). The COPSOQ is a questionnaire that has been proven valid, because it has been used by NIOSH Demark to measure psychosocial determinants. For determine of working conditions are things that can cause workers to experience stress in their work environment, the researcher use Occupational Diagnosis Survey from the Ministry of Manpower. Data were analyzed univariate to describe the frequency and percentage of each variable. Bivariate analysis was also performed to determine the frequency distribution and correlation between the dependent variable with the independent variable using the chi square test. The data obtained were analyzed using STATA 12.

3. Result and Discussion

3.1 Characteristics of Individual Respondents

The individual characteristics of the respondents in this study included gender, age, years of service, marital status, body mass index, and medical history are presented in Table 1. The result show most of the respondents were female (75.79%), in the age group 31-40 years (52.63%) with the youngest age being 27 years, the oldest being 58 years, and the average age being 40 years ($SD \pm 8.6$). In the length of service variable, most of the respondents worked less than equal to 12 years (68.42%), with the lowest working period being 3 years, the highest being 36 years, and the average being 12 years ($SD \pm 6.4$). Most of the respondents were married (72.63%), were in the fat category (48.42%), and had no history of disease (28.42%).

Table 1. Characteristics of Individual Respondents

Variable	N	(%)	Max	Min	Mean	SD
Sex						
Male	23	24,21	-	-	-	-
Female	72	75,79				
Age Group						
≤30 year	10	10,53	58	27	40	±8,6
31-40 year	50	52,63				
41-50 year	19	20,00				
>50 year	16	16,84				
Work Time						
≤12 year	65	68,42	36	3	12	±6,4
>12 year	30	31,58				
Marital Status						
Single	17	17,89	-	-	-	-
Married	69	72,63				
Widow/Widower	9	9,47				
Body Mass Index						
Thin	4	4,21	-	-	-	-
Normal	36	37,89				
Fat	46	48,42				
Obese	9	9,47				
Disease History						
There is History	27	28,42	-	-	-	-
No History	68	71,58				
Total	95	100				

Source: Primary Data, 2022

3.2 Job Support, Work Demands, and Respondents Stress Levels

Data on the variable results of work support, work demands and stress levels of respondents can be seen in Table 2. The results show that most of the social support of respondents is in the middle category (91.58%) and work demands are mostly in the middle category (63.16%). Based on the stress level of the respondents, most were in the moderate stress category (52.63%) and the rest were mild stress (44.21%) and not stressed (3.16%).

Table 2. Job Support, Work Demands, and Respondents Stress Levels

Variable	N	(%)
Job Support		
Low	0	0
Middle	87	91,58
High	8	8,42
Work Demands		
Low	35	36,84
Middle	60	63,16
High	0	0
Work Stress Level		
No Stress	3	3,16
Light Stress	42	44,21
Moderate Stress	50	52,63
Total	95	100

Source: Primary Data, 2022

3.3 Distribution of Work Stress Based on Independent Variables

The distribution of work stress based on the independent variables (gender, age group, years of service, marital status, body mass index, history of illness, social support and work demands) of the respondents was analyzed using a cross table and the results are presented in Table 3. The distribution of work stress in the moderate category is more large in male sex (65.22%), age group ≤ 30 years (100%), working period ≤ 12 years (56.92%), marital status of widow/widower (88.89%), body mass index thin (100%), and no history of disease (57.35%). Judging from social support and work demands, the highest proportion of moderate work stress occurs in high social support (75.00%) and medium work demands (63.33%). Based on the results of the chi square test, the p value of marital status and job demands are less than 0.05, so there are a relationship between marital status and job demands with the stress level of the respondent.

Table 3. Distribution of Work Stress Based on Independent Variables

Characteristic of Respondent	Work Stress			Total (%)	p value
	No Stress	Light Stress	Moderate Stress		
Sex					
Male	0 (0,00)	8 (34,78)	15 (65,22)	23 (100)	0,165
Female	3 (4,17)	34 (47,22)	35 (48,61)	72 (100)	
Age Group					
≤ 30 year	0 (0,00)	0 (0,00)	10 (100)	10 (100)	0,545
31-40 year	2 (4,00)	25 (50,00)	23 (46,00)	50 (100)	
41-50 year	0 (0,00)	10 (52,63)	9 (47,37)	19 (100)	
>50 year	1 (6,25)	7 (43,75)	8 (50,00)	16 (100)	
Work Time					
≤ 12 year	2 (3,08)	26 (40,00)	37 (56,92)	65 (100)	0,218
>12 year	1 (3,33)	16 (53,33)	13 (43,33)	30 (100)	
Marital Status					
Single	0 (0,00)	3 (17,65)	14 (82,35)	17 (100)	0,022
Married	2 (2,90)	39 (56,52)	28 (40,58)	69 (100)	
Widow/Widower	1 (11,11)	0 (0,00)	8 (88,89)	9 (100)	
Body Mass Index					
Thin	0 (0,00)	0 (0,00)	4 (100)	4 (100)	0,982
Normal	2 (5,56)	15 (41,67)	19 (52,78)	36 (100)	
Fat	1 (2,17)	24 (52,17)	21 (45,65)	46 (100)	
Obese	0 (0,00)	3 (33,33)	6 (66,67)	9 (100)	
Disease History					
There is History	0 (0,00)	16 (59,26)	11 (40,74)	27 (100)	0,144
No History	3 (4,41)	26 (38,24)	39 (57,35)	68 (100)	
Job Support					
Middle	2 (2,30)	41 (47,13)	44 (50,57)	87 (100)	0,185
High	1 (12,50)	1 (12,50)	6 (75,00)	8 (100)	
Work Demands					
Low	3 (8,57)	20 (57,14)	12 (34,29)	35 (100)	0,006
Middle	0 (0,00)	22 (36,67)	38 (63,33)	60 (100)	

Source: Primary Data, 2022

3.4 Diagnosis of Working Conditions as a Source of Stress

Diagnosis of working conditions are things that can cause workers to experience stress in their work environment. This diagnosis is based on the Regulation of the Minister of Manpower of the Republic of Indonesia Number 5 of 2018 concerning Occupational Health and Safety in the Work Environment. Respondent data can be seen in Table 4. Based on the diagnosis of the extent to which work conditions are a source of stress, 14.74% of respondents are moderately stressed due to ambiguity of roles, 15.74% of respondents are moderately stressed due to role conflict, 37.89% of respondents are moderately stressed due to overload quantitatively, 57.89% of respondents are moderately stressed due to qualitative overload, 13.68% of respondents are moderately stressed due to career development, 62.11% of respondents are moderately stressed due to responsibility towards others.

Table 4. Diagnosis of Working Conditions as a Source of Stress

Variable	N	(%)
Ambiguity of roles		
Light	81	85,26
Moderate	14	14,74
Role Conflict		
Light	80	84,21
Moderate	15	15,79
Quantitative Overload		
Light	59	62,11
Moderate	36	37,89
Qualitative Overload		
Light	40	42,11
Moderate	55	57,89
Career Development		
Light	82	86,32
Moderate	13	13,68
Responsibility Towards Others		
Light	36	37,89
Moderate	59	62,11
Total	95	100

Source: Primary Data, 2022

Stress as an adaptive response, mediated by individual debates and psychological processes, is a consequence of any activity (environment), situation, or external event that imposes excessive psychological or physical demands on a person. Typical environmental conditions as a potential source of stress. This kind of condition is called a stressor. Stress may or may not be experienced by someone depending on the characteristics of the person concerned (Husain, 2019).

The work stress of special school teachers in three schools in Denpasar City found that 52.63% of teachers experienced moderate stress. Stress on special school teachers can be caused by factors that cause stress, for example caused by a very heavy workload, student behavior faced, working environment conditions, and relationships with colleagues (Mawardika, 2016). Sources of stress come from various factors, namely factors from outside

the organization which include social conditions, family circumstances, economic status and community of residence. Organizational factors include organizational policies, organizational structure, and working conditions. Other things that can cause stress are social support, conflict, and factors that come from within the individual (Farestu, 2016).

Special school teachers experience stress in dealing with children with special needs. Stress occurs due to two factors, factors originating from oneself and unsupportive community factors. Several psychological symptoms are signs of stress in SLB teachers, for example, anxiety and irritability. For physical symptoms, special school teachers usually experience dizziness, headaches, tense muscles, palpitations, and fatigue easily (Linayaningsih, 2015).

Based on the results of the chi-square test, it was found that the relationship between marital status and work stress for teachers in SLB has a significant relationship, meaning that single teachers have a smaller risk of experiencing work stress. This can happen because unmarried people do not have more complex life difficulties like married people, they only need to provide for themselves without having to work excessively hard for family demands such as spouses and children (Sari et al., 2021). The results of this study are the same as Aulia et al., (2022), research regarding stress on vocational teachers who examine Marital Status and Work Stress with the result p value = 0.039 meaning that marital status is significantly related to work stress.

The weight of the demands of a teacher's task causes the teacher to experience boredom, boredom and can also cause stress. A teacher must also have academic qualifications and competence as a learning agent, be physically and mentally healthy and have the ability to realize national education goals. The many demands of a teacher's work can make the teacher experience work stress. One of the causes is that excessive task demands make a person feel the workload is becoming more (Safitri, 2020). Research by Muhbar & Rochmawati (2019), on special school teachers shows that there is a relationship between stress levels and workload on teachers with a p value=0.044. The Spearman rank correlation value is -0.370 which indicates that the strength of the correlation is negative, meaning that the heavier the teacher's workload, the heavier the stress level.

Sources of stress can occur in several ways, according to Hurrell & McLaney, (1988), factors that cause stress can be grouped into five broad categories, namely intrinsic factors in work, individual roles in organizations, role ambiguity, career development, and relationships at work. Based on the results of research related to the diagnosis of the extent to which work conditions are a source of stress for special school teachers, 14.74% of respondents are moderately stressed due to ambiguity of roles, 15.74% of respondents are moderately stressed due to role conflict, 37.89% of respondents are moderately stressed due to quantitative overload, 57.89% of respondents are moderately stressed due to qualitative overload, 13.68% of respondents are moderately stressed due to career development, 62.11% of respondents are moderately stressed due to responsibility towards others.

Teachers are not only tasked with educating, but also providing learning, direction, guidance, training, assessment and evaluation of students (Natalia et al., 2017). The physical and mental workload of SLB teachers is of course different from that of teachers in public schools. Special school teachers can not only teach students but teachers must also be able and able to act like paramedics, therapists, social workers, counselors, and (Widiastuti et al., 2017). The various mental conditions and behavior of students can be seen during research so that

special school teachers must take a firm, straightforward stance and speak a little louder (Wahyudi et al., 2020).

Work stress on special school teachers caused by work can come from the behavior of students with special needs. The variety of student characteristics requires special education teachers to understand and be able to influence students in learning (Wahyudi et al., 2020). Difficulties in understanding students and sometimes student rejection will affect special school teachers emotionally which is one of the causes of work stress (Wahyudi et al., 2020).

4. Conclusion

Work stress among special school teacher show, 52.63% of respondents experience stress in the moderate category, the rest are in mild stress (44.21%) and not stressed (3.16%). Based on the diagnosis of the extent to which work conditions are a source of stress, 14.74% of respondents are moderately stressed due to ambiguous roles, 15.74% are moderately stressed due to role conflict, 37.89% are moderately stressed due to quantitative overload, 57.89% are moderately stressed due to qualitative overload, 13.68% are moderately stressed due to career development, 62.11% are moderately stressed due to responsibility towards other. Recommendation to solve this problem are: First, teachers need to conduct stress management to minimize the impact of workplace stress. Second, the government need to pay attention to the workload and complaints of special school teachers so that it can develop a sustainable plan, particularly related to workplace stress.

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