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Management of Teacher Work Stress at Madrasah Tsanawiyah Al-Ikhlash Sukobubuk

Nabeela Himmatus Tsuroya
Universitas Islam Negeri Walisongo, Semarang, Indonesia
nabeelahimmatustsuroya@gmail.com

Ahmad Almafahir
Universitas Islam Negeri Walisongo, Semarang, Indonesia
fahirahmad122@gmail.com

Abdul Wahid
Universitas Islam Negeri Walisongo, Semarang, Indonesia
abdul_wahid@walisongo.ac.id

Abstract

Teacher work stress is an increasingly worrying phenomenon in education, especially in rural educational institutions. This research aims to analyze teacher work stress management at MTs Al-Ikhlash Sukobubuk, focusing on identifying causal factors, manifestations, and efforts to minimize work stress. Using a qualitative approach, this study involved the principal and five teachers selected through purposive sampling. Data was collected through structured observation, in-depth interviews, and documentation, then analyzed using the Miles & Huberman method. The results revealed five main factors causing work stress: excessive workload, unfavorable madrasa climate, compensation mismatch, hierarchical pressure, and inadequate investment in professionalism. Manifestations of stress include emotional symptoms, fatigue, cardiovascular, gastrointestinal, and behavioral changes. Efforts to minimize stress include improving time management, strengthening communication, building supportive relationships, and maintaining physical and mental health. This research concludes the importance of a holistic approach to teacher work stress management to improve the quality of education.

Keywords: Madrasah Tsanawiyah; Stress Management; Teacher Work.

Abstrak

Manajemen Stres Kerja Guru di Madrasah Tsanawiyah Al-Ikhlas Sukobubuk. Stres kerja guru merupakan fenomena yang semakin memprihatinkan dalam dunia pendidikan, terutama di lembaga pendidikan pedesaan. Penelitian ini bertujuan untuk menganalisis manajemen stres kerja guru di MTs Al-Ikhlas Sukobubuk, dengan fokus pada identifikasi faktor penyebab, manifestasi, dan upaya meminimalisir stres kerja. Menggunakan pendekatan kualitatif, penelitian ini melibatkan kepala sekolah dan lima guru yang dipilih melalui purposive sampling. Data dikumpulkan melalui observasi terstruktur, wawancara mendalam, dan dokumentasi, kemudian dianalisis menggunakan metode Miles & Huberman. Hasil penelitian mengungkapkan lima faktor utama penyebab stres kerja: beban kerja berlebih, iklim madrasah yang kurang kondusif, ketidaksesuaian kompensasi, tekanan hierarkis, dan investasi profesionalitas yang tidak memadai. Manifestasi stres meliputi gejala emosional, kelelahan, kardiovaskular, gastrointestinal, dan perubahan perilaku. Upaya meminimalisir stres mencakup peningkatan manajemen waktu, penguatan komunikasi, pembangunan relasi suportif, dan pemeliharaan kesehatan fisik-mental. Penelitian ini menyimpulkan pentingnya pendekatan holistik dalam manajemen stres kerja guru sebagai upaya peningkatan kualitas pendidikan.

Kata Kunci: Madrasah Tsanawiyah; Manajemen Stress; Kerja Guru.

A. Introduction

Teachers play an important role in the education system, serving as the primary facilitators of students' learning and character development (Agustin & Maryani 2021, 344). However, the teaching profession is frequently confronted with a multitude of challenges that trigger work stress. A recent study of 1,000 teachers sponsored by the University of Phoenix revealed that 77% of teachers reported experiencing stress at work (Priliana et al. 2023, 17). In Indonesia, the situation is similarly disconcerting, with 30.27% of teachers exhibiting severe levels of work stress, 48.11% demonstrating moderate levels, and 21.62% manifesting mild levels (Islami & Kartika 2016, 49).

Teacher work stress is defined as the experience of negative emotions stemming from various aspects of their work as teachers (Kyriacou 2021, 721). This phenomenon can have a significant impact on teaching quality, teacher well-being, and ultimately, student achievement. Although several studies have examined teacher stress management (Alfian et al., 2021; Hidayati & Suryadi, 2020; Mardia, 2020), there are still significant gaps in the understanding of how work stress is managed at the Madrasah Tsanawiyah level, especially in rural areas.

MTs Al-Ikhlās Sukobubuk, a rural Madrasah Tsanawiyah, offers a unique context for the study of this phenomenon. A preliminary study, conducted through an interview with the head of Madrasah Al-Ikhlās Sukobubuk, has identified several major issues. First, there is a discrepancy between the educational backgrounds of teachers and the subjects they teach. The majority of teachers are graduates of Islamic boarding schools with religious specializations, while the madrasah requires teachers in general fields. Second, the study identified challenges in enhancing teachers' qualifications due to factors such as age, familial responsibilities, and financial constraints. Third, the double workload of teachers who also carry administrative duties, such as vice principal or administrative staff, is a significant challenge. Fourth, the management of diverse student behaviors and characters is a complex undertaking. These factors have the potential to trigger work stress among MTs Al-Ikhlās Sukobubuk teachers.

This study aims to fill the gap by analyzing the factors that cause teacher work stress, its manifestations, and stress management efforts applied at MTs Al-Ikhlās Sukobubuk. This study is expected to provide valuable insights for education stakeholders in developing effective stress management strategies, so as to improve teachers' welfare and the quality of education in Madrasah Tsanawiyah, especially in rural areas. The findings of this study can serve as a foundation for designing more targeted professional development programs, improving working conditions, and optimizing the allocation of educational resources.

Furthermore, the findings of this study have the potential to contribute to the development of education policies that are more responsive to the needs and challenges faced by teachers in rural areas. By developing a more comprehensive understanding of the factors that lead to stress and its subsequent manifestations, policymakers, and education administrators can formulate more effective interventions to support teachers in fulfilling their pivotal roles as facilitators of learning and agents of societal change. The improvement in stress management is expected to have a positive impact on teacher performance, job satisfaction, student learning outcomes, and the overall quality of education in Madrasah Tsanawiyah.

B. Discussion

1. Teachers Work Stress Management

Etymologically, the term "management" is derived from several linguistic roots. In Latin, the word is rooted in *manus*, which means "hand". In Italian, a similar term is *maneggiare*, which refers to the act of "controlling". In English, the term *to manage* is used with the meaning of "to organize" (Fachrurazi, 2022, 1). According to James A.F.

Stoner and Charles Wankel, management can be defined as a process that includes planning, organizing, leading, and controlling the efforts made by members of the organization, as well as the use of all other organizational resources to achieve predetermined goals (Siswanto, 2021, 16). Meanwhile, Terry defined management as a process that encompasses planning, organizing, implementing, and supervising. This process involves the integrated utilization of science and artistic methodologies to accomplish tasks to achieve predetermined goals (Suprihanto, 2014, 4)

The term “stress” is derived from the Latin word *streingere*, which is defined as a condition in which the organ and tissue systems contained in the human body cease functioning temporarily. This condition arises from a response to external stimuli that have the potential to interfere with an individual’s psychological or emotional well-being. The impact of stress manifests in the emergence of a sense of pressure, tension, and anxiety. Prolonged stress can severely undermine both mental and physical health. As Handoko states, excessive stress directly threatens a person’s capacity to effectively manage their environment (Saefullah, et al. 2019, 24).

According to Beehr and Newman, as cited in Luthans, work stress is defined as a condition that arises from the interaction between humans and their work environment and is characterized by human changes (Romy 2022, 130). Colquitt, Lipine, and Wesson defined stress as a psychological response to demands that exceed an individual’s resources (Riyadi 2022, 98). Furthermore, teacher stress is formulated as the experience of teachers in the form of unpleasant emotions, such as tension, frustration, anxiety, anger and depression, which stem from aspects of their work as teachers (Kyriacou 2021, 32).

Munandar revealed that the objective of stress management is to prevent stress. The primary objective of stress management is to avert the transition of stress, initially experienced in the short term that continues in the long term, which is often referred to as chronic stress (Syafaatul Hidayati 2020, 4). Therefore, it can be concluded that teacher work stress management is an effort to manage the mental and emotional state of teachers by employing resources effectively and efficiently to achieve goals. The purpose of teacher work stress management is to enhance the quality of teachers, enabling them to fulfill their responsibilities optimally.

According to Robbin, three factors cause stress. First, environmental factors include technological advancements. Second, organizational factors include task demands, role demands, interpersonal demands, organizational structure, and organizational leadership. Third, individual factors include family problems, economic problems, and individual characteristics (Riyadi 2022, 101).

Firman in Reilly described work stress which is divided into two parts, namely stress factors and manifestations of stress. Stress factors occur from five components, namely: first, time management (ensuring a balance between professional obligations and teacher duties); second, work-related stressors or workplace mismatches (including preparation, workload, class size, administrative affairs, and responsibilities); third, professional distress (mismatches between the sacrifices teachers have made and the subsequent outcomes, such as lack of health benefits, promotions, or incentives that are perceived as inadequate); fourth, discipline/motivation (including teacher teaching relationships, teacher authority, and teaching under pressure): fifth, professional investment (refers to teachers' involvement with the position).

The manifestations of teacher stress can be categorized in the form of: first, emotional manifestation (teacher responses to stress at school, such as anxiety and depression); second, fatigue manifestation (teacher fatigue, such as sleeping habits); third, cardiovascular manifestation (such as increased blood pressure and heart rate); fourth, gastrointestinal manifestation (such as stomach disorders and stomach cramps); fifth, behavior manifestation (such as changes in behavior, frequent sick leave or unexcused absences) (Nurhamida 2016, 67). The emergence of teacher work stress manifestations requires teachers to immediately overcome stress to avoid more adverse effects on madrasa productivity.

The following strategies can be implemented to manage work stress.

Table 1. Stress Management Strategies

No.	Individual	Organization
	Strengthening faith	Improving organizational climate
	Meditation and breathing	Improving physical environment
	Exercising	Performing task analysis and clarity
	Relaxation	Changing organizational structure and processes
	Social support, friends, and family	Increasing participation and decision-making
	Avoiding boring habits	Task restructuring
	Therapy	Establishing a management concept based on goals

Source: (Utami et al., 2021, 18)

2. Factors Causing Teachers Work Stress at MTs Al-Ikhlas Sukobubuk

A review of the relevant literature reveals key factors contributing to teacher stress at MTs Al-Ikhlas Sukobubuk. First, the excessive workload faced by teachers at this institution has been identified as a significant contributing factor. The dual role played by

teachers, who often hold positions such as treasurer, Head of Student Affairs, or Head of Curriculum, results in challenges in effective time management and the completion of tasks. This situation is further complicated by the timing of critical periods such as the end of the semester or the beginning of the new school year, where there is an overlap between administrative deadlines and additional tasks. The complexity of these dual roles significantly impacts teacher performance and well-being. This finding aligns with the results of a study that indicated excessive workload as a significant predictor of teacher stress. The research suggests that the inability to manage time effectively can lead to emotional exhaustion and decreased job satisfaction (Skaalvik & Skaalvik 2017, 15).

Second is the madrasa climate. The madrasa climate is a significant factor affecting teachers' stress levels. It encompasses the atmosphere, values, norms, and social interactions in the educational environment. If the madrasa climate is not conducive, it has the potential to increase teacher stress. For instance, in situations where students exhibit poor ethical behaviors, such as speaking rudely or disrespectfully, disregarding school rules, demonstrating a lack of discipline in completing assignments, and engaging in bullying behavior that is challenging to control, the madrasah climate can be particularly problematic. Such conditions engender an environment that is not conducive to the teaching-learning process, compelling teachers to expend more energy and time addressing behavioral issues rather than concentrating on teaching. Consequently, teachers experience feelings of frustration, exhaustion, and stress, as they feel unable to effectively carry out their primary duties. This, in turn, negatively affects the overall quality of education. This phenomenon aligns with the findings of research conducted by Von der Embse et al. It determined that a supportive school climate functions as a protective factor against teacher stress stemming from high accountability pressures within the education system (Von der Embse et al. 2016, 492).

Third, the mismatch between the sacrifices teachers make and the results they get. The mismatch can be seen in the low salaries and allowances provided to teachers, as well as the absence of a structured reward system. Based on the results of interviews, teachers at MTs Al-Ikhlâs receive an incentive of Rp. 10,000 for each lesson hour taught. The allowances granted to teachers vary depending on their position, ranging from Rp. 150,000 per month for homeroom teachers to Rp. 700,000 per month for the headmaster. This condition causes teachers to have economic problems, compelling them to seek supplementary income to meet their basic needs such as by online selling. This inadequate compensation aligns with the findings that financial compensation is one of the main factors influencing teacher performance (Chalik et al. 2024, 139).

Fourth is hierarchical pressure. Hierarchical pressure is a significant factor contributing to work stress in the madrasa environment, especially for madrasa principals.

They often face stress due to reporting demands from the foundation, the need to improve the quality and quantity of madrasa, and other responsibilities. This cumulative effect of these pressures creates a significant psychological burden for madrasa principals who have to balance the foundation's expectations with the practical demands of daily madrasa operations. This finding aligns with the results of the study which stated that excessive work pressure affects employee stress and performance (Indriani et al. 2022, 2029).

Fifth is an investment in professionalism, which refers to the personal involvement of the teacher in their professional role. At MTs Al-Ikhlās, the majority of teachers teach subjects that do not align with their educational background. Despite their involvement in the Subject Teacher Consultation Forum (MGMP) facilitated by the Madrasah Working Group (KKM) Regional Coordinator (Korwil) III, teachers express a perceived lack of sufficient evaluation and feedback. This often leads to teachers experiencing confusion and difficulty in improving their teaching administration. This phenomenon aligns with the concept of a mismatch between job demands and resources, as illustrated by the Job Demands-Resources Model (Bakker et al. 2014, 389). Recent research by Kim et al. suggested that appropriate professional training and support can increase teachers' self-efficacy and reduce stress, especially for those teaching outside their area of expertise. These findings emphasize the importance of continuous professional development and adequate institutional support in reducing teachers' job stress and enhancing teaching quality (Kim et al., 2019, 163).

Based on the explanation above, it can be concluded that the factors contributing to teacher work stress at MTs Al-Ikhlās Sukobubuk include excessive workload, madrasa climate, compensation mismatch, hierarchical pressure, and investment in professionalism.

3. Manifestation of Teacher Work Stress at MTs Al-Ikhlās Sukobubuk

The results of the study revealed various manifestations of work stress experienced by teachers at MTs Al-Ikhlās Sukobubuk. These findings provide a comprehensive picture of the impact of stress on teacher well-being and performance, which in turn can affect the overall quality of education.

The first is emotional manifestation. Field observations revealed that some teachers entered the work environment with sullen and depressed facial expressions. This indicates excessive workload, both from tasks in the madrasa and responsibilities outside the institution. The inability to manage emotions makes teachers vulnerable to stress. This finding aligns with the research by Harmsen et al., which stated that teacher work stress is closely associated with the imbalance between job demands and available resources.

This imbalance can trigger negative emotional responses, which if not handled properly, can lead to emotional exhaustion and burnout (Harmsen et al. 2018, 626).

The second is the manifestation of fatigue. Interviews revealed that approximately 40% of teachers admit to falling asleep in school due to fatigue and insufficient sleep. This phenomenon not only harms teacher performance but also has the potential to be imitated by students, thus disrupting the learning process. This phenomenon aligns with findings showing that excessive workload and inadequate rest time can lead to poor performance among teachers (Shinta & Laily 2020, 12–13).

The third is cardiovascular manifestation. Some teachers have reported experiencing frequent increases in blood pressure, especially when confronted with students who are difficult to control or who violate madrasa rules. Additionally, unhygienic classroom conditions are also a stress-inducing factor that affects teachers' cardiovascular systems. This finding is supported by research that stated that stress not only leads to decreased work performance but also can cause mental illnesses such as depression and cardiovascular illnesses such as high blood pressure (Song et al. 2017, 249).

The fourth is gastrointestinal manifestation. Some teachers reported experiencing gastrointestinal disorders, including acid reflux and ulcers, especially those with a previous history of gastrointestinal disorders. These symptoms tend to worsen when teachers experience peak stress. These findings align with the research showing that prolonged work stress can worsen existing health conditions, including gastrointestinal disorders. This study highlighted the importance of implementing stress management strategies and providing comprehensive health support for employees (Beehr & Newman 1978, 665).

The fifth is behavioral manifestation. The interviews revealed that about 60% of the teachers often arrive late to class or are absent without a clear reason. This phenomenon is attributed to the lack of a strict reward or sanction system. However, some teachers can maintain discipline based on personal responsibility and respect for time. This finding aligns with Wolgast and Fischer's research which stated the importance of creating a supportive work environment and an effective management system in enhancing teachers' motivation and commitment to their profession (Wolgast & Fischer 2017, 97).

Based on the explanation above, it can be concluded that the manifestations of teacher work stress at MTs Al-Ikhlâs Sukobubuk are characterized by emotional manifestations, fatigue manifestations, cardiovascular manifestations, gastrointestinal manifestations, and behavioral manifestations.

4. Methods to Minimize Teacher Work Stress at MTs Al-Ikhlās Sukobubuk

Based on the findings of interviews conducted with the madrasa principal and teachers, several methods can be made to minimize work stress at MTs Al-Ikhlās Sukobubuk.

The first method is the improvement of good time management. The madrasa principal can manage work schedules more effectively and prioritize important tasks. This method is expected to reduce the pressure that arises from accumulations of work. The importance of regular planning, implementation, and evaluation is also emphasized to facilitate tasks and minimize errors by teachers. This finding aligns with Adiyono's research, which identified poor time management as a contributing factor to stress. Therefore, effective time management needs to ensure timely task completion without inducing feelings of being overwhelmed (Adiyono 2020, 258). Peter F. Drucker similarly asserted that time management is the first character of effective executives, namely successful executives (Fathorrahman 2021, 193).

The second method is the establishment of effective communication. Building effective communication between principals, teachers, and students can contribute to the prevention of conflicts that have the potential to increase stress. Effective cooperation among all stakeholders is needed to facilitate the execution of the planned program. Regular evaluations should also be conducted to correct any issues that arise. Some teachers have proposed the implementation of coordination activities outside the madrasa, such as refreshing events, to discuss the development of the madrasa in a more relaxed atmosphere. This approach aligns with the findings of Alviani et al., that effective communication among teachers, both directly and indirectly, is crucial in alleviating work stress. The school's strategic planning of joint vacations fosters the development of harmonious relationships among teachers, facilitating the understanding of each other's characters. This, in turn, fosters the emergence of strong emotional bonds, contributing to a more positive and productive work environment (Priliana et al. 2023, 26).

The third is building good relationships. This is considered very important especially for leaders, as it facilitates the sharing of experiences, insights, and support from others. By building good relationships, it is expected that they can strengthen and remind each other for better improvement. This is consistent with the research of Muhammad Ade Kurnia et al., that positive social relations are imperative among school staffs and the principal. These relations include cooperation, mutual support, and clarity of tasks entrusted to teachers. Thus, it fosters a conducive environment for minimizing stress (Kurnia et al. 2023, 3051).

The fourth is the maintenance of physical and mental health. Principals and teachers must prioritize these aspects of their well-being by getting enough rest, exercising, and meditating. Natsir has proposed several steps that teachers can implement to cope with workloads that may result in stress or panic. A proposed strategy entails the execution of tasks with a relaxed mindset. In addition, it is recommended to meditate, and increase worship, and maintain regular exercise, even in small amounts every day. This method aligns with the results of Darul Lailatul Qomariyah's research that it is important to maintain the physical and mental health of teachers to reduce stress levels and teacher fatigue, such as providing short counseling services, a 15-minute yoga program before working, and support from the principal (Qomariyah 2022, 219).

Other aspects that can help are consuming favorite drinks and interacting with colleagues in a relaxed atmosphere, such as informal conversations. In addition, teachers may seek comfort through media, such as listening to music or watching favorite movies, and relaxing, such as vacationing to destinations considered enjoyable. These methods aim to assist teachers in effectively managing stress so that they can improve the quality of their teaching and their overall well-being. This approach aligns with research by Sabriana et al., which indicated that stress the effective management of stress is a crucial factor in increasing work intensity. Teachers can do various activities to relieve stress, including sharing stories with their peers and doing gymnastics (Gintulangi & Arsana 2021, 45)

As demonstrated in the explanation above, it can be concluded that methods to minimize work stress for teachers at MTs Al-Ikhlâs Sukobubuk can be effectively implemented through the cultivation of effective time management, the establishment of effective communication, the establishment of positive relationships, and the maintenance of physical and mental health.

C. Conclusion

The implementation of effective stress management strategies has the potential to improve teacher welfare and student achievement. The results of the study indicated that teacher work stress management at MTs Al-Ikhlâs Sukobubuk is influenced by several main factors, namely excessive workload, less conducive madrasah climate, compensation mismatch, hierarchical pressure, and inadequate professional investment. The manifestations of teacher work stress are evident in the form of emotional symptoms, fatigue, cardiovascular, gastrointestinal, and behavioral changes that have a significant impact on teacher performance and well-being. The identified methods to minimize work stress include the following: improving time management, strengthening communication between stakeholders, building supportive relationships, and maintaining physical and

mental health. These findings underscore the necessity of a comprehensive strategy to address teacher work stress, with the ultimate goal of enhancing the quality of education in madrasas, especially in rural regions.

Therefore, this study offers several recommendations for MTs Al-Ikhlas Sukobubuk to develop a comprehensive and sustainable stress management program. The program's components should include time management training, communication skills development workshops, and regular counseling sessions for teachers. In addition, the institution should consider revising the teacher compensation and career development system and implementing a more effective reward mechanism. The institution should also consider the formation of a special team to periodically evaluate and improve the madrasa climate to create a more conducive work environment. Finally, collaboration with local higher education institutions for teacher qualification improvement programs that are related to the needs of the madrasa can be a strategic step in overcoming the mismatch of teacher educational backgrounds.

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