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## The Dynamics of Stress and Discipline as Determining Factors of Job Satisfaction for Educators (A Case Study at SMK NU Miftahul Falah Kudus)

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### Abstract

This study aims to analyze the effect of work stress and work discipline on job satisfaction of educators at SMK NU Miftahul Falah Kudus. The research method used is quantitative with a descriptive approach and multiple regression analysis. Data were collected through questionnaires distributed to the entire population of educators, a total of 33 respondents. The results showed that work discipline has a positive and significant effect on job satisfaction with a significance value of  $0.033 < 0.05$  and a regression coefficient of 0.369. Work stress has a negative and significant effect on job satisfaction with a significance value of  $0.025 < 0.05$  and a regression coefficient of -0.351. In addition, work stress and work discipline together have a significant effect on job satisfaction with a significance value of  $0.001 < 0.05$  and an  $R^2$  value of 0.353. At the same time, both variables contribute 35.3% to the educators' job satisfaction. Although the level of work discipline is relatively high, job satisfaction still needs improvement, especially in the aspects of salary and financial benefits. This study recommends better stress management, strengthening the culture of discipline, and reviewing the compensation system to support educators' well-being and optimal performance.

**Keywords:** Educators; Job Satisfaction; Work Discipline; Work Stress.

### *Abstrak*

*Dinamika Stres dan Disiplin Sebagai Faktor Penentu Kepuasan Kerja Pendidik (Studi Kasus di SMK NU Miftahul Falah Kudus). Penelitian ini bertujuan untuk menganalisis pengaruh stres kerja dan disiplin kerja terhadap kepuasan kerja tenaga pendidik di SMK NU Miftahul Falah Kudus. Metode penelitian yang digunakan adalah kuantitatif dengan pendekatan deskriptif dan analisis regresi berganda. Data diperoleh melalui kuesioner kepada seluruh populasi tenaga pendidik sebanyak 33 responden. Hasil penelitian menunjukkan bahwa disiplin kerja memiliki pengaruh positif dan signifikan terhadap kepuasan kerja tenaga pendidik dengan nilai signifikansi  $0.033 < 0.05$  dan koefisien regresi sebesar 0.369, stres kerja memiliki pengaruh negatif dan signifikan terhadap kepuasan kerja tenaga pendidik dengan nilai signifikansi  $0.025 < 0.05$  dan koefisien regresi -0.351, serta stres kerja dan disiplin kerja secara bersama-sama memiliki pengaruh signifikan terhadap kepuasan kerja tenaga pendidik dengan nilai signifikansi  $0.001 < 0.05$  dan nilai  $R^2$  sebesar 0.353. Secara simultan, kedua variabel tersebut memberikan kontribusi sebesar 35,3% terhadap kepuasan kerja tenaga pendidik. Meski tingkat disiplin kerja tergolong tinggi, kepuasan kerja masih perlu ditingkatkan, terutama pada aspek gaji dan keuntungan finansial. Penelitian ini merekomendasikan pengelolaan stres yang lebih baik, peningkatan budaya disiplin, serta peninjauan sistem kompensasi untuk mendukung kesejahteraan tenaga pendidik dan kinerja optimal.*

***Kata Kunci:** Disiplin Kerja; Kepuasan Kerja; Stres Kerja; Tenaga Pendidik.*

### **A. Introduction**

Teacher job satisfaction is one of the key indicators of the success of educational institutions in creating a productive and harmonious work environment. In the context of educational institutions, work stress and work discipline play a significant role as factors that can influence job satisfaction (Elfita et al., 2022, p. 147). Poorly managed work stress has the potential to decrease motivation, performance, and even the quality of education provided to students (Qin Haiyan, 2023, p. 36). Furthermore, teacher job satisfaction is crucial for educational quality and has a positive impact on student learning outcomes, school climate, and teacher retention. Satisfied teachers are more motivated, engaged, and committed to their role in shaping future generations (Muhamad Ammar Muhtadi et al., 2023, p. 683).

On the other hand, a high level of work discipline can act as a driving force for the creation of orderliness and efficiency in task execution (Khairudin et al., 2024, p. 1040). However, without balanced management, the pressure to meet high discipline

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standards can also trigger stress. Therefore, understanding the relationship between work stress, work discipline, and job satisfaction is essential in designing policies that can support the well-being and performance of educators.

Teachers, as educators, play a crucial role in shaping a competent and morally upright generation. Based on interviews conducted by the researcher during a pre-study with the principal, Tri Lestari, it was found that at SMK NU Miftahul Falah Kudus, teachers are not only expected to master the teaching material but also to instill Islamic values and vocational skills in line with the school's vision. However, various challenges faced by teachers can affect their job satisfaction levels. Teacher job satisfaction has many important and broad implications. First, it contributes to teacher well-being, as satisfied teachers tend to be less prone to stress and fatigue. Furthermore, there is evidence that students who are satisfied with their teachers' work also feel better. Additionally, satisfied teachers offer higher-quality teaching and better learning support for their students (Anna Toropova et al., 2021, p. 71).

Job satisfaction indicators include work, wages, supervision, and coworkers (Robiy Saepul Hamjah et al., 2024, p. 765). Some sources identify seven indicators used to measure job satisfaction, which include job content, supervision, organization and management, opportunities for advancement, salary and financial benefits, coworkers, and working conditions (Muhammad Nasir Ruki, 2024, p. 33).

Job satisfaction among educators remains a controversial issue in the field of education. Based on a study of vocational school teachers in Padang Lawas, the tendency for low job satisfaction among educators was found to be 55%, with 17% indicating they were very dissatisfied (Lannidar S Harahap & Indra Prasetya, 2021, p. 26). Similar results were found in research in the Kranggan sub-district of Temanggung, where data showed that 31.11% of educators felt dissatisfied, and 14.81% were very dissatisfied (Iin Setiyani et al., 2024, p. 827).

One of the factors that affect job satisfaction is stress levels (I Gede Redita Yasa & A.A. Sagung Kartika Dewi, 2019, p. 1210). Educators often face high work pressure, ranging from administrative demands, student achievement targets, to adapting to educational policies. Uncontrolled stress can negatively impact productivity, motivation, and interpersonal relationships at work. Additionally, work discipline is also an essential element that contributes to job satisfaction.

Stress indicators in the workplace include psychological indicators such as confusion, anxiety, fatigue, irritability, boredom, noise from machinery, and exhaustion at work; behavioral indicators such as absenteeism; and physical indicators such as physical fatigue, sleep disturbances, shortness of breath, headaches, and stiff neck

muscles (Royhan Kamal Pangabea et al., 2024, p. 21). Meanwhile, workplace stress indicators include workload, authority and responsibility, physical or health conditions, discomfort, and work pressure (Festinahati Buulolo et al., 2021, p. 193).

Stress has a significant negative correlation with job satisfaction, indicating that as stress levels increase, job satisfaction decreases proportionally (Akhila P Shibu & Nagaraj Naik M, 2024, p. 56). Another study mentions that work stress and workload can influence job satisfaction, contributing 39.9% to it (Fatwa Tentama et al., 2019, p. 2500). Furthermore, work-life balance and stress levels together contribute 58% to job satisfaction, with work-life balance having a positive effect and stress levels having a negative effect (Rayeskana Istighfarkhan Jaysan et al., 2024, p. 169). Work stress has a strong negative relationship with job satisfaction, leading to decreased employee productivity and increased absenteeism (Mega Sanjaya Albert et al., 2022, p. 1605).

An increase in teaching satisfaction is linked to a decrease in depression and anxiety levels, as well as an improvement in life satisfaction. Educators who experience job satisfaction are less vulnerable to stress and burnout and are more likely to remain in their profession (Anita Padmanabhanunni & Tyrone Brian Pretorius, 2022, p. 7). Low levels of stress can positively influence educators' behavior, leading them to work better because they are in a good mood, which translates into job satisfaction (Moh. Sutoro, 2020, p. 368).

A major factor that can lead to low job satisfaction among employees is poor work discipline (Muhammad Ridwan et al., 2023, p. 230). Discipline reflects an individual's responsibility and commitment to their work, which can influence the overall work environment (Parapat Gultom et al., 2024, p. 674). Work carried out with discipline will produce results that meet expectations, especially in enhancing satisfaction with rewards received and opening opportunities for advancement (Dwi Santoso Tinoring et al., 2019, p. 568).

Indicators of work discipline include attendance and punctuality, adherence to rules and procedures, work productivity, work quality, behavior, and attitude (Muhammad Nawir et al., 2024, p. 312). The indicators of educator work discipline include being punctual in carrying out tasks, complying with established regulations, awareness of duties and responsibilities, discipline in both written and unwritten rules, attitude and behavior, as well as time targets (Said Hamzali, 2024, p. 530).

Work discipline has a positive and significant effect on job satisfaction. It can be concluded that the higher the level of work discipline, the greater the job satisfaction (Syardiansah et al., 2024, p. 153). Similar results were found in a study in a company in Bekasi, which showed that work discipline positively and significantly influenced job

satisfaction. This suggests that the higher the work discipline, the better the job satisfaction. Compliance with regulations can provide various benefits, including increased work efficiency. Work discipline can positively affect job satisfaction (Dodi Rustandi et al., 2024, p. 2256). A disciplined attitude at the workplace helps employees complete tasks on time and stay focused on the right path. This, in turn, improves productivity and prevents errors that could lead to losses (Bayu Kristiyanto & Rini Handayani, 2024, p. 5894).

In contrast to prior research that typically examines work stress or work discipline individually, this study seeks to integrate both variables to explore their combined effect on job satisfaction among educators. This approach provides deeper insight into the dynamics of the workplace in an educational institution grounded in Islamic values, such as SMK NU Miftahul Falah. As a result, the findings are expected to not only enrich academic literature but also offer valuable policy recommendations for human resource management in educational settings. Therefore, the primary objective of this study is to assess the impact of work stress and work discipline on job satisfaction among educators at SMK NU Miftahul Falah Kudus. This research aims to serve as a foundational step in identifying sustainable strategies to enhance the quality of work life within this educational environment.

## B. Discussions

### 1. Descriptive Analysis of Educators' Job Stress

In the work stress variable, there are four indicators: workload with one item, work pressure with two items, authority and responsibility with one item, physical or health condition with one item, and discomfort with two items. From each item in the work stress variable, it can be observed that the majority of respondents disagreed with the statements. The grand mean for this variable was found to be 2.52, indicating that work stress at SMK NU Miftahul Falah Kudus is low.

Table 6. Results of Descriptive Statistics of Educator Job Stress Variables (X1)

Items	Indicators	Mean	Description
Item 1	Physical or health condition	3.00	Medium
Item 2	Work pressures	2.49	Low
Item 3	Authority and responsibility	2.46	Low
Item 4	Discomfort	2.33	Low
Item 5	Discomfort	2.42	Low
Item 6	Workload	2.52	Low
Item 7	Work pressures	2.42	Low
<b>Grand Mean</b>		<b>2.52</b>	<b>Low</b>

Source: Olah Data SPSS 2024

## 2. Descriptive Analysis of Educator Work Discipline

In the work discipline variable, there are six indicators, namely being on time in carrying out tasks, obeying established regulations, awareness of duties and responsibilities, discipline in both written and unwritten rules, attitudes and behaviour, and time targets. Each indicator has one statement item in the questionnaire, except for the awareness of duties and responsibilities indicator with two items. Then, from each item in the work stress variable, it can be seen that most respondents chose to agree with these statements. A grand mean of 4.18 was found for this variable, indicating that job stress at SMK NU Miftahul Falah Kudus is high.

Table 7. Results of Descriptive Statistics of Educator Work Discipline Variables (X2)

Items	Indicators	Mean	Description
Item 1	On time in carrying out tasks	4.18	High
Item 2	Obey the rules set	4.24	High
Item 3	Attitude and behaviour	4.30	High
Item 4	Awareness of duties and responsibilities	4.27	High
Item 5	Time target	4.00	High
Item 6	Discipline to rules, both written and unwritten	4.21	High
Item 7	Awareness of duties and responsibilities	4.06	High
<b>Grand Mean</b>		<b>4.18</b>	<b>High</b>

*Source: Olah Data SPSS 2024*

## 3. Descriptive Analysis of Educator Job Satisfaction

In the work stress variable, there are four indicators, namely job content with two items, supervision with two items, organization and management with one item, advancement opportunities with one item, salary and financial benefits with two items, co-workers with one item, and working conditions with one item. From each item in the work stress variable, it can be seen that most respondents chose to agree with these statements. In this variable, a grand mean of 3.74 was found but has not touched 4.00, which indicates that work stress at SMK NU Miftahul Falah Kudus is high but still tends to lead to a moderate category.

Table 8. Results of Descriptive Statistics of Educator Job Satisfaction Variables (Y)

Items	Indicators	Mean	Description
Item 1	Work content	3.97	High
Item 2	Salary and financial benefits	3.61	Medium
Item 3	Supervision	3.85	High

Item 4	Work content	3.67	Medium
Item 5	Patner	3.76	High
Item 6	Advancement opportunities	3.76	High
Item 7	Organisation and management	3.97	High
Item 8	Salary and financial benefits	3.52	Medium
Item 9	Work conditions	3.70	High
Item 10	Supervision	3.58	Medium
<b>Grand Mean</b>		<b>3.74</b>	<b>High</b>

Source: Olah Data SPSS 2024

#### 4. Regression Analysis of the Effect of Job Stress on Job Satisfaction of Educators

The T-test results show a significance value of 0.025, which is smaller than the significance level of 0.05. This indicates that partially, job stress has a significant influence on educators' job satisfaction. However, the regression coefficient of -0.351 shows a negative direction of influence, meaning that an increase in job stress tends to reduce job satisfaction.

Table 9. Partial T Test Results of Educator Job Stress Variables (X1) on Educator Job Satisfaction (Y)

Aspects	Values
Regression Coefficient	-0.351
Significance (Sig. t)	0.025 (smaller than 0.05)
Conclusion	Significantly affected, with negative direction

Source: Olah Data SPSS 2024

Work-related stress has a negative impact on job satisfaction among educators. According to a study conducted in an inclusive elementary school in Jakarta in 2022, stress negatively affects performance, mental health issues, and job dissatisfaction (Fitri Lestari Issom & Fachrurozy, 2022, p. 80). Therefore, stress must be managed and addressed properly so that educators can achieve job satisfaction and demonstrate their best performance. Similar findings were also observed in a study in Samarinda, which indicated that work stress significantly affected job satisfaction, primarily due to role demands, with an average score as low as 3.06, reflecting pressure from excessive workload (Nofa Khairunnisa et al., 2024, p. 199).

Factors such as role conflict, role ambiguity, role overload, and time pressure positively influence work tension, which in turn negatively impacts job satisfaction among academics (Ncumisa Luzipho et al., 2023, p. 7). Work stress has a significant negative effect on job satisfaction (Elfita et al., 2022, p. 144). It is emphasized in research conducted in schools that there is a significant relationship between work stress and job satisfaction among educators (Geetha C. A. & Poulouse P. J., 2019, p. 4). Another study shows that work stress and workload simultaneously affect job satisfaction, contributing a combined 39.9% to the job satisfaction of educational staff (Fatwa Tentama et al., 2019, p. 2500).

### 5. Regression Analysis of the Effect of Work Discipline on Job Satisfaction of Educators

The T-test result for work discipline shows a significance value of 0.033, which is smaller than 0.05. This means that work discipline partially has a significant influence on educators' job satisfaction. With a regression coefficient of 0.369, this relationship is positive, where an increase in work discipline will increase job satisfaction for educators.

Table 10. Partial t Test Results of Educator Work Discipline Variables (X2) on Educator Job Satisfaction (Y)

Aspects	Values
Regression Coefficient	0.369
Significance (Sig. t)	0.033 (smaller than 0.05)
Conclusion	Significantly influenced, with positive direction

Source: Olah Data SPSS 2024

Good work discipline reflects responsibility and commitment, creating a more conducive work environment and having a positive impact on job satisfaction. According to a study conducted at a boarding school, work discipline has a significant influence on educators' job satisfaction, with a t-value of 2.234 > t-table value of 1.993 and a t-significance value of 0.029 at an alpha level of 0.05 (Suriadi et al., 2023, p. 14780). Similar findings were observed in a study at SMA IT Fithrah Insani in West Bandung in 2024, where work discipline had a positive and significant effect on job satisfaction, with a t-value of 1.911 > t-table value of 1.690 and a significance value of 0.035 < 0.05, indicating that work discipline has a positive and significant impact on job satisfaction (Fitrianty et al., 2024, p. 1489).

There is a positive influence of disciplined behavior on job satisfaction among educators at SD Dharma Loka (Sukrisna Andriantoa et al., 2023, p. 35). The evaluation of work discipline has a significant and positive impact on educators' job satisfaction



(Suci Rahmawati & Happy Fitria, 2023, p. 287). Work discipline influences the happiness of educators, as it significantly affects the level of job satisfaction experienced by educators (Ristawati et al., 2024, p. 1537). Furthermore, work discipline has a positive and significant effect on job satisfaction at Madrasah Arifah. The influence of work discipline on job satisfaction shows that the t-value is greater than the t-table value ( $3.331 > 1.986$ ) and the significance value is smaller than 0.05 ( $0.001 < 0.05$ ). Therefore, it can be concluded that work discipline indeed has a positive and significant impact on job satisfaction (Qanita Ulfa Tiara et al., 2023, p. 202).

## 6. Regression Analysis of the Effect of Job Stress and Work Discipline on Job Satisfaction of Educators

The F test results show a significance value of 0.001, which is smaller than 0.05. This indicates that job stress and work discipline together have a significant influence on educators' job satisfaction. The  $R^2$  value of 0.353 indicates that these two variables together explain 35.3% of the variance in job satisfaction, while the rest is influenced by other factors.

Table 11. F Test Results (Simultaneous) Educator Job Stress Variables (X1) and Educator Work Discipline Variables (X2) on Educator Job Satisfaction (Y)

Aspects	Values
Significance (Sig. F)	0.001 (smaller than 0.05)
$R^2$	0.353 (35.3%)
Conclusion	Significantly influenced simultaneously

Source: Olah Data SPSS 2024

This model shows that job stress and work discipline together have a significant impact on job satisfaction. To increase job satisfaction, it is necessary to make efforts to better manage stress and strengthen the culture of discipline in the workplace. In accordance with the following research, that 16.7% of the respondents' job satisfaction at PTAngkasa Pura II Husein Sastranegara Branch Office was simultaneously influenced by work stress and work discipline (Ricardo Manarintar Simarmata, 2021, p. 74). Research at Akramunas Islamic Kindergarten shows that work discipline has a significant effect on job satisfaction, while work motivation and work stress have no significant effect (Elfita et al., 2022, p. 150).

Stress and work discipline if not managed properly will affect the work performance of educators. Work discipline and work stress simultaneously affect work performance. This happens because the majority of employees of SMK Negeri 1 Jatibarang have a high level of work discipline, so they are able to maintain their work

performance. However, it is different from the effect of work stress simultaneously. Continuous work stress can cause a decrease in employee performance at SMK Negeri 1 Jatibarang (Eno Sukma Melati & Azzatillah, 2023, p. 81). Another study also showed that work discipline, work stress, and work environment simultaneously had a significant effect on work performance by 42.7% (Tan Evan Tandiyono & Dinda Radika Dewi, 2023, p. 92). In addition, research at SMAN 6 Kediri shows data that work stress, work discipline and work environment on performance by 88.3% and the rest is influenced by other variables (Sindy Fatika Sari et al., 2023, p. 128). In other research shows that there is an influence of work stress, work motivation and work discipline of 64.8% in improving employee performance (Natalia Adolfia Lotu et al., 2022, p. 710).

### **C. Conclusion**

Based on the research conducted at SMK NU Miftahul Falah Kudus, it was found that both work stress and work discipline significantly influence educators' job satisfaction. While work stress, though generally low, has a negative effect on job satisfaction, high work discipline positively affects job satisfaction among educators. Both of these variables, whether considered separately or together, contribute significantly to creating a higher level of job satisfaction. With an  $R^2$  value of 35.3%, it can be concluded that other variables also influence job satisfaction, which were not explored in this study.

This research makes a significant contribution to understanding the factors affecting educators' job satisfaction, particularly in the context of Islamic-based vocational schools like SMK NU Miftahul Falah. By combining the variables of work stress and work discipline, this study not only enriches the academic literature on the relationship between these factors and job satisfaction but also opens new insights into the importance of balancing both elements in creating a productive and harmonious work environment. The findings of this study offer practical implications for policy-making at educational institutions, providing recommendations that can enhance the well-being of educators and the quality of teaching. Thus, this research is expected to serve as an important reference for further studies in the fields of educational management and human resource management in education.

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