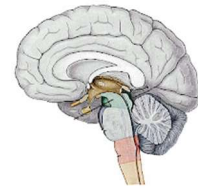


Contents lists available online at :

Jurnal Kesehatan Mesencephalon

Journal homepage:

<https://ejournal.stikeskepanjen-pemkabmalang.ac.id/index.php/mesencephalon>

The Relationship between Teacher Workload and Stress Levels at Raudlotul Ulum Islamic Boarding School Middle School, Malang Regency

Ella Mayasari ¹ Bambang Suryanto²¹ Bachelor of Hospital Administration Program, 1 Bachelor of Hospital Administration Program² Faculty of Economics and Business (FEB) Undergraduate Program
Kepanjen University, Malang, IndonesiaE-mail: ellamayasarijurnal@gmail.com ¹**MEANING C L E INFO****Keywords:**

Workload, Stress Level

Corresponde n ce :

E-mail:

ellamayasarijurnal@gmail.com

ABSTRACT

Workload is a significant factor influencing teachers' psychological well-being and potentially leading to work stress, particularly in formal educational settings. Teachers are not only required to deliver learning materials but also to carry out administrative tasks, mentor students, and carry out various additional activities that can increase work pressure. This study aims to analyze the relationship between workload and stress levels among teachers at Raudlotul Ulum Islamic Boarding School Junior High School in Malang Regency. The research design used was an analytical survey with a cross-sectional approach, involving 54 respondents selected based on inclusion criteria. The results showed a significant relationship between workload and stress levels, with a positive correlation and a strong relationship strength. This means that the higher the perceived workload, the greater the level of stress experienced by teachers. This finding strengthens the theory that excessive work demands without adequate resource support can increase the risk of work stress and impact mental health and professional performance. Therefore, more balanced workload management and the provision of psychosocial support are highly recommended to maintain teacher well-being while improving the quality of education.

INTRODUCTION

Teachers are the spearhead of the education system, bearing significant responsibility for the success of the teaching and learning process. Their duties extend beyond delivering material in class to developing teaching materials, evaluating learning outcomes, providing administrative reporting, and providing ongoing professional development. The complexity of this work often leads to a significant workload. If not managed effectively, this high workload can lead to psychological distress in the form of stress. Job stress in teachers not only impacts their mental and physical health but can also affect the quality of interactions with students and the effectiveness of learning in schools (Novelina et al. 2025) .

Globally, the issue of work stress among teachers has long been a concern for researchers and education practitioners. A systematic review shows that the prevalence of stress among teachers varies widely across countries, ranging from 8.3% to 87.1%, depending on the social and cultural contexts and educational systems in place (Xiaojuan Zhang, Jungang Guo, Li Ma, Ruijun Xu, Jinfang Wang, Yonghong Yang 2023) . Furthermore, excessive workload has been shown to be closely linked to a decline in teachers' quality of life, particularly related to job satisfaction, emotional exhaustion, and motivation to teach (Claudiele CM da Silva, Victor S Beretta, Fernanda S Gill, Leandro D Delfino, Enrique GF Leite, Gerson Ferrari, William

R Teba 2024) . This fact confirms that workload and stress among teachers are universal phenomena that require serious attention. In Indonesia, various studies have also shown a similar trend. Teachers at the junior high school level face significant challenges in the form of administrative demands, curriculum adjustments, and additional obligations outside of teaching hours. Research (Hidayatullah, Gistituati, and Alkadri 2024) found that more than 70% of junior high school teachers reported moderately heavy workloads, and this workload was shown to be significantly associated with job stress. This means that the higher the workload experienced by teachers, the greater their risk of experiencing stress. This situation is further complicated when teachers are also faced with high societal expectations and limited educational resources. The local context in Malang Regency provides a more specific picture. Research by (Halim, Tresnadewi, and Widiati 2021) shows that junior high school teachers in Malang face various sources of stress, ranging from classroom management and time constraints to a mountain of administrative tasks. Physical and emotional exhaustion also often arise due to the high intensity of work. This pressure stems not only from teaching duties but also from non-academic burdens that continue to increase along with developments in education policy. This indicates that the problem of teacher workload and stress is not merely a national issue but is also felt at the regional level, including in Malang Regency. When examined chronologically, the increase in teacher workload is influenced by several key factors. First, the increasingly complex curriculum demands teachers to continuously innovate in learning. Second, the ever-increasing educational administration requires teachers to allocate more time to administrative work than to direct interaction with students. Third, the expectations of schools, parents, and the community for high academic results often increase psychological stress on teachers. Fourth, the limited number of teaching staff in some schools leads to an unbalanced workload distribution. To address this problem, several solutions have been recommended by research. First, it is necessary to organize teachers' workloads proportionally, both in terms of teaching hours and non-teaching responsibilities. Second, institutional support from schools is crucial, for example through a more efficient division of administrative tasks or the use of technology to reduce the burden of manual reporting. Third, stress management programs that can help teachers develop coping strategies, such as counseling, time management training, or peer discussion groups, are crucial. Fourth, it is necessary to improve the work-life balance so that teachers have the opportunity to rest and maintain their mental health. Implementing these solutions is believed to be able to reduce teacher stress levels and simultaneously improve the quality of the educational process in junior high schools.

Thus, research into the relationship between teacher workload and stress levels, particularly at Raudlotul Ulum Islamic Boarding School Junior High School in Malang Regency, is highly relevant. The results are expected to provide an empirical overview of field conditions and serve as a basis for policymakers in formulating more effective strategies to support teacher well-being.

METHODS

This study used an analytical survey design with a cross-sectional approach to determine the relationship between teacher workload and stress levels at Raudlotul Ulum Islamic Boarding School Junior High School, Malang Regency. The study sample consisted of 54 teachers, selected according to the inclusion criteria, namely teachers who were actively teaching, had permanent status, and were willing to fill out the research questionnaire. Teachers who refused to participate or had additional work outside of school were not included. The independent variable in this study was teacher workload, while the dependent variable was teacher stress levels. Data were obtained through a structured questionnaire containing

workload indicators (number of teaching hours, administrative burden, and additional responsibilities) and stress indicators (physical, emotional, and behavioral symptoms). Data analysis was carried out using the Spearman Rank correlation test to determine whether there was a relationship between workload and stress levels among teachers at Raudlotul Ulum Islamic Boarding School Junior High School, Malang Regency .

RESULTS AND DISCUSSION

Respondent Characteristics Data

Based on the research results, the following participant characteristics data were obtained:

Table 1 General Data

	Characteristics	Frequency	(%)
1	Gender		
	Man	9	16.7%
	Woman	45	83.3%
	Total	54	100%
2	Age		
	<25 years	2	3.7%
	26-35 years old	18	33.3%
	36-45 years	23	42.6%
	>45 years	11	20.4%
	Total	54	100%
3	Length of working time		
	<1 year	0	0%
	1-3 years	3	5.6%
	3-5 years	4	7.4%
	>5 years	47	87%
	Total	54	100%

(Data Source: Research Questionnaire, 2025)

Based on table 1, it shows that of the 54 respondents, the majority of respondents were female, namely 45 people, with the age group of respondents aged 36-45 years amounting to 23 people and length of service >5 years amounting to 47 people.

To determine the certainty of the distribution of the data obtained, a normality test must be performed on the data being studied. A normality test is considered normal if the significance level is >0.05 . The normality test can be seen in the image below:

Table 2 1 Workload Variables

	Statistics	df	Sign
Workload	0.187	54	0.000

From table 2, it can be seen that the results of the normality test obtained a significance result of $0.000 < 0.005$, which means that *the workload variable* is said to be not normally distributed.

Table 3 2 Stress Level Variable

	Statistics	df	Sign
<i>Stress Level</i>	0.333	54	0.000

From table 3, it can be seen that the results of the normality test obtained a significance result of $0.000 < 0.005$, which means that *the level variable* is said to be not normally distributed. Data analysis was performed using *the Spearman rank test* with *IBM SPSS 25 software* . The results of the data analysis can be seen in the following table:

Table 4 Data analysis

Stress Level		
<i>Workload</i>	<i>Correlation Coefficient</i>	0.678
	<i>Sig . (2-tail)</i>	0.000
	<i>N</i>	54

Based on the table above, the test results show that: The level of strength (closeness) shows the correlation coefficient value of the workload variable of 0.678, which means a strong correlation. The direction (type) of the results obtained is that the correlation coefficient value is positive, meaning that the workload increases. given, the higher the stress level. The significance of the relationship between workload and stress levels obtained a p-value of $0.000 < 0.005$, so H1 is accepted, which means there is a significant relationship between Teacher Workload and Stress Levels at Raudlotul Ulum Islamic Boarding School Middle School, Malang Regency .

The majority of respondents in this study were female teachers (83.3%), aged 36–45 years (42.6%), and had worked for more than 5 years (87%). This condition illustrates that the majority of educators at Raudlotul Ulum Islamic Boarding School Junior High School, Malang Regency, are of productive age with extensive experience. This demographic fact is important because, according to Lazarus & Folkman (1984) in their Stress and Coping theory, perceptions of stress are influenced by individual factors such as age, gender, and work experience. Female teachers, for example, often face a double burden, namely professional responsibilities at school and domestic roles at home. This is in accordance with the findings (Sanitya Silvia Rahmawati 2024) (Sanitya Silvia Rahmawati 2024) that female teachers are more vulnerable to stress due to dual role conflicts. In addition, long work periods can indeed develop skills in dealing with workloads, but on the other hand, they also increase the risk of emotional exhaustion. According to Maslach and Leiter (2016), in the concept of burnout, workers exposed to high workloads over a long period of time tend to experience emotional exhaustion, depersonalization, and decreased personal accomplishment. Therefore, long-serving teachers still have the potential for high stress if they do not receive adequate organizational support. The analysis results show a strong positive correlation ($r = 0.678$; $p < 0.005$) between workload and teacher stress. This means that the greater the workload, the higher the stress experienced. This finding is in line with the Job Demand-Control Model proposed by Karasek (1979), which states that work stress occurs when job demands are high but individual control over their work is low. In the context of teachers, high teaching hours, numerous administrative obligations, and extracurricular activities are job demands that trigger stress if not balanced with flexibility or autonomy in work. Furthermore, the Job Demand-Resources Model (JD-R) theory developed by Arnold B. Bakker (2017) emphasizes that workload is a job demand that can drain teachers' energy. Lack of job resources such as support from the principal, recognition, and work-life balance can lead to increased stress and even burnout. Furthermore, according to the theory of Role Conflict and Role Ambiguity (Kahn et al., 1964), job stress also arises from role ambiguity and role conflict. Teachers often have to fulfill multiple roles: as teachers, mentors, administrators, and classroom managers. When these role demands become numerous and conflicting, stress levels increase. This situation aligns with the reality in schools, where teachers not only teach but also face a significant administrative burden.

Factors in Teacher Stress Because the majority of teachers in this study were female, it is necessary to examine it from a gender perspective. A study (Steffi and Kreuzfeld 2022) showed that female teachers

reported more workload-related stress than male teachers. This is related to higher emotional sensitivity and domestic responsibilities, which increase psychological pressure. Age is also a factor. Teachers aged 36–45 are often considered to be at their “peak productivity,” but they also face stress from balancing work, family, and social responsibilities. The results of this study reinforce various existing theories of work stress. First, Lazarus' theory emphasizes the importance of coping mechanisms, where teachers with good coping strategies are better able to mitigate the impact of workload on stress. Second, the JD-R theory highlights the need for organizational resources to mitigate the negative impact of workload. Third, Role Theory emphasizes that school management must clarify teachers' roles and responsibilities to avoid conflict and confusion (Mayasari and Herwati 2024) . From a practical perspective, these findings emphasize the need for school policies to regulate the proportional distribution of teacher tasks. Organizational support in the form of awards, stress management training, and the provision of supporting facilities can play an important role in preventing excessive stress.

The author believes that the strong correlation between workload and teacher stress at Raudlotul Ulum Islamic Boarding School Junior High School in Malang Regency reflects the working conditions of teachers in many schools in Indonesia. With a predominance of experienced teachers, schools should leverage this experience to improve quality, rather than adding to administrative burdens. School management needs to restructure workloads, reduce tasks not directly related to teaching, and strengthen psychosocial support. These steps are expected to reduce teacher stress levels and maintain the quality of learning.

CONCLUSIONS AND RECOMMENDATIONS

This study shows that workload is closely related to teacher stress levels at Raudlotul Ulum Islamic Boarding School Junior High School in Malang Regency. Teachers facing high work demands are more likely to experience stress, especially if they are not balanced with adequate support. This condition can reduce teacher enthusiasm, mental health, and teaching performance. Female teachers are also more vulnerable to stress because in addition to schoolwork, they also face responsibilities at home. Therefore, schools need to organize a fair division of tasks, provide psychological support, and create a more comfortable work environment. Support from the education office and the government is also crucial to maintaining teacher welfare, so that teachers can remain healthy, motivated, and able to provide good teaching for students.

REFERENCES

- Arnold B Bakker, Evangelia Demerouti. 2017. “Job Demands-Resources Theory: Taking Stock and Looking Forward.” *J Occup Health Psychol* . <https://doi.org/10.1037/ocp0000056>.
- Claudiele CM da Silva, Victor S Beretta, Fernanda S Gill, Leandro D Delfino, Enrique GF Leite, Gerson Ferrari, William R Teba, Diego GD Christofaro. 2024. “High Workload Is Related to Lower Quality of Life in Public School Teachers: A Cross-Sectional Study.” *PMID* . <https://doi.org/10.3233/wor-230187>.
- Halim, Fadilla, Sintha Tresnadewi, and Utami Widiati. 2021. “Patterns of Stress and Resilience Experienced by Junior High School Teachers.” *Journal of Education: Theory, Research, and Development* 6(12): 1885. doi:10.17977/jptpp.v6i12.15167.
- Hidayatullah, Nurfitri, Nurhizrah Gistituati, and Hanif Alkadri. 2024. “The Influence of Workload and Organizational Culture on Teachers' Work Stress Levels.” *IRJE: Indonesian Research Journal in Education* 8(2): 836–52. https://online-journal.unja.ac.id/irje/article/view/31831?utm_source=chatgpt.com.
- Maslach, Christina, and Michael P. Leiter. 2016. “Understanding the Burnout Experience: Recent Research

- and Its Implications for Psychiatry.” *World Psychiatry* 15(2): 103–11. doi:10.1002/wps.20311.
- Mayasari, Ella, and Ida Herwati. 2024. “The Influence of Job Environment on Employee Performance at Wawa Husada Hospital and Hasta Husada Hospital.” *Jurnal Kesehatan Mesencephalon* 10(1): 41–46. doi:10.36053/mesencephalon.v10i1.423.
- Novelina, Livia, Bayu Putra Niami, Merika Setiawati, Nikmah Hayati, and Educational Administration. 2025. “The Role of Teachers in the Development and Implementation of the Education Curriculum.” : 10442–56. <https://jicnusanantara.com/index.php/jiic>.
- Sanitya Silvia Rahmawati. 2024. “The Influence of Workload and Work Environment on Employee Performance in Medan Satria District, Bekasi City.” *Global Leadership Organizational Research in Management* 2(4): 278–90. doi:10.59841/glory.v2i4.1894.
- Steffi, and Kreuzfeld. 2022. “Gender-Specific Aspects of Teachers Regarding Working Behavior and Early Retirement.” *Sec. Educational Psychology* . <https://doi.org/10.3389/fpsyg.2022.829333>.
- Xiaojuan Zhang, Jungang Guo, Li Ma, Ruijun Xu, Jinfang Wang, Yonghong Yang, Hong Shen. 2023. “TEACHER STRESS AMONG PUBLIC PRIMARY AND SECONDARY SCHOOLTEACHERS IN DATONG, A CITY OF SHANXI PROVINCE, CHINA: ASSOCIATION BETWEEN TEACHER STRESS AND STANDARDIZED WORKLOAD.” *Int J Occup Med Environ Health* . <https://doi.org/10.13075/ijomch.1896.01948>.