

**FACTOR RELATED TO WORK STRESS AMONG TEACHERS AT
MIM 02 IN PEKANBARU**

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Abstract

Work stress is one of the occupational health problems commonly experienced by teachers due to high job demands and administrative responsibilities. This study aims to identify the factors associated with work stress among teachers at Madrasah Ibtidaiyah Muhammadiyah (MIM) 02 Pekanbaru in 2025. This research used a quantitative method with a cross-sectional design. The population consisted of 30 teachers, and data were collected using a structured questionnaire. Data analysis included univariate and bivariate analyses using the Chi-Square test with a 95% confidence level ($\alpha = 0.05$). The results showed that 66.7% of teachers experienced work stress, with the majority having a heavy workload (53.3%), a work period of ≤ 6 years (56.7%), an age < 35 years (70%), and female gender (83.3%). The bivariate test revealed a significant relationship between workload and work stress ($p = 0.019$; POR = 9.333; 95% CI = 1.511–57.654), while work period ($p = 1.000$), gender ($p = 1.000$), and age ($p = 1.000$) showed no significant relationship with work stress. It can be concluded that workload is the main factor associated with work stress among teachers, whereas work period, gender, and age are not significant factors. The school is advised to distribute tasks more proportionally and create a supportive work environment to reduce work-related stress among teachers.

Keywords: work stress, workload, work period, gender, teacher

INTRODUCTION

Work stress is a condition in which a person experiences excessive physical, mental, or emotional pressure due to work demands that are too high or not in line with their abilities and resources[1]. In today's increasingly dynamic work environment, work stress has become a major problem experienced by many workers in various fields, such as education, health, and industry. Work stress is basically a feeling of tension that arises in a person due to a mismatch between their workload and their abilities, resources, or personal needs to complete it. Work stress arises when people feel overwhelmed by pressures in the work environment that exceed their physical or mental endurance limits[2].

The World Health Organization (WHO) reports that more than half of workers in developed countries experience work-related stress in the workplace. Nearly 11 million people suffer from work stress in the United States, and it is said that work stress is the most important issue in life. Work stress can be linked to mental and physical problems. Many factors can trigger stressful situations for nurses, namely heavy workloads, risk of infection, family problems, distance from home to work, traffic jams, and lack of work facilities (Irhamullah, dalam[3]).

The International Labour Organization (ILO) in 2016 stated that work-related stress poses a risk to the safety and health of workers when work is performed beyond the worker's capabilities and capacity on an ongoing basis. The Health and Safety Executive (HSE) report in 2023 also reported that there were 875 thousand cases of stress, depression, and anxiety, resulting in 17.1 million days lost due to work-related stress, depression, or anxiety[4].

Based on the results of the 2018 Basic Health Research (Riskesdas), it was recorded that 9.8% of Indonesians over the age of 15 experienced psycho-emotional disorders or stress. This figure

shows an increase compared to the 2013 Riskesdas results, which recorded a prevalence of 6.0% in the same age group. These findings illustrate that mental health problems in Indonesia tend to increase from year to year[5]. Central Sulawesi Province has the highest prevalence of mental and emotional health disorders or stress, at 11.6%. Meanwhile, Lampung Province showed the lowest prevalence at 1.2%, and Riau Province had a prevalence of 10.4%. The city of Pekanbaru is classified as one of the ten districts/cities in Riau Province with the highest prevalence of mental and emotional disorders or stress[6].

Teachers are professionals who are responsible for designing and implementing the learning process, assessing learning outcomes, providing guidance and training, and conducting research and community service activities, especially for lecturers in higher education. Given their very important role, teachers are required to create a meaningful, enjoyable, creative, dynamic, and dialogical educational environment. Quality education can only be achieved if it is supported by qualified human resources[7].

The factors that cause work stress in teachers have different characteristics from those of employees in an office environment. One of the main causes of stress in teachers is the high workload, both in terms of teaching duties and other responsibilities at school. In addition, social relationships with colleagues and students can also be a source of pressure, especially when dealing with students who are undisciplined or difficult to manage. Work stress in teachers can also arise due to numerous administrative demands, such as preparing school reports and classroom administration, which add to the workload outside of teaching activities[8].

A According to research conducted by Habibi and Jefri (2018), work stress is influenced by two main groups of factors, namely individual factors and work factors. Individual factors include age, gender, and length of service, while work factors include workload, work schedule, personal conflicts, and interpersonal conflicts. Both factors can trigger work stress, so they need to be managed properly to minimize the risk of stress and maintain optimal performance[9]. Based on the results of a study by Refiany (2019), there is a relationship between workload and work stress levels among teachers at SMAN 1 Pekanbaru. The findings show that the greater the workload received by teachers, the higher the level of stress they feel. Conversely, when the workload decreases, teachers' stress levels also tend to decrease[10].

Workloads that are too high or too low can trigger stress, also known as stressors. These workloads can be further differentiated into quantitatively excessive or insufficient workloads, which are conditions where a person is given too many or too few tasks to complete within a certain time limit. Both physical and mental workloads have the potential to cause stress in the work environment. In addition, working under time pressure to achieve targets is also A common source of stress in the workplace. (Molloy in[11]. The results of a study conducted by [12] show that there is a positive relationship between workload and work stress, with a significance value of $P=0.001$. This indicates that the higher the workload a person receives, the higher their level of work stress will be.

For teachers, length of service refers to the period of time they have been carrying out their duties and responsibilities in educational institutions. The longer a teacher's length of service in an institution, the greater their ability to adapt to the work environment. The experience gained during their work also makes them more skilled in carrying out their duties, which has a positive effect on their performance[13]. In line with the findings of the study [14] It is known that there is a relationship between length of service and work stress levels, with a significance value of $p=0.034$. The relationship between length of service and work stress shows a pattern similar to the relationship between age and work stress. However, age is not always directly related to length of service in influencing stress levels.

Gender is one factor that can potentially influence the onset of stress in the workplace. Differences in physical abilities and muscle strength between men and women cause differences in stress resistance levels. Women tend to be more susceptible to stress, which can trigger health problems and increase the desire to leave their jobs. The results of a study conducted by Erlina et al. In [11] Show that women are more likely to experience work-related stress than men, with a high percentage of work-related stress reaching 44.1%

In general, younger workers tend to have better eyesight and hearing, more agile movements, and greater physical endurance. However, in certain types of work, maturity can be an advantage because it comes with a deeper understanding and more work experience. Even so, in some fields of work, older age can be an obstacle and potentially cause stress[11]. Work stress is more commonly experienced by employees aged < 35 years compared to employees aged ≥ 35 years. The results of this statistical test show that there is no relationship between the age variable and work stress. However, an OR value of 1.31 was obtained. This indicates that employees aged < 35 years have a 1.31 times greater risk of experiencing stress than employees aged ≥ 35 years[15].

Based on the preliminary study results, it can be concluded that work stress can be experienced by all workers, including teachers at school. This occurs because teachers have a fairly busy work system and activities almost every day, coupled with monotonous work, which is one of the triggers for work stress. The purpose of this study is to determine "Factors that influence work stress among teachers at Madrasah Ibtidaiyah Muhammadiyah 02."

RESEARCH METHODS

This type of research uses quantitative methods with a cross-sectional design. The population in this study consisted of all 30 teachers at MIM 02 Pekanbaru, using a total sampling technique. Data was collected using a structured questionnaire. This study was conducted in September-October 2025. The location of this study was at the Madrasah Ibtidaiyah Muhammadiyah 02, Pekanbaru, Riau.

RESEARCH RESULTS

Univariate Analysis

Table 1. Frequency Distribution of Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

No	Work Stress	Frequency	Percentage (%)
1	At Risk	20	66,7
2	Not at risk	10	33,3
	Total	30	100

(Source: Primary Data Analysis 2025)

Based on Table 1, it can be seen that out of 30 respondents, the majority experienced work stress, namely 20 respondents (66,7%).

Table 2. Frequency Distribution of Workload Among Teachers at MIM 02 Pekanbaru 2025

No	Workload	Frequency	Percentage (%)
1	At risk	16	53,3
2	Not at risk	14	46,7
	Total	30	100

(Source: Primary Data Analysis 2025)

Based on Table 2, it can be seen that out of 30 respondents, the majority, 16 respondents (53,3%) have a high-risk workload.

Table 3. Frequency Distribution of Work Period Among Teachers at MIM 02 Pekanbaru in 2025

No	Work Period	Frequency	Percentage (%)
1	At risk	17	56,7
2	Not at risk	13	43,3
	Total	30	100

(Source: Primary Data Analysis 2025)

Based on Table 3, it can be seen that of the 30 respondents, the majority had a risky employment period of ≤ 6 years, namely 17 respondents (56,7%).

Table 4. Frequency Distribution of Gender Among Teachers at MIM 02 Pekanbaru in 2025

No	Gender	Frequency	Percentage (%)
1	At risk	25	16,7
2	Not at risk	5	83,3
	Total	30	100

(Source: Primary Data Analysis 2025)

Based on Table 4, it can be seen that out of 30 respondents, the majority were female, namely 25 respondents (16,7%).

Table 5. Frequency Distribution of Age Among Teachers at MIM 02 Pekanbaru in 2025

No	Age	Frequency	Percentage (%)
1	At risk	21	70
2	Not at risk	9	30
	Total	30	100

(Source: Primary Data Analysis 2025)

Based on Table 5, it can be seen that of the 30 respondents, the majority were of risk age < 35 years, namely 21 respondents(70%).

Bivariate Analysis

Table 6. Relationship Between Workload and Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

No	Workload	Work Stress						P Value	POR 95% CI
		Stress		No Stress		Total	N		
		N	%	N	%				
1	At risk	14	87,5	2	12,5	16	100	0,019 9,333 (1.511- 57.654)	
2	Not at risk	6	42,9	8	57,1	14	100		
	Total	20	66,7	10	33,3	30	100		

(Source: Primary Data Analysis 2025)

Based on Table 6 above, it can be seen that there were 20 respondents who experienced stress, the majority of whom had a heavy workload, namely 14 teachers (87.5%).

Based on the statistical test using chi-square, the p-value obtained was $0.019 < \alpha 0.05$, meaning that H_0 was rejected, thus indicating a significant relationship between workload and work stress among teachers at MIM 02 Pekanbaru. In addition, an odds ratio (OR) of 9.333 was obtained, meaning that teachers with a risky workload have a 9.3 times greater risk of experiencing work stress compared to teachers with a non-risky workload.

Table 7. Relationship Between Work Period and Work Stress Among Teachers At MIM 02 Pekanbaru in 2025

No	Stress Period	Work Stress						P Value
		Stress		No Stress		Total		
		N	%	N	%	N	%	
1	At risk	11	64,7	6	35,3	17	100	1.000
2	Not at risk	9	69,2	4	30,8	13	100	
	Total	20	66,7	10	33,3	30	100	

(Source: Primary Data Analysis 2025)

Based on Table 7 above, it can be seen that there were 20 respondents who experienced stress, the majority of whom had a risky length of service of < 6 years, totaling 11 teachers (64.7%).

Based on the statistical test using chi-square, P value = 1000 $> \alpha 0.05$, it means that H_0 is accepted, which means that there is no significant relationship between work period and work stress among teachers at MIM 02 Pekanbaru in 2025.

Table 8. Relationship Between Gender and Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

No	Gender	Work Stress						P Value
		Stress		No Stress		Total		
		N	%	N	%	N	%	
1	At risk	17	68	8	32	25	100	1.000
2	Not at risk	3	60	2	40	5	100	
	Total	20	66,7	10	33,3	30	100	

(Source: Primary Data Analysis 2025)

Based on Table 8, it can be seen that out of 30 respondents, 20 people experienced stress, with the majority being female teachers (17 teachers, or 68%).

Based on the statistical test using chi-square, P Value = 1.000 $> \alpha 0.05$, meaning that H_0 is accepted, which means that there is no significant relationship between gender and work stress among teachers at MIM 02 Pekanbaru in 2025.

Table 9. Relationship Between Age and Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

No	Age	Work Stress						P Value
		Stress		No Stress		Total		
		N	%	N	%	N	%	
1	At risk	14	66,7	7	33,3	21	100	1.000
2	Not at risk	6	66,7	3	33,3	9	100	
	Total	20	66,7	10	33,3	30	100	

(Source: Primary Data Analysis 2025)

Based on Table 9 above, it can be seen that there were 20 respondents who experienced stress, namely the majority of teachers were at risk due to their age, namely those < 35 years old, totaling 14 people. Based on the statistical test using chi-square, the P Value $1.000 > \alpha 0.05$, meaning that H_0 is accepted, which means that there is no significant relationship between age and work stress among teachers at MIM 02 Pekanbaru.

DISCUSSION

Relationship Between Workload and Work Stress Among Teachers at MIM 02 Pekanbaru

Based on a statistical test using chi-square, the P Value $0.019 < \alpha 0.05$, meaning that H_0 is rejected, so there is a significant relationship between workload and work stress among teachers at MIM 02 Pekanbaru in 2025. Workload is the imbalance between an individual's abilities and the demands of the tasks that must be completed. This term describes how often a work activity is performed within a certain period of time. If the workload is too high or the physical condition of the worker is inadequate, it can cause disorders or illnesses due to work. These results are in line with the study [16] on The Growing Effect of Job Demands on Teacher Mental Health, which found that an increase in job demands was significantly correlated with increased stress and mental health disorders among teachers ($p = 0.004 < 0.05$). Similar research by [17] in the International Journal of Community Medicine and Public Health also found significant differences in stress levels ($p = 0.032 < 0.05$) between public and private school teachers, with the group with heavier workloads having higher stress levels.

This study supports the theory that workload is one of the factors that can trigger stress in the work environment. Based on the findings of the study conducted by [18], the results of statistical analysis using the chi-square test showed a P-value of 0.003. Because this value is less than 0.05, H_0 is rejected and H_a is accepted, which means that there is a significant relationship between workload and work stress among teachers at the Pinrang State Madrasah Aliyah (MAN). The work stress experienced by teachers arises from the large number of tasks and responsibilities that must be completed, causing fatigue, exhaustion, difficulty concentrating, and confusion in completing work. This condition occurs because, in addition to carrying out their main duties in the teaching and learning process in the classroom, teachers are also burdened with additional responsibilities as supervisors of extracurricular activities at school [18].

Researchers assume that there is a relationship between workload and work stress among teachers at MIM 02 Pekanbaru in 2025. According to the researchers, this is due to the increased workload that teachers must bear during the implementation of the online learning system. In the online learning process, teachers are required to prepare learning materials that are interesting and easy to understand so that they can be delivered well through media such as

WhatsApp, Google Meet, or Zoom, which are certainly different from the face-to-face learning system. In addition, after learning activities take place, teachers must also conduct evaluations, check student assignments, and compile learning outcome reports, all of which require more time and energy. Therefore, researchers suggest that teachers take one to two days off per week to rest or take a vacation in order to reduce stress levels caused by high workloads.

The Relationship Between work period and work stress Among Teachers at MIM 02 Pekanbaru in 2025

Based on statistical testing using chi-square, the results showed a P value = 1.000 > α 0.05, meaning that H_0 was accepted, and therefore, there was no significant relationship between work period and work stress among teachers at MIM 02 Pekanbaru in 2025. In theory, longer work experience should reduce stress levels due to increased experience and adaptability to the work environment [19]. However, in the context of the teaching profession, long work experience can also cause job boredom if teaching activities are carried out repeatedly without variation or innovation in teaching methods.

The results of this study are in line with the findings [20] In the journal Teaching and Teacher Education, a p-value of 0.367 indicates that length of service has only a small effect on teacher stress, while social support from colleagues and the school environment plays a greater role in reducing stress levels.

Conversely, research [19] The Asian Journal of Occupational Health reports different results, namely a significant relationship between length of service and work stress among industrial workers ($p=0.017$). These contextual differences show that the effect of length of service on stress is highly dependent on the type of work and work environment. In the industrial sector, length of service is often associated with increased physical demands and production pressures, while in the education sector, stress is more often caused by administrative burdens and teaching responsibilities that are similar across all levels of service. The researchers assumed that length of service was not a major factor causing work stress among teachers at MIM 02 Pekanbaru, because both teachers with short and long lengths of service faced relatively similar professional pressures in terms of responsibilities, teaching loads, and school administrative demands.

The Relationship Between Gender and Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

Based on statistical testing using chi-square, the results showed a P value = 1.000 > α 0.05 were obtained, which means that H_0 was accepted, so there was no significant relationship between gender and work stress among teachers at MIM 02 Pekanbaru in 2025. This means that the stress levels experienced by female and male teachers are relatively the same, even though the majority of respondents in this study were female (83.3%). Thus, it can be concluded that gender is not a dominant factor affecting work stress levels in the school environment.

This finding is in line with research [21] In the Australian Journal of Teacher Education, which also found no significant difference in stress levels based on gender ($p = 0.421$) among prospective teachers in Australia. The study confirms that teacher work pressure is more influenced by workload and academic responsibilities than by biological factors such as gender. The results of this study are also reinforced by a systematic review conducted by [22] In BMC Public Health, which examined various studies in Malaysia and found that the difference in stress levels between male and female teachers was not statistically significant ($p > 0.05$). The researchers explained that work stress is more influenced by factors such as workload, social support, and work environment than by gender differences.

However, [23] The Journal of Public Health Research showed different results, where female teachers had higher stress levels due to their dual roles as educators and homemakers. Differences in social contexts are likely to be the cause of the variation in results between these studies. ($p = 0.014 < 0.05$).

Researchers assumed that gender was one of the factors related to work stress. However, the results showed that there was no significant relationship between gender and work stress. The discrepancy between the results and this theory can be interpreted to mean that both male and female teachers have the same chance of experiencing work stress, with no significant difference between them.

Female teachers at MIM 02 Pekanbaru are known to have routine activities to reduce boredom, such as eating together and exercising. These activities serve as a means for sharing stories and experiences, thereby helping to improve psychological conditions caused by work-related stress. Therefore, the difference between theory and the results of this study can be explained by the existence of good stress management among female teachers. Although in theory women are more prone to work-related stress, active efforts to manage stress mean that the levels of stress experienced are not much different from those of male teachers.

The Relationship Between Age and Work Stress Among Teachers at MIM 02 Pekanbaru in 2025

Based on statistical testing using chi-square, the results showed a P value = $1000 > \alpha$ 0.05, meaning that H_0 was accepted, and there was no significant relationship between age and work stress among teachers at MIM 02 Pekanbaru in 2025. The results of this study are in line with [24] In Examining Stress Among Primary School Teachers, it states that several previous studies also found no significant relationship between age and work stress ($p > 0.05$) among primary school teachers in Tanzania. The study explains that the factors causing stress are more dominant in terms of job demands and administrative pressure, rather than individual age differences.

A similar study was also conducted by [25] Which examined individual characteristics in relation to work stress among elementary school teachers in Medan. The results showed no relationship between age and work stress ($p > 0.05$), because teachers from various age groups had relatively similar responsibilities and work pressures [25]. These findings support the results of this study that age is not a dominant factor in determining the onset of work stress among teachers.

Conversely, the study [15] Reported that individual variables such as age and gender only indirectly affect work stress through other factors such as workload and self-efficacy. This shows that although age differences can affect work experience and emotional maturity, external factors such as the work environment and social support play a greater role in determining the level of work stress among teachers.

Researchers assume that teachers in each age group at MIM 02 Pekanbaru have similar adaptive abilities and coping strategies in dealing with work demands. In addition, the absence of a significant relationship may also be influenced by the uniformity of workloads between age groups and the relatively balanced distribution of respondents. These results reinforce the research assumption that age is not a major factor related to work stress, so other variables such as workload, social support, and individual psychological conditions need to be considered.

CONCLUSION

The results show that 66.7% of teachers experience work stress, with the majority of respondents having a heavy workload (53.3%), ≤ 6 years of service (56.7%), age < 35 years

(70%), and female gender (83.3%). The bivariate test results show a significant relationship between workload and work stress ($p = 0.019$; OR 9.333; CI 95% = 1.511-57.654), while length of service ($p = 1.000$), gender ($p = 1.000$), and age ($p = 1.000$) did not show a significant relationship. In conclusion, workload is the main factor associated with work stress among teachers, while length of service, gender, and age have no significant effect. It is hoped that schools can organize task distribution proportionally and create a supportive work environment so that work stress among teachers can be minimized.

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