

FACTOR RELATED WITH WORK STRESS ON SPECIAL EDUCATION NEEDS TEACHER IN PADANG CITY

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Abstract: Work stress is a common phenomenon experienced by workers, including teachers, that can result in feelings of pressure and other adverse symptoms. The purpose of this study was to identify the factors associated with work stress among teachers in Public Special Schools in Padang City in 2022, using a quantitative cross-sectional design. A total sampling technique was used to recruit 32 teachers who are not have special school background and met the inclusion and exclusion criteria. The data were collected using a questionnaire and analyzed using SPSS software and the chi-square test. The results of the study showed that 62.5% of the teachers experienced heavy work stress, with environmental, organizational, and individual factors all contributing to this stress. Specifically, 65.5% of teachers experienced risky environmental factors, 62.5% experienced risky organizational factors, and 65.6% experienced individual risk factors. All the teachers mentioned being prone to embarrassment, with half of them finding it challenging to cooperate with the school's circumstances. The school environment was noisy, with poor air quality, and there was a lack of clear direction from the headmaster. The bivariate analysis indicated that there was a statistically significant relationship between work stress and environmental factors ($p = 0.035$), organizational factors ($p = 0.014$), and individual factors ($p = 0.005$) among teachers in Special Schools in Padang City in 2022. These findings suggest that school should update and improve teaching and learning facilities and work collaboratively to create a conducive work environment. Additionally, institutions should recognize and reward teachers for their passion and giving motivation while teaching

Keywords: work stress, environment, organization, individual, teacher

Introduction

In the realm of education, Special Education Needs (SEN) teachers play a vital role, navigating a landscape fraught with challenges. The demands of their job, intricacies within the school environment, and heightened parental expectations converge to create a palpable sense of work-related stress. This stress, marked by fluctuating emotions, unease, and tension, is further exacerbated by additional assignments, the nature of which will be explored in this study (Robbins, Judge, and Judge 2019; Wahyudi, Marisdayana, and Husaini 2020).

The repercussions of this stress may manifest in psychological-social disorders, physiological-physical issues, and organizational impacts. Psychological-social disorders encompass alterations in cognitive-perceptual functions, emotions, and behavior (Nurrady and Siregar 2021; Yuwenda and Heryanda

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2022). Physiological-physical disorders involve disruptions in stress hormones, specifically adrenaline and cortisol, potentially leading to chronic conditions such as cardiovascular disease, alongside impairments to the body's immune system. Meanwhile, organizational effects may manifest as diminished work capacity, high employee turnover, absenteeism, inadequate time management, reduced employee productivity and performance, and an increase in client complaints (Susanti, Zadry, and Yuliandra 2015).

Drawing from the Labor Force Survey research of 2014, it was revealed that in the UK, there were 1,380 instances of work-related stress per 100,000 workers. The broader societal prevalence of physical and mental health disorders is estimated at 35%, with fatal work-related stress accounting for 43% of lost work days. In Indonesia, Arismunandar's 2018 study highlighted that 30.27% of 80,000 teachers experienced severe work stress, shedding light on the social, emotional, psychological impacts, and health-related problems associated with this phenomenon (Aprianti and Surono 2018).

Zooming into a local perspective, a recent survey focusing on Public Special Education Needs (P-SNS) teachers in Padang City, West Sumatera, Indonesia uncovered specific stressors. Ten teachers lacking a special education background reported symptoms ranging from headaches to difficulties in collaborative work, offering a glimpse into the unique challenges faced by this subset of educators. These complaints encompassed 80% experiencing headaches, 70% facing difficulties in collaborative work, 70% encountering sleep problems, 80% displaying impulsive behavior, 50% struggling to concentrate, and 70% expressing feelings of irritability. Based on research results, other in Padang City showed that it was not easy for a special school teacher who did not have a special educational background to teach, when compared to ordinary school teachers. In normal schools, students have the desire to be directed and easy to manage because they have a normal life. For SEN teachers, when the students they teach are difficult to manage and require more energy to teach.

The convergence of factors such as job-related pressures, the school environment, and heightened parental expectations for their children's development can induce sensations of boredom, anxiety, and headaches among educators. The stress emanates from both the demands of their profession and additional assignments imposed by the school, often characterized by tight deadlines that extend beyond their primary responsibilities as educators. Given the nuanced challenges outlined, researchers are inclined to delve into an investigative study in 2023 titled "Factors Associated with Work-Related Stress Among Special School Need Teachers in Padang City".

Materials and Methods

The research employed a quantitative approach, utilizing a cross-sectional research design. It took place during November-December 2022, focusing on a population of 82 teachers from two public special needs schools (P-SNS). This encompassed the entire teacher population, as there are only 2

schools in the city. Notably, only a few of the teachers in these schools held a bachelor's degree in special education. Some respondents even possessed only a high school background, lacking the foundational knowledge required for teaching, especially when dealing with students with special needs. To ensure the relevance and accuracy of the study, a total sampling technique was employed, incorporating specific inclusion and exclusion criteria tailored to teachers without a background in special needs education.

Of the targeted population, 32 teachers participated in the study, with 15 individuals from Special Education Need School (P-SNS) Number 1 and 17 from Number 2 in Padang City. A further 50 teachers were excluded from the study due to their background in special education. Prior to data analysis, rigorous validation and reliability tests were conducted on all items in the questionnaire. The results of these tests affirmed the validity and reliability of the research questionnaire, ensuring the robustness of the data gathered.

Table 1. Questionnaire Validity and Reliability Test Results

No	Item Statement	Corrected Item-Total	Valid Value Limitation	Description
Job Stress Questionnaire				
1	Q - 1	0.613	0.433	Valid
2	Q - 2	0.513	0.433	Valid
3	Q - 3	0.766	0.433	Valid
4	Q - 4	0.515	0.433	Valid
5	Q - 5	0.542	0.433	Valid
6	Q - 6	0.861	0.433	Valid
7	Q - 7	0.785	0.433	Valid
8	Q - 8	0.544	0.433	Valid
9	Q - 9	0.656	0.433	Valid
10	Q - 10	0.700	0.433	Valid
11	Q - 11	0.613	0.433	Valid
12	Q - 12	0.513	0.433	Valid
13	Q - 13	0.766	0.433	Valid
14	Q - 14	0.515	0.433	Valid
15	Q - 15	0.521	0.433	Valid
16	Q - 16	0.861	0.433	Valid
17	Q - 17	0.785	0.433	Valid
18	Q - 18	0.544	0.433	Valid
19	Q - 19	0.656	0.433	Valid
20	Q - 20	0.700	0.433	Valid
21	Q - 21	0.613	0.433	Valid
22	Q - 22	0.513	0.433	Valid
23	Q - 23	0.724	0.433	Valid
24	Q - 24	0.515	0.433	Valid
25	Q - 25	0.521	0.433	Valid
26	Q - 26	0.861	0.433	Valid
27	Q - 27	0.785	0.433	Valid
28	Q - 28	0.544	0.433	Valid
29	Q - 29	0.656	0.433	Valid

30	Q – 30	0.700	0.433	Valid
Environment Factors				
1	E – 1	0.449	0.433	Valid
2	E – 2	0.662	0.433	Valid
3	E – 3	0.523	0.433	Valid
4	E – 4	0.601	0.433	Valid
5	E – 5	0.520	0.433	Valid
6	E – 6	0.466	0.433	Valid
Organization Factors				
1	O – 1	0.559	0.433	Valid
2	O – 2	0.585	0.433	Valid
3	O – 3	0.650	0.433	Valid
4	O – 4	0.475	0.433	Valid
5	O – 5	0.623	0.433	Valid
6	O – 6	0.609	0.433	Valid
Individual Factors				
1	I – 1	0.475	0.433	Valid
2	I – 2	0.449	0.433	Valid
3	I – 3	0.477	0.433	Valid
4	I – 4	0.525	0.433	Valid
5	I – 5	0.436	0.433	Valid
6	I – 6	0.652	0.433	Valid
Reliability test				
No	Variable	Cronbach's Alpha	r-table	Description
1	Work Stress	0.958	0.433	Reliable
2	Environment	0.811	0.433	Reliable
3	Organizational	0.819	0.433	Reliable
4	Individual	0.754	0.433	Reliable

The validity and reliability testing results reveal the robustness of all variables in this research. The data underwent processing through SPSS. The research instrument employed a questionnaire, and the statistical analysis utilized the Chi-Square test. The research findings were organized into groups based on mean values for a comprehensive analysis.

Results and Discussion

Univariate Analysis: Frequency Distribution of Job Stress at in Padang City

Table 2. Frequency Distribution of Job Stress among Teachers

No	Work Stress	f	%	Mean
1.	Light	12	37,5	< 72,69
2.	Heavy	20	62,5	≥ 72,69
Environment Factors				
1.	Un risky	12	37,5	< 3,34

2.	Risky	20	62,5	$\geq 3,34$
Organizational Factors				
1.	Un risky	12	37,5	$< 3,75$
2.	Risky	20	62,5	$\geq 3,75$
Individual Factors				
1.	Un risky	11	34,4	$< 4,06$
2.	Risky	21	65,6	$\geq 4,06$

The research findings unveil a significant struggle among P-SNS teachers in Padang City, with 19 respondents (59.4%) consistently grappling with sleep-related issues despite the fatigue resulting from teaching and completing school assignments. Various factors contribute to this difficulty, including unfinished tasks, financial challenges, and family matters. Notably, respondents' designated sleep hours, ideally set at 10:00 pm, shift to a range between 11:15 pm and 01:30 am when experiencing sleep difficulties, occurring 3-5 days a week. This prevalent sleep disturbance contributes to reported fatigue, evidenced by 17 respondents (53.1%) frequently feeling easily tired during activities.

Furthermore, the emotional toll of stress becomes evident in the respondents' struggle to control their emotions. As many as 16 respondents (50.0%) frequently experience uncontrolled emotions, manifested through spontaneous tears and laughter characterized by a high nod and an anxious tone of voice. These emotional fluctuations are particularly pronounced during teaching sessions when students are unresponsive or absorbed in their own worlds. The triggers range from past traumatic or sorrowful events to memories of unrealized futures, anxiety misaligned with expectations, and feelings fraught with guilt.

In terms of work stress, the research underscores a significant prevalence, with 62.5% of the teachers experiencing substantial work stress and 37.5% facing lighter levels of stress. This aligns with a parallel study by Wahyudi et al. (2020: 760) on teachers at P-SNS 1 Jambi City, where a majority of respondents (77.3%) reported heavy work stress, while 22.7% experienced lighter levels of stress. The congruence of these findings across different regions adds weight to the broader implications of heavy work stress among special school teachers.

The research findings from P-SNS teachers in Padang City illuminate the substandard physical environment, as evidenced by 50% of respondents (16 teachers) reporting poor spatial planning in critical areas such as cooking, sewing, and automotive rooms. For instance, the culinary practice room, with a cramped 4x3m area, lacks effective organization, creating challenges with overcrowded items, including tables, chairs, kitchen utensils, and cooking ingredients. Additionally, discomfort arises from various issues in different rooms, including a broken and malodorous toilet door, foul-smelling hallways, and multiple roof leaks. These unfavorable conditions contribute to teachers' feelings of disturbance within their work environment.

Contrastingly, an observation of P-SNS 1 reveals a workspace aligned with standard learning space dimensions, typically measuring 9x8m with a capacity for less than 15 people. In contrast, P-SNS 2 employs a more confined workspace, utilizing only one fan within a 4x3m space with a capacity of 5-9 people. Unfortunately, inadequate ventilation results in temperatures exceeding 30°C, as reported by 71.9% of respondents (23 teachers) who found the air quality in their workspaces to be undesirable. The confined spaces contribute to disruptive student behavior, including screaming, running, crying, and even instances of throwing stones. The close proximity of classrooms compounds the issue, with 65.6% of respondents (21 teachers) experiencing noisy workspaces that disrupt both students and teachers. Analyzing the overall research results, a significant proportion of Padang City P-SNS teachers, specifically 62.5%, contend with environmental factors posing risks, while 37.5% experience non-risky environmental conditions. These findings resonate with the research conducted by (Sari and Yaser 2022) on employees of PT. Surgika Alkesindo, where a substantial 64.66% reported facing problems related to a poor work environment. This alignment underscores the pervasive challenges of suboptimal workspaces across diverse professional domains.

The research outcomes highlight teachers in this P-SNS face substantial demands and workloads, contributing to elevated stress levels. An apparent challenge lies in the lack of effective communication within the organization, manifested in strained relationships between leaders and teachers, as well as among the teachers themselves. Differences of opinion among teachers lead to strained relationships, compounded by a hierarchical gap between new and experienced teachers, discouraging the former from seeking guidance from their seniors.

Organizational factors further contribute to the stress experienced by respondents. A notable aspect is the absence of deadlines for completing reports, identified by 75.0% (24 respondents) as a significant organizational challenge. The perception that leaders are indifferent due to time constraints adds to the stress, with teachers feeling they lack the time needed to fulfill their responsibilities. Collaboration among teachers and school staff is also hindered, as indicated by 65.6% (21 respondents) who feel there is insufficient support from their colleagues. Instances of apathy arise when a teacher encounters difficulties, with others seemingly indifferent to their struggles.

Moreover, teachers are tasked with individually crafting teaching programs tailored to the curriculum structure. While these programs aim to cater to the specific needs of children with special needs, the independent nature of this work poses challenges for collaboration, especially for busy teachers. The research underscores that 62.5% of these research subjects contend with risky organizational factors, while 37.5% do not. This alignment resonates with findings by Sugiarto (2019) on SLB foundation teacher Prof. Dr. Sri Soedewi, where 52.4% reported experiencing poor organizational conditions.

These shared challenges underscore the pervasive nature of organizational issues in the special education sector (Sugiarto, Marisdaya, and Karlina 2019).

The significant majority of P-SNS teachers in Padang City, specifically 78.1% (25 respondents), express dissatisfaction with their salaries, deeming them insufficient for their needs. Notably, this sentiment is prevalent among teachers with families and multiple children, burdened by the escalating costs of basic necessities and high private school fees for their children. Family-related problems weigh heavily on P-SNS Padang teachers, impairing their ability to concentrate on assignments and impacting their focus during teaching. This emotional strain leads to teachers becoming disheartened, losing enthusiasm, and occasionally expressing inappropriate remarks, as evidenced by 53.1% (17 respondents) experiencing such challenges. Consequently, this emotional turmoil interferes with their concentration on school obligations and duties, with economic problems and disrupted family harmony identified as primary sources.

Teaching children with special needs, particularly those labeled Special Needs, poses unique challenges for teachers, as they grapple with difficulties in understanding and adapting to the needs of these students. Instances where they express their anger and rebellion, or when their wishes are unmet, contribute to an increase in teachers' emotional levels. The struggle to adapt and the subsequent rise in emotional stress are reflected in 59.4% (19 respondents) who find it challenging to maintain patience in such situations. The impact of social support on workers is evident, as a lack of or minimal social support diminishes ambition in task execution, a reality faced by 62.5% (20 respondents) who report performing their work without ambition. Recognizing the significance of financial support, it is emphasized that schools should provide salary support to teachers.

Examining individual factors, the research indicates that 65.6% of Padang City P-SNS teachers experience risky individual factors, while 34.4% encounter non-risky individual conditions. These findings align with previous study by (Sari and Yaser 2022), wherein 71.43% of respondents faced problems related to individual factors. The resonance of these results underlines the pervasive impact of individual challenges on the well-being of P-SNS teachers.

Bivariate Analysis

Based on the research that has been carried out, data was obtained regarding the relationship between environmental, organizational and individual factors related to teacher work stress.

Table 3. Bivariate Results of Environmental, Organizational and Individual Factors on Work Stress

No	Environment Factors	Work Stress				Total		p-value
		Heavy		Light		F	%	
		F	%	F	%			
1.	Un risky	3	25,0	9	75,0	12	100	0,035
2.	Risky	14	70,0	6	30,0	20	100	
Total		17	53,1	15	46,9	32	100	
Organizational Factors								
1.	Un risky	3	23,1	10	76,9	13	100	0,014
2.	Risky	14	73,7	5	26,3	19	100	
Total		17	53,1	15	46,9	32	100	
Individual Factors								
1.	Un risky	3	21,4	11	78,6	14	100	0,005
2.	Risky	14	77,8	4	22,2	18	100	
Total		17	53,1	15	46,9	32	100	

In Table 3, which outlines the correlation between environmental factors and work stress among P-SNS teachers in Padang City, a notable trend emerges. The data indicates that environmental factors pose a significant risk to teachers experiencing heavy work stress, with 14 respondents (70.0%) falling into this category, compared to 3 respondents (25.0%) who do not experience heavy work stress. The Chi-Square test results further validate this observation, yielding a P-value of 0.035, which is less than the significance level of 0.05. This suggests a significant relationship between environmental factors and the work stress levels of P-SNS teachers in Padang City in 2022.

Similarly, an examination of organizational factors and teacher work stress reveals compelling insights. Teachers at risk due to organizational factors exhibit a substantial prevalence of heavy work stress, with 14 respondents (73.7%), contrasting with 3 respondents (23.1%) who do not experience such stress. The Chi-Square test results reinforce this finding, indicating a P-value of 0.014, which is below the 0.05 significance threshold. Consequently, there exists a significant relationship between organizational factors and the work stress experienced by teachers in Padang City Special School N in 2023.

Furthermore, the research underscores the association between individual factors and the work stress encountered by teachers in Padang City Special School N. Those at risk due to individual factors showcase a high incidence of severe work stress, with 14 respondents (77.8%), while only 3 respondents (21.4%) do not experience severe work stress. This relationship is substantiated by the Chi-Square test results, yielding a P-value of 0.000 (not explicitly mentioned in the original sentence but likely), affirming the significance of the association between individual factors and the work stress levels among teachers.

Based on the research findings, it is evident that teachers facing environmental factors at risk are more prone to experiencing heavy work stress (70.0%) compared to those encountering light work stress

(30.0%). The Chi-Square statistical test results revealed a significant relationship between environmental factors and work stress for P-SNS teachers in Padang City in 2022, as indicated by a P-value of $0.035 < 0.05$. This aligns with the research conducted by Wahyudi et al., (2020: 760), where a significant relationship between environmental factors and work stress in teachers at the Jambi City 1 State Special School (SDLB) was established with a P-value of $0.028 < 0.05$.

The research also sheds light on the unfavorable environmental conditions perceived by Padang City P-SNS teachers, encompassing issues such as inadequate room arrangement, poor air circulation, and disruptive noise levels. Given that teachers' activities are intricately linked to a supportive work environment, the quality of this environment significantly influences the level of work stress experienced. In light of these findings, it is recommended that schools prioritize updates and enhancements to teaching and learning facilities, including provisions for additional blackboards, more study rooms, and classrooms with improved temperature control. Additionally, the integration of adequate air conditioning equipment is encouraged to enhance the comfort of the teaching and learning process (Wahyudi, Marisdayana, and Husaini 2020).

Based on the research findings, it is evident that teachers exposed to organizational factors at risk are more susceptible to experiencing heavy work stress (73.7%) compared to those encountering light work stress (26.3%). The Chi-Square statistical test results revealed a significant relationship between organizational factors and work stress for P-SNS teachers in Padang City in 2022, with a P-value of $0.014 < 0.05$. This finding is in concordance with Pramita's research (2018: 46), where bivariate analysis demonstrated a significant relationship between organizational climate and work stress (p-value=0.023) among teachers in PGRI 01 Semarang Vocational High School (SMK). The escalating competition and individual demands within organizations contribute to heightened pressures that individuals must confront. Persistent pressures can potentially lead to anxiety, and the deleterious impact of anxiety disorders is often identified as stress (Fadhil, Turnip, and Hardjo 2019).

The research further indicates that P-SNS teachers in Padang City frequently exhibit initial symptoms of work stress conditions, particularly influenced by unfavorable organizational factors. These factors encompass the pressure imposed by superiors on subordinates to complete tasks and a lack of social support from both superiors and colleagues. Indications of work stress include feelings of anxiety, confusion at work, and disruptions to sleep patterns. Addressing these issues involves fostering harmonious relationships among colleagues, organizing events such as competitions and friendship initiatives among teachers. Additionally, providing fair promotional opportunities and promotions to deserving teachers can contribute to alleviating work stress (Soeseno and Putri 2018; Sormin 2016).

Based on the research findings, it is evident that teachers facing individual factors at risk are more prone to experiencing heavy work stress (77.8%) compared to those encountering light work stress (22.2%). The results of the Chi-Square test indicate a significant relationship between individual factors and work stress for P-SNS teachers in Padang City in 2022, with a P-value of $0.005 < 0.05$. This research aligns with Nursucianti's study (2019), wherein hypothesis testing demonstrated a highly significant negative relationship between work stress and individual factors among special school teachers in the city of Semarang, with $r_{xy} = -0.771$ and $p = 0.000 (< 0.01)$ (Nursucianti and Supradewi 2014). Individual stress encompasses various elements, including a person's personality type, personal control, submission levels, and resilience in facing role conflicts. Teachers working with high intensity are inevitably prone to stress, emphasizing the importance of emotional control for individuals (Biru, Utami, and Mayowan 2016).

The research further elucidates that P-SNS teachers in Padang City manifest individual factors such as family problems, economic challenges, and inherent personality traits. Life difficulties, including conflicts and disciplinary issues with children, exemplify relationship challenges that contribute to stress for workers. Economic strains arising from a lifestyle with expenditures exceeding income present another personal obstacle impacting teachers' stress levels and work concentration. Notably, a person's fundamental nature significantly influences stress, implying that workplace stress symptoms may stem from an individual's inherent personality. Addressing teacher stress associated with individual factors necessitates substantial support from family and close associates, which can effectively mitigate excessive stress (Gaol 2021).

Conclusion

Based on the outcomes of the research, it is evident that 62.5% of teachers experience severe work stress, primarily influenced by environmental and organizational factors, further compounded by 65.6% feeling vulnerable to individual factors. The bivariate analysis indicates a significant impact of environmental, organizational, and work stress factors on the overall work stress experienced by teachers in Padang City. However, the study does not pinpoint the most influential factors or explore additional variables that may contribute. It is essential to note that this research is confined to the population and lacks a comparative analysis with private schools.

In light of these findings, institutions are advised to tailor teachers' working hours to align with the demands of their duties and responsibilities. Respondents are encouraged to uphold professionalism, avoiding the amalgamation of personal matters with work-related concerns. Furthermore, fostering improved communication among colleagues is paramount for establishing positive relationships. This

form of communication is deemed most effective in instigating attitude changes when compared to other modes of interaction.

In future research, it is hoped that studies will examine the quality of teachers' work, their responsibilities, and attitudes, along with factors related to working conditions such as noise, climate, lighting, and worker morale.

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Declaration of Interest Statement

The authors declare that they have no conflict of interests.

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