J-BOM

Journal of Business and Organization Management

from the

DESK

of the EDITOR

Dear Readers,

Our journal enter second year! Yeay!

All of the topics issued in this edition are interesting. **Utomo** et al. invite us to discuss influence social media marketing activities, electronic word of mouth and brand equity on product purchase intention skincare local brand. **Jefriyanto** et al. talk about the influence of job embeddedness on employee performance mediated by work engagement and OCB at Klaten District, **Panggabean** et al. deliver their research result about the influence of leadership, work environment, and motivation on employee performance at PT Modern Polaris Teknologi Jakarta; **Yanuri** and **Subyantoro** tell us about the effect of transformational leadership style on performance of civil servant teacher at SMKN 3 Wonosari Gunungkidul with work commitment as an intervening variable; then **Nursiyami** and **Mardiana** present their research result about the role of job satisfaction as a mediation variable of the influence of work stress on teacher performance SMK 1 Gedangsari, **Nuraini** and **Pratiwi** write about the influence of workload and achievement motivation on performance at Yogyakarta State SMA/SMK Finance Section Official. **Trihadi** and **Warsiki** discuss the influence of work discipline, work motivation, and work environment on the performance of implementing staff in the Pamong Praja Police Unit in Yogyakarta, while **Bangun** et al. write about the comparison of banking profitability before and during covid-19 at banks registered on the IDX in 2017-2022.

We will publish a new edition every May and November, so make sure you take part in it.

Happy reading!

Editorial Team

The Role of Job Satisfaction as a Mediation Variable of the Influence of Work Stress on Teacher Performance SMK 1 Gedangsari

Nursiyami[1], Tri Mardiana[2]

Abstract

The purpose of this research, among others, is to; (1) know and analyze whether work stress affects the teacher's performance at State Vocational High School 1 Gedangsari Gunungkidul; (2) know and analyze whether job satisfaction can mediate the influence of stress on the performance of teachers of State Vocational High School 1 Gedangsari Gunungkidul. This study uses a quantitative approach with an associative descriptive research strategy. This research was conducted at Gedangsari Gunungkidul State Vocational High School 1 from January 2023 to April 2023. The population in this study were all Civil Service and Naban teachers at Gedangsari Gunungkidul State Vocational High School 1, a total of 30 respondents. This research is census research so that all members of the population are sampled. Data collection techniques using observation techniques, questionnaires, and documentation. Research instrument test includes validity test and reliability test. Data analysis technique using path analysis. Partial hypothesis testing uses the t-test while testing the intervening hypothesis uses the Sobel test. Based on the results of the data analysis obtained; (1) the calculated sig t value on the work stress variable (X) is 0.003 < sig. alpha 0.005 and a negative regression coefficient of -0.392 so that it can be concluded that work stress (X) has a direct negative effect on teacher performance (Y); (2) the Z value is 3.876 > 1.96 with a significance level of 5% so it can be concluded that job satisfaction (Z) can mediate the influence of work stress (X) on teacher performance (Y).

Keywords: *Satisfaction, Job Stress, Performance*

Introduction

Human resources (HR) play a very dominant role in the organization because it is the most important driving force in an organization. Serious attention to HR management is one of the determining factors for organizational success that is necessary. Views on HR can not only be seen individually but also as a group in an organizational environment. Within an organization, human resource performance issues need special attention. This shows that human resources are a science and art that regulates the relationships and roles of the workforce so that they are effective and efficient in helping the realization of an organizational goal (Hasibuan, 2016).

In education, teachers are human resources and important determinants of the quality of education in schools. Teachers are human resources and important determinants of the quality of education in schools. The ideal condition of the teacher will also have a good impact on students in general. The level of educational achievement can be seen from the fulfillment of the 8 (eight) National Education Standards so that quality education can be implemented and quality educational

[1,2] *UPN "Veteran" Yogyakarta*

outcomes can also be achieved. The eight national education standards include; content standards, process standards, graduation standards, educator and education staff standards, facilities and infrastructure standards, management standards, financing standards, and assessment standards (Law No. 20 of 2003 concerning the National education system).

Law No. 14 of 2005 concerning teachers and lecturers in article 1 states that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through formal education, basic education, and secondary education." medium". The teacher acts as a substitute for parents at school whose job is to direct students to achieve educational goals and make them whole human beings through exemplary examples, enthusiasm, or encouragement to be better and guidance or direction so that they are always on the right path in developing their existing potential. on him.

The current phenomenon related to teachers as educators in Indonesia is the decline in teacher performance. Based on the Results *of the Program for International Student Assessment* (PISA) in 2018 showed low teacher quality. From 2012 to 2018, 1.3 million out of 1.6 million teachers who took the Teacher Competency Test (UKG) to measure competence in managing learning and understanding of the subjects taught did not achieve a minimum score. In addition, a qualitative study of the RISE program (2018) in Indonesia shows that a significant cause of the low quality of teachers is the teacher recruitment process which does not focus on selecting professional students, but on meeting the demands of the needs of the State Civil Apparatus (Revina, 2020).

Literature Review

Work Stress

Work stress is a tension that results in an imbalance in the psychological state of the teacher which can affect his way of thinking, emotions, and conditions (Hasibuan, 2016). Job stress itself can be seen from the symptoms, including unstable emotions, feeling uneasy, liking to be alone, and increased blood pressure. Work stress can be caused by stressors (stress sources) that come from the work environment such as environmental factors, organizational factors, and individuals (Mangkunegara, 2015). Job stress can be measured through 6 things, namely: (1) intimidation, (2) differences in demands, (3) incompatibility with work, (4) dangerous work, (5) overload, and (6) self-factor (Igor in Anisa, 2017).

The results of observations on the level of teacher work stress at SMK Negeri 1 Gedangsari were found on intimidation indicators when teachers were unable to carry out additional tasks that were out of proportion to getting administrative intimidation which was difficult to sign, such as administration of promotion, certification, DP3, and CPNS. In the indicator of differences in demands, it was found that several teachers, especially productive teachers, felt confused in delivering learning material because they were not facilitated with complete practical tools. In the indicator of incompatibility with work, several teachers are given additional teaching hours but are not following the linearity of their diplomas. On the hazardous work indicator, some teachers complained that there were too many additional assignments that had to be completed outside working hours, besides that the changing demands of the curriculum made teachers need adjustments outside of working hours. On the self-

factor indicator, most teachers feel uncomfortable during school holidays, teachers are still burdened with school work, so they don't have time for their families.

Teacher Performance

The phenomenon of decreasing teacher performance above also occurs at SMK Negeri 1 Gedangsari Gunungkidul. Based on the Teacher Performance Assessment (PKG), which consists of four (4) dimensions of teacher competence namely; pedagogic competence, personality competence, social competence, and professional competence in the period 2019 to 2021 has been carried out at SMK Negeri 1 Gedangsari Gunungkidul obtained an average credit score in 2019 of 82, decreased in 2020 to 80, and in 2021 it will be 77. This decrease in performance is predicted due to the increasing demands on the teacher's role, such as the demand that teachers must be able to meet the level of achievement of 8 (eight) National Education Standards, UU no. 14 of 2005, Law no. 20 of 2003 concerning the National education system in which the teacher is one of the determining factors for the success of education. Law no. 20 of 2003 stated that teachers as educators are one of the indicators in national education standards. 21st-century learning and industrial revolution 4.0 educators are required to be able to master information technology. These demands if the teacher is unable to balance them and fulfill them will cause stress. Findings from the results of several intermediate studies another Hidayat (2016); Nasrum (2019); Goddess (2020); Yulitha (2022), shows that work stress has a negative and significant effect on teacher performance.

Job satisfaction

Robbins (in Donni, 2016), defines job satisfaction as a general attitude of an individual towards his work. Job satisfaction can be measured through 5 things, namely: (1) work, (2) salary, (3) promotions, (4) supervisors, and (5) colleagues (Afandi, 2018). Sutrisno (2019), stated that job satisfaction is a teacher's attitude towards work related to work situations, cooperation between teachers, rewards received at work, and matters relating to physical and psychological factors.

Teacher job satisfaction can mediate the effect of teacher work stress on teacher performance. Excessive work stress can reduce teacher job satisfaction which in turn can affect teacher performance. In addition, excessive stress will make the teacher frustrated with his work so his work is also not optimal so that the teacher is not satisfied with his work so that it can have an impact on his work productivity. This description is supported by research by Kavindra (2017); Sulistyanti (2021); Yulianto (2019), who obtained the results of work stress harming teacher performance through job satisfaction as a mediating variable and work stress harming teacher performance through job satisfaction as a mediating variable. Based on the problems above, the objectives of this research are; (1) knowing and analyzing whether work stress effect teacher performance; (2) knowing and analyzing what is Job satisfaction can mediate the effect of stress on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul.

Methods

This study uses a quantitative research approach. Quantitative research is research that uses a deductive-inductive approach. This research was conducted at SMK Negeri 1 Gedangsari Gunungkidul with the address JL. Gedangsari-Sambipitu,
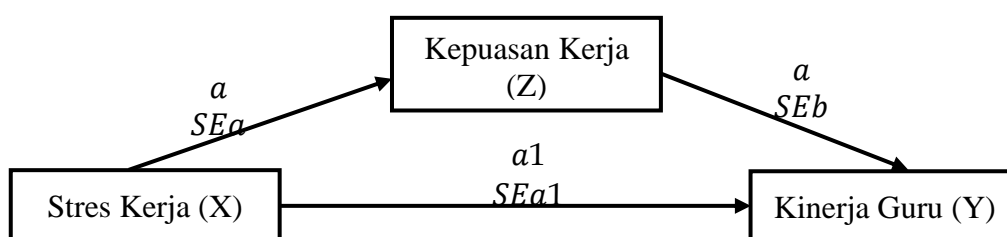
Figure 1. Research paradigm

Hargomulyo Village, Kec. Gedangsari, Kab. Gunung Kidul from January 2023 to April 2023. The population in this study were all Civil Servant and Naban teachers at SMK Negeri 1 Gedangsari Gunungkidul, totaling 30 respondents. This research is census research so that all members of the population are sampled. The research paradigm can be seen in Figure 1.

Method of collecting data

The data collection procedure is the method used in research to obtain information related to the research being conducted to obtain data. The data collection procedures used in this study are as follows.

Observation Techniques

The observation method is a data collection technique that is carried out through observation, accompanied by recordings of the state or behavior of the target object. According to Sudjana (2016), observation is systematic observation and recording of the symptoms studied.

Observation techniques are systematically observing and recording the phenomena investigated. In a broad sense, actual observation is not only limited to observations made either directly or indirectly. In this study, observation was used to determine the initial state of teachers at SMK Negeri 1 Gedangsari Gunungkidul in terms of their performance through the average teacher performance assessment results (PKG).

Questionnaire / Questionnaire Technique

According to Sugiyono (2018: 192), "questionnaire/questionnaire is a data collection technique that is carried out by giving a set of questions or written statements to respondents to answer". Meanwhile, according to Arikunto (2017: 194), "a questionnaire is some written statements that are used to obtain information from respondents in the sense of reports about their personalities".

Documentation Techniques

According to Arikunto (2017), the documentation method comes from the Word document, namely written information. In the documentation method, the researcher investigates written items or objects such as books, magazines, documents, and regulations.

The documentation method in this study is a way of collecting data obtained from existing documents or stored records, whether in the form of transcripts, books,

magazines, or regulations. Documentation techniques are used to obtain teacher performance data at SMK Negeri 1 Gedangsari Gunungkidul. The way to obtain documentation in this study is to request a list of teacher performance assessment values (PKG) for all teachers at SMK Negeri 1 Gedangsari in 2021.

Measurement Scale

This research was conducted using a Likert scale as a measurement scale of assessment. This scale is used to measure attitudes, opinions, and perceptions of a person or group of people about phenomena or social phenomena that occur. The question or statement is then responded to in the form of a Likert scale, which is expressed through words, for example; agree, strongly agree, disagree, strongly disagree (Sugiyono, 2018). In this study, a questionnaire was prepared using 4 alternative answers. More details can be seen in Table 1.

Table 1. Questionnaire Measurement Scale

No	Alternative Answers	Score Weight
1	Strongly Agree (SS)	5
2	Agree (S)	4
3	Disagree (TS)	2
4	Strongly Disagree (STS)	1

Table 2. Operational Definition of Research Variables

Research variable	Indicator	Source
Work Stress (X)	X.1 Intimidation	Igor (in Anisa, 2017)
	X.2 Differences in claims	
	X.3 Incompatibility with work	
	X.4 Hazardous work	
	X.5 Overload	
	X.6 Self factor	
Job Satisfaction (Z)	Z.1 Work	Afandi (2018)
	Z.2 Salary	
	Z.3 Promotion	
	Z.4 Supervisor	
	Z.5 Colleagues	
Teacher Performance (Y)	Y1. Pedagogic Competence	Permendiknas No. 35 of 2010
	Y2. Personality Competence	
	Y3. Social Competence	
	Y4. Professional Competence	

Variable Operational Definitions

The variables of this study are job stress as the independent variable job satisfaction as a mediating variable, and teacher performance as the dependent variable. Operationally defined in Table 2.

Analysis Method

Descriptive Analysis

Descriptive analysis is an analysis used to describe data or describe data that has been collected from each of the variables studied so that it is easier to understand. Data included in descriptive statistics include the presentation of data through tables, graphs, pie charts, pictograms, calculation of mode, median, mean (measurement of central tendency), calculation of deciles, percentiles, calculation of data distribution through calculation of average and standard deviation, and calculation percentage. The description of the data displayed in the study includes the following (Sugiyono, 2018).

Quantitative Analysis

Quantitative data is a research method that is based on positivistic (concrete data), research data is in the form of numbers that will be measured using statistics as a counting test tool, related to the problem under study to produce a conclusion (Sugiyono, 2018). Quantitative data analysis was used in this study to test the hypotheses that have been proposed. Partial hypothesis testing (first and second hypotheses) used the t-test formula. Furthermore, to test the hypothesis simultaneously (third hypothesis) multiple regression analysis formula is used

Hypothesis testing

(Path Analysis) Path Analysis Test

The path analysis test was carried out to know the value of direct and indirect effects between the independent variables on the dependent variable. Are the independent variables more effective using mediating variables or can they directly affect the dependent variable? To find out which path is better between the direct and indirect paths. The relationship is described as follows.

First equation is based on the relationship between variables showed in Figure 2.

$Z = α + β. X + e$............... (i)
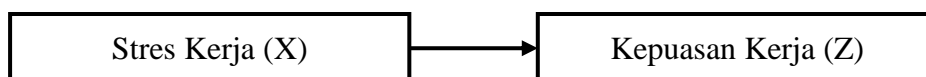
Figure 2. First Structure
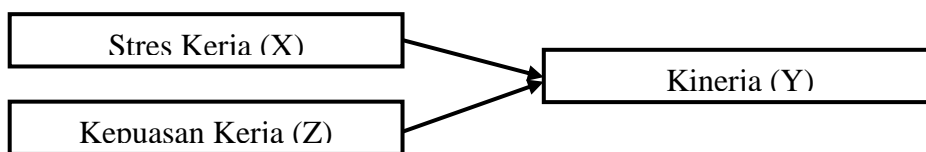
Figure 3. Second Structure

Second equation is based on the relationship between variables showed in Figure 3.

$Y = \alpha + \beta_1 . X + \beta_2 . Z + e$ ....(ii)

Information:

X = Work stress

Y = Performance

Z = Job satisfaction

α = constant

β = regression coefficient

e = error

The significance value of each hypothesis is less than 0.05 and the regression coefficient has a direction according to the derived hypothesis, so this is the basis that Ha is accepted.

Significance Test

To find out how much influence the independent (independent) variable can explain the variation of the dependent (dependent) variable, a significant t-test is used. The results of this test can be seen from the significance value and the Unstandardized Coefficients β value. The independent variable (independent) is said to affect the dependent variable if the sig value < (0.05) and the Unstandardized Coefficients β value is in line with the derived hypothesis.

Determination Coefficient Test (R²)

The coefficient of determination test was carried out to know the magnitude of the independent (independent) variable to explain the dependent (dependent) variable. The results of this test can be seen through the value of Adjusted R^2. The higher the value of R^2, the more an independent variable is involved.

Sobel test

The Sobel test is used to determine the effect of the mediating variable, namely job satisfaction. A variable is called a mediating variable if it influences the relationship between the independent variables and the dependent variable. Testing the mediation hypothesis can be carried out using a procedure developed by Sobel (1982) and known as the Sobel test (Ghozali, 2018). The Sobel test is used to test the second hypothesis, as follows.

Figure 4. Path Analysis

The picture above explains the direct effect of work stress (X) on teacher performance (Y) which is symbolized by the line $a1\ SEa1$. In addition, the picture above also explains the indirect effect of work stress (X) on teacher performance (Y) which is symbolized by the line $a\ SEa$ through the variable job satisfaction (Z) which is symbolized by the line $a\ SEb$.
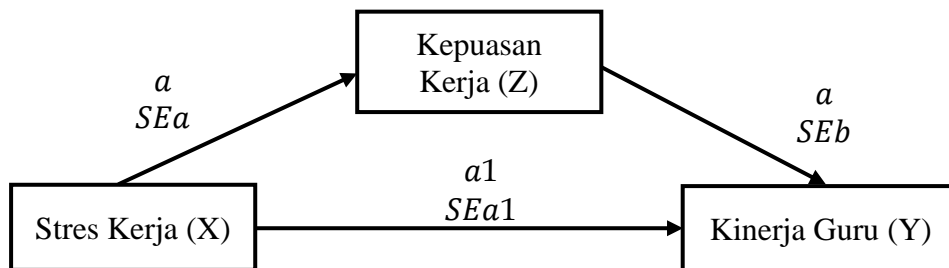
If the z test is greater than 1.96 (standard absolute z value) then there is a mediating effect. The Sobel test requires a large number of samples, if the sample is small, the Sobel test becomes less precise.

Research result

Characteristics of Respondents

Based on the results of testing the respondent's questionnaire data with a frequency test, it is known that the results of the description on the questionnaire on the characteristics of the respondents who became the sample in this study were; based on gender, age, and last education, part of the work unit, length of service. A complete description of the characteristics of the respondents is presented as follows.

Characteristics of Respondents Based on Gender

The purpose of processing this data is to know and analyze the proportion of gender of 30 teacher respondents at SMK Negeri 1 Gedangsari who are used as research samples. The results of data analysis on the characteristics of respondents based on gender are presented in Table 3.

Based on Table 3 obtained respondents with the proportion of male sex as much as 12 with a percentage of 40%. In addition, it was also found that the proportion of respondents with female gender was 18 with a percentage of 60%.

Characteristics of Respondents by Age

The purpose of processing this data is to know and analyze the proportion of age of 30 teacher respondents at SMK Negeri 1 Gedangsari who are used as research samples. The results of data analysis on the characteristics of respondents based on age are presented in Table 4.

Based on Table 4, it was found that the proportion of respondents aged 20-27 years was 6 with a percentage of 20%. There were 4 respondents aged 28-35 years with a percentage of 13.3%. There were 7 respondents aged 36-43 years with a percentage of 23.4%. There were 10 respondents aged 44-51 years with a percentage of 33.3%. There were 3 respondents aged 52-600 years with a percentage of 10%.

Table 3. Characteristics of Respondents Based on Gender

		frequency	percent	Valid Percent	Cumulative Percent
Valid	Man	12	40.0	40.0	40.0
	Woman	18	60.0	60.0	100.0
	Total	30	100.0	100.0	

Table 4. Characteristics of Respondents Based on Age

		frequency	Percent	Valid Percent	Cumulative Percent
Valid	20-27	6	20.0	20.0	20.0
	28-35	4	13.3	13.3	33.3
	36-43	7	23.4	23.4	56.7
	44-51	10	33.3	33.3	90.0
	52-60	3	10.0	10.0	100.0
	Total	30	100.0	100.0	

Table 5. Characteristics of Respondents Based on Education

		frequency	Percent	Valid Percent	Cumulative Percent
Valid	S1	24	80.0	80.0	80.0
	D4	2	6.7	6.7	86.7
	S2	4	13.3	13.3	100.0
	Total	30	100.0	100.0	

Table 6. Characteristics of Respondents Based on Work Unit Section

		frequency	percent	Valid Percent	Cumulative Percent
Valid	normative	8	26.7	26.7	26.7
	Adaptive	13	43.3	43.3	70.0
	Productive	9	30.0	30.0	100.0
	Total	30	100.0	100.0	

Characteristics of Respondents Based on Last Education

The purpose of processing this data is to know and analyze the proportion of education of 30 teacher respondents at SMK Negeri 1 Gedangsari who are used as research samples. The results of data analysis on the characteristics of respondents based on education are presented in Table 5.

Based on Table 5, it was found that the proportion of respondents with undergraduate education was 24 with a percentage of 80%. Respondents with D4 education were 2 with a percentage of 6.7%. As well as 4 respondents with Master's degrees with a percentage of 13.3%.

Characteristics of Respondents Based on the Work Unit Section.

The purpose of processing this data is to find out and analyze the proportion of the work unit portion of 30 teacher respondents at SMK Negeri 1 Gedangsari who are

used as research samples. The results of data analysis on the characteristics of respondents based on the work unit section are presented in Table 6.

Based on Table 6, it was found that the proportion of teachers with normative subjects was 8 with a percentage of 26.7%. There were 13 Adaptive subject teacher respondents with a percentage of 43.3%. As well as productive subject teacher respondents as many as 9 with a percentage of 30%.

Data analysis

The data in this study consisted of three variables, namely; work stress (X), job satisfaction (Z), and teacher performance (Y). Based on the examination that has been carried out on the data, all incoming data meets the requirements for processing and analysis. Briefly can be presented in the following tables.

Descriptive Analysis

In the work stress questionnaire, it consists of 20 statement items that have been tested for validity and reliability. Furthermore, the questionnaire was given to 30 respondents to be filled out. Based on the analysis of the research data, it is known that the distribution of the answer scores spreads from the lowest value of 50 to the highest value of 74. Based on the distribution of these values, the average (mean) is 62.33, the median is 63.5, the value that occurs frequently (mode) is 58, and the deviation standard (standard deviation) is 3.72.

The job satisfaction questionnaire consists of 20 statements that have been tested for validity and reliability. Furthermore, the questionnaire was given to 30 respondents to be filled out. Based on the results of the data analysis, it is known that the distribution of the answer scores spreads from the lowest value of 47 to the highest value of 74. Based on the distribution of these values, the average (mean) is 60.03, the median is 60.50, the value that occurs frequently (mode) is 58, and the deviation standard (standard deviation) is 6.33.

Documentation of teacher performance (Y) is obtained from the PKG scores in 2022. Based on the results of analysis of research data it is known that the distribution of PKG scores spreads from the lowest score of 80 to the highest score of 90. Based on the distribution of these values, the average (mean) is 84.10, the median value is

Table 7. Descriptive Statistical Results for Each Variable

		Stress	Satisfaction	Performance
N	Valid	30	30	30
	Missing	0	0	0
Means		62.3333	60.0333	84.1000
Median		63.5000	60.5000	84.0000
Mode		58.00	63.00	84.00
Std. Deviation		7.32183	6.33264	2.29467
Minimum		50.00	47.00	80.00
Maximum		74.00	74.00	90.00

Table 8. Determination Coefficient Test Results

Regression	R	R Square	Adjusted R Square	std. An error in the Estimate
1	.392 [a]	.153	.023	1.27828
2	.623 [a]	.388	.150	1.68911

Table 9. F Test Results

Model		F	Sig.
1	Regression	8.110	.004 [b]
	residual		
	Total		

Table 10. t Test Results

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Betas		
1	(Constant)	19.805	.489		8.223	.000
	TOTAL_S	.225	.058	.352	3.734	.001
2	(Constant)	28.135	2.184		9.635	.000
	TOTAL_S	-.392	.049	-.325	-3.184	.003
	TOTAL_KK	.472	.031	.437	5.992	.000

(median) 84, the value that occurs frequently (mode) is 84, standard deviation (standard deviation) is 2.29.

Hypothesis Analysis

Multiple Linear Regression Analysis

Based on Table 8, the value of the adjusted R square in the first regression is 0.153, meaning that 15.3% of the work stress variable (X) can influence the teacher performance variable (Y) at SMK Negeri 1 Gedangsari Gunungkidul. While the remaining 84.7% is influenced by other variables not examined. Furthermore, in the second regression, the adjusted R square value was 0.388, meaning that 38.8% of the work stress variable (X) and job satisfaction variable (Z) were able to influence the teacher performance variable (Y) at SMK Negeri 1 Gedangsari Gunungkidul. While the remaining 61.2% is influenced by other variables not examined.

F-test

Based on Table 9, the regression significance value is 0.004 < alpha 0.05. so that it can be concluded that there is a simultaneous influence between the variables of

work stress (X) and job satisfaction (Z) on the teacher performance variable (Y) at SMK Negeri 1 Gedangsari Gunungkidul.

t-test

Based on Table 10, the regression equation is obtained as follows Equation 1: $Z = 19.805 + 0.225 x + e$. Equation 2: $Y = 28.135 - 0.392 x + 0.472 z + e$. Next, the sig. count on the variable work stress (X) of 0.003 < sig. alpha 0.005, with a negative regression coefficient of -0.392. This means that work stress has a direct negative effect on teacher performance so the first hypothesis (H1) Work stress has a direct effect on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul, is accepted.

Furthermore, based on the results of the Sobel test calculation, a Z value of 3.876 was obtained, because the Z value obtained was 3.876 > 1.96 with a significance level of 5%, it can be concluded that job satisfaction (Z) can mediate the effect of work stress (X) on teacher performance (Y), so the second hypothesis (H2) Job stress has an indirect effect on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul through job satisfaction as a mediating variable, is accepted.

This research was conducted to determine the effect of work stress on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul through job satisfaction as an intervening variable. The results of the data analysis that has been carried out on the two hypotheses in this study are discussed further in the following sections, including:

Based on the results of the t-test, the sig. count on the variable work stress (X) of 0.003 < sig. alpha 0.005, besides that a negative regression coefficient value of 0.392 was obtained. This means that work stress has a direct negative effect on teacher performance so hypothesis 1 is accepted.

Teacher performance is the ability of a teacher to carry out expertise in a school organization following the duties, authorities, and responsibilities of each. Teacher performance is all activities carried out in carrying out the mandate and responsibility of educating, teaching and guiding, directing, and guiding students in achieving their level of maturity and maturity.

Furthermore, a teacher's work stress can be measured through several indicators, including; intimidation, differences in demands, incompatibility with work, dangerous work, overload, and self-factor (Igor in Annisa, 2017). Teacher performance is very likely to be influenced by various factors, one of which is work stress. Stakeholders, in this case, the deputy head of the school for infrastructure and manpower, need to pay attention to matters related to the work stress of a teacher.
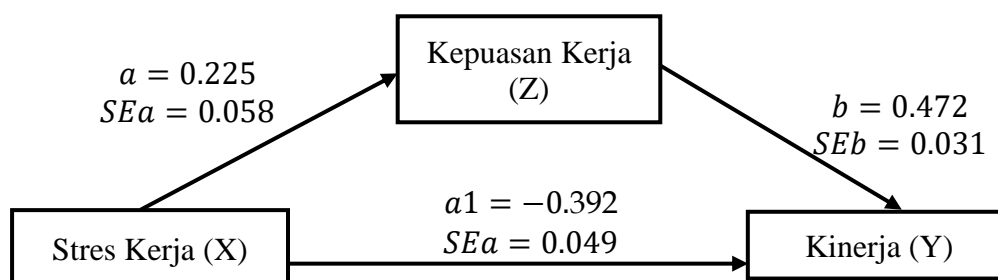

Figure 4. Path Analysis

The results of this study are in line with Dewi's research (2020); Nasrum's (2019); Hidayat's (2016); and Akmal's (2021), which obtained the results of work stress partially harming teacher performance.

The indirect effect of work stress on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul through job satisfaction as a mediating variable.

Based on the results of the Sobel test calculation, the Z value is 3.876 > 1.96 with a significance level of 5%, it can be concluded that job satisfaction (Z) can mediate the effect of work stress (X) on teacher performance (Y), so the second hypothesis is accepted.

In addition to work stress, another factor that might affect a teacher's performance is job satisfaction. According to Gibson (in Priansa, 2016), job satisfaction expresses some matches between a teacher's expectations about his work which can be in the form of work performance provided by the school and the rewards given for his work. In essence, the teacher is encouraged to be active because he hopes that this will bring a better satisfying situation than the current situation.

Thus there is a close relationship between job stress on performance through job satisfaction. Job stress will have an impact on performance and job satisfaction. While job satisfaction will have an impact on work performance, discipline, and quality of performance. The results of this study are in line with Yasinta's research (2018); Sutarno (2016); Hernawati (2020); and Wirya (2020), who obtained the result that there was a significant positive effect between job satisfaction on teacher performance. In addition, this study also supports the results of Maryati's research (2017); Kavindra (2017); Wijaya (2020), who got the results of work stress having an indirect effect on performance through job satisfaction as a mediating variable. Furthermore, this research is also in line with Yulianto's research (2019); Sulistyanti (2021); Adiwangsa (2020); and Kiswanto (2021), who obtained the results of the influence of work stress on performance through job satisfaction as a mediating variable.

Conclusion

Based on the results of the research and discussion that have been described above, the conclusions of this study include: (1) work stress has a negative direct effect on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul; (2) Job stress has an indirect effect on teacher performance at SMK Negeri 1 Gedangsari Gunungkidul through job satisfaction as a mediating variable.

Suggestion

Based on these conclusions, the suggestions for this research are; (1) the school needs to pay attention to the factors that affect teacher performance, especially the factors of work stress and job satisfaction. In terms of work stress factors, the school needs to prevent factors that cause work stress with various kinds of relaxation and recreation for teachers so that teachers will feel satisfied with what is given by the school and can have a good impact on the teacher's performance; (2) Other researchers who wish to research the same topic should add variables that can affect teacher performance apart from work stress and job satisfaction. In addition, other

researchers should increase the number of samples or research subjects so that the research gets even better results.

References

Adiwangsa, D. (2020). *The Effect of Work Stress, Workload, and Work Motivation on Teacher Performance at MTs 2 Kebumen Through Job Satisfaction as an Intervening Variable. Scientific Journal of Management* 6 (1), *Available:* https://eprints.uny.ac.id/44435/.

Anissa, A. (2017). The Influence of Job Stress and Role Conflict on the Employee Performance of PDAM Way Rilau Bandar Lampung. Department of Management, Faculty of Economics and Business, University of Lampung.

Dewi, TU (2020). *The Influence* of Learning Leadership *and Work Stress on Teacher Performance* in South Bengkulu District Public High Schools. Journal of Education Manager 14 (1), 623-628.

Handoko, T. Hani. (2016). Personnel Management and Human Resources. Yogyakarta: BPFE.

Hasibuan , M. (*2016)* . Human Resource Management. Jakarta: Earth Script.

Hidayat, Z. (2016). The Influence of Work Stress and Fatigue on Teacher Performance at SMPN 2 Sukodono in Lumajang Regency. WIGA Research Journal of Economics 6 (1), 26-44.

Kavindra, BZ (2017). The Effect of Work Stress and Workload on Teacher Performance at SMK Negeri 2 Klaten Through Job Satisfaction as a Mediating Variable. Journal of Human Resource Management 4(1), 27-41.

Kiswanto, Heri. 2021. *The Effect of Work Stress, Work Discipline, and Work Motivation on Teacher Performance at MTs 2 Kebumen Through Job Satisfaction as an Intervening Variable. Scientific Journal of Management* 10 (2), 82-91.

Maryati, T. (2017). Role Job Satisfaction as a Mediating Variable Influence of Job Stress on Teacher Performance at SLB Negeri 1 Bantul. Journal Business Management 8(2), 128-139.

Munandar, US (2008). Industrial and Organizational Psychology. Publisher of the University of Indonesia UI-Press).

Nanda, AW, & Sugiarto, A. (2020). Analysis of the Effect of Job Stress and Work Motivation on Employee Performance Through Job Satisfaction as a Mediating Variable. *Journal of Social Sciences and Humanities* 16 (1), 117-126.

Nasrum, A. (2019). The Influence of Stress on Teacher Performance at SMA Negeri 18 Gowa. Available: http://repositori.uin-alauddin.ac.id/13815/1/Pengaruh%20Stres%20pada%20Kinerja%20Guru%20SMA%20Negeri%2018%20Gowa.pdf.

Permendiknas No. 35 of 2010 concerning Technical Guidelines for the Implementation of Functional Teacher Positions and Their Credit Scores. Available: https://peraturan.bpk.go.id/Home/Details/163916/permendikbud-no-35-tahun-2010.

Price, DJs (*2016). HR Planning & Development.* Bandung: Alphabet

Sinaga, B., & Sinambela, NJ M et al. (2017). Mathematics for Class X SMA/MA/SMK/MAK. Jakarta: Ministry of Education and Culture.

Sulistyanti, Ani. 2021. *The Effect of Work Stress and Work Motivation on Teacher Performance at SMK Muhamadiyah 3 North Klaten Through Job Satisfaction as an Intervening Variable. Scientific Journal* of Management and Business 11 (2), 11-23 Doi: http://dx.doi.org/10.22441/jimb.v2i2.

Sumarna, M., & Deden . (2014) . *The Concept of the Teacher* in Ki *Hajar Dewantara's* View From Educational Perspective Islamic. Available: http://repository.upi.edu/11393/.

Law No. 20 of 2003 concerning the National Education System. Available: https://pusdiklat.perpusnas.go.id/regulation/download/6 Accessed on 17 August 2022 at 20.35.

Law No. 20 of 2003 concerning the National Education System. Available: https://pusdiklat.perpusnas.go.id/regulation/download/6.

Wijaya, Nunung Arsila. 2020. The Effect of Work Stress on the Performance of SMP Muhammadiyah 1 Boyolali Teachers Through Job Satisfaction as a Mediating Variable. Dewantara Management Journal 1 (2), 56-60.

Yulitha, GF (2022). The Effect of Work Stress on Teacher Performance at SMKN 2 PangkalanBun During WFH during the COVID-19 Pandemic. Journal *of Research Protocols: HUMAN SUBJECTS*. Available: https://kepk.dinus.ac.id/index.php/kepk/article/view/536.

Yulianto. 2019. *The Effect of Work Stress, Work Discipline, and Work Motivation on Teacher Performance at Muhamadiyah Sumpiuh Vocational School through Job Satisfaction as an Intervening Variable.* MEISTER: Indonesian Journal of Business and Applied Management 4(1), 129-141.