

THE INFLUENCE OF WORKLOAD AND JOB STRESS ON TEACHER PERFORMANCE AT MIFTAHUL JANNAH ISLAMIC ELEMENTARY SCHOOL (MADRASAH IBTIDAIYAH)

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ABSTRACT

This study aims to analyze the influence of workload and job stress on the performance of teachers at Miftahul Jannah Islamic Elementary School (Madrasah Ibtidaiyah, MI). The research is grounded in the importance of workload and job stress for teacher performance at this institution. A quantitative approach was employed, combining descriptive and verificative methods. Data were collected through questionnaires administered to 35 teachers at MI Miftahul Jannah and analyzed using multiple linear regression. The results indicate that workload and job stress have a positive and significant effect on teacher performance, both partially and simultaneously. The study concludes that workload and job stress particularly when excessive affect teacher performance at MI Miftahul Jannah.

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INTRODUCTION

Basic education plays a strategic role in shaping students' character, personality, and academic foundations. Madrasah Ibtidaiyah (MI) contributes to producing a generation that is not only intellectually capable but also morally sound. In this context, the success of education is strongly influenced by the leadership of the head of the madrasah as the driving force behind all institutional activities. Teachers are a critical factor in educational success, especially at the basic education level, such as Madrasah Ibtidaiyah. The teacher's role extends beyond delivering subject matter to include character development, classroom management, and the cultivation of moral and religious values among students. Yet amid increasingly demanding expectations, teachers often face pressures that can give rise to job stress.

Job stress is a condition of emotional and physical tension that arises when job demands exceed an individual's capacity or resources. In education, job stress may stem from factors such as excessive workload, administrative pressure, limited support from school leadership, role

ambiguity, inadequate facilities and infrastructure, and expectations from parents and the community. If not managed effectively, job stress can adversely affect teachers' mental health, reduce work motivation, and undermine the quality of instruction delivered to students. At MI Miftahul Jannah, as an Islamic basic education institution, teachers bear diverse responsibilities in both academic and spiritual domains. In addition to teaching the national and religious curriculum, they are expected to serve as role models for students in behaviour and worship. Based on preliminary observation and informal discussions with several faculty members, there are indications that some teachers experience excessive workload, limited facilities, and management-related pressures that may contribute to job stress.

This phenomenon warrants further investigation, given the central role of teachers in creating effective and engaging learning processes. Without appropriate stress management, teacher performance may decline and indirectly affect student learning outcomes. It is therefore important to identify the level of job stress experienced by teachers at MI Miftahul Jannah, its contributing factors, and its impact on their day-to-day duties. Teacher workload can be understood as the volume of tasks or responsibilities to be completed within a given period. This burden arises not only from classroom teaching but also from administrative duties, extracurricular activities, examination supervision, assessment, development of teaching materials, and reporting to management and education authorities. When workload exceeds capacity or does not match teachers' competencies, it can reduce work quality, cause fatigue and stress, and even lead to burnout.

Based on preliminary data from teachers, workload appears to fall in the high category. The mean workload score is 3.78 on a scale of 1–5, indicating that most teachers perceive their professional workload as relatively heavy. Empirically, 56.7% of teachers are in the high workload category, 26.6% in the moderate category, and only 16.7% in the low workload category. These figures show that more than half of teachers face relatively high job demands in their daily school activities. By workload indicator, administrative tasks are the most dominant component, with a mean of 4.10, followed by teaching hours at 3.85. Additional responsibilities and pressure to meet curricular targets also show elevated means, at 3.70 and 3.47 respectively. This pattern suggests that teachers are burdened not only by teaching but also by non-pedagogical tasks.

These empirical data suggest that high teacher workload may lead to physical and mental fatigue, ultimately affecting the quality of instruction and overall teacher performance. Based on the same preliminary data, job stress among teachers also appears to fall in the high category. The mean job stress score is 3.67 on a scale of 1–5, indicating that teachers frequently experience pressure in carrying out their professional duties. Empirically, 56.7% of teachers are in the high job stress category, 23.3% in the moderate category, and only 20.0% in the low job stress category. These results suggest that a large share of teachers experience relatively high work-related pressure in their daily school activities.

By job stress indicator, time pressure to complete tasks is the dominant factor, with a mean of 3.90, followed by mental fatigue at 3.75. Role conflict and pressure from leadership also show relatively high means, at 3.60 and 3.45 respectively. This indicates that teacher stress arises not only from task load but also from organisational demands and workplace relationships. These empirical findings suggest that high job stress may reduce concentration, motivation, and

comfort at work during instructional activities. Taken together, workload and job stress among teachers at MI Miftahul Jannah merit serious attention. First, high workload is evident in heavy teaching hours, demands for instructional administration, and duties beyond classroom teaching, requiring substantial time and energy. Second, limited organisational support, whether in the form of work facilities, administrative assistance, or attention to teacher welfare, forces teachers to complete many tasks independently, which exacerbates workload.

Third, time pressure and targets such as curriculum completion, assessment of learning outcomes, and administrative reporting create substantial work pressure; time constraints often lead teachers to work outside normal hours, with potential physical and mental fatigue. Fourth, these conditions may reduce teacher performance and productivity: concentration, creativity in teaching, and effectiveness in the learning process may decline, especially when workload and pressure persist. Fifth, work–life balance may be disrupted; high job demands can leave limited time for family and personal activities, potentially prolonging stress and reducing job satisfaction. Based on the above, the researcher proposes to examine the influence of workload and job stress on the performance of teachers at MI Miftahul Jannah. The study is titled **“The Influence of Workload and Job Stress on Teacher Performance at MI Miftahul Jannah.”**

According to Manuaba (2010), workload refers to the body’s capacity to accept work. According to Robbins (2008:373), job stress is a dynamic condition that occurs when an individual faces opportunities, demands, or constraints related to something they strongly desire, with outcomes that are perceived as both uncertain and important. According to Herman (2016), performance is the work result achieved by an individual in carrying out assigned duties and responsibilities, measured against specific standards or criteria within the organisation.

RESEARCH METHODOLOGY

This study employs a quantitative design with descriptive and verificative approaches. According to Solimun, Armanu, and Fernandes (2018) in Santoso and Madiistriyatno (2021:4), the quantitative method encompasses the procedures for data collection, data analysis, and interpretation of results to inform conclusions and decision-making. According to Sugiono (2016:78), a population is the generalization domain consisting of objects or subjects that possess certain qualities and characteristics defined by the researcher for study, from which conclusions are then drawn. The population in this study comprises all teachers at MI Miftahul Jannah, numbering 35 individuals. A sample is a subset of the population that reflects its size and characteristics. When the population is large and the researcher cannot study every unit, for example due to limitations of funds, manpower, or time, a sample may be drawn from the population (Sugiyono, 2013:149). Here, the entire population was taken as the sample using saturated (census) sampling, yielding 35 respondents.

Data were collected through field study and questionnaire administration. Data were analyzed using the Statistical Package for the Social Sciences (SPSS) for Windows Release 25. Data quality was assessed through validity and reliability tests. Analytical techniques include multiple linear regression, multiple correlation analysis, and the coefficient of determination.

RESULTS AND DISCUSSION

Validity Test for Workload

The validity test shows that for the workload variable, indicators with significance < 0.05 based on the total Pearson correlation column include three items that are declared valid and one item that is declared not valid.

Validity Test for Job Stress

The validity test shows that for the job stress instrument (13 items), the two-tailed significance between each item and the total is below 0.05 for seven items, which are declared valid; six items are declared not valid.

Validity Test for Performance

The validity test shows that all indicators of the performance variable have significance < 0.05 based on the total Pearson correlation column; six items are declared valid.

Reliability Test for Workload

The reliability test for workload shows that three items have a Cronbach’s alpha of 0.625, which is greater than 0.60; the instrument is therefore declared reliable.

Reliability Test for Job Stress

The reliability test for the job stress variable shows that seven items have a Cronbach’s alpha of 0.869, which is greater than 0.60; the instrument is therefore declared reliable.

Reliability Test for Performance

The reliability test for performance shows that six items have a Cronbach’s alpha of 0.619, which is greater than 0.60; the instrument is therefore declared reliable.

Table 1 Results of Multiple Linear Regression Analysis: Workload (X1) and Job Stress (X2) on Performance (Y) (Simultaneous)

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.840	4.122		3.115	.000

Workload	.179	.440	.435	1.406	.000
Job stress	.253	.176	.478	1.440	.000
a. Dependent Variable: Performance					

Regression equation: $y = a + bx_1 + cx_2$

Where:

- y = performance (dependent variable)
- a = constant
- b = regression coefficient for x_1
- x_1 = workload variable
- c = regression coefficient for x_2
- x_2 = job stress variable

Estimated equation: $y = 12.840 + 0.179X_1 + 0.253X_2$. Thus, when workload increases or decreases by 1 unit together with a 1-unit increase or decrease in job stress, the performance value changes by $12.840 + 0.179 + 0.253 = 13.272$.

Table 2 Coefficient of Determination: Workload and Job Stress on Performance

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.367 a	.635	.080	3.465
a. Predictors: (Constant), Job Stress, Workload				

Magnitude of effect = coefficient of determination: $R^2 \times 100\% = 0.635 \times 100\% = 63.5\%$. Thus, workload and job stress together explain 63.5% of the variance in performance.

Table 3 F-Test Results (ANOVA)

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	59.736	2	29.868	12.488	.000 b
	Residual	384.150	32	12.005		
	Total	443.886	34			

a. Dependent Variable: Performance
b. Predictors: (Constant), Job Stress, Workload

The table shows a significance value of 0.000, which is less than the alpha level of 0.05 (5%). Statistically, the hypothesis that workload and job stress jointly affect performance is accepted; that is, workload and job stress have a significant joint effect on performance, explaining 63.5% of the variance.

CONCLUSION AND RECOMMENDATIONS

Conclusion

Based on the research conducted to examine the influence of workload and job stress on the performance of teachers at MI Miftahul Jannah, the following conclusions are drawn:

1. Workload has a significant effect on the performance of teachers at MI Miftahul Jannah, with $R^2 = 0.679$, indicating that approximately 67.9% of the variance in performance is explained by workload, while the remaining 32.1% is attributable to other factors outside the workload variable. This finding contrasts in part with Astuti and Budi Raharjo (2023), who report that workload had no significant effect on teacher performance, job stress had a significant negative effect, and that motivation, workload, and job stress jointly affected performance.
2. Job stress has a significant effect on the performance of teachers at MI Miftahul Jannah; approximately 63% of the variance in performance is explained by job stress, while the remaining 37% is attributable to other factors outside the job stress variable. This aligns in part with Permana (2023), who reports that workload and work-life balance had a positive effect on performance, while job stress had a negative effect on performance.
3. Workload and job stress jointly have a significant effect on the performance of teachers at MI Miftahul Jannah; approximately 63.5% of the variance in performance is explained by workload and job stress simultaneously, while the remaining 36.5% is attributable to other factors outside these two variables. The results confirm a simultaneous and significant effect of workload and job stress on teacher performance at MI Miftahul Jannah, consistent with Widyatama and Rahmayanti (2025), who find that workload and job stress have a positive and significant partial and simultaneous effect on performance.

Recommendations

Based on the conclusions above, the following recommendations are offered:

1. The institution should monitor the distribution of workload so that it does not become excessive and teachers retain adequate rest time. Excessively high workload can cause physical and mental fatigue, ultimately reducing productivity and work quality. Work schedules and rest periods should therefore be optimized.
2. Tasks should be allocated fairly and matched to each teacher's ability and capacity. Proportional division of duties allows teachers to work with greater focus and achieve better outcomes. The institution should also provide guidance and support in prioritizing tasks so that teachers can fulfill their responsibilities effectively.

3. Although workload is high, the study suggests that teachers are still able to complete many tasks within a given period. This should be sustained through training in time management, efficient work techniques, and continuous professional competence development.

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