

## **STRESS MANAGEMENT IN EDUCATIONAL UNITS**

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### **Abstract**

This research is aimed to find out the aspects causing stress among the schools staff and how the principal of the school manage it. This research was conducted at Telkom 2 Vocational schools. Descriptive qualitative research design was used in order to collect the data. From the analysis of the data, it was found some facts, they are teachers' work-related stress was caused by their roles and responsibilities as teachers, as well as by their nature, behavior, and limitations as students. Non-work-related sources of stress at work include working hours that are viewed as excessively long by informants and a lack of family time. Complaints at the time of teaching that are felt in the form of dizziness, headaches, and tiredness are symptoms of work stress. Mind and body, daydreaming, and sighing looks Individual approaches, such as sharing a story or chatting with colleagues, time management by allowing children to express themselves, and organizational approaches, such as improving internal teacher communication organization through relationships with superiors, colleagues, and students, and providing support social support from the school through annual walks, are all methods of stress management.

**Key words: Stress, Stress management, teachers**

## INTRODUCTION

Stress is a reality that must be experienced by every human being. Stress is a feeling of pressure and is followed by mental tension (Tahir:2018). The source of stress and the level of stress that occurs in every human being must be different. High levels of stress can cause biological, psychological and social problems. Sources of stress can come from a person's internal and external factors. Stress is a physiological and psychological reaction in a person when under stress or threat. Academic stress is teaching and learning process or matters relating to activities study

Stress is a person's response to changes in situations and conditions that are threatening. According to Lazarus (1990) in Wong et al (2005:34), anxiety is an individual's response to frightening situations. Anxiety is an emotion that appears related to danger, including the desire to escape and avoid danger. The dangerous condition in question is a psychological hazard, related to an attack on one's identity. Reactions that arise in times of anxiety include feelings of uncertainty, helplessness, and uncertainty about what to do. Lazarus (1991) said anxiety arises when a person's meaning of existence is disrupted or threatened as a result of physical incapacity, intrapsychic conflicts, and events that are difficult to define.

Based on the observation done in the school, it is known that the symptoms that appear when teaching are: complaints such as dizziness, headache, body and the mind feels tired. During learning takes place, there are signs of fatigue in the teacher when it is not can control his students, occasionally them daydreaming, and often sighs seeing the students' behavior. Academic stress is also caused by an academic stressor (Sayekti in Barseli, 2017). Academic stressor is a cause of stress that stems from the learning process such as pressure to getting good grades, length of study, number of assignments, low grades/achievements (barseli and Fitria:2020)

Stress can be experienced by anyone, from young to old, with high or low education. In today's date stress has been an integral part of life and the body's reaction to a challenge because it is not limited to adults only, but stress is increasingly affecting children of all age group (Yasmin et al:2020). Teachers at school can also experience stress in the teaching and learning process. Academic stress is a condition in which individuals, in this case are

adolescents, experience academic pressure in the form of perceptual pressure and assessment of academic stressors related to science and education. Academic stressors experienced by these adolescent students can be in the form of internal and external stressors that can have a positive and negative impact on adolescent students who experience them (Dwi et al:2021). So important is the management and management of stress on individuals that a lot of research has been conducted regarding this matter. Muslim (2020) conducted research that focused on stress management during the Covid 19 pandemic era. From the research conducted, found stressful conditions that could be classified into 3 scopes: academic stress that is commonly experienced by students/students, work stress, and stress in the family .

Lumban Gaol (2020) conducted research that focused on the stress experienced by school principals. From the results of the study it was found that there were five causes of stress for school principals, namely poor interaction with school members, inadequate school resources, role complexity and workload, challenges related to education policy and poor time management skills. Furthermore, the principal's stress coping strategy consists of an internal approach and an external approach. Syofiyah and Hamid (2022) conducted research that focused on the effects of online learning methods on the stress experienced by twelfth grade students at SMA Negeri 2 Lumajang. From the results of data analysis it was found that there were three variables that had a significant effect, namely gender, high achievement pressure, and social support from parents. Students who are female, often get high achievement pressure, and rarely get support from parents tend to experience severe stress with a probability of 68.8%.

The principal has many responsibilities including in achieving the quality of education through management effective and efficient school. Overall, responsibility the responsibility and accountability of the school principal is very potential to stimulate stress, so stress also associated with such things (Lindberg, 2012) in Lumban Gaol (2020, 36).

Based on the rational explanation above, this study moves from two important and fundamental questions, namely: (1) what causes teachers at SMK Telkom 2 Medan to experience stress? and (2) how is the management of stress management applied to teachers at SMK Telkom 2 Medan? In accordance with the formulation of the problem, specifically, the purpose of this study is to identify the various causes of teachers at SMK Telkom 2 Medan experiencing stress at school. In addition, this study also describes the management of stress management that is applied to teachers of SMK Telkom 2 Medan. Thus, practically,

this study provides important knowledge and is very useful for students and other stakeholders. While theoretically, the results of this study contribute significantly to the development of studies on stress in teachers, especially in Indonesia.

The research method used determines a research because it involves the correct way of collecting data, analyzing data and drawing conclusions and determining whether the results of the research can be accounted for. This study used qualitative research methods. The planning stage begins with creating research ideas, determining research samples, and reviewing the literature. A literature review is carried out to see previous research that has the same topic, especially with the help of a literature search in which journal articles have been published in the last five (5) years (Eryanti:2012). These articles are classified according to the suitability of the focus of the research conducted. After the topic and research sample have been determined, the next step is for the writer to find the appropriate instrument. The instruments used in this study were observations and interviews. The subjects in this study were class XII students of SMK Telkom 2 Medan. The data collection method is a method used by researchers to obtain data or information in field research. Data collection techniques are the most strategic steps in research, because the main goal of research is to obtain data, without knowing data collection techniques, researchers will not get data that meets the established data standards.

## **RESULT AND DISCUSSION**

Telkom 2 Vocational High School Medan is one of the schools founded and managed by the Telkom Foundation since 1992, which is located on Halat street No. 68 Medan. At the beginning of its establishment, this school only managed 2 (two) competency skills, namely Tourism Travel Business and Hospitality Accommodation. However, with the development of the times, Telkom 2 Vocational High School continues to improve itself to be able to create quality human resources who can answer the challenges of the times and technological developments, so that currently Telkom 2 Vocational High School has managed 4 (four) competency skills, namely:

1. Tourism Travel Business
2. Hospitality Accommodation
3. Catering
4. Computer and Network Engineering

### The Source of Stress

Based on the interview done with the subject of the research and observation in the field, the researchers found the aspects causing stress among the schools' staff and how the institution manage this situation.

#### 1. Source of Stress

##### a. Sources of work-related stress

Sources of work-related stress include the physical school environment, roles, and duties that are too demanding and cause difficulty for the teacher, among other things. The physical environment of the school, including the lighting, office space, and classroom, is good, but the noise that children make when they are there is a factor in the development of work stress in teachers' source of tension. There is additional workload associated with student behaviour, which is constrained.

- b. Unrelated stressors might induce stress because of the passage of time. Teachers who are also stay-at-home moms lamented the amount of productive time spent at school and the consequent lack of time for their families and jobs to take care of the household. every day with teaching hours from 7:00 in the morning to 2:00 in the afternoon.

## 2. Stress management

In order to properly manage stress and restore a higher level of quality to our lives, we practice stress management. There are numerous demands or workloads that teachers must deal with, which may increase their stress levels.

### 1. Individual strategy

With limitations or challenges dealing with students with special needs, a teacher can try a variety of self-care techniques in this individual approach. Then, the teacher's method of instruction will lessen his level of stress through this approach. Teachers can handle their personal stress in a variety of ways, according to the interview results. They claim that given the circumstances they were in, teaching offers a unique set of coping mechanisms for issues they encounter, including speaking with or confiding in coworkers, granting children some freedom by letting them play for a while to calm their emotions, but some informants manage their stress by remaining silent or keeping the issue to themselves. According to the results of the interviews, 53% of the teachers can control their own stress and understand how important it is for their professional success.

### 2. Management Strategy

A management strategy to prevent and alleviate individual work stress is this organizational approach. Method of stress management on the part of the school Constantly organized walks or tours to help prevent excessive stress, held regular meetings to find solutions to problems teachers face, and positive support from the teaching family. There are unquestionably a lot of demands or responsibilities associated with the job of teacher, which may increase stress levels. Based on the findings of the interviews, the informants suggested that an organizational approach to stress management would improve communication within the organization. For example, teachers' relationships with other teachers are well intertwined and free of problems; however, teachers' interactions with students in classroom classes are frequently hampered by limitations.

One of the school's programs for stress management involves going for a day of recreation or refreshment with all of the employees. This program is held once a year. Through this program, all of the employees, particularly the teacher, feel that there is a form of support for performance at work.

To fully support the challenging work, support must be obtained not only from parties at school but also from close friends and family. According to the findings of the interviews with informants, they always tell stories to the family at home after completing the school routine.

Work motivation, religious maturity, organization commitment, the presence of social support, individual characteristics, gratitude, positive thinking, and patience are all factors that affect work stress management. Stress management is the effort to carry out good work stress management psychologically and physiologically. Indeed, efforts to alleviate workplace stress require social support, particularly from family members.

## CONCLUSION

Based on the result found in the discussion, the researchers offer some conclusion of the research:

1. Teachers' work-related stress was caused by their roles and responsibilities as teachers, as well as by their nature, behavior, and limitations as students.
2. Non-work-related sources of stress at work include working hours that are viewed as excessively long by informants and a lack of family time.
2. Complaints at the time of teaching that are felt in the form of dizziness, headaches, and tiredness are symptoms of work stress. Mind and body, daydreaming, and sighing looks
3. Individual approaches, such as sharing a story or chatting with colleagues, time management by allowing children to express themselves, and organizational approaches, such as improving internal teacher communication organization through relationships with superiors, colleagues, and students, and providing support social support from the school through annual walks, are all methods of stress management.



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