



Teacher Working Stress, Gender, and Workload in Pandemic Covid-19: A Correlational Study

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Stres Kerja Guru, Gender, dan Beban Kerja di Masa Pandemi Covid-19: Studi Korelasi

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ABSTRACT

Abstract: Changes in learning policies as the impact of the COVID-19 pandemic resulted in performance demands and different competence. Learning that was initially applied face-to-face should be carried out online by relying on creative learning media and more detailed implementation reports. As a result, the workload and responsibilities of each teacher during the pandemic tend to trigger heavier work stress. Stress in working is an essential factor. Proper unmanageable work stress can affect their physical, emotional, and productivity. Work stress levels can be similar or different, it depends on different genders. Therefore, the study in this paper aims to find out the relationship between work stress, workload, and the gender of primary school teachers (SD) during the pandemic in Surakarta. The samples were selected using the Cluster Random Sampling technique, which obtained 350 SD teachers. Data collection used workload scales and work stress (Refiany, 2019). The data were analyzed using Pearson's Product Moment correlation techniques and the Mann-Whitney test for gender, which indicate that there was a significant relationship between workload and SD teacher work stress during the pandemic in Surakarta ($r = 0.781$, $p = 0.000$) and was significantly difference between the genders ($p = 0.035 < 0.05$). The relationship between workload and work stress is positive. Thus, the higher the teachers' workload is, the higher their work stress is. Workload contributes 61% to high work stress.

Keywords: pandemic, primary school teacher, workload, work stress

Abstrak: Perubahan kebijakan pembelajaran akibat terjadinya pandemi covid 19 menimbulkan perubahan tuntutan kinerja dan kompetensi yang berbeda. Pembelajaran yang awalnya dilakukan secara tatap muka harus dilakukan secara daring dengan mengandalkan media pembelajaran kreatif dan pelaporan pelaksanaan yang lebih detil. Karenanya, beban kerja dan tanggung jawab setiap guru di masa pandemik cenderung memicu stres kerja yang lebih berat. Stres kerja merupakan faktor penting dalam bekerja. Stres kerja yang tidak tertangani dengan baik dapat berdampak pada kondisi fisik, emosional, dan produktivitas kerjanya. Tingkatan stress kerja dapat jadi sama atau justru berbeda karena gender yang berbeda. Oleh karena itu, penelitian pada artikel ini bertujuan untuk mengetahui hubungan antara stress kerja dengan beban kerja dan gender guru sekolah dasar (SD) pada masa pandemi di Surakarta. Sampel dipilih dengan teknik *Cluster Random Sampling*, dan memperoleh 350 orang guru SD. Pengumpulan data menggunakan skala beban kerja dan stres kerja (Refiany, 2019). Data dianalisis menggunakan teknik korelasi *Product Moment Pearson* dan Uji *Mann Whitney* untuk gender, yang menunjukkan bahwa ada hubungan yang signifikan antara beban kerja dengan stres kerja guru SD pada saat pandemi di Surakarta ($r = 0.781$, $p = 0.000$), yang berbeda signifikan antar gender ($p = 0.035 < 0.05$). Hubungan antara beban kerja dengan stres kerja bersifat positif. Sehingga semakin tinggi beban kerja guru, semakin tinggi stress kerjanya. Beban kerja berkontribusi sebesar 61% terhadap tingginya stres kerja.

Kata Kunci: pandemi, guru sekolah dasar, beban kerja, stress kerja

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INTRODUCTION

Since Covid-19 was declared by the World Health Organization (WHO) as a global pandemic on March 11 2020, the Indonesian government has also implemented a physical distancing policy as an effort to reduce the rate of spreading Covid-19 in Indonesia. This policy drastically affects many aspects, such as social, financial, emotional, and even educational. Changes in the education sector can be seen in the changing management of learning, from face-to-face in the classroom to online learning, which was then changed back to limited face-to-face in line with the decline in Covid-19 cases. This uncertainty has a big impact on teachers who must always adapt to uncertainty policy changes in the learning process. In contrast to face-to-face learning, online learning relies more on media to help students understand and master the material. Apart from that, the assessment and reporting process is also required to be more detailed in learning during the pandemic. This situation tends to trigger higher levels of work stress than before the pandemic.

Various pre and during pandemic research showed that the teachers had high levels of work stress (European Agency for Safety and Health at Work, 2009; Felton, Beamish & Davish, 2016; Health Safety Executive, 2016; Haydon, 2018; Johnson et al, 2005; Jerrim & Sims, 2021; Nasser-Alhija, 2015; Skaalvik & Skaalvik, 2021). Work related stress is defined as a condition of tension (American Psychology Association, 2021; Rivai & Sagala, 2011) caused by an individual's failure to tolerate pressure at work situation (French, Rogers, & Cobb, 2010; Harrington, 2013; De Bruin, 2006; The National Institute for Occupational Safety and Health, 2008; Munandar, 2008), thereby influencing the individual's emotions, thought processes and condition. In other word, work related stress is described as a stressful situation which causes non-optimality at work, because it interferes individual functioning in various life aspects normally (Panigrahi, 2017). Specifically, American Elementary School Teachers showed that more than hundred public one reported feeling great stress for few weeks and 46% elementary teacher of another survey reported high daily stress during school year (Gallup, 2014). So in Indonesian elementary school (SD) teachers reported the highest working stress compared to junior and senior high school teachers (Dewi, 2017; Zetli, 2019) due to teaching activities and tasks that tend to be more boring (Akbar & Rizky, 2017).

Elementary school teacher work related stress is manifested in psychological complaints, such as difficulty remembering, difficulty concentrating, mood swings, and also physical complaints (headaches, unexplained fatigue, and sleep disorders) (Suparman, 2018). working stress for teachers has a negative correlation with the quality of teacher service as educational professionals (Asaloei, Wolomasi, & Werang, 2020). Researchers found that although there has been quite a lot of research on work stress during the pandemic, most of this research was carried out in a company setting; and of the few that have been carried out in educational institutions, researchers have not found research carried out in the city of Surakarta.

Munandar (2011) defines workload as tasks that must be completed by employees, which is influenced by their skills and potential. Workload is described as the gap between individual capacity and job demands (Kubis, Fanggidae & Timuneno, 2023). The occurrence of the pandemic has increased the workload and pressure on elementary school teachers, such as limited learning conditions, demands for mastery of technology to bridge situational limitations, sensitivity to students' abilities in learning through technology and new learning strategies (Edsurge Newsletter, 2020). Various factors such as the environment, self-efficacy, social support, and workload are the main factors causing teacher work stress during the pandemic (Cappe, Poirier, Engelberg, and Boujut, 2021; Vertanen-Greis, Loyttyniemi, Uitti, and Potus, 2020; Mutia, 2021). Among all these factors, excessive workload is thought to be the main cause of work stress (Addison & George, 2015; Zetli, 2019; Refiany, 2019; Safitri, 2020; Izzah, 2022). Therefore, to address the existing research gap, researchers

wish to explore the dynamics between workload and work stress among state elementary school (SD) teachers in Surakarta City during the pandemic.

THEORITICAL REVIEW

Kubis, Fanggidae & Timuneno (2023; Hasibuan, 2014) describes work related stress as a felt to be pressing due to the work being handled, such as human relation, work environment, job task, etc which is giving affects to emotions, thoughts process, also physical conditions. Robbins and Judge (2013) define work stress as a situation that individuals dynamically experience when they receive opportunities, obstacles or expectations to obtain results as expected in important and uncertain circumstances. The higher the demands, the higher the level of work stress (Handoko, 2008; Rivai & Sagala, 2011; Greenberg, 2010). Work stress is also strengthened by an individual's incompatibility (regarding personality, talents and skills) with environmental conditions so that it tends to encourage incompetence, as well as emotional, physical and cognitive tensions that cause unpleasant conditions in the work environment (Handoko, 2008; NIOSH, 2018).

De Bruin (2006; Wijono, 2010; Harrington, 2013) said that work related stress occurs because of job demands that are perceived to exceed individual resources. and influences the emotional state and cognitive processes of a worker. Robbins and Judge (2015) stated 3 aspects of work stress, namely as follows: (a) Physiological, relating to individual physical symptoms, such as changes in body metabolism, for example increased pressure blood, headaches, heart palpitations, and potency the emergence of heart dysfunction, (b) Psychological, related to the emergence of feelings of anxiety, excessive tension, restlessness and ease anger, feelings of boredom, feeling dissatisfied with work, and procrastination work. (c) Behavior, used to analyze and see changes in attitudes and individual behavior such as changes in productivity, frequently forgetfulness, changes in eating patterns, changes in sleep patterns and changes behavior that was not previously carried out becomes carried out because stress. The emergence of stress is influenced by several factors (Robbin & Judge, 2011), (a) environmental factors, such as changes with the presence of new technology, (b) organizational factors, such as demands and work roles that exceed what they should (workload), managerial support that is less than adequate (Kreitner & Kinicki, 2014) (c) Personal factors, such as working hours that exceed 40-50 hours per week, family problems, finances, role conflicts (Kreitner & Kinicki, 2014) and personal character.

Workload is thought to be the main factor in the emergence of teacher work stress during the pandemic (Cappe, Poirier, Engelberg, and Boujut, 2021; Vertanen-Greis, Loyttyniemi, Uitti, and Potus, 2020; Mutia, 2021). Munandar (2011) defines workload as tasks that must be completed by employees, which is influenced by their skills and potential. Mundandar (2011) divides workload into two, namely quantitatively and qualitatively. The quantitative aspect of workload relates to whether or not the tasks assigned to individuals are excessive or not. The qualitative aspect relates to the imbalance between abilities and the tasks assigned. A load that is too light in terms of difficulty encourages boredom. Loads that are too heavy trigger excessive fatigue.

Based on those explanation, it is very important and interesting to know whether or not there is a correlation between workload and work related stress in primary school teachers during the Covid-19 pandemic.

METHODS

This research used quantitative approach. This is due to the large population studied, namely all state elementary school teachers in Surakarta City who are in the age range of 22 to 59

years, with a total of 1,695 people. From this amount, the researcher calculated the Slovin formula to determine the minimum number of research samples with the following results.

$$n = \frac{N}{1 + (N \times e^2)}$$

$$n = \frac{1695}{1 + (1695 \times 0,05^2)}$$

$$n = 323.62768496420 = 324 \text{ (dibulatkan)}$$

Sampling technique using cluster random sampling technique by designating each sub-district in Surakarta City as one Cluster. After carrying out the sampling technique, 350 research samples were obtained. Data was collected using two psychological scales which were distributed online via Google Form. The two scales used in this research were compiled by Refiany (2019) and consist of a workload measurement scale and a work stress measurement scale, with reliability values for each scale of 0.864 and 0.851, which shows that the two scales are valid and reliable. The data that has been collected is then analyzed using the Product Moment Correlation Test using the Statistical Product and Service Solution for Windows (SPSS) 25 application.

RESULT and DISCUSSION

Respondents Descriptive

Of the 358 state elementary school teachers designated as research subjects, 350 people filled out and collected the research scale. All subjects were then classified based on age and gender. Classification results based on gender show that there are more female subjects than male subjects, namely 231 (66%) compared to 119 (34%). The results of classification based on age showed that the majority of subjects were in the early elderly group (46-55 years), namely 132 people (37.7%). A complete general description of the research subjects can be seen in Table 1 below.

Table 1. General Description of Respondents

Category	Frequency	Percentage
Gender		
Male	119	34%
Female	231	66%
Total	350	100%
Age		
Late Adolescence (17- 25 years)	14	4%
Early Adulthood (26-35 years)	85	24.3%
Late Adulthood (36-45 years)	73	20.9%
Early Elderly (46-55 years)	132	37.7%
Late Elderly (56-65 years)	46	13.1%
Total	350	100%

Researchers also carried out descriptive analysis to find out a general picture of the workload and work stress conditions of the research subjects. After descriptive analysis was carried out, the researchers found that the majority of research subjects belonged to the medium category for both variables, namely 84.9% of subjects reported moderate workload and 56.3% of subjects reported moderate work stress. More complete results from the descriptive analysis can be seen in Table 2 below.

Table 2. Descriptive Analysis

Variable	Categorization	Score	Composition	
			Sum	Percentage
Workload	Low	$X < 28$	51	14.6%
	Middle	$28 \leq X < 42$	297	84.9%
	High	$42 \leq X$	2	0.6%
Work related Stress	Low	$X < 33.33$	151	43.1%
	Middle	$33.33 \leq X < 46.67$	197	56.3%
	High	$46.67 \leq X$	2	0.6%

Asumption Test

The assumption tests carried out on this research data consist of a normality test using the Skewness-Kurtosis test principle and a linearity test using the Test for Linearity test system. The results of each test can be seen in Table 3 and Table 4 below.

Tabel 3. Normality Test

Descriptive Statistics							
	N	Skewness			Kurtosis		
	Statistic	Statistic	Std. Error	Ratio	Statistic	Std. Error	Ratio
Workload	350	-,207	,130	-1,592	,218	,260	0,839
Work related stress	350	,074	,130	0,569	,023	,260	0,089
Valid N (listwise)	350						

Tabel 4. Linearity Test

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Work related Stress * Workload	Between Groups	(Combined)	3575.855	22	162.539	26.288	.000
		Linearity	3417.069	1	3417.069	552.663	.000
		Deviation from Linearity	158.786	21	7.561	1.223	.229
	Within Groups		2021.813	327	6.183		
Total			5597.669	349			

Referring to Table 3, it is known that the Skewness-Kurtosis ratio value for the workload variable is -1.592 and 0.839 while the Skewness-Kurtosis ratio for the work stress variable is 0.569 and 0.089. Both pairs of ratio values are in the range -2 to +2, indicating that the data is normally distributed. The results displayed in Table 4 show a significance value in the Linearity column of 0.000 ($p < 0.05$) and a significance value in the Deviation from Linearity column of 0.229 ($p > 0.05$), so it is concluded that there is a linear relationship between the two variables. Based on the results of the two assumption tests above, this research data meets the basic assumption tests. In this way, hypothesis analysis using parametric calculations can be carried out.

Hypothesis Test

Hypothesis testing in this research uses the Pearson Product Moment correlation analysis method. The results of the correlation analysis can be seen in Table 5 below.

Table 5. Hypothesis Testing Result

		Beban Kerja	Stres Kerja
Workload	<i>Pearson Correlation</i>	1	.781**
<i>Sig. (2-tailed)</i>			.000
N		350	350
Work related Stress	<i>Pearson Correlation</i>	.781**	1
<i>Sig. (2-tailed)</i>		.000	
N		350	350

According to data in the table 5, the correlation coefficient between the workload and work stress variables is 0.781 with a significance value of 0.000 ($p < 0.05$). The correlation coefficient is in the range between -1 to 1, so the research hypothesis is accepted. The coefficient value is positive, so the direction of the relationship between the two variables is positive or in the same direction. The contribution of the independent variable (work load) to the dependent variable (work stress) is expressed as the square of the correlation coefficient, namely $(0.781)^2 = 0.609661$ which is rounded to 0.61. As a result, it can be concluded that workload contributes 61% to work stress, while the remaining 39% is influenced by other variables not examined in this research.

Additional Analysis

In order to enrich the research results, researchers conducted additional analysis based on two demographic classifications, namely age and gender. Data analysis based on age was carried out using the Kruskal Wallis test, while data analysis based on gender was carried out using the Mann Whitney test. The results of these two tests can be seen in Table 6 and Table 7 below.

Table 6. Kruskal Wallis Result between Work Related Stress by Age
Test Statistic^{a,b}

	Work related stress
Kruskal-Wallis H	10,347
Df	4
Asymp. Sig.	,035

^aKruskal Wallis Test ^bGrouping Variable: Usia New

Tabel 7. Kruskal Wallis testing Result of Work Related Stress by Gender

		Ranks		
	Gender	N	Mean Rank	Sum of Ranks
Work Related Stres	Male	119	157,00	18682,50
	Female	231	185,03	42742,50
	Total	350		
		Test Statistics		
		Work related stress		
		Mann-Whitney U	11542,500	
		Wilcoxon W	18682,500	
		Z	-2,463	
		Asymp. Sig. (2-tailed)	,014	

^aGrouping Variable: Jenis Kelamin

Based on the results of the Kruskal Wallis test in Table 6, the p (value) result was 0.035 which is smaller than 0.05. Not much different, the results of the Mann Whitney test in Table 7 show a p (value) of 0.014 which is also less than 0.05. Thus, it can be concluded that there are significant differences between work stress and age and work stress and gender in state elementary school teachers in Surakarta.

Research that has been conducted proves that there is a strong positive and significant relationship between workload and work stress among state elementary school teachers in Surakarta ($r=0.781$; $p=0.000<0.005$). Previous research conducted by Aristawati (2022) and Srimuji (2022) also showed the same results. Furthermore, Aristawati (2022) revealed that workload is the variable with the largest contribution to work stress. Based on descriptive research data in Table 2, 84.9% of research subjects reported their workload was in the medium category. Workload itself is influenced by the number of tasks received by a worker at a certain time (quantitative workload) and the perception of a worker's ability to complete their work (qualitative workload). Each individual has the ability to accept a different workload. A worker will experience excessive fatigue if they receive a workload that is heavier than their level of ability or experience boredom if they receive a workload that is too light compared to their level of ability. (Munandar, 2001). Robbins & Judge (2011) and Kreitner & Kinicki (2014) agree that excessive workload is a determinant factor of work stress.

The change in the learning system from direct interaction between teachers and students to online distance learning began in March 2020, in line with the onset of the Covid-19 pandemic in Indonesia. The online learning system creates a very different teaching situation compared to the face-to-face learning system before the pandemic (Subur & Wahidiyati, 2022). These changes have increased teachers' workload in various aspects, including disruption of curriculum completion, reduced effective time for teaching while working hours increase, limited learning media and the absence of appropriate learning modules, increased demands for various innovations, as well as limited time for parents to do so. assisting children in learning (Renny, 2021). Teachers have faced great pressure while carrying out their teaching duties during the pandemic. This is because there are many demands for work both within the network and outside the network (offline) that must be completed. Apart from that, in practice teachers work almost 24 hours because they have to serve the needs of students who communicate at uncertain times, including outside working hours (Subur and Wahidiyati, 2022).



In order to control the transmission of Covid-19 in the education sector, the government is vaccinating teachers, teaching staff and students. Apart from that, the government is reintroducing Face-to-Face Learning (PTM) in two stages, namely limited PTM and 100 percent PTM with the aim of reducing learning loss among students due to the pandemic (Kemdikbud RI, 2022). In Surakarta, limited PTM will begin to be implemented in July 2021, namely for students in grades 4-5 in 2-3 elementary schools in each sub-district. As time goes by, state elementary schools that are ready for limited PTM will be able to implement it. In February 2022, the Mayor stopped PTM in all schools in Surakarta because there was an increase in cases of Covid-19 infection. In March 2022 the education department will hold PTM again and there are 25 schools still online and several schools are implementing limited PTM. In July 2022, the Education Department requires all schools in Surakarta to implement PTM 100% following the Ministerial Decree 4 regarding guidelines for implementing learning during the COVID-19 pandemic which states that temporary suspension occurs if a study group has a confirmed case of COVID-19 or students experience suspected, with a period of stopping face-to-face learning of at least 7-5 days. By replacing the learning process with distance learning.

During the Covid-19 pandemic, teachers have implemented an online learning system and implemented a face-to-face learning system for quite a long period of time, making teachers adapt to the student learning system. The adaptation process carried out by these teachers is different from one person to another. These differences cannot be separated from individual competence, individual experience and social environment (Lindawati & Rahman, 2020). The change in learning system policy from online to face-to-face resulted in changes to teacher working hours, from when online teachers' working hours were almost 24 hours to 8 hours or back to normal to serve students' needs when face-to-face learning was carried out. In face-to-face learning, teachers can continue the learning model before the Covid-19 pandemic even though they still have to modify the material to suit students' abilities due to having studied at home for too long.

Descriptive analysis of research data also shows that 56.3% of research subjects reported their work stress was in the moderate category. An individual worker will generally experience work stress when receiving opportunities, limitations or demands in important and uncertain conditions. Work stress consists of three aspects, namely physiological, psychological and behavioral (Robbins & Judge, 2011). Teachers have reported experiencing various obstacles during the change in the learning system from direct interaction between teachers and students to interaction mediated by online electronic media. Among these obstacles are difficulties in recognizing students' personalities, learning abilities and learning characteristics well; loss of momentum to be able to socialize and provide the best for students during the online learning process; difficulties in supervising student learning processes and determining student learning outcomes (Subur & Wahidiyati, 2020); not developing emotional bonds between teachers and students as they should (Martoredjo, 2020); fatigue in finding and motivating students to attend online learning due to the low learning awareness of elementary school students (Febryanti, 2022); as well as difficulties in determining student learning outcomes in a valid, objective and accountable manner (Lindasari, Nuryani, & Sukaesih, 2021). Apart from the obstacles above, some teachers also experience high anxiety about exposure to Covid-19. This is because individuals who assess the risk of personal vulnerability to exposure to Covid-19 as high due to activities that come into contact with other individuals are more susceptible to experiencing anxiety about contracting Covid-19 as well as psychological pressure (stressful atmosphere) originating from the human social environment (Mahardika, Nihayah & Muhibbuddin, 2021; Safitri & Qonitatin, 2021).

To deal with the transmission of Covid-19, the government has vaccinated teachers, teaching staff and students (Kemdikbud RI, 2022). This policy has proven quite useful in reducing

anxiety about exposure to Covid-19. The benefits of Covid-19 vaccination for reducing levels of anxiety and/or depression have been reported in a survey by the United States Census Bureau from January to June 2021 (Chen, Aruldass, & Cardinal, 2022). Apart from vaccination, the PTM policy also plays a role in reducing teacher anxiety and stress. This is because after the implementation of PTM, direct interaction between teachers and students makes it easier for teachers to get to know students' personalities and abilities more deeply and monitor the progress of students' learning abilities and the teaching and learning process (Subur & Wahidiyati, 2020); determine valid student learning outcomes (Lindasari, Nuryani, & Sukaesih, 2021); foster emotional bonds between teachers and students (Rumondor & Maslukiyah, 2020; Martoredjo, 2020); as well as providing motivation and encouragement for learning directly to students (Febryanti, 2022).

Based on the explanation of the facts above, it can be concluded that one of the reasons for the data on workload and work stress among state elementary school teachers in Surakarta which are in the medium category is the gradual easing of the Covid-19 pandemic in 2022, which started with the policy of implementing restrictions. Community activities (PPKM) are then accompanied by vaccination and PTM policies. Workload contributes 61% to work stress in teachers, while the remaining 39% is determined by various other factors. The results of a number of previous studies also support this argument, such as reports of increased mental load on school teachers in Cilacap and Tuban due to the implementation of the hybrid learning model (Ismayenti et al., 2022); reports of heavy workloads and irrational demands during hybrid learning (Pressley, 2022); as well as reports of increased work stress caused by excessive workload in 91.94% of teachers in Australia during the pandemic (Billett, Turner, and Wu, 2022).

Additional analysis carried out in this study consisted of analysis of the subject's age and gender variables. Age has been found to show a significant correlation with job stress in teachers ($p=0.035$; $p<0.05$). This data strengthens the results of previous research which states that age is one of the determinants of work stress (Wijono in Gobel et al., 2014; Rosanna et al, 2021). Age is related to a person's ability to deal with stress and also stressors that arise, where stress tolerance in adults is higher than in elderly people (Ansori & Martiana, 2017), because as age increases, the level of work stress increases due to a decline in physical condition (Sumarna et al. 2018). This has been found in the teacher population (Perwiraningsih and Hidayat, 2020). Apart from age, gender was also found to show a significant correlation with work stress in teachers ($p=0.014$; $p<0.05$) (Wijono in Gobel et al., 2014). Women generally experience higher stress than men (Ansori & Martiana, 2017). This is due to being tired more easily, the menstrual cycle which results in emotional instability, a tendency to put feelings first (Eka, 2013), and the dual role as a housewife and worker (Yani & Amalia et al., 2017).

This research succeeded in proving the existence of a significant positive correlation between workload and work stress among state elementary school teachers in Surakarta. The results of this research are able to add insight regarding the level of work stress, especially for state elementary school teachers. Limitations in this research include not adding other variables as independent or control variables and not carrying out analyzes related to the length of teaching experience.

CONCLUSION AND RECOMMENDATION

In summary, this research aims to determine the relationship between workload and work stress among state elementary school teachers in Surakarta City during the Covid-19 pandemic. The results of this research prove that workload is positively and significantly correlated with the level of work stress in public elementary school teachers in Surakarta City, with a fairly large contribution figure, namely 61%. Differences in demographic indicators such as age and gender also have a

significant influence on work stress levels. It is hoped that this research will further enrich the literature regarding the determinants of work stress in teachers, especially elementary school teachers. Referring to the results of this research, the researcher strongly recommends to policy makers in the state elementary school sector to implement various preventive measures to overcome work stress among teachers. Among the preventative actions that can be taken are monitoring teachers' conditions periodically, providing adequate facilities and infrastructure for teachers, paying attention to special needs during the pandemic or other force majeure which might cause changes in teachers' teaching patterns, and adjusting the quantity of work/assignments to deadlines, more flexible time. Future researchers are strongly encouraged to combine and/or compare workload variables with other variables such as teacher performance, work motivation, work environment, social support in the workplace, level of education, length of service, and marital status in order to enrich and expand the scope of related studies. with work stress on teachers. Apart from that, it would be a good idea for future researchers to provide assistance and monitoring when the subject fills in the scale if possible.

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