

## Analysis Of Workload, Job Stress, And Organizational Support On Teacher Work Quality At SDN Meruya Selatan

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### ABSTRAK

Teachers, as the primary human resources in educational institutions, play a strategic role in determining the success of the learning process. However, in practice, teachers are often faced with high workloads, job stress, and limited organizational support, which may affect the quality of their work. This study aims to analyze the effects of workload, job stress, and organizational support on teacher work quality at SDN Meruya Selatan 01. The study employed a qualitative approach using a phenomenological method. Data were collected through in-depth interviews, observations, and documentation involving teachers, the vice principal, and administrative staff as informants. The findings indicate that disproportionate workloads and job stress experienced by teachers tend to have a negative impact on work quality. Meanwhile, organizational support has been shown to minimize workload and job stress while enhancing teacher work quality. Therefore, a balance between workload, stress management, and organizational support is an important factor in efforts to improve teacher work quality in a sustainable manner.

**Keywords:** *Workload; Job Stress; Organizational Support; Teacher Work Quality.*

### 1. INTRODUCTION

Teachers are central actors in the education system because the quality of teachers' work directly determines the effectiveness of the learning process and students' learning outcomes (Mustofa, 2007). Work quality encompasses not only pedagogical competence but also consistency in planning, implementing, and evaluating learning activities, as well as fulfilling administrative responsibilities (Jasuli, 2023). In practice, teachers face increasing work demands in the form of digital-based

administrative workloads, performance reporting, institutional targets, and continuously evolving educational policies (M. Anggraini et al., 2025). These conditions have the potential to create a high workload and trigger job stress if they are not balanced by adequate organizational support (Skaalvik & Skaalvik, 2015). An imbalance between job demands and organizational resources may lead to a decline in teacher work quality and ultimately affect the overall quality of education (Kurdi et al., 2025).

Conceptually, workload refers to

the amount and complexity of tasks that must be completed within a certain period of time (Munandar, 2014). A workload that exceeds an individual's capacity may result in both physical and psychological fatigue (Robbins & Judge, 2019). Job stress is an individual's response to pressure when job demands are perceived to exceed one's capabilities (Lazarus & Folkman, 1984). From a human resource management perspective, unmanaged job stress can reduce motivation, productivity, and the quality of work outcomes (Bakker et al., 2004). Conversely, organizational support reflects the extent to which an institution provides attention, recognition, facilities, and emotional as well as instrumental assistance to its members (Eisenberger et al., 2001). Organizational support functions as a protective factor that can strengthen individuals' resilience in dealing with work-related pressures (Rhoades & Eisenberger, 2002). Therefore, teacher work quality can be understood as the result of the interaction between workload as a job demand, job stress as a psychological response, and organizational support as a supporting resource (Zuliyanti & Ramadan, 2023).

Several previous studies have examined the relationships among these variables. Mustika Rahayu (2021), in a study entitled "*The Influence of Workload and Job Stress on Teacher Performance at Nurcahaya Private School Medan*," found that workload and job stress simultaneously have a significant effect on teacher performance (Rahayu, 2021). These findings indicate that work pressure has direct implications for professional performance. Dhita Asri Nuryana Putri (2024), through the study "*The*

*Relationship Between Workload and Job Stress Among Elementary School Teachers in the Teacher Working Group (KKG) of Kalicari Subdistrict, Semarang City*," concluded that workload has a significant relationship with increased job stress among teachers (Putri, 2024). Meanwhile, Fanny Anggraini (2021), in the study "*The Influence of Organizational Support on Organizational Citizenship Behavior (OCB) Among Employees of PT Pelindo I Medan*," demonstrated that organizational support affects positive work behavior, which is conceptually relevant to improving individual work quality within organizations (F. Anggraini, 2021).

Although these studies provide important empirical contributions, several gaps remain to be explored. First, previous studies have tended to examine the variables separately without integrating workload, job stress, and organizational support into a single comprehensive analytical framework. Second, research has primarily focused on direct effects on performance or work behavior rather than on teacher work quality as a broader construct. Third, the approaches employed have been predominantly quantitative, thus failing to explore in depth teachers' subjective experiences in interpreting the work dynamics they face. Therefore, a research gap exists in terms of conceptual integration and contextual exploration within the environment of public elementary schools.

The state of the art of this study lies in the integration of the three main variables within a single analytical framework based on a phenomenological approach. This approach enables an in-depth exploration of teachers' experiences and

interpretations regarding workload, job stress, and organizational support as experienced in their daily professional practice. The novelty of this study lies in the simultaneous integration of these three variables and its focus on the context of a public elementary school as the unit of analysis, thereby providing a more contextual empirical contribution to the field of educational management.

Scientifically, this study addresses what is being investigated, namely the dynamics of workload, job stress, and organizational support in relation to teacher work quality; how the study is conducted through a qualitative phenomenological approach; why the study is important, given that teacher work quality is a key determinant of educational quality; and what additional contribution it offers, namely the development of an integrative conceptual framework that can serve as a reference for human resource management within school environments. Therefore, this study is expected to provide both theoretical and practical contributions to efforts aimed at sustainably improving teacher work quality.

## 2. LITERATUR REVIEW

### *Job Demands–Resources Theory*

According to the Job Demands–Resources (JD-R) Theory proposed by Bakker and Demerouti (2007), employee work quality is influenced by the interaction between job demands and job resources. In the educational context, teachers face various job demands, such as teaching responsibilities, administrative tasks, performance reporting, and adapting to educational policy changes. Excessive job demands may drain teachers' physical, cognitive,

and emotional resources, leading to job stress and a decline in work quality.

Job stress arises when job demands exceed an individual's ability and available resources to cope with them (Lazarus & Folkman, 1984). Prolonged stress may reduce concentration, creativity, and effectiveness in performing professional duties, thereby negatively affecting teacher work quality (Munandar, 2014). Teacher work quality refers to the ability to perform professional responsibilities effectively, including lesson planning, instructional delivery, learning evaluation, and accountability for professional duties (Robbins & Judge, 2019).

Conversely, organizational support functions as a job resource that helps reduce the negative effects of job demands. Organizational support may include leadership support, clear policies, adequate facilities, professional development opportunities, and recognition of teachers' contributions (Eisenberger et al., 2001). According to Schaufeli and Bakker (2004), job resources not only reduce work pressure but also enhance motivation and work engagement. Teachers who receive sufficient organizational support are more likely to maintain motivation, effectively manage job demands, and demonstrate higher work quality (Xanthopoulou et al., 2009).

### *Transactional Model of Stress and Coping*

The Transactional Model of Stress and Coping explains how job stress affects teacher work quality. Teachers face various job demands, including teaching responsibilities, administrative tasks, time pressure, and expectations from schools and parents. When these demands are perceived as exceeding

available resources, teachers may experience job stress that can negatively influence their professional performance.

Teacher work quality is largely determined by how teachers evaluate and respond to work-related stress. Teachers who employ effective coping strategies are better able to manage stress and maintain their performance. Problem-focused coping, such as time management, task prioritization, and communication with school management, helps teachers address sources of stress directly and supports better work quality. Meanwhile, emotion-focused coping, including emotional regulation, acceptance, and seeking social support, helps maintain psychological well-being and professional behavior (Carver et al., 1989).

Conversely, maladaptive coping strategies, such as avoidance and denial, may intensify stress and reduce concentration, motivation, and creativity, ultimately lowering teacher work quality (Munandar, 2014). Therefore, this model suggests that teacher work quality is influenced not only by job demands but also by teachers' ability to assess stressful situations and apply appropriate coping strategies. Teachers who manage stress effectively are more likely to sustain high-quality performance even in challenging work environments.

### ***Perceived Organizational Support and Teacher Work Quality***

Perceived Organizational Support (POS) plays a significant role in improving teacher work quality. Teachers who perceive strong organizational support tend to develop greater commitment, dedication, and responsibility toward their professional duties (Rhoades & Eisenberger, 2002).

This is reflected in better lesson preparation, instructional delivery, and learning evaluation.

Organizational support also serves as a psychological resource that helps reduce the negative effects of workload and job stress. Support from school leaders, clear policies, recognition of performance, and adequate facilities can enhance teachers' psychological well-being and motivation, which are essential for maintaining high work quality (Robbins & Judge, 2019).

Furthermore, within the Job Demands–Resources (JD-R) Theory, organizational support functions as a job resource that strengthens work engagement and motivation (Bakker & Demerouti, 2007). Teachers who feel supported are more likely to participate actively in school activities, collaborate with colleagues, and demonstrate initiative in improving educational quality. They are also better able to adapt to workplace challenges and policy changes, enabling them to sustain consistent and high-quality performance over time.

Therefore, perceived organizational support contributes to teacher work quality through psychological, motivational, and social mechanisms, fostering long-term commitment, well-being, and professionalism.

### ***Quality of Work Life Theory***

The Quality of Work Life (QWL) Theory suggests that teacher work quality is closely influenced by the quality of their working conditions. A fair, supportive, and safe work environment helps teachers maintain psychological well-being, motivation, and professional commitment, which are essential for delivering high-quality performance.

Teachers who experience a positive quality of work life tend to manage job demands more effectively, maintain better work–life balance, and demonstrate greater focus, creativity, and consistency in carrying out instructional responsibilities (Robbins & Judge, 2019). In addition, opportunities for professional development, recognition, and positive workplace relationships can enhance motivation and dedication (Luthans, 2011).

From the perspective of the Job Demands–Resources (JD-R) Theory, quality of work life also functions as a resource that helps reduce the negative effects of workload and work pressure while supporting sustained performance (Bakker & Demerouti, 2007). Therefore, a higher quality of work life enables teachers to maintain consistent work quality, adapt to educational changes, and sustain long-term professional effectiveness.

### 3. METHODOLOGY

This study employed a qualitative approach with a descriptive case study design. The qualitative approach was selected because the study aimed to gain an in-depth understanding of the phenomena of workload, job stress, and organizational support from the perspectives of the research subjects, namely teachers and education personnel at SDN Meruya Selatan 01. This study was grounded in the interpretivist paradigm, which emphasizes understanding individuals' subjective meanings and social experiences within their natural contexts (Sugiyono, 2023). The case study method was employed because the research focused on a specific unit of

analysis, namely SDN Meruya Selatan 01, thereby enabling an in-depth exploration of work dynamics within a contextual setting. The analysis was descriptive in nature, aiming to describe phenomena based on field data while simultaneously interpreting the meanings embedded within them in accordance with the research objectives (Sugiyono, 2023).

The research participants consisted of school management personnel, teachers, and administrative staff who were directly involved in academic and administrative activities. Informants were selected using purposive sampling, which involves the deliberate selection of participants based on specific criteria relevant to the research objectives (Sugiyono, 2023). The criteria for selecting informants included individuals who were directly involved in teaching activities or school administrative management, had at least one year of work experience, and were willing to provide information openly. The selected informants consisted of the vice principal as the key informant, three teachers as the primary informants, and two administrative staff members as supporting informants. This informant structure was intended to obtain comprehensive perspectives regarding workload, job stress, organizational support, and their implications for teacher work quality.

Data collection involved both primary and secondary data sources. Primary data were obtained through interviews, direct observation, and document analysis (Pettalongi et al., 2025). Interviews were conducted to enable the researcher to explore information flexibly while remaining focused on the objectives of the study.

Observations were carried out to understand work situations and organizational interactions within their contextual settings. Document analysis was used to complement and verify the data obtained from interviews and observations. Secondary data were collected from scientific literature, research journals, and relevant policy documents. The operationalization of concepts in this study included workload, referring to the quantity and complexity of teachers' tasks; job stress, defined as a psychological response to work-related pressure; organizational support, referring to perceptions of institutional attention and assistance; and teacher work quality, reflected in the planning, implementation, and evaluation of learning activities. Each concept was analyzed based on the theoretical dimensions presented in the literature review.

Data analysis was conducted systematically through three stages: data reduction, data presentation, and conclusion drawing. Data reduction involved selecting and focusing information relevant to the research objectives. Data presentation was carried out in the form of structured descriptive narratives to facilitate interpretation. Conclusions were drawn through an in-depth interpretation of patterns, themes, and relationships among variables identified in the field. To ensure data trustworthiness, this study employed source triangulation and method triangulation techniques. Source triangulation was conducted by comparing information obtained from different informants, while method triangulation involved combining interviews, observations, and document analysis. These procedures were intended to ensure the validity and

credibility of the research findings so that the results could be scientifically justified (Sugiyono, 2023).

This study was conducted at SDN Meruya Selatan 01, located in West Jakarta, from October 2025 to January 2026. The selection of the research site was based on the relevance of the phenomenon under investigation and the accessibility of data that enabled an in-depth study to be conducted.

#### 4. HASIL DAN PEMBAHASAN

##### *Teacher Workload*

Based on these findings, the workload of teachers and administrative staff at SDN Meruya Selatan 01 can be understood as job demands within the framework of the Job Demands–Resources (JD-R) Theory. High workloads, whether in the form of administrative responsibilities, time pressure, or involvement in various school activities, require continuous physical and psychological effort. According to Bakker and Demerouti (2007), high job demands have the potential to trigger exhaustion if they are not balanced by adequate job resources.

In the context of this study, the workload experienced by teachers demonstrates the characteristics of high job demands. It is categorized as a high workload because it reflects the key characteristics of high job demands, namely a high volume of work, strict deadlines, and substantial emotional demands (Bakker & Demerouti, 2007). These conditions have the potential to increase work pressure and affect teacher work quality. When job demands exceed an individual's capacity and persist over time, they may contribute to the

emergence of job stress and a decline in work quality, particularly in terms of teaching preparedness, administrative accuracy, and the effectiveness of instructional implementation.

### ***Teacher Job Stress***

The job stress experienced by teachers and administrative staff at SDN Meruya Selatan 01 can be explained through the Transactional Model of Stress and Coping. This model views stress as the result of a transaction between individuals and their environment, where stress arises when individuals perceive job demands as exceeding the resources available to cope with them (Lazarus & Folkman, 1984). In the context of this study, the large number of tasks, time pressure, and simultaneous work demands were perceived as sources of pressure that triggered job stress.

The level of job stress experienced by teachers and administrative staff at SDN Meruya Selatan 01 was categorized as moderate. Moderate job stress refers to stress that emerges when work situations are perceived as challenging, yet individuals still possess coping resources, although additional effort is required. This condition is characterized by temporary tension and mild to moderate psychological fatigue (Lazarus & Folkman, 1984).

Furthermore, the coping strategies demonstrated by teachers and administrative staff reflected both problem-focused coping and emotion-focused coping. Efforts such as prioritizing work tasks, creating task lists, collaborating with colleagues, and receiving emotional support from school leaders served as coping mechanisms that helped individuals manage job stress. Therefore, job stress in this study was

influenced not only by the magnitude of job demands but also by how individuals perceived those demands and the coping strategies they employed to deal with them.

### ***Organizational Support***

The organizational support perceived by teachers and administrative staff at SDN Meruya Selatan 01 can be explained through the Perceived Organizational Support (POS) Theory. This theory states that organizational support is formed through individuals' perceptions of the extent to which the organization values their contributions and cares about their well-being (Rhoades & Eisenberger, 2002). In the context of this study, organizational support was categorized as moderate, as the organization had demonstrated attention, appreciation, and concern for teachers and staff; however, limitations in facilities and the effectiveness of work systems were still evident. Moderate organizational support refers to a condition in which the organization provides attention and assistance, but such support is not yet fully consistent or optimal. As a result, it is sufficient to maintain performance but not enough to fully foster strong organizational commitment (Rhoades & Eisenberger, 2002).

Therefore, organizational support at SDN Meruya Selatan 01 can be considered to have been perceived positively by teachers and administrative staff. Such support plays an important role in creating a conducive work environment, enhancing employees' sense of being valued, and strengthening their commitment and motivation in carrying out their daily responsibilities.

### ***Teacher Work Quality***

The work quality of teachers at SDN Meruya Selatan 01 can be associated with the Quality of Work Life (QWL) Theory. The QWL theory emphasizes that work quality is influenced by the work environment, the balance between job demands and individual capabilities, organizational support, as well as employees' physical and psychological well-being (Cascio, 2012). In the context of this study, high workloads and job stress were identified as factors affecting teachers' preparedness, energy, and focus in carrying out instructional activities, which ultimately influenced the quality of the learning process.

Teacher work quality at SDN Meruya Selatan 01 was categorized as moderate. Moderate work quality indicates that teachers are able to perform their primary duties and responsibilities adequately; however, they still face various limitations that prevent their performance from reaching its full potential (Walton, 1975). Teachers' efforts to maintain professionalism demonstrate that, although their quality of work life has not yet been fully optimized, they continue to strive to deliver their best performance.

Therefore, improving teacher work quality should be supported by enhancing the quality of work life through balanced workload management, the reduction of job stress, increased organizational support, and improvements in administrative systems and work coordination. With a better quality of work life, teacher work quality is expected to improve sustainably over time.

## Discussion

The findings indicate that the dominance of administrative demands

is the primary factor contributing to increased work pressure among teachers. This finding is consistent with the Job Demands–Resources Theory (Bakker & Demerouti, 2007) which explains that stress results from an individual's evaluation of environmental demands. In the context of this study, the presence of coping mechanisms such as teamwork and priority management helped prevent stress from developing into burnout.

The findings regarding organizational support are consistent with the concept of Perceived Organizational Support (Lazarus & Folkman, 1984), which emphasizes that perceptions of organizational care and support contribute to individuals' psychological stability and performance. Relatively strong social support functioned as a balancing factor, although structural support within the administrative system still requires improvement.

The fact that teacher work quality remained in the good category indicates a sustained level of professionalism. This finding is consistent with the concept of Quality of Work Life (Cascio, 2012; Walton, 1975), which suggests that work quality is influenced by the balance between job demands and organizational support. A prolonged imbalance may lead to a decline in work quality over the long term if managerial improvements are not implemented.

## 5. CONCLUSION AND RECOMMENDATION

### Conclusion

This study demonstrates that the

workload of teachers at SDN Meruya Selatan 01 is high and complex, primarily due to administrative demands and time pressure. These conditions generate a moderate level of job stress, resulting in fatigue and reduced concentration, although not to the extent of burnout. Organizational support functions as a buffering factor that helps teachers maintain work stability through communication, collaboration, and guidance from school leaders.

Overall, teacher work quality remains well maintained; however, it is strongly influenced by the balance between workload, stress levels, and the effectiveness of organizational support. Proportional workload management and the strengthening of structural support are key factors in sustaining teacher work quality over time.

### Recommendation

Based on the findings and limitations of this study, future research is recommended to further investigate workload, job stress, and organizational support by employing different methodological approaches, such as quantitative methods or mixed methods, so that the relationships among these variables can be examined in a more measurable and comprehensive manner. Future studies are also encouraged to incorporate other relevant variables, such as work motivation, job satisfaction, or organizational commitment, in order to broaden the understanding of factors influencing teacher work quality.

From a practical perspective, schools should manage workloads more proportionally, particularly by simplifying administrative systems and improving activity scheduling to minimize work pressure.

Organizational support should also be strengthened through open communication, effective coordination, and ongoing mentoring. In addition, teachers are encouraged to develop independent stress-management strategies through more effective time management and stronger teamwork in order to create a conducive working environment and support the continuous improvement of teacher work quality.

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