

**THE INFLUENCE OF WORK STRESS AND SELF-EFFICACY ON  
ORGANIZATIONAL COMMITMENT OF CIVIL SERVANT TEACHERS (PNS)  
AT MADRASAH TSANAWIYAH NEGERI 1 PONTIANAK**



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**Abstract**

This study examines the factors that affect the organizational commitment of civil servant teachers (PNS) at Madrasah Tsanawiyah Negeri 1 Pontianak. Efficient management of work-related stress and the enhancement of teachers' self-efficacy is crucial for boosting their dedication to the educational institution. Although PNS teachers exhibit a moderate level of commitment, there remains an opportunity for greater engagement in organizational activities. By implementing effective stress management and self-improvement programs, educational institutions can reinforce teachers' alignment with organizational objectives, improve their contributions, and positively influence the advancement of education in Indonesia.

**Keywords:** Work Stress, Self-Efficacy, Organizational Commitment, Civil Servants

## INTRODUCTION

Human resources represent the most significant asset within an organization, serving as the primary driver of development and achievement. The effectiveness of an organization is heavily influenced by its human resources; thus, the success or failure of an organization largely hinges on its ability to manage these resources effectively (Pratama et al, 2023). Consequently, it is essential to focus on and nurture human resources to cultivate high-quality individuals. Individuals with quality human resources should embody organizational commitment. As stated by Yusuf & Syarif (2017, p. 27), "Organizational commitment refers to the loyalty of employees towards the organization, which involves remaining with the organization, assisting in achieving its goals, and lacking the desire to leave for any reason." For employees to thrive within the organization, they must maintain a balance between their physical and psychological well-being to prevent work-related stress. As Asih et al. (2018, p. 4) describe, "Work stress is a condition that arises from the interaction between a person and their work under pressure, leading to an imbalance physically and psychologically, which impacts the employee's emotions, thought processes, and overall condition." To mitigate work stress, employees need to possess high self-efficacy to attain the desired outcomes. Bandura (1997), as cited in Fitriyah et al. (2019, p. 3), defines "self-efficacy as an individual's capability to organize and carry out actions necessary to achieve results.

In educational institutions like schools, possessing high-quality human resources is crucial for nurturing future generations, with teachers playing a vital role in shaping these institutions. Quality human resources enable educational institutions to develop effectively and meet their goals (Amalou, 2024). According to Law No. 14 of 2005 concerning Teachers and Lecturers, a teacher is defined as a professional educator responsible for educating, teaching, guiding, directing, training, assessing, and evaluating students across early childhood, basic, and secondary education. This definition highlights the essential role teachers play in imparting knowledge and skills to students.

Additionally, Law No. 14 of 2005 stipulates in Article 7, paragraph 1b, that teachers must commit to enhancing educational quality, faith, piety, and noble character. This provision underscores the responsibility of teachers to improve educational standards, emphasizing the need for their commitment to fulfilling their teaching responsibilities, as

outlined in the aforementioned article and paragraph, to advance the quality of education, faith, piety, and moral values.

As stated in Law No. 20 of 2003 on the National Education System, education is a deliberate and planned effort aimed at creating a conducive learning environment and process that allows students to actively develop their potential in areas such as spiritual strength, self-control, personality, intelligence, character, and skills essential for themselves, society, the nation, and the state. Secondary educational institutions, including Madrasah Tsanawiyah, are one means of pursuing education. According to Government Regulation No. 47 of 2008 on Compulsory Education, Madrasah Tsanawiyah, or MTs, is defined as a formal educational unit providing general education with an Islamic religious character at the basic education level, serving as a continuation of elementary school (MI) or other equivalent forms, under the supervision of the Minister of Religion.

According to interviews conducted with Mr. Wiyana, the Principal of Madrasah Tsanawiyah Negeri 1 Pontianak, the use of learning media facilities and infrastructure has not been fully optimized due to limited resources, such as a lack of projectors that necessitates sharing among teachers. While projectors are installed in every classroom, some are not functional, prompting teachers to rely on portable projectors, which are also in short supply, resulting in alternating use among classrooms. MTsN 1 Pontianak comprises 18 classrooms: 6 for seventh grade, 6 for eighth grade, and 6 for ninth grade. The work environment plays a crucial role in influencing employee stress levels; research by Octarina & Ardana (2022) indicates that the work environment has a negative and significant impact on work-related stress. This study aims to examine how work stress and self-efficacy affect the organizational commitment of Civil Servant Teachers (PNS) at Madrasah Tsanawiyah Negeri (MTsN) 1 Pontianak.

## **REVIEW OF LITERATURE**

### **The Influence of Human Resources on Organizational Performance**

Human resources (HR) are widely regarded as the most critical asset within organizations, as they are integral to achieving both short-term objectives and long-term strategic goals. Effective HR management can enhance employee engagement, retention, and

productivity, which in turn significantly contribute to organizational performance. Yusuf and Syarif (2017) suggest that organizational commitment, which reflects employees' loyalty to their organization, plays a vital role in fostering a positive work environment. When employees feel committed, they are more likely to go above and beyond in their roles, thereby driving the organization toward success.

Moreover, HR practices that focus on employee development, recognition, and support can further enhance organizational performance. High levels of commitment among HR not only contribute to increased job satisfaction but also improve overall team dynamics and collaboration. As such, organizations that prioritize their human resources by investing in training and development programs are likely to experience improved performance outcomes. The relevance of this relationship is particularly significant in today's competitive landscape, where organizations must leverage their human capital to maintain a competitive edge.

### **Work Stress and Psychological Well-being**

Work stress is increasingly recognized as a critical factor that adversely affects employees' mental and physical well-being. Asih et al. (2018) assert that work stress typically arises from an imbalance between job demands and an individual's capacity to meet those demands, leading to burnout and reduced job satisfaction. This notion is supported by the research of Octarina and Ardana (2022), which highlights that an unfavorable work environment can exacerbate stress levels, ultimately diminishing both employee performance and organizational commitment. Understanding the dynamics of work stress is essential for organizations aiming to foster a healthy workplace environment.

Addressing work stress is crucial for maintaining employee morale and productivity. Organizations that proactively identify stressors and implement supportive measures—such as employee assistance programs, flexible work arrangements, and open communication channels—can significantly mitigate the negative impacts of stress. Such initiatives not only enhance employee well-being but also contribute to a culture of resilience and support within the organization. The relevance of this topic underscores the importance of fostering psychological well-being as a cornerstone of organizational success.

## **Self-Efficacy and Employee Performance**

Self-efficacy, defined by Bandura (1997) as an individual's belief in their ability to execute actions necessary to achieve specific goals, plays a crucial role in shaping employee performance. Research conducted by Fitriyah et al. (2019) indicates that individuals with high self-efficacy are more motivated and likely to take on challenges, resulting in improved job performance and greater organizational commitment. When employees believe they can succeed, they are more inclined to engage with their work, demonstrate initiative, and contribute positively to team dynamics.

Furthermore, self-efficacy is closely linked to the capacity for learning and development. Employees who possess strong self-efficacy are more likely to pursue opportunities for skill enhancement and professional growth, which can lead to increased job satisfaction and lower turnover rates. By fostering a culture that promotes self-efficacy through positive reinforcement and skill development programs, organizations can enhance employee performance significantly. The relevance of self-efficacy extends beyond individual performance, influencing overall organizational effectiveness and adaptability in changing environments.

## **The Role of Teachers in Education**

In the educational sphere, teachers play an indispensable role in shaping the future of their students and the broader society. Law No. 14 of 2005 emphasizes that teachers are not only responsible for delivering content but also for nurturing student character and enhancing the quality of education. This dual responsibility requires teachers to be fully committed and engaged in their work. As the primary facilitators of learning, the effectiveness of teachers is directly linked to the academic success of their students and the reputation of the educational institution.

Moreover, inadequate infrastructure and resources can lead to increased work stress among teachers, hampering their ability to perform effectively. As indicated in an interview with Wiyana (2024), a lack of teaching aids and support can exacerbate the challenges faced by educators, impacting their job satisfaction and overall well-being. This highlights the necessity for educational institutions to invest in resources and support systems that empower teachers. The relevance of this issue is crucial for enhancing teacher effectiveness and

fostering a positive educational environment, ultimately benefiting students and the community at large.

### **Implications of the Research**

The analysis of work stress and self-efficacy provides valuable insights into their influence on organizational commitment, particularly among teachers at Madrasah Tsanawiyah Negeri 1 Pontianak. By examining these two factors, the research aims to identify specific stressors and self-efficacy levels that may impact teachers' commitment to their roles. Understanding these dynamics can help educational administrators develop targeted interventions that address the unique challenges faced by educators, thereby improving their psychological well-being and commitment.

Additionally, the findings of this research can inform HR management practices within educational settings, providing a framework for enhancing teacher support and development initiatives. By prioritizing the mental health and professional growth of teachers, educational institutions can foster a more engaged and committed workforce. The relevance of this research lies in its potential to contribute to the overall quality of education, emphasizing the need for systemic changes that recognize and address the psychological and professional needs of teachers.

### **RESEARCH METHOD**

This study is an associative research project that seeks to explore the relationship between work stress and self-efficacy and their effects on the organizational commitment of Civil Servant Teachers (PNS) at Madrasah Tsanawiyah Negeri (MTsN) 1 Pontianak. Data collection methods include primary data obtained through interviews with the Principal and questionnaires distributed to 35 PNS teachers, along with secondary data sourced from MTsN 1 Pontianak. The study population comprises 35 PNS teachers at MTsN 1 Pontianak, with the entire population being utilized as the sample through saturated sampling. The research focuses on three variables: work stress, self-efficacy, and organizational commitment. The measurement scale is based on the levels of agreement used to define the intervals in the measuring instruments. Data analysis involves instrument testing, testing of basic assumptions (including normality, linearity, and multicollinearity), multiple linear

regression analysis, correlation coefficients, determination coefficients, simultaneous tests (F-test), and partial tests (t-test) at a significance level of  $\alpha = 0.05$ .

## RESULTS AND DISCUSSION

The findings of the study suggest that work stress significantly influences teachers' psychological well-being, which in turn can impact their engagement and dedication to the organization. Additionally, the level of organizational commitment is linked to teacher performance, as those with a higher commitment are more likely to make substantial contributions to the attainment of organizational objectives.

**Validity Test**  
**One-Sample Kolmogorov-Smirnov Test**

		Unstandardized Residual
N		36
Normal Parameters <sup>a,b</sup>	Mean	.0000000
	Std. Deviation	3.78717174
	Most Extreme Absolute Differences	.105
	Positive	.105
	Negative	-.074
Test Statistic		.109
Asymp. Sig. (2-tailed)		.200 <sup>c,d</sup>

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

It is considered normal since the Asymp Sig is 0.200, which is greater than 0.05. Civil Servant teachers at Madrasah Tsanawiyah Negeri 1 Pontianak exhibit different levels of self-efficacy. Those with higher self-efficacy generally show greater motivation and a stronger belief in their ability to overcome challenges in their work.

**Results of the Multicollinearity Test**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	Collinearity Statistics	
	B	Std. Error	Beta			Tolerance	VIF
1 (Constant)	46.225	10.002		4.631	.000		
Job stress	-.168	.121	-.217	-1.287	.173	.982	1.007
Self-efficacy Organizational commitment	-.149	.148	-.145	-1.006	.322	.982	1.007

a. Dependent Variable: Self-efficacy

The findings from the multicollinearity test presented in the table above show that none of the independent variables have a Tolerance value below 0.10, nor do any have a VIF value exceeding 10. Consequently, it can be concluded that there is no multicollinearity present among the independent variables in the regression model.

**Results of the Multicollinearity Test**

**Coefficients<sup>a</sup>**

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	1.016	.827		1.088	.276
Job stress	.560	.147	.566	4.249	.376
Self-Efficacy Organizational commitment	.149	.155	.117	.787	.000

a. Dependent Variable: Self-efficacy

The multiple linear regression equation derived from the table above can be expressed as follows:  $Y = 1.016 + 0.149X_1 + 0.149X_2$ . This equation can be interpreted in the following ways:

1. The constant term (a) of 1.016 signifies that if both the work stress variable (X1) and the self-efficacy variable (X2) are equal to 0, then the Organizational Commitment (Y) will be 1.016.

2. The regression coefficient for work stress ( $b_1$ ) is 0.149, indicating that a 1-unit increase in work stress will lead to an increase of 0.149 units in organizational commitment.
3. Similarly, the regression coefficient for self-efficacy ( $b_2$ ) is also 0.149, meaning that a 1-unit rise in self-efficacy will correspondingly increase organizational commitment by 0.149 units.

This study has identified various factors contributing to work stress experienced by Civil Servant teachers at Madrasah Tsanawiyah Negeri 1 Pontianak, including heavy workloads, time constraints, and excessive administrative responsibilities. Data analysis reveals a negative correlation between work stress and organizational commitment among PNS teachers, suggesting that those experiencing higher levels of stress generally exhibit lower levels of commitment. Additionally, the findings show variability in self-efficacy levels among PNS teachers; those with higher self-efficacy tend to demonstrate stronger organizational commitment. High self-efficacy acts as a buffer against the adverse effects of work stress on organizational commitment, as teachers who are confident in their abilities to handle challenges are more likely to be actively engaged in the organization.

The results further indicate that most PNS teachers at Madrasah Tsanawiyah Negeri 1 Pontianak possess moderate levels of organizational commitment, as evidenced by their active involvement in organizational activities, loyalty to the institution's values, and their intention to continue working at the madrasah. Regression analysis shows that both work stress and self-efficacy collectively have a significant impact on organizational commitment. These factors are interrelated and require comprehensive management to enhance teacher engagement within the organization.

## CONCLUSION

The research findings concerning the effects of work stress and self-efficacy on the organizational commitment of Civil Servant teachers at Madrasah Tsanawiyah Negeri 1 Pontianak lead to several important conclusions:

### 1. Impact of Work Stress

Work stress has a significant influence on the psychological well-being of PNS teachers. Factors such as heavy workloads, time constraints, and conflicts between teaching

responsibilities and administrative duties adversely affect organizational commitment. Teachers experiencing work stress are likely to show a decline in their commitment to the organization, suggesting that effectively managing work stress is crucial for enhancing teacher engagement.

## 2. Impact of Self-Efficacy

The level of self-efficacy among PNS teachers is vital in determining their organizational commitment. Teachers who have confidence in their ability to navigate challenges and meet educational objectives typically exhibit higher levels of commitment. Improving self-efficacy can be an effective approach to strengthening the connection between teachers and the organization, fostering greater participation, and enhancing their contributions toward the institution's objectives.

## 3. Combined Effects

The research results reveal a complex interplay between work stress, self-efficacy, and organizational commitment. Elevated work stress may diminish self-efficacy, which subsequently can lead to reduced organizational commitment. A thorough understanding of how these variables interact serves as a basis for creating comprehensive management strategies aimed at improving both the well-being of teachers and their commitment to the organization.

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