
**THE INFLUENCE OF SELF-EFFICACY AND WORK STRESS ON THE WORK
MOTIVATION OF CIVIL SERVANT TEACHERS AT SD NEGERI 16, DELTA
PAWAN DISTRICT, KETAPANG REGENCY**



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Abstract

This study examines the relationship between self-efficacy, work stress, and work motivation among civil servant teachers at SD Negeri 16 Delta Pawan, Ketapang District. Self-efficacy refers to an individual's belief in their ability to achieve specific results in certain situations. Work stress is the physical and emotional response to pressures from job demands that surpass an individual's capabilities. Work motivation is the force that drives individuals to accomplish their goals at work. The research employs an associative approach with a quantitative method. The data analysis reveals a connection between self-efficacy, work stress, and work motivation among civil servant teachers. Work stress has a more significant impact on work motivation than self-efficacy. However, when considered together, both factors play a vital role in influencing work motivation. These findings offer valuable insights into the factors that affect teachers' work motivation, emphasizing the need to develop strategies and policies that promote teachers' motivation and well-being at SD Negeri 16 Delta Pawan. Furthermore, this research contributes to the field of human resource management, providing a reference for researchers and practitioners to enhance the effectiveness of human resource management in educational institutions.

Keywords: Self-Efficacy, Work Stress, Motivation

INTRODUCTION

This study seeks to explore the interaction between two key factors, self-efficacy and work stress, that shape teachers' work motivation. Teacher motivation is vital in education, as it significantly impacts their performance, especially in the face of challenges such as fluctuating student numbers and rising academic demands. A thorough understanding of the factors that influence teacher motivation is crucial, as it directly affects the quality of education students receive (Sinambela, 2016). Previous research has highlighted that motivated teachers can contribute to better student learning outcomes, making it essential to examine the factors that affect this motivation (Gordon, 2019).

Self-efficacy refers to an individual's belief in their capacity to perform tasks and achieve specific goals. In education, teacher self-efficacy is regarded as a critical factor in boosting work motivation (Erlina, 2020). Teachers who have high confidence in their abilities are more likely to be motivated to teach and confront challenges in the classroom. In contrast, a lack of self-efficacy can lead to uncertainty and self-doubt, negatively impacting both work motivation and teaching performance. Bandura's (1997) research shows that high self-efficacy can improve persistence and outcomes across various settings, including education.

Conversely, work stress can diminish motivation and hinder teacher performance. This stress often stems from an unbalanced workload, excessive demands, and pressures from the work environment (Budiasa, 2021). In schools, teachers face issues such as insufficient resources, heavy administrative duties, and an increasing number of students with special needs, all of which can elevate stress levels and reduce motivation. Kyriacou's (2001) study found that teacher stress is closely linked to job satisfaction and motivation, underscoring the importance of addressing and managing the sources of stress.

This research uses a quantitative approach, employing a survey method with a questionnaire to measure variables such as self-efficacy, work stress, and work motivation. The questionnaire will assess teachers' perceptions of their workload, environmental pressures, and their ability to manage tasks (Busro, 2017). The data from this questionnaire will help clarify the factors influencing the work motivation of teachers at SD Negeri 16

Delta Pawan. Surveys have proven effective in gathering data on teachers' experiences and perceptions across different educational settings (Creswell, 2014).

In addition to the survey, the study includes interviews with the school principal and observations of the school environment to identify specific challenges faced by teachers. This mixed-methods approach aims to provide valuable insights for school management in human resource management, as well as contribute to broader improvements in educational practices (Siregar, 2020). Field observations and qualitative interviews will offer a deeper understanding of the dynamics within the school and how these factors interact in a real-world context (Patton, 2015).

By examining the relationship between self-efficacy, work stress, and work motivation, the study hopes to help school management develop more effective policies to support teachers' well-being. Implementing these strategies can boost teacher motivation and self-efficacy, potentially improving the overall quality of education at the school. Day et al. (2016) suggest that strong managerial support can reduce work stress and increase teacher motivation. Therefore, management must foster a supportive environment where teachers feel appreciated and motivated.

This study also has significant implications for the development of educational policies. In the education field, prioritizing teacher well-being can not only boost their motivation but also lead to improved student learning outcomes. As a result, policies that create a healthy and productive work environment for teachers will benefit the entire school community (Hattie, 2012). Implementing teacher-centric policies can foster greater commitment to the profession and inspire innovation in teaching.

This research raises several important questions that future studies should explore, such as: How does social support help alleviate the effects of work stress on motivation? In what ways do different types of stress (e.g., physical, emotional, or psychological) affect work motivation across various sectors? How can different stress management techniques influence self-efficacy and employee motivation? Are there variations in how work stress and self-efficacy impact individuals based on demographics like age, gender, or work experience? Answering these questions could offer a more detailed understanding of the relationship between work stress, self-efficacy, and motivation, which would help

organizations design more effective interventions to support their workforce (Tschannen-Moran & Woolfolk Hoy, 2001).

In conclusion, this study highlights the important roles of self-efficacy and work stress in shaping teachers' work motivation. Understanding the interaction between these two factors is vital in the educational context, especially for efforts aimed at improving the quality of education at SD Negeri 16 Delta Pawan. The findings from this research provide valuable insights for school management and may also contribute to more informed educational policy-making in the future. By gaining a deeper understanding of the factors affecting teachers' motivation, it is hoped that a more conducive educational environment will be created, benefiting both students and the broader community (Kraft & Papay, 2014).

REVIEW OF LITERATURE

Self-efficacy is an important psychological concept that refers to an individual's belief in their ability to perform tasks and achieve specific outcomes in various situations. According to Fitriyah et al. (2019), self-efficacy consists of three dimensions: Magnitude, which represents the perceived difficulty of tasks; Strength, which refers to the confidence in completing tasks successfully; and Generality, which indicates the ability to transfer this belief across different areas of tasks (pp. 9-10). In organizational settings, self-efficacy plays a vital role in enhancing work motivation, as individuals with strong self-belief are more likely to persist in overcoming challenges.

Sinambela (2016) conducted further research on the connection between work stress and work motivation, highlighting that factors such as heavy workloads, tight deadlines, and toxic work environments are key contributors to stress. This stress negatively affects motivation, which in turn impacts overall organizational performance. This aligns with findings by Johnson et al. (2022), who observed that high work pressure and a lack of support from the work environment lead to burnout and reduced motivation among employees.

McClelland's Theory of Work Motivation, as cited in Busro (2017, p. 62), identifies three core components: effort, organizational goals, and needs. McClelland emphasizes that an individual's drive for achievement (Need for Achievement), power (Need for Power), and affiliation (Need for Affiliation) determines the intensity and direction of their work efforts.

Employees with high self-efficacy are typically driven to succeed and exhibit a strong commitment to organizational goals.

Research by Dipoadtdmodjo (2023) on the impact of workload and self-efficacy on employee motivation at Plasa Telkom Group reveals that self-efficacy significantly enhances work motivation. This suggests that employees with higher self-belief are more motivated in their work, aligning with theories that indicate self-efficacy influences performance and goal achievement. Similarly, Lee et al. (2021) found that employees with high self-efficacy are more likely to engage in proactive behaviors, leading to increased productivity and improved performance.

In contrast, Sugiarto & Nanda (2020) explored the effect of work stress on work motivation and found that stress negatively impacts motivation. Employees under stress tend to show decreased motivation, leading to lower productivity and performance. Gomes et al. (2023) further support this, noting that high work stress results in reduced motivation, higher absenteeism, and lower employee engagement levels.

These findings demonstrate that self-efficacy and work stress have opposing effects on work motivation. Creating a supportive work environment is key to helping employees develop self-efficacy. This raises an important research question: How do self-efficacy and work stress interact to influence employee motivation? Additionally, how does the work environment influence the relationship between self-efficacy and motivation? This study aims to address these gaps in research, focusing on the dynamic interactions between self-efficacy, work stress, and motivation in specific organizational settings.

It is also important to consider work environment factors. A positive and supportive environment can enhance self-efficacy, while a negative environment can increase stress. Jansen et al. (2020) found that social support from colleagues and supervisors can boost self-efficacy and work motivation. Effective communication within organizations also helps reduce stress, contributing to a more productive work environment (Khalid et al., 2022).

Training and skill development programs also play a crucial role in improving employee self-efficacy. These programs not only enhance competencies but also build confidence to face workplace challenges. Verma et al. (2021) demonstrate that employees who engage in skill development programs experience significant improvements in both self-

efficacy and work motivation. Therefore, investing in human resource development is an essential step for management to take in enhancing employee motivation and performance.

In conclusion, self-efficacy and work stress are key factors influencing work motivation. Understanding their interaction is crucial for organizations to create supportive environments and enhance employee motivation. This study aims to address critical questions raised from the literature and contribute meaningfully to the development of theories and practices in human resource management.

RESEARCH METHOD

This research is an associative study employing a quantitative approach. As explained by Siregar (2020, p. 15), associative research aims to identify the relationships between two or more variables, helping to develop theories that explain, predict, and control a phenomenon. Hardani et al. (2020, p. 238) state that quantitative research focuses on analyzing numerical data through appropriate statistical methods. The objective of this study is to investigate the impact of Self-Efficacy and Work Stress on the Work Motivation of Civil Servant Teachers at SD Negeri 16, Delta Pawan District, Ketapang Regency.

Siregar (2020, p. 37) explains that primary data refers to data gathered directly by the researcher from the source. In this study, primary data were collected via interviews and questionnaires. According to Hardani et al. (2020, p. 137), interviews are oral interactions involving a question-and-answer format between two or more individuals. The interview in this research was conducted with the Headmaster, Mr. H. Suhardi, S.Pd. Kurniawan & Puspitaningtyas (2016, p. 82) define a questionnaire as a data collection technique that involves a set of questions that respondents answer indirectly. In contrast, secondary data are records published by other entities, such as employee performance logs, attendance records, department-wise employee distribution, student numbers, test scores, and information on problematic students, sourced from SD Negeri 16 Delta Pawan (Siregar, 2020, p. 37).

Kurniawan & Puspitaningtyas (2016, p. 66) describe a population as a broad group consisting of subjects with specific characteristics. The population in this study includes all the staff at SD Negeri 16 Delta Pawan, amounting to 42 people in 2024. According to Kurniawan & Puspitaningtyas (2016, p. 67), a sample refers to a subset of the population.

This study applies a saturated sampling technique, meaning that all members of the population are included in the sample. Therefore, the sample for this study consists of all 42 employees at SD Negeri 16 Delta Pawan.

As defined by Sinambela (2014, p. 46), research variables are characteristics or values of objects that vary. This study examines two variables: the Independent Variables: Self-Efficacy (X1) and Work Stress (X2) (Sinambela, 2014, p. 47), and the Dependent Variable: Work Motivation (Y) (Sinambela, 2014, p. 48). The Likert Scale is employed to measure individuals' attitudes and perceptions (Siregar, 2020, p. 50). The Likert Scale used in this study is outlined in the following table:

No	Response	Score
1.	Strongly Agree (SS)	5
2.	Agree (S)	4
3.	Less Agree (KS)	3
4.	Disagree (TS)	2
5.	Strongly Disagree (STS)	1

Data analysis was carried out using a quantitative approach, with instrument tests including validity and reliability assessments.

Validity Test: This test applies the Product Moment correlation technique (Siregar, 2010, p. 75).

Reliability Test: The Cronbach Alpha method is used, and the measure is considered reliable if the reliability coefficient exceeds 0.6 (Siregar, 2020, p. 87).

Assumption Testing

- Normality Test: The Kolmogorov-Smirnov test is employed to check for normality (Siregar, 2020, p. 153).

- Linearity Test: The Test for Linearity is applied (Siregar, 2020, p. 178).

- Multicollinearity Test: This is evaluated by examining the Variance Inflation Factor (VIF) and Tolerance values (Purnomo, 2016, p. 175).

Multiple Linear Regression Analysis

This analysis is used to determine how the independent variables affect the dependent variable (Siregar, 2020, p. 405). The regression equation used is:

$$Y = a + b_1X_1 + b_2X_2$$

Where:

- Y = Work Motivation
- X1 = Self-Efficacy
- X2 = Work Stress

Correlation Coefficient Analysis (R)

This indicates the strength of the relationship between two variables (Siregar, 2020, p. 337). The correlation levels are shown in Table below.

Correlation Value (r)	Strength of Relationship
0.00 – 0.199	Very Weak
0.20 – 0.399	Weak
0.40 – 0.599	Moderate
0.60 – 0.799	Strong
0.80 – 1.000	Very Strong

Coefficient of Determination (R²)

This measures the extent to which the independent variables contribute to explaining the variation in the dependent variable (Siregar, 2020, p. 338).

Simultaneous Test (F-Test)

This test is used to assess the overall effect of the independent variables on the dependent variable at the same time (Siregar, 2020, p. 408).

RESULTS AND DISCUSSION

This study aims to investigate the impact of self-efficacy (X1) and work stress (X2) on work motivation (Y) among civil servant teachers at SD Negeri 16, Delta Pawan District. Teacher motivation is a key factor in the educational setting, as it directly influences the quality of teaching and student achievement. Therefore, understanding the factors that affect motivation, such as self-efficacy and work stress, is crucial.

The research utilizes a quantitative approach, with data collected through questionnaires distributed to teachers. The analysis explores the extent to which self-efficacy and work stress influence work motivation. The results reveal a significant correlation

between work stress and work motivation, while self-efficacy appears to have no significant impact.

These findings offer valuable insights for school management in developing policies and strategies aimed at boosting teacher motivation. By understanding the factors that affect motivation, management can take more targeted actions to foster a supportive work environment and enhance teacher performance at SD Negeri 16. Additionally, this study highlights that self-efficacy and the overall quality of work life have a positive and significant impact on organizational commitment. The higher the self-efficacy and work-life quality of a teacher, the greater their commitment to the organization (Qurbani & Solihin, 2021). Hence, management should consider these elements when working to improve teacher motivation and performance.

Table 1.
Self-Efficacy (X1) Test Results

No	Variable	R-Calculated	R-Table	Description
1	X1.1	0.342	0.304	Valid
2	X1.2	0.370	0.304	Valid
3	X1.3	0.468	0.304	Valid
4	X1.4	0.518	0.304	Valid
5	X1.5	0.578	0.304	Valid
6	X1.6	0.445	0.304	Valid
7	X1.7	0.468	0.304	Valid
8	X1.8	0.461	0.304	Valid

The table above shows that all statements in the Self-Efficacy variable (X1) are valid, with R-calculated values greater than the R-table (0.304). This aligns with previous studies showing that self-efficacy positively impacts work motivation (Bandura, 1997).

Table 2.
Work Stress (X2) Test Results

No	Variable	R-Calculated	R-Table	Description
1	X2.1	0.418	0.304	Valid
2	X2.2	0.587	0.304	Valid
3	X2.3	0.375	0.304	Valid

No	Variable	R-Calculated	R-Table	Description
4	X2.4	0.492	0.304	Valid
5	X2.5	0.329	0.304	Valid
6	X2.6	0.456	0.304	Valid
7	X2.7	0.401	0.304	Valid
8	X2.8	0.523	0.304	Valid
9	X2.9	0.480	0.304	Valid
10	X2.10	0.449	0.304	Valid
11	X2.11	0.390	0.304	Valid
12	X2.12	0.437	0.304	Valid

These test results indicate that all items measured for the Work Stress variable (X2) are valid, supporting previous findings that stress affects work motivation (Luthans, 2011).

Reliability Test Results

Variable	Cronbach's Alpha	N of Items
Self-Efficacy (X1)	0.667	9
Work Stress (X2)	0.325	13
Work Motivation (Y)	0.223	7

The reliability test results show Cronbach's Alpha values below 0.70 for all variables, indicating that the data is not reliable. Previous studies emphasize the importance of high reliability for measurement validity (Nunnally & Bernstein, 1994).

Normality Test Results

Parameter	Value
N	42
Mean	0.000
Std. Deviation	2.735
Test Statistic	0.105
Asymp. Sig. (2-tailed)	0.200

A significance value of 0.200 (> 0.05) suggests that the data is normally distributed, which is crucial for regression analysis (Ghasemi & Zahediasl, 2012).

Hypothesis Testing:

1. **Hypothesis 1 (H1):** Self-Efficacy (X1) does not have a significant effect on Work Motivation (Y).
2. **Hypothesis 2 (H2):** Work Stress (X2) significantly and positively affects Work Motivation (Y), with a coefficient value of 0.617. This suggests that higher levels of work stress are associated with lower levels of motivation.

The analysis reveals that work stress is a significant obstacle to work motivation. While self-efficacy is acknowledged as an important factor influencing performance, its effect may diminish in high-stress environments. For instance, employees who feel overwhelmed by job demands may experience a decline in motivation, even if they have confidence in their abilities. This highlights the need for effective stress management in the workplace to maintain high levels of employee motivation, in line with Spector's (2019) findings on the positive outcomes of managing stress effectively.

This study aligns with previous research showing that work stress can hinder work motivation, while self-efficacy does not have a notable impact in this context (Ryan & Deci, 2020). It is recommended that organizations prioritize reducing work stress to enhance employee motivation and also adopt a comprehensive approach to improving self-efficacy. Introducing mental support programs and stress management workshops could be effective strategies to increase motivation and performance among teachers.

CONCLUSION

Based on the analysis and discussion, this study concludes that work stress significantly impacts teachers' work motivation at SD Negeri 16, Delta Pawan District. The findings suggest that work stress plays a crucial role in determining teachers' productivity and performance, which ultimately affects the quality of education delivered to students. In contrast, self-efficacy did not show a significant influence on work motivation, emphasizing the need to explore other factors that may affect teachers' self-efficacy and its interaction with the work environment.

These results are relevant not only for human resource management in education but also for other sectors where work stress might affect employee motivation and productivity. Effectively managing work stress can improve employee well-being and performance in

diverse fields, including healthcare, public services, and the creative industries. Additionally, understanding what influences work motivation can serve as a basis for future research into the relationships between work stress, self-efficacy, and other factors like organizational culture, social support, and management policies.

Following these conclusions, future research could focus on exploring how the interaction between work stress, self-efficacy, and peer support influences teachers' work motivation. It would also be valuable to investigate whether these findings are consistent in different educational settings, such as private schools or regions with varying socio-economic conditions. Furthermore, research could examine the most effective stress management interventions for boosting teachers' work motivation at different educational levels, as well as the long-term effects of work stress and motivation on student learning outcomes. This study not only offers insights into teachers' work motivation but also provides avenues for further research to deepen our understanding of workplace dynamics, especially within the educational context.

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