



The Influence of Organizational Climate and Job Satisfaction on Teachers' Work Stress in Private Islamic Schools

Lutfia Richa Ayu Mustika*, Yudhistira Megaputra, Soedjono

Universitas PGRI Semarang, Indonesia.

*Corresponding Author. Email: richa.ayu24@gmail.com

Abstract: This study aims to analyze the influence of organizational climate and job satisfaction on teachers' work stress in a private Islamic school in Pati Regency. A quantitative correlational approach with an ex post facto design was used. The population was 50 teachers at a private madrasah, and the entire population was sampled (saturated sampling). Data were collected via questionnaires and analyzed using SPSS version 26. Normality tests showed that the data were normally distributed. Multicollinearity and heteroskedasticity tests confirmed that the regression model met the classical assumptions. Pearson correlation results indicated significant negative relationships between organizational climate and work stress ($r = -0.676$, $p < 0.01$) and between job satisfaction and work stress ($r = -0.596$, $p < 0.01$). This suggests that the more positive the organizational climate and the higher the job satisfaction, the lower the teachers' work stress tends to be. The study recommends improving the quality of the organizational climate and job satisfaction in order to reduce teacher work stress and create a healthier work environment in private madrasahs.

Article History

Received: 05-04-2025

Revised: 10-05-2025

Accepted: 17-06-2025

Published: 25-07-2025

Key Words:

Organizational Climate;
Job Satisfaction; Work
Stress; Teachers; Private
Islamic School.

How to Cite: Mustika, L., Megaputra, Y., & Soedjono, S. (2025). The Influence of Organizational Climate and Job Satisfaction on Teachers' Work Stress in Private Islamic Schools. *Jurnal Paedagogy*, 12(3), 724-733. doi:<https://doi.org/10.33394/jp.v12i3.16136>



<https://doi.org/10.33394/jp.v12i3.16136>

This is an open-access article under the [CC-BY-SA License](#).



Introduction

An organization is a collaborative entity of two or more people working together to achieve predefined goals (Tanjung et al., 2022). It is characterized by structured roles and a hierarchy, with individuals influencing one another. Effective leadership plays a crucial role in motivating members, providing direction, and creating a positive work environment that enhances overall organizational performance (Nurhayati & Imron Rosadi, 2022). A strong and positive organizational culture supports employee motivation, commitment, and retention, while open communication among members can foster collaboration and transparency for problem-solving and innovation. (Wulandari et al., 2022).

However, not all organizations successfully create such supportive environments. Poor organizational management and culture can trigger work-related stress. Organizations with rigid hierarchies and poor communication can generate uncertainty and anxiety in the workplace. This may result from a lack of managerial support, imbalanced workloads, and limited opportunities for professional development (Robbins, 2019). In addition, workplaces marked by unhealthy competition and interpersonal conflict can worsen conditions. Employees who feel alienated or unappreciated are likely to experience high levels of stress and reduced productivity. Therefore, it is important to foster a healthy and supportive culture so that work stress can be managed to achieve organizational goals.

Work stress often arises from multiple interacting factors, one of which is excessive workload. According to (Sari & Affandi, 2024), pressure to complete a large number of tasks



in a short time can increase anxiety and fatigue. Another factor is a lack of social support from colleagues or supervisors. (Lubis, 2020) found that employees with weak support networks are more susceptible to work stress. Dissatisfaction with the work environment, pay, or career opportunities can also exacerbate stress.

Stress is a negative condition within an individual that can influence poor behavior and lead to both physical and mental health issues. According to (Mahawati, 2021), work-related stress can be defined as a stimulus that triggers physiological, psychological, and behavioral reactions in an individual. It is a physical and emotional response experienced by a person when facing excessive pressure in the workplace. Work stress can be identified through various indicators such as task demands, interpersonal demands, organizational structure, roles, authority, and responsibilities (Robbins, 2019). High levels of work stress can negatively impact teacher performance, including decreased productivity, increased absenteeism, and even burnout.

In the context of education, schools or madrasahs are organizations that have a responsibility to create a conducive environment not only for students but also for teachers. As educational organizations, schools must provide a supportive work environment that helps teachers grow and perform effectively. (Litwin & Stringer, 1968) explain that a positive work climate is characterized by open communication, management support, and a collaborative atmosphere. Likewise, (Makhamreh et al., 2022) emphasize that high job satisfaction including satisfaction with pay, promotions, and work relationships are important indicator of a healthy educational organization. Together, organizational climate and job satisfaction are key indicators of an ideal organization.

Unfortunately, many schools fail to realize these ideals. (Safitri, 2020) found that middle school teachers experienced work-related stress primarily due to heavy workloads. The study revealed that 97% of teachers at SMP Negeri 2 Samarinda and 87% of teachers at SMP Negeri 8 Samarinda experienced work-related stress. These teachers reported stress because of excessive tasks, tight deadlines from mismatched job descriptions, lack of leadership support, and ineffective communication. Teachers with double roles or additional jobs outside their expertise experienced even higher stress levels.

Organizational climate plays an important role in influencing work stress. A poor organizational climate increases stress and reduces job satisfaction. This is consistent with (Maslach & Leiter, 2016) who revealed that an unsupportive environment can lead to burnout, a state of emotional exhaustion, depersonalization, and reduced personal accomplishment. A negative organizational climate can make teachers feel ill-treated and ignored by their school.

Organizational climate is defined as the collective perceptions of organizational members about the characteristics and nature of their workplace (Danayasa et al., 2021). A positive organizational climate is marked by open communication, management support, and an inclusive, collaborative work environment. In contrast, a negative climate can create psychological pressure and decrease job satisfaction. High work stress has negative effects on teacher performance, whereas high job satisfaction can improve productivity and commitment among teachers.

Teachers have roles beyond instructional duties; they guide students to maturity and social responsibility (Kusumastuti, 2020). Teachers also handle additional administrative tasks. These responsibilities can contribute to teacher work stress (Adawiyah & Ni'matuzahroh, 2016).



A preliminary study in a private madrasah in Margoyoso, Pati showed a tendency toward high work stress among teachers. Over 70% of teachers reported experiencing work stress due to heavy job demands alongside teaching duties. They attributed stress to low job satisfaction and a closed organizational climate. Teachers have many responsibilities outside of classroom teaching, such as administrative workload, supervision, extracurricular coordination, and secretarial tasks, which can cause stress (Saraswati & Paskarini, 2018).

Job satisfaction is another indicator of a well-functioning organization. (Robbins, 2019), defines job satisfaction as a general attitude towards one's job, reflecting the difference between the rewards received and those expected. Job satisfaction can be influenced by the organizational climate. (Brown & Leigh, 1996) revealed that organizational climate is key to success; a positive climate creates security, comfort, and motivation for teachers, thereby increasing job satisfaction (Hoy & Miskel, 2013).

Improving teacher job satisfaction is important for creating a supportive work environment. (Makhamreh et al., 2022), identify indicators of job satisfaction, including satisfaction with the job itself, pay, promotion, colleagues, and supervision. However, unrealistic demands from school management and an unsupportive climate lead to low job satisfaction. Teachers with multiple roles are not compensated for overtime, and promotions and supervision may be unclear or unfair, affecting their satisfaction.

Private Islamic schools (madrasahs) have unique characteristics as institutions under a foundation. Unlike public schools fully supported by the government, private madrasahs depend on their foundation's resources for funding, management, and facilities. This creates unique organizational dynamics, such as teacher salaries determined by the foundation, which may not match the workload and responsibilities. (Mulyasa, 2005), notes that imbalanced workload and compensation can lower teacher satisfaction and negatively affect motivation and performance.

Another issue is a strict organizational climate and intense competition for positions or recognition within the madrasah. According to (Robbins, 2019), unhealthy competition can create psychological pressure that increases work stress. Work climate can be managed through open communication, fair rewards, and consistent support from management. Foundations can recognize teacher performance, provide professional development training, and create forums for teachers to voice concerns and aspirations. However, not all private madrasahs manage to create an ideal climate. Problems in human resource management persist, such as a lack of transparency in decision-making, subjective evaluation systems, and low support for teacher career development. These conditions not only increase work stress but also reduce job satisfaction.

This study aims to thoroughly analyze the influence of organizational climate and job satisfaction on teacher work stress in a private madrasah in Margoyoso District, Pati Regency. Specifically, it examines whether organizational climate has a significant negative effect on work stress and whether job satisfaction has a significant negative effect on work stress, both individually and simultaneously. Practically, the findings of this research are expected to provide comprehensive insights for madrasah administrators and education managers regarding key factors that influence teacher psychological well-being. Thus, this study can form the basis for formulating effective intervention strategies, such as creating a healthier organizational climate through communicative leadership and a collaborative work culture, and improving teacher job satisfaction by focusing on welfare, professional development, and recognition of achievements. Ultimately, reducing teacher work stress and



improving teacher satisfaction should lead to increased motivation and teaching performance, contributing to higher educational quality overall.

Research Method

This research employed a quantitative approach with a correlational method, using an ex post facto design. A quantitative approach was chosen to measure relationships among variables objectively through numerical data obtained from respondents (Creswell, 2017). The correlational design was appropriate because this study aimed to determine the relationships between two independent variables (organizational climate and job satisfaction) and the dependent variable (work stress). The study did not manipulate any variables but merely examined the existing relationships based on respondents' perceptions.

The research was conducted at a private Islamic school (madrasah) in Margoyoso, Pati Regency. This location was chosen based on empirical conditions indicating variations in organizational climate and teacher job satisfaction, as well as concerns about work stress in the institution's management. The research design was ex post facto, meaning the data were collected after the events or variables of interest had occurred (Sukardi, 2003). The researcher did not apply any treatments or manipulations but studied the relationships that had already occurred. The population of this study was all full-time teachers at the selected private madrasah in Margoyoso, Pati Regency, totaling 50 teachers. Due to the small population size, the study used saturated sampling, including all members of the population. Data were analyzed using SPSS version 26. Data analysis techniques involved statistical tests to examine the predefined hypotheses. Validity testing included normality and linearity tests. After confirming linearity and normality, hypothesis testing was carried out using the Pearson product-moment correlation coefficient to assess the significance of the relationships.

Results and Discussion

Normality Test

The normality test was conducted to determine whether the existing data were normally distributed or not. The basis for decision-making in this study relied on the value of Asymptotic Significance (2-tailed) found in the results table of the normality test. According to the guidelines for the Kolmogorov-Smirnov test, data are considered to be normally distributed if the Asymp. Sig. (2-tailed) > 0.05 (Ghozali, 2021). If Asymp. Sig. (2-tailed) < 0.05, the data are not normally distributed. The results of the normality test in this study were obtained using the Kolmogorov-Smirnov method:

Table 1. Normality Test

One-Sample Kolmogorov-Smirnov Test		Iklim Organisasi	Kepuasan Kerja	Stres Kerja
N		50	50	50
Normal Parameters ^{a,b}	Mean	60.62	60.36	33.52
	Std. Deviation	7.772	6.207	7.836
Most Extreme Differences	Absolute	.088	.077	.077
	Positive	.072	.072	.077
	Negative	-.088	-.077	-.067
Test Statistic		.088	.077	.077
Asymp. Sig. (2-tailed)		.200 ^{c,d}	.200 ^{c,d}	.200 ^{c,d}
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 evident that the Asymp. Sig. (2-tailed) values for the dependent and independent variables are all greater than 0.05. The Organizational Climate variable has a value of $0.200 > 0.05$, Job Satisfaction is $0.200 > 0.05$, and Work Stress is $0.200 > 0.05$. This indicates that all variables in this study are normally distributed, and thus, the sample data originate from a population with a normal distribution.

Multicollinearity Test

The multicollinearity test was conducted to determine whether a high correlation exists between the independent variables in the regression model, which could distort the estimation of regression coefficients. This test is based on the values of Tolerance and Variance Inflation Factor (VIF). A regression model is considered free of multicollinearity if the Tolerance value is greater than 0.10 and the VIF is less than 10 (Ghozali, 2021).

Table 2. Multicollinearity Test

Coefficients ^a			
Model		Collinearity Statistics	
		Tolerance	VIF
1	Iklim Organisasi	.603	1.659
	Kepuasan Kerja	.603	1.659

a. Dependent Variable: Stres Kerja

Based on the regression output, all independent variables have Tolerance values above 0.10 and VIF values below 10. Therefore, it can be concluded that there is no multicollinearity among the independent variables used in this study, and the regression model is deemed appropriate for further analysis.

Heteroskedasticity Test

The heteroskedasticity test aims to determine whether there is unequal variance in the residuals of the regression model. This study used the Glejser method to test for heteroskedasticity (Ghozali, 2021).

Tabel 3. Heteroskedasticity Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-3.222	5.680		-.567	.573
	Iklim Organisasi	.018	.094	.036	.193	.848
	Kepuasan Kerja	.075	.118	.118	.634	.529

a. Dependent Variable: Abs_res

The analysis results show that the significance value for the Organizational Climate variable is 0.848 and for the Job Satisfaction variable is 0.529—both values are greater than 0.05. This indicates that the regression model does not suffer from heteroskedasticity, meaning it meets one of the classical assumptions of multiple linear regression.

Pearson Correlation Test

The Pearson Product-Moment Correlation Coefficient (PPMC) is a statistical method used to measure the strength and direction of a linear relationship between two continuous variables (interval or ratio)) (Ghozali, 2021).

Table 4. Pearson Correlation Test

Correlations				
		Iklim Organisasi	Kepuasan Kerja	Stres Kerja
Iklim Organisasi	Pearson Correlation	1	.630**	-.676**
	Sig. (2-tailed)		.000	.000
	N	50	50	50
Kepuasan Kerja	Pearson Correlation	.630**	1	-.596**



	Sig. (2-tailed)	.000		.000
	N	50	50	50
Stres Kerja	Pearson Correlation	-.676**	-.596**	1
	Sig. (2-tailed)	.000	.000	
	N	50	50	50

** . Correlation is significant at the 0.01 level (2-tailed).

The results of the Pearson correlation test show a significant relationship among the three variables. Organizational Climate is strongly positively correlated with Job Satisfaction ($r = 0.630$, $p < 0.001$), indicating that better organizational climate is associated with higher employee satisfaction. The independent variables also showed significant negative correlations with Work Stress. Organizational Climate is strongly negatively correlated with Work Stress ($r = -0.676$, $p < 0.001$), suggesting that a positive climate tends to reduce stress levels. Likewise, Job Satisfaction has a moderate-to-strong negative correlation with Work Stress ($r = -0.596$, $p < 0.001$), meaning that more satisfied employees tend to experience lower levels of stress.

Multiple Linier Regression Test

Table 6. Multiple Linear Regression Test

Coefficients ^a						
Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	85.493	8.045		10.626	.000
	Iklim Organisasi	-.502	.133	-.498	-3.771	.000
	Kepuasan Kerja	-.356	.167	-.282	-2.137	.038

a. Dependent Variable: Stres Kerja

Based on the results of the multiple linear regression analysis, both Organizational Climate and Job Satisfaction have a significant effect on Work Stress. The unstandardized regression coefficients (B) yield the following regression equation: Work Stress (Y) = $85.493 - 0.502(\text{Organizational Climate}) - 0.356(\text{Job Satisfaction})$

The coefficient for Organizational Climate (-0.502) indicates that a one-unit increase in organizational climate is associated with a decrease of 0.502 units in work stress, assuming job satisfaction remains constant. Similarly, the coefficient for Job Satisfaction (-0.356) suggests that a one-unit increase in job satisfaction reduces work stress by 0.356 units, with organizational climate held constant. These negative coefficients demonstrate that better organizational climate and higher job satisfaction contribute to lower work stress.

Model Summary

Table 6. Model Summary

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.711 ^a	.505	.484	5.626

a. Predictors: (Constant), Kepuasan Kerja, Iklim Organisasi

The model summary table shows that the R Square value is 0.505, meaning that 50.5% of the variation in the Work Stress variable can be explained by the independent variables, Organizational Climate and Job Satisfaction. The remaining 49.5% is explained by other factors outside the model. The Adjusted R Square value of 0.484 adjusts for the number of predictors, and also indicates a fairly good model fit.



F Test

Table 7. F Test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1520.605	2	760.302	24.017	.000 ^b
	Residual	1487.875	47	31.657		
	Total	3008.480	49			
a. Dependent Variable: Stres Kerja						
b. Predictors: (Constant), Kepuasan Kerja, Iklim Organisasi						

The ANOVA table indicates an F value of 24.017 with a significance level of 0.000 (< 0.05). This demonstrates that the regression model is significant as a whole, meaning that Organizational Climate and Job Satisfaction simultaneously have a significant influence on Work Stress.

The Influence of Organizational Climate on Teachers' Work Stress

Based on the results of the regression analysis, the organizational climate variable has a regression coefficient of -0.502 and a significance value of 0.000. This shows that organizational climate has a negative and significant effect on teachers' work stress. The better the organizational climate perceived by teachers, the lower the level of work stress they experience. The standardized beta coefficient (Standardized Beta) of -0.498 indicates that organizational climate is the most dominant factor influencing work stress compared to job satisfaction. This indicates that almost half of the variation in teachers' work stress can be explained by the organizational climate. These findings are consistent with the theory of organizational climate proposed by (Utami & Wijaya, 2024), where a healthy work atmosphere, including open communication, support from the leadership, and harmonious relationships among teachers, can create psychological comfort, thus reducing work pressure. On the contrary, a negative organizational climate, such as the presence of conflict, role ambiguity, or lack of appreciation for teachers' performance, can significantly increase work stress. Therefore, madrasahs that want to reduce the level of teacher work stress need to improve their organizational climate, for example through supportive leadership, transparent communication, and a collaborative and inclusive work culture.

The Influence of Job Satisfaction on Teachers' Work Stress

The job satisfaction variable shows a regression coefficient of -0.356 and a significance value of 0.038. This means that job satisfaction also has a negative and significant effect on teachers' work stress, although its influence is not as strong as organizational climate. The Standardized Beta for the job satisfaction variable is -0.282, which means that each increase of one standard deviation in job satisfaction will reduce work stress by 0.282 standard deviations. Although not as strong as the effect of organizational climate, this figure still shows the important role of job satisfaction in reducing stress.

Job satisfaction includes various aspects such as appreciation for performance, opportunities for career development, role clarity, and work-life balance. Teachers who feel satisfied with their work tend to have high motivation and enthusiasm and are better able to manage pressure and workload (Novalita et al., 2018). Conversely, job dissatisfaction can lead to frustration, emotional exhaustion, and a feeling of being unappreciated, which leads to increased work stress. Therefore, madrasah management needs to pay comprehensive attention to teachers' well-being, including the fulfillment of basic rights, competency development, and appreciation of achievements.



The Influence of Organizational Climate and Job Satisfaction on Teachers' Work Stress in Private Madrasahs

This study aims to determine the effect of organizational climate and job satisfaction on teachers' work stress. Based on the results of multiple regression analysis, it was found that the coefficient of determination (R Square) was 0.505. This means that the variables organizational climate and job satisfaction simultaneously contribute 50.5% to changes in the teacher work stress variable, while the remaining 49.5% is influenced by other factors not examined in this study. The results of the ANOVA test showed that the regression model had an F value of 24.017 with a significance value of $0.000 < 0.05$. This shows that simultaneously, the variables organizational climate and job satisfaction have a significant effect on teachers' work stress in private madrasahs in Margoyoso District. Thus, the regression model is suitable for predicting the level of work stress based on organizational climate and job satisfaction.

Partially, the organizational climate variable has a regression coefficient of -0.502 with a significance value of 0.000. This shows that organizational climate has a negative and significant effect on work stress. The better the organizational climate in the madrasah, the lower the teachers' level of work stress tends to be. The beta coefficient of -0.498 indicates that organizational climate has a stronger effect compared to job satisfaction in explaining teachers' work stress. Meanwhile, the job satisfaction variable has a regression coefficient of -0.356 with a significance value of 0.038. This means that job satisfaction also has a negative and significant effect on work stress. The higher the level of job satisfaction felt by teachers, the lower the level of work stress they experience. The beta coefficient of -0.282 shows that the influence of job satisfaction on work stress is at a moderate level. The results of this study indicate that a supportive work environment and high job satisfaction play important roles in reducing teachers' work stress. A conducive work environment, good relationships among colleagues, and teachers' involvement in decision-making can reduce perceived work pressure. In addition, teachers who feel satisfied with their work, both in terms of rewards, recognition, and career development, tend to be better able to manage job pressure (Subawa & Surya, 2017).

Conclusion

Organizational climate and job satisfaction both have significant effects on teacher work stress in private madrasahs. Organizational climate showed a significant negative effect on work stress, meaning that the better the perceived climate, the lower the stress experienced by teachers. This finding implies that a positive, open, and supportive work environment greatly helps teachers manage job pressures. Similarly, job satisfaction also had a significant negative effect on work stress. Teachers who feel satisfied with their job whether in terms of appreciation, working conditions, or relationships with colleagues tend to experience lower levels of stress. Together, these two variables explain 50.5% of the variance in work stress, while the remaining 49.5% is influenced by other factors not studied here, such as workload, role conflict, social support, or personal circumstances. This highlights that while organizational climate and job satisfaction are important, comprehensive strategies to reduce teacher stress should also consider additional factors in the work environment and individual context.

Recommendation

Madrasah administrators need to create a healthy and supportive organizational climate, among others through communicative leadership, a collaborative work culture, and



recognition of teachers' contributions. To improve job satisfaction, madrasahs can give greater attention to aspects of teacher welfare, professional development, and recognition of work achievements. Educational managers need to organize training or competency development programs in stress management, so that teachers are better prepared to face work-related pressures. As for the teachers themselves, it is important to independently develop effective strategies in managing work stress. This can be realized through active participation in stress management training programs, application of relaxation techniques, and building and utilizing strong social support networks from colleagues and the madrasah community. Lastly, researchers suggest that future studies could explore other factors that also affect work stress, such as workload, social support, or personal conditions of teachers, to gain a more comprehensive understanding.

References

- Adawiyah, W., & Ni'matuzahroh. (2016). Terapi Spiritual Emotional Freedom Technique (SEFT) untuk Menurunkan Tingkat Stres Akademik Pada Siswa Menengah Atas di Pondok Pesantren. *Jurnal Ilmiah Psikologi Terapan*, 04(02), 228–245. <http://ejournal.umm.ac.id/index.php/jipt/article/view/3523/4058>
- Alfajar, Y., & Hidayati, R. A. (2022). Dampak Kelelahan Mental (Burnout) Terhadap Kinerja Karyawan Retail Besi dan Baja. *Jurnal Mahasiswa Manajemen*, 3(01), 16. <https://doi.org/10.30587/mahasiswamanajemen.v3i01.4050>
- Ariyani, E. D. (2012). Dampak Iklim Organisasi terhadap Kepuasan Kerja (Studi pada Karyawan Tetap di Polman Bandung). *Jurnal MANAJERIAL*, 11(2), 68–80. <https://doi.org/10.17509/manajerial.v11i2.2175>
- Batman, B., Muhammad Ilyas, & Nurdin, N. (2022). Pengaruh Stres Akademik Dimasa Pandemi Covid-19 Terhadap Hasil Belajar Matematika Siswa Sd. *Jurnal Riset dan Inovasi Pembelajaran*, 2(2), 1–9. <https://doi.org/10.51574/jrip.v2i2.405>
- Brown, S. ., & Leigh, T. W. (1996). A New Look at Psychological Climate and Its Relationship to Job Involvement, Effort, and Performance. *Journal Of Applied Psychology*, 81.
- Danayasa, P. A., Kawiana, I. G. P., & Oktarini, L. N. (2021). Pengaruh Iklim Organisasi, Kepuasan Kerja, Dan Komitmen Organisasi Terhadap Kinerja Pegawai KSP Bayu Merta Sari Di Gianyar. *Widya Amrita: Jurnal Manajemen, Kewirausahaan dan Parawisata*, 1(3), 975–987.
- Ghozali, I. (2021). *Aplikasi Analisis Multivariat dengan Program IBM SPSS 26* (10 ed.). Badan Penerbit Universitas Diponegoro.
- Hakim, L. (2015). Karakteristik Budaya Organisasi Kuat Sebagai Upaya Meningkatkan Kinerja Industri Di Batik Danar Hadi Surakarta. *BENEFIT Jurnal Manajemen dan Bisnis*, 19, 196–205.
- Hoy, W. K., & Miskel, C. G. (2013). *Educational Administration: Theory, Research, and Practice*. MC Graw Hill.
- Kusnadi, A., & Kusuma, S. fajar. (2024). Pengaruh Beban Kerja, Kompensasi, dan Lingkungan Kerja Terhadap Semangat Kerja di UMKM Azalea Food. *JEMSI (Jurnal Ekonomi, Manajemen, dan Akuntansi)*, 10(3), 1692–1702. <https://doi.org/10.35870/jemsi.v10i3.2429>
- Kusumastuti, E. (2020). *Hakekat Pendidikan Islam: Konsep Etika dan Akhlak Menurut Ibn Miskawaih*. CV. Jakad Media Publishing.
- Litwin, G. H., & Stringer, J. (1968). *Motivation and Organizational Climate*. Division of



- Research Graduate School of Business Administration Harvard University.
- Lubis, S. (2020). Pengaruh Lingkungan Kerja, Disiplin Kerja, Dan Motivasi Kerja Terhadap Kinerja Guru Madrasah Aliyah Negeri 2 Model Medan. *EduTech: Jurnal Ilmu Pendidikan dan Ilmu Sosial*, 6(1), 18–26.
- Maghfirah, N. (2023). Faktor-Faktor Yang Mempengaruhi Stres Kerja Karyawan. *Jurnal Doktor Manajemen (JDM)*, 6(2), 127. <https://doi.org/10.22441/jdm.v6i2.22307>
- Mahawati, E. (2021). *Analisis Beban Kerja dan Produktivitas Kerja*. Yayasan Kita Menulis.
- Makhamreh, H. Z., Alsakarneh, A., Eneizan, B., & Ngah, A. H. (2022). Employee Motivation, Job Satisfaction, Customer Satisfaction, and Firm Performance: the Moderating Role of Employee Empowerment. *Business: Theory and Practice*, 23(2), 357–364. <https://doi.org/10.3846/btp.2022.15316>
- Maslach, C., & Leiter, M. P. (2016). Understanding the Burnout Experience: Recent Research and Its Implications for Psychiatry. *World Psychiatry*, 15(2), 103–111.
- Mulyasa. (2005). *Menjadi Guru Profesional*. PT. Remaja Rosdakarya.
- Novalita, L., Martin, & Nurjannah. (2018). Pengaruh Budaya Organisasi dan Kerja Stres terhadap Kepuasan Kerja Guru SMA Katolik Se-Jakarta Timur. *Jurnal Manajemen Pendidikan*, 11(2), 36–45.
- Nurhayati, & Imron Rosadi, K. (2022). Determinasi Manajemen Pendidikan Islam: Sistem Pendidikan, Pengelolaan Pendidikan, Dan Tenaga Pendidikan (Literatur Manajemen Pendidikan Islam). *Jurnal Manajemen Pendidikan Dan Ilmu Sosial*, 3(1), 451–464. <https://doi.org/10.38035/jmpis.v3i1.1047>
- Robbins, S. P. (2019). *Perilaku organisasi*. Salemba Empat.
- Safitri, H. U. (2020). Hubungan Beban Kerja Dengan Stres Kerja. *Psikoborneo: Jurnal Ilmiah Psikologi*, 8(2), 174. <https://doi.org/10.30872/psikoborneo.v8i2.4897>
- Saraswati, A. W., & Paskarini, I. (2018). Hubungan Gangguan Tidur Pada Pekerja Shift Dengan Kejadian Kecelakaan Kerja Di Terminal Petikemas. *The Indonesian Journal of Occupational Safety and Health*, 7(1), 72. <https://doi.org/10.20473/ijosh.v7i1.2018.72-80>
- Sari, D. N., & Affandi, G. R. (2024). The Relationship Between Hardiness and Student Academic Stress In Limited Face-To-Face Learning (PTM) At PGRI 9 Junior High School Sidoarjo. *Psikologia : Jurnal Psikologi*, 9(1), 13–31. <https://doi.org/10.21070/psikologia.v11i1.1812>
- Siagian, S. P. (2003). *Teori & Praktek Kepemimpinan*. Rineka Cipta.
- Subawa, I. K. A., & Surya, I. B. K. (2017). Pengaruh Iklim Organisasi Dan Stres Kerja Terhadap Kepuasan Kerja Guru Sma 1 Gianyar. *E-Jurnal Manajemen Unud*, 6(4).
- Sukardi. (2003). *Metodologi Penelitian Pendidikan Kompetensi dan Prakteknya*. Bumi Aksara Publisher.
- Suriyana, N., Sedarmayanti, S., & Zefriyenni, Z. (2024). Determinasi Lingkungan Kerja terhadap Kinerja Guru dengan Motivasi Kerja sebagai Pemediasi. *JPPi (Jurnal Penelitian Pendidikan Indonesia)*, 10(1), 644–653.
- Tanjung, A. S., Purba, A. M., & Muhammad, M. (2022). Pemahaman terhadap Teori-Teori Organisasi. *Jurnal Pendidikan dan Konseling*, 4(4), 5816–5823.
- Utami, N. T., & Wijaya, C. (2024). Pengaruh Iklim Kerja terhadap Stres Kerja Guru. *ISEMA: Islamic Educational Management*, 9(1), 59–68.
- Wulandari, R., Mukti, A., & Adiawaty, S. (2022). Pengaruh Budaya Organisasi, Gaya Kepemimpinan Dan Job Insecurity Terhadap Kinerja Karyawan Pada PT. August Indonesia Jaya Jakarta Utara. *Jurnal Ilmiah Bisnis, Pasar Modal, dan UMKM*, 5(1).