

Literature Review Relationship Between Stress Levels and Lecturer's Performance In 2022

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ABSTRACT

Lecturer performance is work achievement achieved by lecturers with academic responsibilities. Low lecturer performance can lead to poor work results and unable to complete the work. One of the factors that can affect the performance of lecturers is work stress. A high workload can cause work stress due to working under time pressure to achieve the target so that work productivity decreases. When the stress level experienced is higher, the lecturer's performance decreases. This systematic review aims to explore information and analyze the relationship between stress levels and lecturer performance. Descriptive research with a systematic review method is the research design used. The research collects several journals related to the topic through research from the online google undergraduate database for review and analysis. The results of the journal search obtained 40 journals in accordance with the inclusion criteria. Based on the analysis of the relationship between stress levels and lecturer performance from 10 journals, it was found that 10 journals (100%) said that stress levels were closely related to lecturer performance. The level of stress is very important for lecturers in carrying out the duties of the Tri Dharma of Higher Education. Suggestion: It is hoped that the control with job design and gathering activities every 6 months can reduce stress levels at work.

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1. INTRODUCTION

Education in this global era is one of the most important investments to prepare human resources (HR), especially in competition. Through education, the Indonesian government will assess and apply Education Personnel who have a competitive advantage compared to other countries. The most important component in the Indonesian higher education system apart from students is the lecturer. Lecturers are responsible for improving human quality and intellectual life. 12 of 2012 concerning higher education, it is determined that the main task of lecturers is to transform, develop, and disseminate educational science and technology, research, and community service or often referred to as the Tri Dharma of Higher Education. (Jufrizen et al., 2020)

According to the 2016 UNESCO Global Education Monitoring (GEM) Report, Indonesian education is ranked tenth out of fourteen countries. Teacher quality as an important component in education 14 out of 14 in the world. According to SCOPUS data, Indonesia is ranked 52 out of 239 countries, while the United States is ranked 11th out of 33 countries in Asia. This is because the publication of lecturer journals in Indonesia is still low. According to Subandi (2013), Indonesia's higher education level index is also relatively low, at 14.6% compared to Singapore and Malaysia which have a higher education level index of 28 and 33 percent, respectively. Lecturers, teachers, and teaching staff are the government's priority to improve their quality (Hasugian, 2017)

The magnitude of the influence of the factors that affect the performance of lecturers sequentially is a factor of motivation, infrastructure, and organizational culture. The low performance of lecturers is a problem in organizational culture, it is often found that lecturers have decreased morale due to the culture at work. The inability to adapt can reduce the performance of lecturers at

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work (Jaludin, milfayetty, 2021) Stress can be interpreted as a disturbing condition related to psychological, emotional or health as a result of external influences. Stress itself in the world of work can be caused by work carried out until excessive time (overtime) or doing several jobs simultaneously. Sareen, (2019) Because the demands of assignments that cannot be completed are one of the causes of stress for the lecturers. Factors that can stress lecturers include pressure to avoid mistakes and complete assignments in a limited time, excessive workload, demanding leaders and unhappy coworkers. In organizational life, work stress can have a negative impact on lecturer performance. The higher the work stress of the lecturer, the worse the performance will be. If the lecturer can minimize work stress, the poor performance of the lecturer can be overcome (Ali, 2021)

Research by Northwestern National Life Insurance in 1993 concluded that 1 million cases of absenteeism were related to stress problems, stressed workers intended to immediately resign, and about 70% stated that work-related stress had damaged their physical and mental lives. The results of research from the University of China found that lecturers experienced work stress 22.3%, while research at United Kingdom University stated that 47% of lecturers experienced work stress (Pertiwi et al., 2017). Riskesdas, (2018) states that the prevalence of mental emotional disorders in Indonesia for 5 years has increased in every province. The highest prevalence occurred in the province of Bali at 11.0% and the lowest in the Riau Islands province at 3.0% and the average province in Indonesia was 7.0%. All provinces experienced an increase, including DKI Jakarta which rose 6 levels from 2013, (Ministry of Health, 2018) another finding at University whose results showed that as many as 14% of lecturers at University experienced mild-moderate stress disorder (Indriyati, 2019). To reduce work stress can be done by changing the workload.

Mental workloads that are too high can cause low work productivity and can result in working time, so that existing responsibilities and work goals are hampered and can lead to stress due to work because it needs control in order to prevent stress in the workplace. To overcome complaints about mental workload can be done by redesigning the job. Job redesign is done to adjust the amount of workload that is adjusted to the ability of mental workers. Workload arrangements are carried out by subordinates when planning work (Ella et al., 2017). Based on the description above, the researcher is interested in conducting research on the relationship between stress levels and lecturer performance.

2. METHOD

This article is a literature review study. The researchers aim to investigate if there's a link between stress and lecturer performance. Data is gathered via databases such as Google Scholar and a variety of academic journals. This study will use data from 40 scholarly publications as a source of information.

3. RESULTS AND DISCUSSION

Lecturer Stress Level

Based on the researchers found that work stress levels were among the highest in 15 journals relevant to 8 journals (53 %). high-level category. This demonstrates that some lecturer are under a lot of pressure. High stress levels can be produced by an excessive workload, which results in a loss of productivity, Working under time limitations (overtime), receiving compensation that is not commensurate with coworkers' responsibilities, and having poor communication connections among coworkers are all factors that contribute to low performance.

The researcher's opinion is supported by researchers (Pertiwi & Denny (2017), lecturers still often experience work stress with a percentage of 52%, because the mental workload is too high, for example working under time pressure to achieve targets is a source of stress that often exists in the workplace. Work productivity is due to the workload that exceeds the work capacity, so a redesign of the work is urgently needed to adjust the amount of workload that is adjusted to the mental abilities of the workers at the time of job planning.

The opinion of this researcher is supported by (Fiddarain, 2016) lecturers still experience a high level of stress (77%) caused because of the difficulty of controlling the time in completing tasks, and

the high workload factor that can result in low work productivity work they have. This research is supported by Zetli (2019) which states that work stress is not only caused by a high workload but also a high mental workload. High mental workload if allowed to continue it will cause bad impacts for workers, one of which is work stress. So it is necessary to do early prevention, things that can be done are such as carrying out light exercise before carrying out work or on the sidelines of work, but it can also be done by moving the hands and feet while sitting.

However, the researcher's opinion is different from research (Palpanadan, 2020) which found that Malaysian lecturers experience low levels of work stress. Most Malaysian lecturers can control their emotions and work life. Lecturers also suspect that salary and compensation for social relationships and trust are found to have a smaller impact on teacher stress. The results of this study are in line with (Kh & Hasbullah, 2019), lecturers experience low work stress because the lecturer's workload can be tolerated or is still within reasonable limits where superiors can adjust the lecturer's working hours.

The researcher concludes that lecturers still often experience work stress. High work stress reflects that the lecturer has not been able to achieve the target in doing work. Lack of interpersonal interaction between lecturers and colleagues or leaders, unclear roles, role conflicts, excessive workload, low productivity, and decreased ability to carry out tasks. one of the factors causing work stress on lecturers.

lecturer performance

Based on the systematic review above, the researchers concluded that from 14 journals that were studied by researchers related to lecturer performance, it was found that 7 (50%) journals stated that lecturer performance was in the low category. The low performance of lecturers has an impact on the quality of higher education and has a direct impact on the academic career development of lecturers. This is because the performance of the lecturers is related to the demands of the lecturers' duties in carrying out the Tri Dharma of higher education. The low performance of lecturers is due to lack of work experience, failure to carry duties and responsibilities as well as a hostile workplace and erratic working hours. And the lack of technological expertise among lecturers.

The researcher's opinion is supported by (Adiawaty, 2020) which states that the technological capabilities lecturers implementing distance learning is still quite low, only around 64%. Namely the ability to handle troubleshooting independently. However, the lecturers have a high enough enthusiasm to learn the use of technology in this distance learning process.

The opinion of this researcher is in line with (Albab et al., 2019) that the performance of lecturers is in the low category because there are still many lecturers who fail to fulfill their research responsibilities. Therefore, campus superiors need to provide facilities for lecturers for learning resources, information, learning facilities and infrastructure, as well as research and community service, so that lecturers are able to improve their competence and develop their professionalism.

The researcher's opinion is supported by (Winbaktianur & Yusri, 2019) Lecturer performance in the low category (49.13%) 13%) due to inappropriate working hours in carrying out duties and responsibilities. This research is supported by Yusaini & Utama, (2020) the low performance of lecturers is caused with many absent lecturers, it can cause a decrease in productivity, inflexible work habits, dissatisfaction and failure to achieve work unresolved problem. The research opinion is supported by (Al-Arsy, 2018) Work experience is one of the determining factors, especially for academics who have worked for a long time. Where lecturers who have work experience have more expertise and are more skilled in carrying out their performance for encouragement.

However, it is different from the research submitted by (Sinurat et al., 2018) that the performance of lecturers. Good performance is evidenced by the ability of the lecturer to carry out the work or tasks that the lecturer has in completing a job. Also, lecturers must be truly competent in providing good and maximum performance for their students, leaders, and the institution where they work. It is vital to have encouragement in the form of motivation in order to achieve good lecturer performance results. If a lecturer is able to be motivated to better achieve the goals set by the institution as well as individual goals, it will be able to improve the performance of lecturers, and to improve performance it is necessary to have comfort in work. Where interpersonal relationships are

needed among lecturers, friendship among lecturers and concern for fellow lecturers. The sense of comfort felt by the lecturers at work will be able to improve the lecturer's performance.

Relationship between Stress Level and Lecturer Performance

Based on the results of a study conducted by researchers from 10 journals studied, it was found as many as 10 journals (100%) which said that stress levels were closely related to lecturer performance. According to research conducted by (Budiwati, 2016) Delivered that 56.55% of respondents responded that the source of stress came from the role. Where the higher the task load will reduce the performance of lecturers and vice versa, the workload is too heavy, excessive meeting activities, demands for completing assignments on time can affect performance, and 62.88% of respondents provide responses about conflicts of opinion with colleagues where if the conflict is occurs when running excessively will certainly have fatal consequences that reduce the performance of lecturers.

This is supported by the statement of (Sugihanawati, 2019) who expressed the opinion that there is a direct negative effect between job stress and performance. Stress can be a factor that affects performance. In a study conducted by Fathurrohman (2018), said that stress has a direct effect on performance. The results of this study are supported by the opinions of several experts including Cohen who stated that at every stage of life, stress can be a factor that affects performance.

According to research conducted by (Wibowo, 2020) Conveys that 75.3% of the Performance Factor is influenced by the Technostress factor. Basically the performance of lecturers is determined by the implementation of the Tri Dharma of Higher Education where there is Teaching, Research and Community Service, new technologies in teaching with online methods will require more time and insight to use or get used to their use. Therefore, the more complicated the technological media used for online teaching methods, the more easily stress will form so that it can easily affect the performance of lecturers. Different opinions were expressed by Delfina (2020), and Sunandri et al (2021). They said that the level of stress with the performance of lecturers was not closely related to the work stress of a lecturer at work so far is still considered low and this actually gives a picture of female lecturers also enjoying working as a teacher. Educators because they get encouragement for lecturers to continue to improve their performance through strong motivation.

According to research conducted by (Olumad et al, 2015) found role conflict 375 (75%) lack of recognition and rewards 152 (30%) performance pressure 310 (62%) excessive workload 412 (82%). Source of stress for academic staff in colleges in the state of Anambra. excessive workload was ranked the highest with 412 people (82%). For journal publications the average publication for male has more publications than female lecturers. Is 30 (61%) male and female is 19 (39%).

The researcher concludes that the level of stress and the performance of lecturers are very closely related. High stress levels can Lecturer performance is affected by stress levels; the higher the level of stress, the lower the performance. When the body is stressed, physiological changes occur in which the hypothalamic-pituitary axis autonomic nervous system responds by releasing catecholamines, which affect the functions of organs such as the cardiovascular system, which increases heart rate and blood pressure, increases adrenaline secretion, and raises blood pressure. Non-adrenaline, gastrointestinal issues such as stomach diseases, quickly wounded, easily weary

For this reason, it is necessary to control so that lecturers can prevent stress from occurring to overcome excessive workloads, it is necessary to redesign the work where to adjust the amount of workload to be adjusted to the ability of workers and provide more appropriate incentives for lecturers who are forced to do excessive workloads. Always assess the lecturer's stress level in order to improve the lecturer's performance, mutual respect, and respect for colleagues. It is vital to help lecturers by encouraging them to continue to enhance their performance through strong incentive, such as solid relationships, in order to increase their performance.

4. CONCLUSION

The results of the systematic review above, the researchers concluded that from 15 journals related to stress levels, as many as 8 journals (53%) stated that the stress level of lecturers was in the high category. 6 journals (37.5%) stated that the stress level of lecturers was in the medium category

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and 2 journals (12.5%) stated that the stress level of the lecturers was in the low category. This shows that some lecturers experience high levels of work stress. Based on a systematic review, the researchers concluded that from the 14 journals studied related to lecturer performance, 7 (50%) journals stated that lecturer performance was in the low category, 5 (35.71%) stated that the lecturer's performance was in the sufficient category and 3 journals (21.42%) stated that the lecturer's performance was in the good category.

Based on the results of a study conducted by researchers from 10 journals studied, it was found as many as 10 journals (100%) which said that stress levels were closely related to lecturer performance. The researcher concludes that the level of stress with the performance of lecturers is closely related. The higher the level of stress experienced by the lecturer, the performance will decrease. To reduce or reduce stress levels on lecturers, it is necessary to have recollection activities or recreational activities / gatherings between colleagues every 6 months so that lecturers can relax at work so as to reduce stress levels on lecturers during work.

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