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THE EFFECT OF WORK MOTIVATION AND WORK STRESS ON TEACHER PERFORMANCE

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Abstrak : Penelitian ini bertujuan untuk mengetahui pengaruh motivasi dan stres kerja terhadap kinerja guru di MIS Nurul Iman Sekincau Lampung Barat. Pendekatan yang digunakan dalam penelitian adalah pendekatan kuantitatif dengan menggunakan model analisis Regresional dengan guna menuji hipotesis yang disusun diantaranya: 1) Motivasi berpengaruh positif dan signifikan terhadap kinerja guru, 2) Stres kerja berpengaruh positif dan signifikan terhadap kinerja guru, dan 3) Motivasi dan stres kerja secara bersama sama berpengaruh positif dan signifikan terhadap kinerja guru. Data dalam penelitian diperoleh dengan melakukan penyebaran angket kuisisioner dengan jumlah pertanyaan sebanyak 10 item untuk masing masing variabel yang akan diteliti. Data yang terkumpul kemudian dianalisis dan memperoleh hasil: 1) Motivasi tidak berpengaruh signifikan terhadap kinerja, 2) Stres kerja berpengaruh signifikan terhadap kinerja, dan 3) Motivasi dan stres kerja secara bersama-sama berpengaruh signifikan terhadap kinerja.

Kata Kunci: Motivasi, stres kerja, kinerja

Abstract: This study aims to determine the effect of work motivation and work stress on teacher performance at MIS Nurul Iman Sekincau, West Lampung. The approach used a quantitative approach by using Regressive analysis models to test hypotheses that have arranged, including 1) Motivation effected positive and significant on teacher performance, 2) Work stress had a positive and significant effect on teacher performance, and 3) Motivation and work stress had a positive and significant effect on teacher performance. The data were collected by conducting questionnaires with the number of questions 10 items for each variable to be examined. The collected data were analyzed and obtained results: 1) Motivation did not significantly influence performance, 2) Work stress significantly affected performance, and 3) Work motivation and work stress had a significant effect on performance.

Keywords: Motivation, Work stress, Performance

مستخلص : يستهدف البحث للتعرف بتأثير دافعية العمل وضغوطه في أداء مدرسي المدرسة الابتدائية الأهلية نور الإيمان سكنجو لمفونج الغربية. والمدخل المستخدم في هذا البحث هو المدخل الكمي باستخدام نموذج تحليل الانحدار لاختبار الفرضية المترتبة منها: (1). الدافعية تؤثر في أداء المدرسين تأثيرا إيجابيا وجوهريا. (2). ضغوط العمل يؤثر في أداء المدرسين تأثيرا إيجابيا وجوهريا. (3). الدافعية وضغوط العمل معا تؤثران في أداء المدرسين تأثيرا إيجابيا وجوهريا. حصل الباحث على البيانات بنشر الاستبانة المتضمنة على عشرة أسئلة لكل من متغير البحث. بعد القيام بتحليل البيانات حصل الباحث على نتيجة البحث وهي: (1). الدافعية لا تؤثر في أداء المدرسين تأثيرا جوهريا. (2). ضغوط العمل يؤثر في أداء المدرسين تأثيرا معنوياً. (3). الدافعية وضغوط العمل معا تؤثران في أداء المدرسين تأثيراً معنوياً.

الكلمات المفتاحية: الدافعية، ضغوط العمل والأداء.

Background

The ambition Indonesian people listed in the 1945's Constitution include the intellectual life of the nation to improve welfare. The noble goals of the Indonesian nation will be achieved by the creation of an integrated and quality education system as the first step in creating an intelligent generation, critical, and responsive in facing all problems and creating innovations in the life of the nation and state. The quality education can be seen from the success of the educational process in graduating students with a good predicate. In other words, it can be said that the better the competency of graduates produced is the implication of the good quality of education implemented.

Based on the statement above, improving the quality of the implementation of education is something that must be implemented. Improving the quality of education can be achieved in various ways including by setting up a framework for education qualifications oriented to graduates' professionalism, formulating expertise-based curricula and implementing learning models that can create a learning atmosphere that can encourage students to think, identify, analyze and solve the problems. Related to efforts to improve the quality of education, the government through the ministry of education and culture has made several efforts, one of which is to transform the curriculum which aims to create an active and effective learning atmosphere.

The efforts to improve the quality of education by the government will achieve maximum results if it is balanced with improving the quality of teacher competencies as an important factor in the process of teaching and learning activities. Teachers are required to be able to improve competence and understanding related to changes in existing education regulations to improve performance to maximize student learning outcomes. In other words, good teacher performance will be able to improve student learning achievement as stated by Azwar (2015: 146) that the level of teacher performance has a positive and significant influence on the level of student learning outcomes, meaning learning outcomes can be improved through strengthening teacher performance. In other words, it can be concluded that improving teacher performance is a matter that must be implemented to improve the quality of education to achieve the ideals of the Indonesian nation.

Literature Review

Performance according to Simamora (2006: 78) is the level of work results of employees in achieving the requirements of the work has provided. Furthermore, Mangkunegara (2005: 54) defines performance as a result of work both in quality and quantity that is achieved by an employee in carrying out tasks according to the responsibilities given to him. In other words, performance is the achievement achieved by someone related to the task is assigned to him. Related performance, Simamora (2006: 72) in an organization, performance assessment is an important mechanism for management to be used in explaining goals, performance standards, and motivating performance individual continuation, therefore, continuous supervision and performance assessment are needed to improve the quality of existing resources.

Teacher performance is a learning process as an effort to develop existing activities into better the activities so that the educational goals are achieved well by a learning activity carried out by the teacher following the targets and objectives. According to A. Tabrani Rusyan et al. (2000: 17), the teacher's performance is to carry out the learning process both in the classroom and outside the classroom in besides working the other activities, such as working on the administration of schools and administration of learning, doing guidance and services to the students. and doing assessments.

Related to the world of education, the teacher's performance can be defined as the extent to which a teacher works optimally by his abilities to achieve institutional goals. The ability of a teacher will be seen at the time of teaching which can be measured from his teaching competence. The factors that support teacher performance include:

1) The motivation for teacher performance

The encouragement to do working well for the teacher should come from within, but outside motivation can also provide teacher work enthusiasm, for example, the encouragement is given from the headmaster.

2) The view of the life of the teacher performance

Teachers have a great view of life to succeed in carrying out the teaching and learning process compared to teachers who are not supported by a view of the life of performance in carrying out their duties, the teacher has a different view of life. The work ethic needs to be developed by the teacher, because:

- a. Time change that causes everything in human life-changing and developing.
- b. Open conditions for receiving and distributing creativity.
- c. Environmental change, especially in the field of technology.

3) The Environment of Teacher Performance

A work environment that can support teachers to do tasks effectively and efficiently, including:

- a. Social-psychological environment, the namely compatible and harmonious environment between teachers, teachers, and principals, and teachers with the staff that can support the success of teacher performance.
- b. The physical environment, the teacher's performance room should have the terms : (1) The room must be clean, (2) There is a special room for work, (3) Equipment and furniture are well organized, (4) Have a good lighting, (5) Enough work desks are available, (6) Good air circulation, and (7) Far from noise.

4) Teacher's duties and responsibilities

The duties and responsibilities of teachers, including:

- a. Moral responsibility, teachers must have the ability to live up to behavior and attitude that are by the *Pancasila* morals.
- b. Responsibility and learning process in school, that is, every teacher must master effective learning methods, be able to make preparations to teach and understand the curriculum well.
- c. The responsibility of the teacher in the community sector, which is to contribute to the success of community development, for that the teacher must be able to guide, serve, and serve the community.
- d. The responsibility of the teacher in the scientific field, namely the teacher participates in advancing knowledge by carrying out research and development.
- e. Optimization of teacher working groups.

Effective and efficient teacher performance will produce strong human resources, graduates who are efficient and effective by appointed goals. Therefore, the teacher's performance in the learning process needs to be improved as an effort to develop existing activities for the better, which is based on ability not on the origin of ancestry or inheritance, also uphold quality, initiative, and creativity, hard work, and productivity.

In connection with efforts to improve performance, several studies have been conducted which aim to analyze factors that are able to improve teacher performance, including supervision activities, carried out by supervisors and principals as stated by Hazli, (2019: 62) which in his study concluded that 1) supervisory supervision has a positive and significant effect on teacher performance, 2) supervision of the principal does not have a positive and significant effect on teacher performance, and 3) supervision of supervisors and principals together have a positive and significant effect on teacher performance. The results of research conducted by Hazli (2019: 62–68) showed that simultaneously supervision of supervisors and principals had a positive and significant effect on teacher performance, but partially the supervision of the principal did not have a positive and significant effect on teacher performance. Based on the results of these studies it is assumed that the implementation of supervision carried out continuously by the principal causes the teacher to become depressed so that he is unable to do the tasks to the fullest. This condition increases the level of teacher work stress and decreases the motivation of the teacher resulting in low performance of the teacher himself. This assumption becomes the basis for research to see how much influence the variables of motivation and work stress affect teacher performance.

Motivation according to Suranta (2002: 87) is a reaction that arises from within a person as encouragement because of stimuli from outside that influence to complete certain goals. Motivation, besides encouraging the emergence of behavior, is also able to influence and change behavior (Hamalik, 2003: 108). Because with the motivation of someone to do and act to bend a job in achieving the expected goals, so that there will arise an inner satisfaction from the perpetrators of that action. This provides great motivation for subsequent actions in influencing changes in a person's behavior to be better than the previous one. Motivation or encouragement to work is very decisive for achieving a goal, then humans must be able to foster work motivation that is owned as high as possible. Definition from motivation is closely related to the emergence of a tendency to do something to achieve the goal. There is a strong relationship between motivation and actions or behavior, goals and satisfaction because every change is always

thanks to a motivational encouragement. Related to the things above, there are three motivational functions, namely:

1. Encourage people to act, so as a means that releases energy. Motivation, in this case, is the tool of every activity that will be carried out.
2. Determine the direction of action, namely towards the goal to be achieved. Thus, motivation can provide direction and activities that must be done by the formulation of the objectives.
3. Selecting actions, namely determining what actions should be done in harmony to achieve the goal, by setting aside actions that are not beneficial for that purpose.
4. While according to Robbins (2008: 85) motivation is the desire to do something as a willingness to issue a high level of effort for organizational goals, which is conditioned by the ability of that effort to meet an individual need. Previous research states that motivation influences teacher performance as stated by Manik (2011: 98) which states that the effect of work motivation on teacher performance, the namely direct influence of 32.30%. Indirect influence through the leadership of the Principal is 12.50% and thus the total influence is 51.70%. This is in line with the conclusions of the study by Eros (2014) which in his study stated that teacher motivation (X₁) had a positive and significant influence on the high and low of teacher performance, thus the high and low performance of the teacher was explained by work motivation. Based on the findings of this study it can be concluded that to improve teacher performance optimally, it must be supported by high work motivation.

According to Mangkunegara (2000: 100), there are several principles in motivating employees to work, namely:

1. The principle of participation in efforts to motivate work, employees need to be allowed to participate in determining the goals to be achieved by the leader.
2. The principles of communication leaders communicate everything related to the achievement of tasks, with clear information, employees will be more easily motivated to work.
3. The principle acknowledges that the subordinate leader acknowledges that subordinates (employees) have a stake in the effort to achieve goals. With this recognition, employees will be more easily motivated.
4. The principle of delegating the authority of a leader who gives authority or authority to subordinate employees at any time can make decisions on the work

done, which will make the employee concerned become motivated to achieve the expected goals by the leader.

5. The principle of giving attention to leaders gives attention to what subordinates want, it will motivate employees to work what the leader expects.

According to Siagian (2014: 300), work stress is a condition of tension that affects the emotions, thoughts and physical condition of a person. According to Schuler in Handoko (2009: 45), work stress is a condition where the factors associated with work influence each other and change the psychological/physiological conditions of individuals (members of the organization/employee). Furthermore, Munandar (2008: 75), stress is an abstraction, people cannot see stressors (stressors), which can be seen as a result of stress generation.

In a previous study, it was mentioned that the relationship between work stress and performance included research conducted by Hidayat (2016: 42) which showed that work stress negatively affected the performance of teachers at Senduro State Vocational School in Lumajang Regency. This means that if work stress increases, the teacher's performance will decrease and conversely work stress decreases, the teacher's performance will increase. The results of the research conducted by Hidayat (2016: 42) are in contrast to the research conducted by Mangkunegara (2015: 154) which in its conclusion states that work stress does not affect the teacher's performance in South Tangerang City High School. This means that teachers can achieve high performance because the teacher does not experience stress at work (the teacher can control work stress).

Job stress is a condition of tension that creates a physical and psychological imbalance that affects emotions, thought processes, and the condition of an employee (Rivai, 2004: 108). People who experience stress become nervous and feel chronic anxiety so they often become angry, aggressive, unable to relax or show a non-cooperative attitude (Hasibuan, 2012: 204).

There are two factors causing work stress, namely work environment factors and personal factors (Dwiyanti, 2001: 75). Work environment factors can be physical conditions, office management or social relations in the work environment. While personal factors can be personality types, events / personal experiences and socio-economic conditions of the family where the person is and develop themselves. According to Hasibuan (2012: 204) the factors that cause employee stress, among others, are as follows:

1. Difficult and excessive workload.
2. The pressure and attitude of leaders who are unfair and fair.
3. Inadequate time and work equipment.
4. Personal conflicts with leaders or workgroups.
5. Rewarding too low.
6. Family problems such as children, wives, in-laws, and others.

The impact of work stress can be beneficial or detrimental to employees. The beneficial impact is expected to spur employees to be able to complete the work with the best enthusiasm, but if stress is not able to be overcome it will cause adverse effects on employees (Gitosudarmo, 2000: 54). The following are some of the effects and consequences of work stress:

1. Subjective, in the form of fear or fear, aggression, apathy, boredom, depression, fatigue, frustration, loss of emotional control, low self-esteem, nervousness, loneliness.
2. Behavior, in the form of easy accidents, alcoholism, drug abuse, emotional overflowing, excessive eating or smoking, impulsive behavior, nervous laughter.
3. Cognitive, in the form of inability to make reasonable decisions, low concentration, lack of attention, very sensitive to criticism, mental barriers.
4. Physiological, in the form of increased blood glucose content, increased heart rate and blood pressure, dry mouth, sweating, widening, hot, and cold eyeballs.
5. Organizations, in the form of absenteeism, turnover, low productivity, isolation, from work partners, organizational commitment and reduced loyalty.

From several statements in previous research, it can be seen that each of the motivational factors and work stress affects teacher performance. Therefore the authors are interested in conducting research that aims to analyze the effect of both motivations and work stress factors simultaneously on teacher performance to see whether 1) motivation influences teacher performance? 2) work stress influences teacher performance? And 3) motivation and performance together have the same effect on teacher performance?

Research Methodology

The approach in this study uses a regressive quantitative approach which is carried out to analyze the extent of the influence of a variable on the other variables. The population that will be observed in the study is the teacher at *MIS Nurul Iman* District of *Sekincau*, West Lampung, as 20 people using a questionnaire with the number of

questions as many as 10 questions as data collection tools. Independent Variable in this research is the motivation variable (X₁) and work stress variable (X₂) while the Dependent Variable in research is teacher performance variable (Y).

The collected data is then analyzed using quantitative methods. Quantitative analysis according to Algifari (2003: 65) is a method of analysis with numbers that can be calculated or measured, and in the process using statistical tools. Own statistics are scientific methods used to collect, process, analyze, and interpret data in the form of numbers, then conclude the data, where the data is presented in the form of tables, graphs, or images. Hypothesis testing is done by using regression analysis techniques that are mathematically stated by Ghozali (2006: 84) as follows:

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + E_t$$

Where:

Y = Dependent variable (teacher performance)

X₁ = Independent variable (motivation)

X₂ = Independent variable (work stress)

α = constant

$\beta_1 \beta_2$ = Regression coefficient

e = Other variables not examined or included in the model

In conducting research, it is necessary to first formulate a hypothesis that will be used as the basis for conclusions. This is in line with the opinion of Sugiyono (2007: 116) who defines the hypothesis as a provisional guess on a problem that is still temporary and must be proven empirically through research. Based on these statements, the research hypotheses that are constructed will be tested using multiple linear regression equations with accepting testing criteria H₀ if the calculated T value is greater than the value of the T table or the significance value greater than 0.05%. The hypothesis built in this study is

1. Motivation has a positive and significant effect on teacher performance.
2. Job stress has a positive and significant effect on teacher performance.
3. Motivation and work status together have a positive and significant effect on teacher performance

Results and Discussion

a. Research result

The study was conducted using a quantitative approach using a questionnaire as a data collection tool. After the questionnaire was collected, tabulation and reliability testing of the questionnaire was used first. The results of the analysis of the questionnaire are presented in the following table:

Table 1. Test of Instrument Motivation Validity

| Item | r hitung | r tabel pada taraf signifikan 5% | Keterangan |
|---------|----------|----------------------------------|------------|
| Item 1 | 0.509 | 0.361 | Valid |
| Item 2 | 0.499 | 0.361 | Valid |
| Item 3 | 0.419 | 0.361 | Valid |
| Item 4 | 0.607 | 0.361 | Valid |
| Item 5 | 0.718 | 0.361 | Valid |
| Item 6 | 0.302 | 0.361 | Valid |
| Item 7 | 0.641 | 0.361 | Valid |
| Item 8 | 0.343 | 0.361 | Valid |
| Item 9 | 0.460 | 0.361 | Valid |
| Item 10 | 0.691 | 0.361 | Valid |

Source: Primary Data Processed

Table 2: Test the Validity of Work Stress Instruments

| Item | r hitung | r tabel pada taraf signifikan 5% | Keterangan |
|---------|----------|----------------------------------|------------|
| Item 1 | 0.474 | 0.361 | Valid |
| Item 2 | 0.580 | 0.361 | Valid |
| Item 3 | 0.629 | 0.361 | Valid |
| Item 4 | 0.705 | 0.361 | Valid |
| Item 5 | 0.740 | 0.361 | Valid |
| Item 6 | 0.414 | 0.361 | Valid |
| Item 7 | 0.464 | 0.361 | Valid |
| Item 8 | 0.419 | 0.361 | Valid |
| Item 9 | 0.651 | 0.361 | Valid |
| Item 10 | 0.608 | 0.361 | Valid |

Table 3: Test for Performance Instrument Validity

| Item | r_{hitung} | r_{tabel} pada taraf signifikan 5% | Keterangan |
|-------------|---------------------------|---|-------------------|
| Item 1 | 0.531 | 0.361 | Valid |
| Item 2 | 0.495 | 0.361 | Valid |
| Item 3 | 0.521 | 0.361 | Valid |
| Item 4 | 0.480 | 0.361 | Valid |
| Item 5 | 0.515 | 0.361 | Valid |
| Item 6 | 0.468 | 0.361 | Valid |
| Item 7 | 0.457 | 0.361 | Valid |
| Item 8 | 0.559 | 0.361 | Valid |
| Item 9 | 0.757 | 0.361 | Valid |
| Item 10 | 0.559 | 0.361 | Valid |

Source: Primary Data Processed

Table 1–3 presents data from the analysis of the validity of each research variable. A research instrument will be declared valid and can be used in testing hypotheses if it meets the criteria for calculating greater than r table. And based on the data presented in tables 1–3 it can be concluded that the instruments used in the study are valid and can be used in conducting further research. This is based on the acquisition of each of the calculated r values on the items in each research instrument fulfilling the criteria for data validity, namely $r_{count} > r_{table}$. The results of the analysis of the validity of the research instruments that have met the validity criteria are then tested to measure the level of reliability (reliability) of the instruments used. The results of the instrument reliability test are presented in the following table:

Table 4: Test Reliability of Motivation Instrument

Reliability Statistics

| Cronbach's Alpha | N of Items |
|-------------------------|-------------------|
| .789 | 10 |

Source: Primary Data Processed

Table 5: Test Reliability of Work Stress Instruments

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .842 | 10 |

Source: Primary Data processed

Table 6: Test Reliability Instrument Performance

Reliability Statistics

| Cronbach's Alpha | N of Items |
|------------------|------------|
| .653 | 10 |

Source: Primary Data Processed

The data presented in Table 4-6 are the reliability test results of the instruments used. A research instrument will be declared Reliable if the acquisition of Cronbach's Alpha value is greater than the r table value (0.361). Based on tables 4–6 it can be stated that the instrument used in the study fulfills the reliability criteria where the value of Cronbach's Alpha from each instrument used is greater than the r-value of the table so that the research instrument can be used as a data collection tool and analyzed further.

The results of testing research instruments form the basis for conducting research. After the conclusion that the research instrument is valid and reliable, the next step is to test the correlation coefficient to see the relationship of each independent variable to the dependent variable. The results of the correlation coefficient test are presented in the following table:

Table 7: Simultaneous Correlation Coefficients

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .912 ^a | .831 | .818 | 1.21138 |

a. Predictors: (Constant), motivation, work stress

Source: Primary Data Processed

Simultaneous correlation analysis is a data analysis carried out to see how much the relationship between two variables or more. Based on the data presented in table 7, it can be seen that the correlation coefficient between the motivational and stress variables with the performance variable is 0.912 which indicates that there is a high enough

relationship between motivation and work stress variables with performance variables, relationships between variables presented in table 7 indicates that the motivation and work stress variables have an influence on performance variables. The magnitude of the effect caused by the variables of motivation and work stress on the performance variable is expressed in the coefficient of determination (R²) that is equal to 0.831 which means 83.1% of performance is influenced by work motivation and stress, while the rest is influenced by other variables. After the correlation coefficient value and coefficient of determination are known, then the correlation coefficient and determination coefficient are calculated partially to determine the extent to which each independent variable affects the dependent variable. The results of the analysis carried out are presented in the following table:

Table 8: Partial Correlation Coefficient

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .883 ^a | .779 | .771 | 1.44675 |

a. Predictors: (Constant), motivation

Model Summary

| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate |
|-------|-------------------|----------|-------------------|----------------------------|
| 1 | .911 ^a | .830 | .824 | 1.25849 |

a. Predictors: (Constant), motivation

Source: Primary Data Processed

The data presented in table 8 is the data from the correlation coefficient analysis of each independent variable on the dependent variable. Based on table 8, information obtained from the correlation coefficient between the motivational variables and the performance variable is 0.883, which means that there is a high relationship between the motivation variables and the performance variables. The relationship that is quite high between the two variables is then indicated by the magnitude of the influence of the motivation variable on the performance variable that is equal to 0.779 which means 77.9% of performance is influenced by motivation. Information that can be obtained based on table 8 also shows that the relationship of work stress variables with performance variables is also quite high at 0.911. Relationships that are quite high between work stress variables and performance variables indicate that work stress has a significant impact on

performance. The effect of work stress variables on performance variables based on table 8 is 0.830 which indicates that 83.0% of performance is affected by work stress.

Table 9: Partial Hypothesis Test

Coefficients^a

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|--------------|-----------------------------|------------|---------------------------|-------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 5.298 | 2.975 | | 1.781 | .086 |
| Motivasi | .102 | .264 | .109 | .387 | .702 |
| stres_kerja | .765 | .266 | .807 | 2.874 | .008 |

- a. Dependent Variable: performance
- b. Source: Primary Data Processed

Table 9 is a table of results of the analysis carried out to draw conclusions based on hypotheses 1 (one) and 2 (two) that have been formulated previously. The provision of acceptance of the hypothesis used in the study is to make a comparison of the significance values (sig.) Obtained based on the results of the analysis using SPSS 16 For Windows Software with a significance value of 95% (0.05). If the value is sig. obtained in the calculation results smaller than 0.05, the hypothesis is accepted. From table 9, we can see the acquisition of the sig value. the motivation variable (hypothesis 1) is 0.702. This value exceeds the hypothesis acceptance criteria where $0.702 > 0.05$ which means we do not have enough evidence to accept the research hypothesis. In other words, in this study motivation does not have a significant effect on performance.

The results presented in Table 9 also provide information on the acquisition of sig values. in the work stress variable (hypothesis 2) of 0.008 whose value is far below 0.05. These results form the basis for accepting the hypotheses that have been formulated previously. In other words, in this study work stress has a positive and significant effect on performance. Based on the results of the analysis presented in table 9, conclusions are obtained related to the research hypothesis. The next step is to test hypotheses simultaneously to test hypothesis 3 (three) in the study. The results of the analysis are presented in the following table:

Table 10: Simultaneous Test of Hypotheses

ANOVA^b

| Model | | Sum of Squares | df | Mean Square | F | Sig. |
|-------|------------|----------------|----|-------------|--------|-------------------|
| 1 | Regression | 194.679 | 2 | 97.340 | 66.333 | .000 ^a |
| | Residual | 39.621 | 27 | 1.467 | | |
| | Total | 234.300 | 29 | | | |

a. Predictors: (Constant), work stress, motivation

b. Dependent Variable: performance

Source: Primary Data Processed

Based on the data presented in table 9, it is known that the sig value. for motivation and work stress variables is equal to 0,000 which is below 0.05 (0,000 <0,05) which is the basis for stating that there is enough evidence to accept the hypothesis. Thus, this study of work motivation and stress together have a positive and significant effect on performance.

Discussion

Motivation is a condition that shows the extent to which an individual is moved to carry out the tasks assigned to him well. Motivation is one factor that causes good or bad performance. The higher the motivation will have an impact on the greater the work ethic that is owned so that indirectly it will have an impact on improving the performance of the individual itself. The results of data analysis in the study showed that motivation variables had a fairly high relationship with performance variables. This shows that good motivation will improve performance.

However, the hypothesis test conducted shows that motivation does not have a significant effect on performance. This indicates that even though increased motivation is related to performance improvement, the motivation variable in this study is not a variable that has a strong influence on performance. In other words, there are still other factors that have an influence on performance including work stress as a condition that is related to the burden of tasks received by someone. Within the scope of the organization, work stress is a condition that must be considered and controlled. This is because work stress has a significant impact on the achievements of each in the organization itself. The results of data analysis carried out in the study obtained several facts including:

1) The correlation coefficient between motivation and performance is 0.833 relationships between the two variables in the category of "high" and direction of correlation (+), it shows the coefficient value not (-) or negative means if motivation is implemented well in the sense of leadership willing to listen to opinions other people, do not consider themselves to be right, always want to work together and discuss a problem with each other, do not dominate the situation, are willing to hold reciprocal communication and assume that the thoughts of the people are better than someone then the performance will also increase. Vice versa if the leader is not willing to listen to the opinions of others, considers himself the most righteous, does not want to work together and discuss a problem with each other, dominates the situation, is not willing to hold reciprocal communication and does not assume that the minds of many people are better than someone performance will also decrease.

2) Correlation coefficient between work stress and performance of 0.911 means that the relationship between the two variables in the category of "Very High" and direction of correlation (+), it can be seen that the coefficient value r is not (-) or negative means if the employee has the desire to achieve and that becomes a need, it can encourage it to achieve its goals, get recognition awards for an achievement that has been achieved, face challenges, have a sense of belonging, develop one's abilities both from work experience or opportunities to advance and feeling involved (involved) in the decision making process, then the performance will increase, and vice versa if the employee does not have the desire to achieve and it does not become a need (needs) then can not push it to achieve the target, do not get recognition awards for an achievement has been achieved, there are no challenges faced pi, lack of sense of belonging, lack of development of one's abilities either from work experience or opportunities to advance and no sense of being involved in the decision-making process, performance will also decrease.

Based on the two results of the analysis described, it can be concluded that the degree of closeness of the relationship between work stress and performance more closely than motivation can be seen from the value of the correlation coefficient of work stress is higher than the value of the motivation correlation coefficient. The degree of closeness of the relationship between variables in the study has implications for the magnitude of the influence between independent variables on the dependent variable which is described in the form of the following equation:

$$Y = 5.298 + 0.102 X_1 + 0.765 X_2 + E_t$$

From the equation above, it can be explained several things including:

1. $\alpha = 5.298$ has meaning

If work motivation and stress are considered constant, the performance is 5.298 percent

2. $\beta_1 = 0.102$ has meaning

If motivation is increased by 1 percent and work stress is considered constant, performance increases by 0.102 percent.

3. $\beta_2 = 0.765$ has meaning

If work stress is increased by 1 percent and motivation is considered constant, performance increases by 0.765 percent.

The results of the equation analysis show the magnitude of the effect of the work stress variable gives a higher influence than the motivation variable, this indicates that the condition of the work environment that is quite conducive contributes quite positively to performance. Thus it is necessary to make efforts to maintain the psychological condition of employees to maintain the effectiveness and efficiency of work. Related to the conditions of the work environment, Handoko (2008: 38) identifies several factors that can cause work stress including:

- a. Excessive workload
- b. Pressure or pressure
- c. Poor quality of supervision
- d. Unsafe political climate
- e. Feedback about implementing inadequate work
- f. Insufficient authority to carry out responsibilities
- g. Role ambiguity
- h. Frustration
- i. Interpersonal and group conflict
- j. Difference between company values and employees
- k. Various forms of change

Understanding of factors that are capable of causing work stress is able to create a good work climate so that there will be encouragement or enthusiasm that arises in a person or employee to do something or work, because of external stimuli from both the boss and the work environment, and the existence the basis for meeting needs and satisfaction, as well as fulfilling responsibilities for assignment tasks assigned and carried out in the organization.

Conclusion

Based on the results of the discussion and analysis of each research variable, conclusions can be formulated as follows:

- 1) Motivation does not have a significant effect on performance.
- 2) Work stress has a significant effect on performance.
- 3) Work motivation and work stress have a significant effect on performance.
- 4) The condition of the work environment must be maintained in such a way as to create conducive working conditions and maintain the stability of work stress.
- 5) Further research into other factors that can improve teacher performance.

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