

THE INFLUENCE OF JOB PLACEMENT AND JOB STRESS ON TEACHER PERFORMANCE

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Abstract: Improving employee performance is very important because it is a key factor in a company's success. Job placement and job stress are some of the factors that affect employee performance. This research aims to determine the influence of Job placement and job stress on the performance of study teachers at SDN 208 Luginasari Sukagalih. Job placements can nurture skilled human resources and amdal to accomplish a given task. This analysis uses an independent variable i.e. job placement and working stress, the dependencies of which are the teacher's performance. The population used in this study to collect data was nailed by using a questionnaire that was disseminated by ± 33 people. Statistical methods use path analysis with a partial statistical test (T) and simultaneous test hypothesis testing (test F). The results showed that Job placement and job work significantly impact the performance of teachers at SDN 208 Luginasari Sukagalih.

Keywords: Job Placement, Job Stress, Teacher Performance

INTRODUCTION

Human Resource Management is inseparable from various problems or obstacles in carrying out a job given by the leader to the teacher, including in the provision of Job placements to permanent employees or contracts. Sometimes the leader gives a placement that is not following the ability or expertise of employees which results in less effective in doing work due to lack of knowledge, inappropriate educational background, and lack of adequate skills resulting in lack of completing the work.

In general, in an organization or elementary school, there is always a problem in the organization of the teacher who performs a task given by the leader or the principal that is not following the ability of the teacher resulting in decreased employee performance resulting in job stress on the teacher because of the placement given and the assignment not according to ability or expertise. Then the teacher is required to complete the tasks given promptly which results in the burden of the teacher is doing his work and affects the psychological of the teacher and results in employees experiencing job stress.

Job Placement is a way to get human resources following the company because there needs to be a plan in determining employees to fill jobs in the company organization to suit their abilities. According to Yuniarsih & Suwatno (2013), the placement of employees does not only place but must also match and compare qualifications held by employees with the needs and requirements and a position or job. Meanwhile, According to Bangun (2012) placement associated with one's talents and one's talents with the work to be done. An important manager's job is to place the right person in the right job. Assignments are given following the knowledge, skills, and abilities needed following job requirements.

Job stress is the feeling of employees when they have problems in carrying out work and assigned tasks. In the work of employees who are given tasks or work that is excessive and not following their abilities, and finally, experience stress. According to Moorhead & Griffin (2013), Job stress is that of someone's adaptive response to stimuli that places excessive psychological or physical demands on him.

Meanwhile, According to Sinambela (2016), Job stress is: An odd reaction from the body to the pressure is applied to it. Stress affects every individual in different ways so that the condition is very dependent on the individual.

When asked again for a long time and the intensity of stress can be temporary or severe, mild, or very severe then it depends on the availability of a great ability to deal with it. Performance is the answer to the success or failure of organizational goals that have been determined. Human resources are needed for the company, so the company can help achieve their goals. According to Mangkunegara (2017), that performance (work performance) is the work of quality and quantity achieved by an employee in carrying out their duties following the responsibilities given to him. According to Marwansyah (2012) states that carrying performance is the achievement or achievement of a person regarding the tasks assigned to him.

Humans not only work physically but also work physically. Optimizing human resources is the company's concern in improving the quality of employee performance, so it can be said that human resources are very important to get good performance. Improving employee performance is very important because it is a key factor in a company's success. Then the performance appraisal of employees is the main benchmark for the development of human resources. Which will have an impact on strategic decision making.

Based on the results of an interview from one of the teachers at SDN 208 Luginasari Sukagalih that there are still indications that the teacher's performance is not yet optimal due to job stress. Including the following: (1) Some teachers experience job stress due to high task demands given to the teacher; (2) Family, economic problems such as low salaries but high work demands resulting in decreased performance; (3) The existence of a

teacher who always makes a problem so that other teachers feel like it.

This problem can not be denied as a cause of low employee performance. An employee sometimes has skills and job placements that are high enough following his abilities, but due to high job demands, as well as heavy tasks assigned to employees cause work pressure that makes employee performance decreases. This problem will certainly have an impact on the individual resolution that is ineffective or not optimal. Therefore, the effect of job placement and job stress needs to be reviewed so that its effect on the performance of SDN 208 Luginasari Sukagalih teachers is known. so the purpose of this research is to determine the influence of job placement and job stress on the performance of study teachers at SDN 208 Luginasari Sukagalih. The hypothesis of the formulation of the problem in this study are as follows: (1) It is suspected that the process of teacher placement in SDN 208 Luginasari Sukagalih is quite good; (2) It is suspected that the job stress of teachers at SDN 208 Luginasari Sukagalih is quite good; (3) It is suspected that the performance condition of teachers in SDN 208 Luginasari Sukagalih is quite good; (4) There is an effect of job placement on teacher performance at SDN 208 Luginasari Sukagalih; (5) There is a stress effect on teacher performance at SDN 208 Luginasari Sukagalih; (6) There is an influence of job placement and job stress on teacher performance at SDN 208 Luginasari Sukagalih.

METHODS

The research method used is descriptive and verification. Descriptive data analysis aims to understand respondents' perceptions and evaluate teacher responses to job placement and job stress to teacher performance at SDN 208 Luginasari Sukagalih, then the study took measurements using a questionnaire or questionnaire. This

study uses a closed questionnaire that is given a score, while the data obtained will be transferred to the form of numbers using a Likert scale, according to Sugiyono (2017) that "the Likert scale is used to measure people's attitudes, judgments, and judgments. Views on social phenomena" With a Likert scale, the variable to be accessed is translated into an indicator variable. Then the indicator is made as a starting point for developing instrument items that can be in the form of agreements or questions.

Meanwhile, the verification analysis in this study looked for Job Placement and Job Stress on Teacher Performance at SDN 208 Luginasari Sukagalih, using the Path Analysis method. Because the scale of the data is as needed for research the data is transformed first using the Successful Interval Method (MSI) with the help of

Stat 97 Software on Microsoft Excel 2013.

The population in this study were teachers who worked at SDN 208 Luginasari Sukajadi who bought ± 33 people.

RESULTS AND DISCUSSION

Descriptive analysis aims to see an overview of the results of research on Job Placement, Job Stress, and Teacher Performance at SDN 208 Luginasari Sukagalih. Meanwhile, to see the respondent's answer or assessment of each statement submitted in the questionnaire, a descriptive analysis was carried out with the distributive approach of frequency and percentage to see the respondents' assessment of each variable studied.

Following are the results of research for the Job Placement variable as follows:

Table 1. Recapitulation of Respondents' Responses Regarding Job Placement

Question	Alternative Answers					Current score	Ideal Score	%	Category
	SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
P1	6	19	7	1	0	129	165	78,18	Well
P2	5	24	2	1	1	130	165	78,79	Well
P3	16	15	2	0	0	146	165	88,48	Very good
P4	3	23	2	4	1	122	165	73,94	Well
P5	3	23	6	0	1	120	165	72,73	Well
P6	5	17	8	3	0	123	165	74,55	Well
P7	6	18	5	3	1	124	165	75,15	Well
P8	11	11	3	4	4	120	165	72,73	Well
P9	5	22	3	1	2	126	165	76,36	Well
P10	7	18	8	0	0	131	165	79,39	Well
Total Accumulation						1.271	1.650	77,03	Baik

Source: Data has been processed by the author (2020)

Based on the data obtained, the total number of scores is then entered into the continuum line based on the criterion scores determined below:

Maximum Index Value
 $= 5 \times 10 \times 33 = 1.650$
 Minimum Index Value
 $= 1 \times 10 \times 33 = 330$

Interval Distance = (maximum value - minimum value) : 5
 $= (1.650 - 330) : 5$
 $= 264$
 Score Percentage = [(total score): maximum score] x 100%
 $= (1.271 : 1.650) \times 100\%$
 $= 77,03\%$

Based on the calculation results show that the total score obtained by the job placement variable is 1,271 or 77.03%, so if it refers to the assessment criteria are categorized as good, so it can be seen that the job placement variable at SDN 208 Luginasari

Sukagalih is considered good. If related to the formulation of hypothesis number one, it can be concluded that the job placement hypothesis at SDN 208 Luginasari Sukagalih turned out to be quite good, this can be said to be rejected.

Table 2. Recapitulation of Respondents' Responses Regarding Job Stress

Question	Alternative Answers					Current score	Ideal Score	%	Category
	SS	S	CS	TS	STS				
	(5)	(4)	(3)	(2)	(1)				
S1	5	23	3	0	2	128	165	77,58	Well
S2	11	13	3	6	0	128	165	77,58	Well
S3	2	20	6	3	2	116	165	70,30	Well
S4	6	19	5	2	1	126	165	76,36	Well
S5	6	20	7	0	0	131	165	79,40	Well
S6	5	14	9	3	2	116	165	70,30	Well
S7	2	20	10	0	1	121	165	73,33	Well
S8	8	14	11	0	0	129	165	78,18	Well
Total Accumulation						995	1.320	75,38	Well

Source: Data has been processed by the author (2020)

Based on the data obtained, the total number of scores is then entered into the continuum line based on the criterion scores determined below:

Maximum Index Value

$$= 5 \times 8 \times 33 = 1.320$$

Minimum Index Value

$$= 1 \times 8 \times 33 = 264$$

Interval Distance = (maximum value - minimum value): 5

$$= (1.320 - 264) : 5$$

$$= 211,2$$

Score Percentage = [(total score): maximum score] x 100%

$$= (995 : 1.320) \times 100\%$$

$$= 75,38\%$$

Based on the calculation results show that the total score obtained by the job stress variable is 995 or 75.38%, so if it refers to the assessment criteria are categorized as good, so it can be seen that the job stress variables applied in SDN 208 Luginasari Sukahalih are considered good. If it is related to the formulation of hypothesis number two, it can be concluded that the job stress hypothesis at SDN 208 Luginasari was found to be quite good, this can be said to be rejected.

The following are the results of research for the Teacher Performance variables as follows:

Table 3. Recapitulation of Respondents' Responses Regarding Teacher Performance

Question	Alternative Answers					Current score	Ideal Score	%	Category
	SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
K1	0	16	15	2	0	113	165	68,48	Well
K2	2	15	10	6	0	112	165	67,88	Quite Good
K3	8	18	7	0	0	133	165	80,61	Well
K4	2	19	7	3	2	115	165	69,70	Well
K5	3	23	4	2	1	124	165	75,15	Well
K6	3	24	5	0	1	121	165	73,33	Well
K7	6	20	7	0	0	131	165	79,40	Well
K8	5	22	3	0	3	125	165	75,76	Well
K9	6	20	7	0	0	131	165	79,40	Well
K10	3	23	4	2	1	124	165	75,15	Well
K11	2	19	7	3	2	115	165	69,70	Well
Total Accumulation						1.344	1.815	74,04	Well

Source: Data has been processed by the author (2020)

Based on data obtained on teacher performance, the total number of scores is then entered into the continuum line based on the criterion scores determined below:

Maximum Index Value

$$= 5 \times 11 \times 33 = 1,815$$

Minimum Index Value

$$= 1 \times 11 \times 33 = 363$$

Interval Distance = (maximum value - minimum value): 5

$$= (1,815 - 363): 5$$

$$= 290.4$$

Score Percentage = [(total score): maximum score] x 100%

$$= (1,344: 1,815) \times 100\%$$

$$= 83.22\%$$

Based on the calculation results show that the total score obtained by the teacher performance variable is 1,344 or 83.22%, so if it refers to the assessment criteria are categorized as good, so it can be seen that the teacher

performance variable applied in SDN 208 Luginasari Sukagalih is considered good. If it is related to the formulation of hypothesis number three, it can be concluded that the teacher performance hypothesis at SDN 208 Luginasari Sukagalih turned out to be quite good, this hypothesis can be said to be rejected.

Following the proposed research hypothesis, then the data will be tested using path analysis. The first step that will be taken is to calculate the correlation coefficient then calculate the path coefficient.

The variables in this study are job placement (X1), job stress (X2) and teacher performance (Y), the correlation coefficient between these variables is calculated using the Pearson product-moment correlation formula, using the help of SPSS v23 Software program with the following results:

Table 4. Correlations between Research Variables
Correlations

		Job Placement	Job Stress	Teacher Performance
Job Placement	Pearson Correlation	1	,758**	,821**
	Sig. (2-tailed)		,000	,000
	N	33	33	33
Job Stress	Pearson Correlation	,758**	1	,820**
	Sig. (2-tailed)	,000		,000
	N	33	33	33
Teacher Performance	Pearson Correlation	,821**	,820**	1
	Sig. (2-tailed)	,000	,000	
	N	33	33	33

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

Source: Data has been processed by the author (2020)

From the SPSS output table results can be explained that: (1) The relationship between job placement (X1) and job stress (X2) is 0.758. The correlation value is positive which is included in the strong category, which shows that there is a strong positive relationship between job placement and job stress where the better the job placement will be followed the better the job stress and vice versa; (2) The relationship between job placement (X1) and teacher performance (Y) of 0.821. The correlation value is positive which is included in the very strong category, which shows that there is a very strong positive relationship between job placement and teacher performance

where the better the job placement will be followed the better the teacher's performance and vice versa. (3) The relationship between job stress (X2) and teacher performance (Y) of 0.820.

The correlation value is positive which is included in the very strong category, which shows that there is a strong positive relationship between job stress and teacher performance, the better the job stress, the better the teacher's performance will be, and vice versa.

Then the second step is to find the path coefficient value of the exogenous variable to the endogenous variable with the help of SPSS v23 Software program below:

Table 5. Path coefficients in exogenous variables towards endogenous

		Coefficients ^a				
Model		Unstandardized		Standardized	T	Sig.
		Coefficients		Coefficients		
		B	Std. Error	Beta		
1	(Constant)	-,755	3,264		-,231	,819
	Job Placement (X1)	,523	,151	,469	3,469	,002
	Job Stress (X2)	,721	,209	,465	3,441	,002

a. Dependent Variable: Teacher Performance (Y)

Source: Data has been processed by the author (2020)

Standardized Coefficients Beta value on each variable of 0.469 and 0.465 shows the path coefficient of job placement (PYX1 = 0.469) and job stress (PYX2 = 0.465) on teacher performance.

After getting the path coefficient, then look for the coefficient of determination. Calculation of the effect of job placement (X1) on teacher performance (Y) partially with the following equation:

$$\begin{aligned}
 &\text{Effect of Variable X1 on Y} \\
 &\text{Effect of X1 on Y directly} \\
 &= \text{PYX1.PYX1} = (0.469 \times 0.469) \\
 &= 0.220 \\
 &\text{Effect of X1 on Y through X2} \\
 &= \text{PYX1.rX1X2.PYX2} \\
 &= (0.469 \times 0.758 \times 0.465) \\
 &= 0.165 \quad + \\
 &\text{The Total Effect of X1 on Y} \\
 &= 0.385
 \end{aligned}$$

From the equation above, the amount of job placement (X1) directly on teacher performance (Y) is 0.220 or 22%. This means that the coefficient of determination of job placement (X1) on teacher performance (Y) partially is the magnitude of the total or combined effect of direct and indirect effects that is $0.220 + 0.165 = 0.385$ or 38.5%. Based on this it can be concluded that work discipline on employee performance influences 38.4% while the remaining 61.6% is contributed by other variables outside the study.

Calculation of the effect of job placement (X2) on teacher performance (Y) partially with the following equation:

$$\begin{aligned}
 &\text{Effect of Variable X2 on Y} \\
 &\text{Effect of X2 on Y directly} \\
 &= \text{PYX2.PYX2} = (0.465 \times 0.465) \\
 &= 0.216 \\
 &\text{Effect of X2 on Y through X1} \\
 &= \text{PYX2.rX2X1.PYX1} \\
 &= (0.465 \times 0.758 \times 0.469) \\
 &= 0.165 \quad + \\
 &\text{The Total Effect of X2 on Y} \\
 &= 0.381
 \end{aligned}$$

From the equation above the magnitude of the effect of job stress (X2) directly on teacher performance (Y) of 0.216 or 21.6%. This means that the coefficient of determination of job stress (X2) on teacher performance (Y) partially is the magnitude of the total or combined effect of direct and indirect effects that is $0.216 + 0.165 = 0.381$ or 38.1%. Based on this it can be concluded that work motivation towards employee performance influences 38.1% and the remaining 61.9% is contributed by other variables outside the study.

Based on the results of SPSS v23 Processing Software the coefficient of simultaneous determination of exogenous variables (X1, X2) of the endogenous variable (Y) is obtained to find out the proportion of job placement and work pressure on the teacher, as well as other variables such as the following:

**Table 6. Coefficient of Determination (R Square)
 Model Summary**

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,875 ^a	,766	,751	3,329

a. Predictors: (Constant), Job Stress (X2), Job Placement (X1)

Source: Data has been processed by the author (2020)

The coefficient of determination (R Square) is interpreted as the magnitude of the effect of job placement and job stress on teacher performance. So it can be seen that job placement and job stress influence teacher performance by 0.766 or 76.6%, while the remaining

0.234 or 23.4% are the influence of other variables outside the study.

Partial Hypothesis Testing (t-Test) was performed using the SPSS v23 Software program, the following results were obtained:

**Table 7. Partial Hypothesis Testing Results
 Coefficients^a**

Model		Unstandardized Coefficients		Standardized Coefficients	T	Sig.
		B	Std. Error	Beta		
1	(Constant)	-,755	3,264		-,231	,819
	Job Placement (X1)	,523	,151	,469	3,469	,002
	Job Stress (X2)	,721	,209	,465	3,441	,002

a. Dependent Variable: Teacher Performance (Y)

Source: Data has been processed by the author (2020)

From table 7 the SPSS output results obtained the tcount for the job placement variable on teacher performance by 3,469 and p-value (Sig.) Of 0,000. Because the t-test value is greater than the table value (3,469 > 2,042) and the significance is 0,000 < 0.05, H0 is rejected and Ha is accepted, meaning that partially the job placement affects the performance of teachers at SDN 208 Luginasari Sukagalih. From table 7 the SPSS output results obtained the calculated value for the variable work motivation on

employee performance of 3.441 and the p-value (Sig.) Of 0.000. Because the value of t is greater than the table value (3.441 > 2.042) and the significance value is 0.000 < 0.05 then H0 is rejected and Ha is accepted, meaning that partially job stress affects teacher performance in SDN 208 Luginasari Sukagalih .:

To test the above hypothesis, the F-test statistics are obtained through the SPSS v23 output table below:

Table 8. Pengujian Hipotesis Secara Simultan

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	1091,392	2	545,696	49,234	,000 ^b
	Residual	332,511	30	11,084		
	Total	1423,903	32			

a. Dependent Variable: Teacher Performance (Y)

b. Predictors: (Constant), Job Stress (X2), Job Placement (X1)

Source: Data has been processed by the author (2020)

Based on the above SPSS output the Fcount value is 49,234 with a p-value (sig.) = 0,000. With $\alpha = 0.05$, $df_1 = 2$, and $df_2 = (n-k-1) = 30$, then get $F_{table} = 3.32$. Because the Fcount value is greater than F_{table} ($49.234 > 3.32$) which means H_a or the alternative hypothesis used is accepted and the significance value is $0,000 < 0.05$ then H_0 is rejected and H_a is accepted, meaning that simultaneously the placement of work and job stress affect the teacher's performance at SDN 208 Luginasari Sukagalih.

Based on the results of the study showed that on SDN 208 Luginasari Sukagalih between Job Placement (X1) and Job Stress (X2) variables simultaneously affect Teacher Performance (Y). Path coefficient that there is a relationship between job placement and job stress has a positive value which explains that the better the job placement will be followed by the better job stress, if job stress is excessive then he experiences emotional exhaustion on the jobs, due to unsuitable job placement and pressure applied.

The coefficient of determination is in the area of rejection of H_0 with the other words that job placement and job stress are simultaneously influential and accepted because job placement plays a role in ups and downs in teacher performance, job stress also plays a role because employees will increase

performance if forging is strong and following their abilities or expertise and educational background following the given placement. Therefore it is necessary to pay attention to job placement and job stress that can affect teacher performance.

In the study of the results of job placement and work pressure against teacher assessments conducted, the Fcount value assessment is greater than the F_{table} with a significance value greater than the value (α) and the F-Test obtained requires a positive value.

The results of this study also show the greatest job placement on teacher performance because the highest job placement in teacher performance, without the support of good teacher job placement, is difficult for organizations to realize improvement.

Yuniarsih & Suwatno (2013) said that the placement of employees is not only for placement, but must be completed by comparing qualifications that are following employee needs and requests for funding or work because it is not following requests for assistance for environmental assistance. As a result, employees develop various kinds of stress that can be carried out at work. Related to job placement and good work pressure will have an impact on employee performance, thus providing a positive impact that is good for the company.

The results of this study also prove that the research conducted by Mansur before (2017) stated in his research that if a person is suitable job placement, as well as job stress that can be connected, the results of this research provide to improve the company can be achieved. This proves the sixth hypothesis namely Job Placement and Job Stress proving Teacher Performance.

CONCLUSION

Based on the results of research and discussion, it can be drawn several conclusions about the placement of work in SDN 208 Luginasari Sukagalih in value depending on the good category. Things that are still being discussed are less about the dimensions of work on indicators of skills/ expertise to do work that still involves several teachers who have not been able to do work with professionals who are following their assignments that have not been evenly distributed, the placement of teachers who are not following their tasks and needs. Job stress at SDN 208 Luginasari Sukagalih was rated in the good category. Things that are still being discussed are about stress related to workers' responsibilities, changing responsibilities, personal responsibilities, some teachers who are stressed due to work pressure and unfair attitudes.

Meanwhile, Teacher Performance at SDN 208 Luginasari Sukagalih was rated as good. Matters that are still

discussed less about the dimensions of work related to the work generated by the work done by respondents must do the work that must be done in the field of expertise that has not been separated according to their individual needs.

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