

CHAPTER I

INTRODUCTION

1.2 Background

Stress is a reality that must be experienced by every human being. Stress is a feeling of pressure and is followed by mental tension (Tahir:2018). The source of stress and the level of stress that occurs in every human being must be different. High levels of stress can cause biological, psychological and social problems. Sources of stress can come from a person's internal and external factors. Stress is a physiological and psychological reaction in a person when under stress or threat. Academic stress is teaching and learning process or matters relating to activities study

Stress is a person's response to changes in situations and conditions that are threatening. According to Lazarus (1990) in Wong et al (2005:34), anxiety is an individual's response to frightening situations. Anxiety is an emotion that appears related to danger, including the desire to escape and avoid danger. The dangerous condition in question is a psychological hazard, related to an attack on one's identity. Reactions that arise in times of anxiety include feelings of uncertainty, helplessness, and uncertainty about what to do. Lazarus (1991) said anxiety arises when a person's meaning of existence is disrupted or threatened as a result of physical incapacity, intrapsychic conflicts, and events that are difficult to define.

Based on the observation done in the school, it is known that the symptoms that appear when teaching are: complaints such as dizziness, headache, body and the mind feels tired. During learning takes place, there are signs of fatigue in the teacher when it is not can control his students, occasionally them daydreaming, and often sighs seeing the students' behavior. Academic stress is also caused by an academic stressor (Sayekti in Barseli, 2017). Academic stressor is a cause of stress that stems from the learning process such as pressure to getting good grades, length of study, number of assignments, low grades/achievements (barseli and Fitria:2020)

Stress can be experienced by anyone, from young to old, with high or low education. In today's date stress has been an integral part of life and the body's reaction to a challenge because it is not limited to adults only, but stress is increasingly affecting children of all age group (Yasmin et al:2020). Teachers at school can also experience stress in the teaching and learning process. Academic stress is a condition in which individuals, in this case are adolescents, experience

academic pressure in the form of perceptual pressure and assessment of academic stressors related to science and education. Academic stressors experienced by these adolescent students can be in the form of internal and external stressors that can have a positive and negative impact on adolescent students who experience them (Dwi et al:2021). So important is the management and management of stress on individuals that a lot of research has been conducted regarding this matter. Muslim (2020) conducted research that focused on stress management during the Covid 19 pandemic era. From the research conducted, found stressful conditions that could be classified into 3 scopes: academic stress that is commonly experienced by students/students, work stress, and stress in the family .

Lumban Gaol (2020) conducted research that focused on the stress experienced by school principals. From the results of the study it was found that there were five causes of stress for school principals, namely poor interaction with school members, inadequate school resources, role complexity and workload, challenges related to education policy and poor time management skills. Furthermore, the principal's stress coping strategy consists of an internal approach and an external approach. Syofiyah and Hamid (2022) conducted research that focused on the effects of online learning methods on the stress experienced by twelfth grade students at SMA Negeri 2 Lumajang. From the results of data analysis it was found that there were three variables that had a significant effect, namely gender, high achievement pressure, and social support from parents. Students who are female, often get high achievement pressure, and rarely get support from parents tend to experience severe stress with a probability of 68.8%.

The principal has many responsibilities including in achieving the quality of education through management effective and efficient school. Overall, responsibility the responsibility and accountability of the school principal is very potential to stimulate stress, so stress also associated with such things (Lindberg, 2012) in Lumban Gaol (2020, 36).

Based on the rational explanation above, this study moves from two important and fundamental questions, namely: (1) what causes teachers at SMK Telkom 2 Medan to experience stress? and (2) how is the management of stress management applied to teachers at SMK Telkom 2 Medan? In accordance with the formulation of the problem, specifically, the purpose of this study is to identify the various causes of teachers at SMK Telkom 2 Medan experiencing stress at school. In addition, this study also describes the management of stress management that is applied

to teachers of SMK Telkom 2 Medan. Thus, practically, this study provides important knowledge and is very useful for students and other stakeholders. While theoretically, the results of this study contribute significantly to the development of studies on stress in teachers, especially in Indonesia.