

THE EFFECT OF STRESS AND COMMUNICATION ON PRODUCTIVITY OF STATE ELEMENTARY SCHOOL HEADS IN KOJA DISTRICT, JAKARTA UTARA

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STUDENT OUTPUTS



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Abstract: The objective of this research is to obtain information about the effect of stress and communication on productivity of the principles of elementary school. The research was conducted to all of state the principles of elementary school in the district of Kojā, the city of North Jakarta by using of survey method with path analysis applied in testing hypothesis. The research concludes: (1). There is direct effect of stress on productivity. (2). There is direct effect of communication on productivity. (3). There is direct effect of stress on communication. Therefore to enhance the principles of elementary schools productivity can be carried out by stress and communication.

Keywords: Stress, communication, productivity.

Introduction

The principal as one of the resources in managing education in schools, must have the ability and skill in carrying out educational activities properly. The principal must be able to carry out his responsibilities and be able to carry out conceptual, human and technical skills, and be able to motivate his subordinates. Thus what is meant by a productive headmaster is not just a position, but also requires expertise in carrying out his duties efficiently and effectively.

The principal must also be professional, in the sense that he is able to formulate the quality of graduates that is ideal for the education unit he leads. For this reason, each school principal must be able to describe the indicators and quality criteria of graduates who are aspired to be the foundation for developing the vision, mission, and goals of the organization they lead, and to realize this, of course, must be supported by good planning and strategy.

In school organizations, principals are one component of education that has a role in managing the delivery of educational and learning activities in schools. A principal has the main task of exploring and utilizing all available resources in the school in an integrated manner to achieve educational / school goals efficiently and effectively. This is as intended in the Minister of Education Regulation No. 13 of 2007 concerning the principal competency standards.

As an individual, the principal is faced with a variety of pressures, both those that come from his workload, the environment, and those that come from within the principal of the school itself. This pressure can be a trigger factor for the emergence of stress on a principal's personal self, which can directly influence in carrying out his duties and functions as an educational leader in the school.

Some of these conditions certainly have an influence on the ability of the principal, both in performance and interact with teachers, employees, students and parents and the community. The lack of harmonious

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interaction between the principal and the teacher, students and the community will hamper the principal's duty as a central figure who has a very strategic role in achieving quality education.

A school principal is required to have expertise in leading and developing an organizational structure efficiently so that the available resources can be utilized to the maximum extent possible to achieve the goals set. Therefore, the principal's productivity is a very important thing to consider.

With this background, the researcher is interested in conducting deeper research on the productivity of the principal. As well as trying to express whether stress and communication can affect the principal to be a productive person, which is reflected in the implementation of their duties effectively and efficiently.

Productivity

Productivity is not only talking about the knowledge contained in the study of management science, but also implies a very deep and oriented attitude that is based on strong will and continuously strives to lead to the process of achieving a goal that is good and desirable. Individual productivity describes the potential, perception and creativity of someone who always wants to contribute their abilities to be beneficial for themselves and their environment. This illustrates a person's personal potential, that individuals who are said to be productive are people who can make a real and meaningful contribution to their environment, imaginative and innovative in understanding their life problems and being creative in achieving their life goals. Robbins and Judge (2011: 58) define productivity as, "an organization is productive if it achieves its goals by transforming inputs into outputs at the lowest cost. Thus productivity requires both effectiveness and efficiency. An organization is said to be productive, if in achieving its organizational goals it can turn input into output with the lowest cost, in other words productivity requires effectiveness and efficiency.

The same concept of productivity as Griffin (2002: 668) argues that productivity in the general sense is a measure of economic efficiency that summarizes the relative costs of output compared to the input values needed to produce that output. "In a general sense, productivity is an economic measure of efficiency that summarizes the value of outputs relative to the value of the inputs used to create them".

Productivity is then defined Wood, et. al., (1998: 19) is also a summary of measurements of the quantity and quality of performance achieved, and also requires the calculation of resource utilization. Furthermore Schermerhorn (2010: 12) suggests that, "productivity involves two common performance measures effectiveness and efficiency". Productivity is two general measures of performance, namely effectiveness and efficiency. Another concept about productivity according to Mahoney as cited by Bartol et al (2003: 539) "productivity is an efficiency concept relating the ratio of outputs to inputs in a productive process". Productivity is a concept of efficiency that is related to the ratio of output to input in a production process. Furthermore, Bartol et al., Stated that productivity is an assessment of the efficiency of organizational performance which is seen from the ratio of output to input.

Based on some descriptions of the concepts above can be synthesized productivity is the quantity and quality of work produced by someone by utilizing existing resources effectively and efficiently with indicators: number of targets achieved, speed of completing work, quality of work results, and efficiency of resource utilization.

Stress

Stress is generally defined as a condition or event experienced by someone who makes him feel uncomfortable and even feels depressed. Stress is also often interpreted as a subjective experience of a

person caused by the gap between the reality that occurs is not in accordance with expectations. Technically psychological stress is defined as the process of adjusting someone to a situation that he perceives as challenging or threatening the welfare of the person concerned. A similar definition was also conveyed by Hughes, Ginnett, and Curphy (2009: 341) "stress as the process by which we perceive and respond to situations that challenge or threaten us". This condition causes feelings of anger, anxiety and frustration. Technically psychological stress is defined as the process of adjusting someone to a situation that he perceives as challenging or threatening the welfare of the person concerned.

Hughes, Ginnett, dan Curphy (2009:341) "stress as the process by which we perceive and respond to situations that challenge or threaten us". Stress is a process where and how we respond to situations that challenge or threaten us. So that the response to this stress in each individual has a negative influence. Robert Kreitner and Angelo Kinicki (2009: 599) define stress as, "an adaptive response, mediated by individual characteristics and/or psychological processes, that is a consequence of any external action, situation, or event that places special physical and/or psychological demands upon a person". Stress is an adaptive response from each individual that is influenced by the character of each person or psychological process which is the consequence of each action or situation, the situation from the outside that causes a special psychological and physical demands on someone. Other opinions about stress as stated by Colquitt, LePine and Wesson (2011: 144) "stress is defined as a psychological response to demands that possess certain stakes and that tax or exceed a person's or resources". This definition gives the understanding that stress is a psychological response to a certain demand and has a burden that exceeds one's abilities or resources. Daft (2010: 460) in his book *New Era of Management* mendefinisikan stres sebagai berikut: "Stress is an individual's physiological and emotional response to external stimuli that place physical or psychological demands on the individual and create uncertainty and lack of personal control when important outcomes are at stake". Stress is a physical and emotional reaction to stimuli or stimuli that arise from outside himself either physically or psychologically someone.

Stress is naturally interpreted as a stimulus, anxious feeling and physical stress that occurs to someone where it creates a pressure on that person that exceeds the individual's ability to overcome it, as stated by Slocum, Hellriegel (2011: 221) "stress is the excitement, feeling of anxiety, and/or physical tension that occurs when the demands placed on an individual are thought to exceed the person's ability to cope". The principal as an individual can not be separated from the problem. As a leader of a school organization, many things and problems may cause stress, so that it can affect productivity in carrying out their duties and responsibilities as headmaster.

From some opinions or concepts put forward about stress, stress can be synthesized is a person's condition in response to pressure both from within themselves and their environment with indicators of psychological disorders, physiological disorders and behavioral disorders.

Communication

Communication is one of the important elements in a process of socialization. Humans as social beings will not be able to escape from communication, because by communication each person or individual can convey and exchange information about the intent and purpose of one another. In a simple sense communication can be interpreted as conveying and understanding meaning, both in the form of words and writings among individuals with one another. This is as stated by Robbins and Coulter (2012: 432-433) that: Communication is the transfer and understanding of meaning. Note the emphasis on the transfer of meaning: If information or ideas have not been conveyed, communication hasn't taken place. The speaker who isn't heard or the writer whose materials aren't read hasn't communicated. Another

definition of communication communication is the process of exchanging information from one person to another. This was stated by Griffin (2002: 557) that, “communication is the process of transmitting information from one person to another”. Communication is also interpreted as the delivery of information and understanding from one person to another. Communication is a way to convey ideas, facts, opinions, feelings, and certain values to others in order for the recipient of the message to understand the message as intended by the sender of the message. As stated by Newstrom and Davis (2002: 47): Communication is the transfer of information and understanding from one person to another person. It is a way of reaching others by transmitting ideas, facts, thoughts, feelings, and values. Its goals is to have the receiver understand the message as it was intended. Robert P. Vecchio (2006: 256) communication can also be defined as, "Exchange of messages between persons for the purpose of constructing common meanings. Communication is the exchange of messages between people with the aim of forming a meaning or the same understanding between one another.

In fact, according to Richard L. Hughes (2009: 341) the effectiveness of the communication process depends on the success of the integration of all steps in a communication process. “In reality, the effectiveness of the communication process depends on the successful integration of all of the steps in the communication process.” From this definition, communication is basically not just talking about delivering messages from the giver to the recipient of the message, but actually has several other functions. As stated by Scott and Mitchel, as quoted by Robbins and Coulter (2012: 433) that, “communication serves four major functions: control, motivation, emotional expression, and information”. Communication has four main functions, namely, supervision, the function of motivation, expressing feelings or emotions, and giving information. So that communication has an important role in implementing management functions in an organization. This directly makes a manager must have good ability and expertise in communication. Communication for a school principal can function in he supervises students and teachers and provides motivation, expresses emotions or feelings, and provides information about various things in his school both to teachers, students, parents and even to the community in the environment around the school. By paying attention and carrying out these functions, it is expected that the principal can carry out all his duties and functions in accordance with the authority that is available to him effectively and efficiently to achieve the expected goals.

From the various concepts of the experts above, communication can be synthesized is the delivery of information between individuals or from one person to another or group in order to achieve an understanding of the same meaning between them in an effort to solve problems encountered to achieve the expected goals, indicators: delivery of information / messages, receipt of messages, and message feedback.

METHOD

The place and object in this study were all Public Elementary Schools in Koja District, North Jakarta, with a population of 72 people from the Head of Public Elementary Schools in Koja District, North Jakarta. The method used in this study is a survey method using a questionnaire as a measuring device.

This study uses path analysis (Path Analysis) to determine the influence between variables in accordance with the formed model. Before the questionnaire was used in this study a trial was conducted to determine the validity and reliability of the instrument. These results are used as instruments to retrieve research data in the field. Data analysis includes: 1) description of data, 2) test prerequisites for normality analysis, 3) path analysis which includes: analysis of models, testing of hypotheses and determining the level of influence.

RESULTS AND DISCUSSION

The direct effect of negative stress (X1) on productivity (X3)

From the calculation results, it is obtained the path coefficient value of the direct effect of stress on the productivity of the Head of Public Elementary School in Koja District, North Jakarta. From the calculation results obtained the path coefficient value $p_{31} = -0.325$ and the correlation coefficient value $r_{13} = -0.445$. The results of this study are as stated by Robbins and Judge: As you might imagine, stressful daily events at work (a nasty e-mail, an impending deadline, the loss of big sale, a reprimand from the boss) negatively affect moods. The effects of stress also build over time. As the authors of one study note, “a constant diet of even low-level stressful events has the potential to cause workers to experience gradually increasing levels of strain over time. Kreiner and Kinicki also revealed the existence of a negative relationship between work stress and job satisfaction, organizational commitment, morale, performance, and turnover (turnover) of workers or employees. “Workplace stress is negatively related to job satisfaction, organizational commitment, positive emotions, performance, and turnover”. Greenberg and Baron also revealed that at present it seems obvious that stress has a negative influence on the work performance of workers. “The most current evidence available suggests that stress exerts mainly negative effects on task performance”. Thus hypothesis 1 which predicts there is a negative direct effect of stress on productivity is acceptable. This reflects that the increasing stress experienced by principals will result in decreased productivity.

Positive direct effect of Communication (X2) on Productivity (X3)

From the calculation results obtained the path coefficient value of the positive direct effect of Communication on the Productivity of the Head of Public Elementary School in Koja District, North Jakarta. From the calculation results obtained path coefficient value $p_{32} = 0.271$ and the correlation coefficient value $r_{23} = 0.415$. The results of this study are in accordance with the concept proposed by Lussier: Essentially, nothing can't get done in an organization without effective communications. Effective communication strategies have increased productivity, improved efficiency, cut costs, improved morale, and decreased turnover. Lussier explained that basically organizations will not be able to achieve their goals without effective communication in them. By using an effective communication strategy, it can increase productivity, achieve efficiency, reduce costs, improve moral values, and reduce employee absenteeism. Another concept of theory about communication with productivity as expressed by Robbins and Judge: Perfect communication is unattainable. Yet a positive relationship exists between effective communication (which includes perceived trust, perceived accuracy, desire for interaction, top-management receptiveness, and upward information requirements) and worker productivity. Perfect communication can be achieved if there is a positive relationship between effective communication (which includes trust, the existence of accuracy, desire and desire to interact, openness of top management, and the need for information from above) and worker productivity. The results of the second hypothesis analysis yield findings that communication has a positive direct effect on productivity. Based on these findings it can be concluded that productivity is directly influenced positively by communication. Increasing communication will result in increased productivity.

Direct negative effect of Stress (X1) on Communication (X2)

From the calculation results, the path coefficient values are obtained. The direct negative effect of stress on communication obtained path coefficient $p_{21} = -0.444$ and the correlation coefficient value $r_{12} = -0.444$. So the results of this study are as stated by Slocum and Hellriegel:

The potential effects of high levels of work stress occur in three main areas: physiological, emotional, and behavioral. Examples of the effects of serve distress in these areas are as follows: ... Behavioral effects of stress may include poor performance, absenteeism, high accident rates, high turnover rates, alcohol and substance abuse, impulsive behavior, and difficulties in communication. One of the negative effects of

stress is the impact on a person's behavior and habits, from the beginning both being less or even not good. One example is that it is difficult to communicate with other people. The same thing was stated by Kreitner and Kinicki that stress, especially in the workplace has a negative influence on job satisfaction, organizational commitment, positive emotions / enthusiasm, and performance.

As is known that excessive stress will bring a bad influence on someone and the organization. In someone will have an impact on health, mental, and emotional, as well as relationships with other people such as interacting and communicating. So that from the theory above, there is a suspicion of stress affecting someone in communicating with others. The results of the third hypothesis provide findings that stress has a direct negative effect on communication. Increasing stress will result in decreased communication.

Conclusion

Based on the results of the research data and the results of the research data analysis discussed in chapter IV, with all data analysis requirements including linearity test and regression significance, several conclusions can be taken as follows: (1) There is a negative direct effect of stress on productivity. This means that stress increases, then productivity will decrease, (2) There is a positive direct effect of communication on productivity, meaning that if communication is getting better, then productivity will increase. (3) There is a direct negative effect of stress on communication. This shows that the more stress increases, communication is less effective.

Notes

Based on the conclusions and implications of the above research, several suggestions can be made for increasing the productivity of the Head of Public Elementary Schools in Koja sub-district, North Jakarta, as follows: So that with attention, the principal is expected to have the knowledge and ability to manage the stress they experience. (2) The communication factor for the principal of the Public Elementary School in Koja Subdistrict must be considered because with the management and how to deal with good stress, an effective communication will be established between the principal and supervisors, teachers, students, parents and the community. (3) To improve productivity: each school principal is advised to improve his ability to manage and deal with stress, so that it does not hamper his duties and responsibilities.

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