



Research Article

© 2022 Fahmi et al.

This is an open access article licensed under the Creative Commons Attribution-NonCommercial 4.0 International License (<https://creativecommons.org/licenses/by-nc/4.0/>)

Received: 20 January 2022 / Accepted: 4 April 2022 / Published: 5 May 2022

Work Stress Mediates Motivation and Discipline on Teacher Performance: Evidence Work from Home Policy

Pakri Fahmi¹

Sudjono¹

Parwoto¹

Supriyatno¹

Ahmad Badawi Saluy¹

Era Safitri¹

Effiyaldi²

Yandra Rivaldo³

Endri Endri^{*}

¹Universitas Mercu Buana, Jl. Raya, RT.4/RW.1, Meruya Sel., Kec. Kembangan, Jakarta, Daerah Khusus Ibukota Jakarta 11650, Indonesia

²Universitas Dinamika Bangsa, Jl. Jend. Sudirman, The Hok, Kec. Jambi Sel., Kota Jambi, Jambi 36138, Indonesia

³Institut Agama Islam Abdullah Said Batam, Jl. Brigjen Katamso, Tj. Uncang, Kec. Batu Aji, Kota Batam, Kepulauan Riau 29425, Indonesia

*Corresponding author

DOI: <https://doi.org/10.36941/jesr-2022-0068>

Abstract

This study aims to determine the implications of the Work From Home (WFH) policy on work motivation and work discipline on teacher performance with work stress intervention. While the approach that is used in this study, it is a quantitative descriptive approach. A total of 63 respondents is used as data in this study, they are employees of SMKN 9 Bekasi. The alternative method of the Structural Equation Model (SEM) is used to analyze this research, it is Partial Least Square (PLS). Testing the validity of each variable with its reliability is what is done in the first stage. Furthermore, testing the Implications of WFH policy on work motivation and work discipline on teacher performance with work stress Intervention is something that is done in the second stage. The positive and significant effect is shown by the work motivation variable from the results of this study on performance, as well as work discipline, it also shows a positive and significant effect on performance. Then, the negative effect is shown by the motivation to work stress and also work discipline to work stress, this also shows a negative and significant effect. And the last is the relationship between job stress and performance. This shows a positive and significant effect on performance.

Keywords: Work motivation, discipline, job stress, performance, work from home

1. Introduction

The spread of the coronavirus disease (COVID-19) pandemic in early 2020 has brought about unexpected big changes in various aspects of the daily life of many people around the world. To stop the spread of the pandemic, people are being asked to stay at home, schools are closed, public events are banned, 'non-essential' production is stopped, social distancing is strongly encouraged, and even lockdowns are imposed. On Monday, March 2, 2020, positive cases of Corona or COVID-19 began to appear in Indonesia. Furthermore, the positive case of Corona is increasing. Seeing the rapid development of COVID-19, then through a press conference at The Bogor Palace in West Java and by the encouragement of President Joko Widodo (March 15, 2020) to prevent the spread of a new type of coronavirus (SARS-CoV-2) caused by COVID-19, people should work, worship and learn from home. The Ministry of Education and Culture has officially issued a policy of working from home for the ASN work environment. Issuance of Circular Letter No. 36603/A.A5/OT/2020 dated March 15, 2020. As many as 91% of the world's student population carry out PJJ (Distance Learning), it is because students are affected by school closures, as a result of the COVID-19 pandemic (UNESCO). The impact of PJJ (Distance Learning) besides having an impact on students, also has an impact on teachers. A teacher certainly has responsibility for the learning process that occurs to students, but all of it is disrupted due to the impact of the COVID-19 pandemic. Teacher performance in online learning is much influenced by work stress, work motivation, and work discipline.

2. Literature Review

2.1 Motivation

The word motive is the origin of the word motivation, which has the meaning of encouraging needs in employees that must be fulfilled to adapt to their environment. Boekaerts et al. (2006) state that a psychological process that can encourage and direct behavior towards the goal to be achieved or directed behavior is called motivation. From these views can be drawn motivational conclusions that are the strength and motivation that exists in a person to work and act in meeting the desired needs to pursue the achievement of their expected goals (Setyani et al., 2020). Individual motivation can also increase employee productivity (Saluy et al., 2021). Deci and Ryan (2000) in Self-Determination Theory (SDT) revealed that understanding human motivation requires consideration of the innate psychological needs for competence, autonomy, and relatedness. Individual differences and social relationships support the satisfaction of basic needs that foster natural growth processes including behavior that is both intrinsically and extrinsically motivated. Akman (2018) has proven the role of work motivation in improving teacher performance.

2.2 Discipline

In essence, discipline is the ability of self-control to refrain from doing an action that supports something that has been created. According to Sarwani (2016), discipline is management action to enforce organization standards. This means The implementation of management that aims to strengthen organizational guidelines is called work discipline. Thus, the conclusion is that work discipline is an effort of the management of companies and organizations to run and apply the rules and regulations that must be adhered to by each employee. Iskanto et al. (2020) state that works discipline has two forms, they are preventive discipline and corrective discipline. Efforts to move employees to comply with and follow the work rules that apply in a company are called preventive discipline. Then it's a certain effort to move employees through regulations and direct them to comply with the company's guidelines (Permana et al., 2021). A teacher educator must also be disciplined to improve his performance in the learning process. Research by Johnston and Purcell (2022) shows that subject discipline teacher educators are a distinctive group of teacher educators committed to, and engaged in, teacher education practices.

2.3 Work Stress

Stress as an opportunity what if the stress brings something potential results. However, stress is also dangerous for a person because of work that can threaten safety (Bhui et al., 2016). The characterization and/or individual psychological processes that link this adaptive response are called stress (Segerstrom & Miller, 2004). What are the consequences of any external action, situation, or event that will place the psychologist's demands physically or specifically on others? Furthermore, stress can be said as a condition of tension that affects emotions, ways of thinking, and also one's physical condition (Schneiderman, 2005). Stress that cannot be handled properly will result in the inability of a person to have positive interactions with the environment, including the work environment to the external environment. So, the employee encountered negative symptoms that affected their work performance (Virgiawan et al., 2021). Stress is the condition of tension that affects the emotions thought processes, and conditions of each individual who must respond beyond the ability to adjust to certain external demands (Yaribeygi et al., 2017). According to Alsa et al. (2021), stress is associated with religiosity and resilience which are key factors influencing the development of workers' psychological well-being.

2.4 Work From Home (WFH)

The COVID-19 pandemic has caused many employees, including teachers to be asked to start Working From Home (WFH), educators are under increasing pressure to adapt to this new habit (Acuyo, 2022). Davidescu et al. (2020) mention WFH is one of the terms of remote working, more precisely doing the usual work done in the office from home. So, the workers do not have to attend face-to-face with other workers. WFH is familiar to some. The start-up employees, the freelancer, and other large companies have been running remote working systems. According to Schade et al. (2021), WFH requires people to be able to adapt to new situations and motivations. To be able to improve the quality of WFH, better job control and social support are needed. Manroop and Petrovski (2022) identified four layers of contextual demands (omnibus, task, social and personal) that resulted in participants being required to work from home. Nastasa et al. (2021) proved the relationship between work-home interactions and teacher life satisfaction. WFH faces several challenges related to remote work, including ineffective communication, procrastination, loneliness, lack of social support, work autonomy, monitoring, work-home distractions, and increased workload and self-discipline (Wang et al., 2020)

2.5 Performance

The performance achieved by an individual determines the success of an organization in realizing the mission and vision of the organization that has been set, including schools (Zainudin et al., 2021). Performance is defined as a form of behavior that can control workers, to the place which behaviors are appropriate or not work (Triharharjo et al., 2021; Priharso et al., 2018). Performance is often interpreted as the achievement of one's results of the quantity and quality according to given responsibilities (Pawirosumarto et al., 2017). According to Taylor and Tyler (2012), teacher performance is an important factor in school success. About WFH, teachers are required to be able to adapt to new habits by developing various new skills, especially those related to information technology-based teaching innovations that can improve performance. In addition, in general, schools conducting online learning present considerable difficulties as teachers struggle to adapt to what may be the "new normal" for a considerable period (Allen et al., 2020).

3. Methods

The survey method with a quantitative approach is used in this research method. While the problem-solving method describes or presents the results of the research clearly as it is, this is called a descriptive

method. Survey research is research to take samples from the population through questionnaires as a means of collecting basic data. The research Variable is divided into three groups, it is including:

1. Free Variable (independent variable)
A Free Variable is a variable that affects the occurrence or emergence of a bound variable. Motivation (X_1) and discipline (X_2) are independent variables of this study.
2. The intermediary variable in this study is the intervening or mediating variable. The relationship between the independent variable and the dependent variable is mediated by this variable. The Free Variable of this research is work stress (Y_1).
3. Abound variable (dependent variable) is a variable that is affected or becomes a result of a free variable. The variable in this study is performance (Y).

Certain qualities and characteristics possessed by an object/subject, are determined to be studied, and then conclusions are drawn by the researcher, this is called the population. The population of this research includes all teachers who teach at SMKN 9 Bekasi ranging from grade X teachers to XII classes in various departments totaling 63 people. Part of the number and characteristics of the population is also called the sample. This study used a sample with a sampling technique. The use of census techniques or saturated samples is a technique sampling when all members of the population are sampled. Because there are not 100 subjects, this technique is used and all are taken. Therefore, the use of this research sample is the entire population, namely all teachers of SMKN 9 Bekasi.

4. Results

4.1 Evaluation of Measurement Model (Outer Model)

To analyze reflective models, outer loading > 0.7 is recommended by Hair et al. (2017). The square root of the standardized outer loading represents communalities, there are many variations in the indicators described endogenous constructs, and 1 minus the communalities show the variance of measurement errors. If outer loading < 0.4 , it should remove the reflective indicator. However, if outer loading is between 0.4 and 0.7 it is recommended to remove or save items depending on the outer load (height) of other items (Hair et al., 2017). Based on this theory, researchers took a value of 0.6.

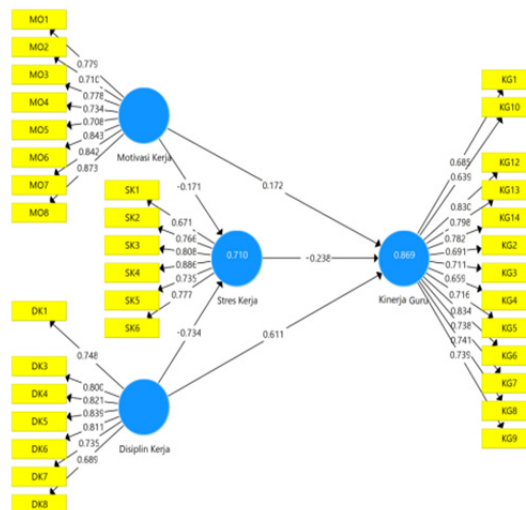


Figure 1: PLS Algorithm Procedure Test Results

It can be concluded that all measuring items have fulfilled the requirements for testing the factor loading value after the issuance of invalid indicator items based on Figure 1 above, besides the average variance extract (AVE) above shows a value of 0.50. It can be said that it is valid and can be used in the measurement of each latent variable. After the convergent analysis is performed, the discriminant is performed by looking at cross-loadings, all indicators should contain the highest value on the related construction.

Table 1: Cross Loadings Test Results

	DK	KG	MK	SK
DK1	0.748	0.647	0.440	0.674
DK3	0.800	0.669	0.438	0.690
DK4	0.821	0.717	0.463	0.725
DK5	0.839	0.765	0.461	0.701
DK6	0.811	0.725	0.396	0.597
DK7	0.735	0.679	0.366	0.578
DK8	0.689	0.736	0.520	0.548
KG1	0.574	0.685	0.540	0.732
KG10	0.512	0.639	0.543	0.428
KG12	0.752	0.830	0.522	0.651
KG13	0.703	0.798	0.490	0.657
KG14	0.722	0.782	0.472	0.604
KG2	0.651	0.691	0.430	0.787
KG3	0.738	0.711	0.400	0.657
KG4	0.629	0.659	0.399	0.664
KG5	0.633	0.716	0.424	0.489
KG6	0.766	0.834	0.488	0.700
KG7	0.641	0.738	0.550	0.553
KG8	0.689	0.741	0.543	0.529
KG9	0.634	0.739	0.530	0.620
MO1	0.364	0.454	0.779	0.406
MO2	0.398	0.450	0.710	0.455
MO3	0.404	0.471	0.778	0.358
MO4	0.426	0.467	0.734	0.482
MO5	0.569	0.605	0.708	0.544
MO6	0.439	0.511	0.843	0.404
MO7	0.402	0.524	0.842	0.466
MO8	0.499	0.595	0.873	0.516
SK1	0.530	0.534	0.468	0.671
SK2	0.543	0.598	0.450	0.766
SK3	0.566	0.623	0.469	0.808
SK4	0.665	0.705	0.503	0.886
SK5	0.719	0.688	0.413	0.735
SK6	0.785	0.750	0.436	0.777

Source: Smart PLS 3.0 Processed Products (2021)

Based on the cross-loading results from the table above, it can be concluded that the outer loading value for each construct is greater than the outer loading value for other constructs. Based on the explanation above, it can be concluded that the existing indicators are completely valid and there is no problem with discriminant validity.

Tabel 2: Construct Reliability Test Result Table

	Cronbach's Alpha	rho_A	Composite Reliability
Discipline	0.891	0.893	0.915
Performance	0.929	0.932	0.939
motivation	0.910	0.914	0.928
stress	0.867	0.874	0.900

Source: Smart PLS 3.0 Processed Products (2021)

The value of Cronbach's alpha, rho_A and composite reliability obtained is ≥ 0.70 of all variable values, this is based on the results of the reliability test as presented in the table above. Thus, all constructs are acceptable reliability.

The assessment of the structural model (inside) will follow what happens in the evaluation of the measurement model (outside) that supports construction estimation. The effort to find evidence that supports a theoretical model is called structural model analysis. It includes the theory of the relationship between exogenous constructions and endogenous constructs. The value in this test shows the extent to which exogenous constructs describe endogenous constructs. Based to Hair et al. (2017), is as a guideline for the R-Squared Value, 0.25 represents a weak level, 0.50 represents a moderate level and 0.75 represents a substantial one. Since this research model is quite simple, the R-Squared value will be used to analyze the coefficient of determination. The value of R^2 or the determination coefficient of endogenous constructs based on the table above is 0.869 and 0.710. Meanwhile, 86% and 71% show the value of exogenous variables, it can serve to show the endogenous variables that have been shown by this result, then the rest are explained in other exogenous variables outside of this study.

Tabel 3: Coefficient of Determination

	R Square	R ² Adjusted
Teacher Performance	0.869	0.865
Work Stress	0.710	0.705

Source: Smart PLS 3.0 Processed Products (2021)

This stage aims to find out whether the submission of research hypotheses from the research model is accepted or rejected. The testing of hypotheses can be known from the coefficient of the path (path coefficient), T-Statistic value through *bootstrapping*, and *p-value* procedures.

Tabel 4: Hypothesis Test Results Table

	O	T-Statistics (O/STDEV)	P Values
X ₁ -> Y ₂	0.172	3.842	0.000
X ₁ -> Y ₁	-0.171	2.337	0.020
X ₂ -> Y ₁	0.611	8.588	0.000
X -> Y ₂	-0.734	12.837	0.000
Y ₁ -> Y ₂	-0.238	3.358	0.001
	O	T-Statistics (O/STDEV)	P Values
X ₁ ->Y ₂ -> Y ₂	-0.041	2.232	0.026
X ₂ -> Y ₁ -> Y ₂	-0.175	3.121	0.002

Source: Smart PLS 3.0 Processed Products (2021)

All relationships have an influence, this is because the value obtained is below 0.5. It is the p-value test results that are presented in the table above. Furthermore, the use of the T-Statistic (bootstrapping) aims to know the value of significance between constructs. Hair et al. (2017) provide advice for carrying out bootstrapping procedures with a re-sample value of 5 thousand. The limit for accepting and rejecting hypothetical submissions is ± 1.96 , whereas if the t-statistical value is in the range of -1.96 and 1.96 values the hypothesis is rejected or named by accepting the zero hypotheses (Ho). Based on the test results of t-statistics table 4. 14, it can be known that all relationships have a significant relationship direction because the value is above 1.96.

5. Discussion

Empirical findings prove that there is a positive and significant influence shown by work motivation on teacher performance. The results of the study support the findings of Han and Yin (2016), and Setyaningsih (2020) that teacher motivation is identified as the main determinant of student motivation and teaching effectiveness. Teacher motivation is an important factor that is closely related to several variables in education such as student motivation, educational reform, teaching practice and fulfillment, and teacher psychological well-being. The second hypothesis (H₂) is accepted, based on the results of tests conducted on the effect of work discipline on teacher performance. Where based on these results, it can be seen that there is a positive and significant influence between work discipline on teacher performance. Empirical findings support Setyaningsih's (2020) research that teacher work discipline affects performance. Meianto et al. (2021) found that work discipline can increase effectiveness and have implications for better performance. Work motivation in the research findings proves that work motivation has a negative effect on employee work stress. The results of this study are different from the findings of Noermijati and Primasari (2015) which prove that job stress has no significant effect on job satisfaction. Furthermore, work stress has an indirect effect on employee performance through job satisfaction and is not significant. Work discipline also has a negative effect on work stress. These results are in line with several types of research (Hapsari et al., 2021; Iman & Lestari, 2019). The results of the study also found that work stress had a negative effect on teacher performance. According to Shahid et al. (2012) employees working in different organizations have to deal with stress. These pressures contribute to decreased organizational performance, decreased overall employee performance, decreased quality of work, staff turnover, and absenteeism due to health problems such as anxiety, depression, headaches, and backaches. The results show that all stress components cause great stress to employees and then reduce their performance (Vizano et al., 2021; Riyanto et al., 2021).

Partial mediation between work motivation and employee performance is mediated by work stress, which is based on the test results of the indirect effect of work motivation and teacher performance through the mediating variable of work stress having a negative and significant effect. This occurs as a result of direct and indirect influences, previously a positive and significant effect was shown on work motivation and employee performance, then there was a negative and significant effect through work stress, work motivation, and teacher performance. From these results, it can be seen that work stress on the relationship between work motivation and employee performance has an effect and is a connecting variable between endogenous variables and exogenous variables. Without low work stress, high work motivation is not able to encourage and improve teacher performance. A negative and significant influence is indirectly shown by work discipline and teacher performance which is tested through variables that mediate work stress. And the conclusion is that the partial mediation between teacher performance and teacher discipline is mediated by job stress. The direct and indirect influence causes a change from the previous positive and significant influence shown by the teacher's work and performance. Furthermore, due to work stress, work discipline, and teacher performance experienced negative and significant changes. Without low work stress, high work discipline is not able to encourage and improve teacher performance. According to Hoboubi et al. (2017), job stress and job satisfaction are important factors that affect labor productivity. The level of

job stress and job satisfaction felt by employees is medium-high and moderate. Corrective action is needed to improve the shift work system. "Role insufficiency" and "Role ambiguity" should be increased and supervisor support should be increased to reduce job stress and increase job satisfaction and productivity.

6. Conclusion

Based on empirical findings, research proves that motivation and work discipline has a positive effect on teacher performance. Motivation and work discipline have a negative effect on work stress. Job stress has a negative effect on employee performance. Part of the relationship between work discipline and employee performance is mediated by job stress. This proves that job stress is a connecting factor. Part of the relationship between work motivation and employee performance is mediated by job stress. This proves that job stress is a connecting factor. This research has implications for school management that in improving teacher performance and work stress it is necessary to pay attention to teacher motivation and discipline in teaching. This study has limitations by only highlighting two factors that influence determining teacher performance and work stress, while many other factors influence it, including compensation, teaching hours, learning media, and curriculum.

References

- Acuyo, A. (2022). Reviewing the Literature on Professional Development for Higher Education Tutors in the Work-From-Home Era: Is it Time to Reconsider the Integration of Social Media?. *Education and Information Technologies*, 27, 89–113. <https://doi.org/10.1007/s10639-021-10603-2>
- Akman, Y. (2018). The Investigation of The Relationships Between Organizational Justice, Work Motivation, and Teacher Performance. *Cukurova University Faculty of Education Journal* 47(1). 164-187. DOI: 10.14812/cuefd.371642
- Alsa, A., Sovitriana, R., Ekasari, A., & Endri, E. (2021). Psychological Well-being of Mothers with Autistic Children. *Journal of Educational and Social Research*, 11(6), 247-254. <https://doi.org/10.36941/jesr-2021-0144>
- Allen, J., Rowan, L., & Singh, P. (2020) Teaching and teacher education in the time of COVID-19. *Asia-Pacific Journal of Teacher Education*, 48(3), 233-236, DOI: 10.1080/1359866X.2020.1752051
- Boekaerts, M., De Koning, E., & Vedder, P. (2006). Goal-directed Behavior and Contextual Factors in the Classroom: An Innovative Approach to the Study of Multiple Goals. *Educational Psychologist*, 41(1), 33–51. DOI:10.1207/s15326985ep4101_5
- Bhui, K., Dinos, S., Galant-Miecznikowska, M., de Jongh, B., & Stansfeld, S. (2016). Perceptions of work stress causes and effective interventions in employees working in public, private and non-governmental organizations: a qualitative study. *BJPsych Bulletin*, 40(6), 318–325. DOI: 10.1192/pb.bp.115.050823
- Davidescu, A.A., Apostu, S.A., Paul, A., & Casuneanu, I. (2020). Work Flexibility, Job Satisfaction, and Job Performance among Romanian Employees—Implications for Sustainable Human Resource Management. *Sustainability*, 12(15):6086. <https://doi.org/10.3390/su12156086>
- Deci, E.L., & Ryan, R.M. (2000). The “what” and “why” of goal pursuits: Human needs and the self-determination of behavior. *Psychological Inquiry*, 11(4), 227–268. DOI: 10.1207/S15327965PLI1104_01
- Hair, J. F., Hult, G. T. M., Ringle, C. M., & Sarstedt, M. (2017). *A primer on partial least squares structural equation modeling (PLS-SEM)* (2nd ed.). SAGE
- Han, J & Yin, H. (2016). Teacher motivation: Definition, research development and implications for teachers. *Cogent Education*, 3, 1
- Hapsari, D., Riyanto, S. & Endri, E. (2021). The Role of Transformational Leadership in Building Organizational Citizenship: The Civil Servants of Indonesia. *Journal of Asian Finance, Economics, and Business*, 8(2), 595-604. <https://doi.org/10.13106/jafeb.2021.vol8.no2.0595>
- Hoboubi, N., Choobineh, A., Kamari, G. F., Keshavarzi, S., & Hosseini, A., 2017. The impact of job stress and job satisfaction on workforce productivity in the Iranian petrochemical industry. *Safety and Health at Work*, 8(1), 67-71. <https://doi.org/10.1016/j.shaw.2016.07.002>

- Iman, N., & Lestari, W. (2019). The effect of leadership on job satisfaction, work motivation and performance of employees: Studies in AMIK Yapennas Kendari. *African Journal of Business Management*, 13(14), 465-473. DOI:10.5897/AJBM2019.8794
- Iskamto, D, Ghazali, P.L., Afthanorhan, A. (2020). A Conceptual Framework for Entrepreneur Competence and Entrepreneur Performance: The Role of Gender. *The Journal of Management Theory and Practice (JMTP)* 1(1),1-4. DOI:10.37231/jmtp
- Johnston, J., & Purcell, R. (2022). Who else is teaching the teachers? The subject discipline teacher educator in initial teacher education. *European Journal of Teacher Education*, 45(1), 113-126, DOI: 10.1080/02619768.2020.1803267
- Nastasa, M., Golu, F., Buruiana, D., & Oprea, B. (2021). Teachers' work-home interaction and satisfaction with life: the moderating role of core self-evaluations. *Educational Psychology*, 41(6), 806-820. DOI: 10.1080/01443410.2020.1852182
- Noermijati, N., & Primasari, D. (2015). The effect of job stress and job motivation on employees' performance through job satisfaction (A study at PT. Jasa Marga (Persero) Tbk. Surabaya - Gempol branch). *Journal of Economics, Business & Accountancy Ventura*, 18(2), 231-240. <http://dx.doi.org/10.14414/jebav.v18i2.450>
- Meianto, S., Bahiramsyah, A., & Endri, E. (2021). Work effectiveness in relation to communication, workload, and work discipline. *Linguistics and Culture Review*, 6(S1). <https://doi.org/10.21744/lingcure.v6nS1.1998>
- Manroop, L., & Petrovski, D. (2022). Exploring layers of context-related work-from-home demands during COVID-19. *Personnel Review*, Vol. ahead-of-print No. ahead-of-print. <https://doi.org/10.1108/PR-06-2021-0459>
- Permana, A., Aima, M.H., Ariyanto, E., Nurmahdi, A., Sutawidjaya, A.H., & Endri, E. (2021). The effect of compensation and career development on lecturer job satisfaction. *Accounting*, 7(6). 1287-1292. DOI: 10.5267/j.ac.2021.4.011
- Pawirosumarto, S., Sarjana, P.K., & Gunawan, R. (2017). The effect of work environment, leadership style, and organizational culture towards job satisfaction and its implication towards employee performance in Parador Hotels and Resorts, Indonesia. *International Journal of Law and Management*, 59(6), 1337- 1358. DOI:10.1108/IJLMA-10-2016-0085
- Priarso, Mt., P Diatmono, S Mariam (2018). The Effect of Transformational Leadership Style, Work Motivation, And Work Environment On Employee Performance. That in Mediation by Job Satisfaction Variables in PT. Gynura Consulindo. *Business and Entrepreneurial Review* 18(1), 73-84
- Riyanto, R., Endri E., & Herlisha, N. (2021). Effect of work motivation and job satisfaction on employee performance: Mediating role of employee engagement. *Problems and Perspectives in Management*, 19(3), 162-174. doi:10.21511/ppm.19(3).2021.14
- Saluy, A.B., Abidin, Z., Djamil, M., Kemalasari, N., Hutabarat, L., Pramudena, S.M., & Endri, E. (2021). Employee productivity evaluation with human capital management strategy: The case of covid-19 in Indonesia. *Academy of Entrepreneurship Journal*, 27(5), 1-9
- Schade, H.M., Digutsch, J., Kleinsorge, T., & Fan, Y. (2021). Having to Work from Home: Basic Needs, Well-Being, and Motivation. *International Journal of Environmental Research and Public Health*, 18(1), 5149. [HTTPS://doi.org/10.3390/ijerph18105149](https://doi.org/10.3390/ijerph18105149)
- Shahid, M. N., Khalid, L., Nadeem, S., & Ashraf, M. A. (2012). Work stress and employee performance in banking sector: Evidence from District Faisalabad, Pakistan. *Asian Journal of Business and Management Sciences*, 1(7), 38-47
- Sarwani. (2016). The effect of work discipline and work environment on the performance of employees. *Sinergi*, 6(2), 53-67. <https://doi.org/10.25139/sng.v6i2.82>
- Seegerstrom, S. C., & Miller, G. E. (2004). Psychological stress and the human immune system: a meta-analytic study of 30 years of inquiry. *Psychological Bulletin*, 130(4), 601-630. DOI: 10.1037/0033-2909.130.4.601
- Schneiderman, N., Ironson, G., & Siegel, S. D. (2005). Stress and health: psychological, behavioral, and biological determinants. *Annual review of clinical psychology*, 1, 607-628. DOI: 10.1146/annurev.clinpsy.1.102803.144141
- Setiyani, A., Sutawijaya, A., Nawangsari, L.C., Riyanto, S., & Endri, E. (2020). Motivation and the Millennial Generation. *International Journal of Innovation, Creativity and Change*, 13(6),1124-1136
- Setyaningsih, T. K. (2020). Influence of school leadership, discipline, and work motivation toward high school teacher performance. *Harmoni Sosial: Jurnal Pendidikan IPS*, 7(1), 65-77. <https://doi.org/10.21831/hsj.v7i1.13423>
- Taylor, E.S., & Tyler, J.H. (2012). The Effect of Evaluation on Teacher Performance. *American Economic Review*, 102(7), 3628-51. DOI: 10.1257/aer.102.7.3628

- Triraharjo, J., Sutawidjaya, A. H., Saluy, A. B., & Aima, H. (2021). The Influence of Transformational Leadership and Servant Leadership on Employee Satisfaction and Organizational Performance at the Coal Mining Company in Indonesia (IDX-Listed). *Linguistica Antverpiensia*, 1707-1721
- Virgiawan, A. R., Riyanto, S., & Endri, E. (2021). Organizational Culture as a Mediator Motivation and Transformational Leadership on Employee Performance. *Academic Journal of Interdisciplinary Studies*, 10(3), 67. <https://doi.org/10.36941/ajis-2021-0065>
- Vizano, N. A., Sutawidjaya, A.A., & Endri, E. (2021). The Effect of Compensation and Career on Turnover Intention: Evidence from Indonesia. *Journal of Asian Finance, Economics, and Business*, 8(1), 471-478. <https://doi.org/10.13106/jafeb.2021.vol8.no1.471>
- Yaribeygi, H., Panahi, Y., Sahraei, H., Johnston, T. P., & Sahebkar, A. (2017). The impact of stress on body function: A review. *EXCLI Journal*, 16, 1057-1072. DOI: 10.17179/excli2017-480
- Wang, B., Liu, Y., Qian, J., & Parker, S. K. (2021). Achieving effective remote working during the COVID-19 pandemic: A work design perspective. *Applied Psychology*, 70(1), 16-59. DOI:10.1111/apps.12290
- Zainudin, B., Sutawidjaya, A. H., Saluy, A. B., Djamil, M., & Endri, E. (2021). The effect of compensation, leadership, and supervision on performance of government civil servants: Mediating role of adversity quotient. *Linguistics and Culture Review*, 5(1). <https://doi.org/10.21744/lingcure.v5n1.1988>