The Effect of Workload, Social Support and Role Conflict on Work Stress That Impacts Work Performance at SMA Santo Yoseph, Cakung

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Abstract

This study investigates the effects of workload, social support, and role conflict on work stress and its subsequent impact on teacher performance at SMA Santo Yoseph, Cakung. A quantitative approach was adopted, employing a census method involving 24 teachers. Data were analyzed using the Partial Least Squares Structural Equation Modeling (SEM-PLS) technique through SmartPLS version 4.1.0.9. The outer model analysis confirmed that all constructs met the criteria for convergent validity and internal consistency reliability (CR > 0.7). The inner model evaluation revealed adjusted R^2 values of 0.812 for work stress and 0.774 for job performance, along with Q^2 values exceeding 0.5, indicating strong predictive relevance. Hypothesis testing demonstrated that workload ($\beta = 0.392$; $p < 0.05$) and role conflict ($\beta = 0.327$; $p < 0.05$) exert a significant positive influence on work stress, whereas social support has a significant negative effect ($\beta = -0.321$; $p < 0.05$). Furthermore, work stress significantly reduces job performance ($\beta = -0.509$; $p < 0.05$). Both workload and role conflict were found to have direct negative effects on job performance. While social support and work stress were also shown to influence performance positively, the effect of work stress, although significant, was relatively weak. Nevertheless, the analysis of indirect effects indicated that work stress does not mediate the relationships between workload, social support, and role conflict with job performance, as all three indirect paths were statistically insignificant. The findings underscore the importance of managing workload and role conflict, as well as fostering social support within the school environment, to enhance teacher performance. Additionally, moderate levels of work stress (eustress) may serve as a performance enhancer, provided it is managed to avoid escalation into harmful distress..

Keywords: Workload, Social Support, Role Conflicts, Job Performance

INTRODUCTION

Education is a fundamental element in the development of a nation, equipping not only individuals with knowledge, but also life skills and positive social attitudes. In Indonesia, education has a strategic position as stipulated in the

National Education System Law No. 20 of 2023, which emphasizes the importance of a planned educational process to actively develop students' potential (Susilawati, 2024). A strong education system is able to prepare a productive, insightful, and ready generation to face global challenges and contribute to national development.

Education in Indonesia has a strategic role in producing the next generation who are able to compete in the era of globalization. As a pillar of nation building, education is directed to achieve national goals, namely educating the nation's life and strengthening moral character (Rudiyanto & Kasanova, 2023). Through a curriculum that continues to be adjusted, the education system aims to produce individuals who are faithful, pious, noble in character, physically and spiritually healthy, as well as intelligent and creative in facing various challenges. Therefore, the government and the people in Indonesia must work together to build a supportive education ecosystem as a form of sustainability in the education system.

However, the quality of Indonesian education is still hampered by various challenges, ranging from a lack of facilities, a shortage of teachers, to the stress experienced by educators themselves (Satria et al., 2025). The quality of education does not only depend on facilities and infrastructure, but also on the competence of teachers in managing the learning process and the school atmosphere. One of the key indicators of educational quality is teachers' work performance, which reflects the extent to which they can carry out their duties effectively and efficiently. This is where the role of human resource management, especially workload management, social support, and conflict management, plays a very influential role in supporting the achievement of quality educational outcomes (Nur & Mannuhung, 2022). To achieve a better quality of education, the role of teachers as the main actor is very important. Teachers not only function as teachers, but also as facilitators, motivators, and classroom managers who are able to create a conducive learning environment (Sulistiani & Nugraheni, 2023). Too high a workload, lack of social support, and role conflicts can affect teachers' performance, ultimately impacting their work performance. As a highly influential element, teachers must be able to manage stress and find ways to maintain a balance between professional responsibilities and personal life. Therefore, understanding the factors that affect teachers' work performance and ways to manage stress in the workplace becomes crucial.

Teachers are expected to play a role not only as teachers but also as spiritual guides, motivators, and implementers of education policies at the operational level. Teachers are also expected to be able to be role models in attitudes and behaviors, which indirectly contribute to the formation of students' character. However, this complex role is often accompanied by challenges in the form of an increasingly heavy workload. Teachers are not only expected to be able to deliver learning materials well, but also have to carry out additional duties, such as being a homeroom teacher who is responsible for managing class administration, student guidance, and establishing effective communication between students and parents.

This phenomenon creates significant psychological distress, increases the risk of work stress, and potentially lowers work performance. The pressure arising from high workloads, lack of support from the environment, and role conflicts that are often faced are a big challenge for teachers. This condition not only hinders their productivity, but also affects their ability to provide the best for students. Therefore, it is very important to create a work environment that supports and pays more attention to the welfare of teachers so that they are able to carry out their role optimally in boosting the quality of national education.

Work performance in the secondary education environment refers to the achievement of optimal results by a teacher in carrying out his duties and responsibilities, both in the aspect of teaching and in classroom management. This achievement can be measured through several indicators, such as teaching quality, the ability to create a conducive learning atmosphere, and the achievement of student learning outcomes that can be seen from their academic development. In the context of secondary education, teachers' work performance does not only focus on delivering material, but also involves developing students' character, involvement in extracurricular activities, and the ability to adapt to the latest curriculum and technology (Silalahi et al., 2024).

Factors such as excessive workload, lack of social support from peers and leaders, and role conflicts that may arise between job demands and personal needs, can affect teachers' job performance. High work stress, which arises due to the tension of dealing with various pressures at school, often mediates between these factors and teacher performance, which ultimately impacts the quality of education students receive (Cahyani & Ardila, 2024).

The work stress experienced by teachers has a wide impact, both on personal well-being and on their work performance. Teachers who are under pressure tend to experience decreased motivation, feel emotionally tired, and lose enthusiasm in teaching (Suryandari, 2016). This is not only detrimental to individual teachers, but also has an impact on the overall quality of education. Therefore, research on the influence of workload, social support, and role conflicts on teachers' work performance with work stress as an intervening variable is very important to be conducted. This study aims to provide a comprehensive overview of the mechanisms that connect these factors, as well as produce policy recommendations that can improve teachers' welfare and performance in a sustainable manner.

Work stress must be overcome because it can affect individual performance and well-being, especially in an educational environment. The causes of work stress in teachers are usually related to high workloads, unrealistic demands, lack of social support from peers or leaders, as well as role conflicts that arise between professional demands and personal needs (Werenfridus et al., 2023). Additionally, factors such as lack of control over work, uncertainty in performance evaluations, and lack of adequate resources or facilities can also exacerbate stress levels. Prolonged stress can reduce motivation, reduce the quality of teaching, and even have an impact on teachers' physical

and mental health (Iftadi et al., 2024). Therefore, it is important to identify and manage the causes of stress so that teachers can continue to function optimally and provide quality education to students.

Workload refers to the number of tasks and responsibilities that an individual must fulfill in a given period of time. In the context of education, the teacher's workload includes various tasks that include teaching, compiling subject matter, conducting assessments and evaluations, and involvement in administrative activities and professional development (Farhan & Warohmah, 2025). A high workload, especially when those tasks are not balanced with the time or resources available, can cause significant work stress. In secondary education, teachers' workloads often increase due to the demands of managing larger classes, meeting strict curriculum standards, and participating in extracurricular activities. In addition, many teachers have to deal with additional administrative work, such as report cards, attendance, and other activities that are not directly related to teaching. Excessive workload without adequate support can degrade the quality of teaching and affect teachers' mental and physical health.

Therefore, it is important for education management to design a realistic and balanced workload so that teachers can work efficiently and effectively, as well as safeguard their well-being. Teacher workload that exceeds normal limits is a serious problem in many educational institutions, including in schools where this study was conducted. Ideally, a teacher has a workload of 24 hours per week according to Law No. 14 of 2005 concerning Teachers and Lecturers (Nur & Mannuhung, 2022). However, in the field, teachers often have to work far beyond this limit. This condition is exacerbated by the lack of adequate human resources (HR). This excessive workload not only impacts teachers' physical and mental health, but also has the potential to decrease the quality of learning and overall performance.

This phenomenon is further exacerbated by the lack of social support from various parties, both from colleagues, leaders, and school residents. Social support has an important role in helping teachers manage the workload and stress experienced. In reality, many teachers feel that the presence of colleagues or leaders is not enough to support them in the face of complex pressures. School leaders, for example, sometimes only give assignments without considering the individual capacity of teachers, so teachers are forced to struggle alone in completing various responsibilities. This condition causes teachers to feel depressed and do not have a strong enough support system to overcome the various challenges they face.

Social support is an important factor in influencing the performance of individuals, including teachers (Fathurrahman et al., 2025). However, in the schools where this study was conducted, the social support received by teachers was still far from optimal. The lack of clear direction and limitations for additional assignments, as well as limited access to the necessary information, often make teachers feel overwhelmed and difficult to complete assignments. In addition, the individualist work culture characterized by the tendency of teachers to work alone, even when a team has already been formed, further

aggravates the situation. This condition can trigger work stress and negatively impact teacher performance.

Role conflicts are also a significant factor in creating additional pressure for teachers. Teachers often have to divide their attention between teaching responsibilities, administrative tasks, and other roles given by the school (Sopian, 2016). For example, a teacher who is assigned to be a student supervisor as well as a committee member at a particular school event is often faced with a role conflict that drains energy and time. The role conflict experienced by teachers in schools is an issue that needs attention. Teachers, especially homeroom teachers, are often faced with the demands of diverse and overlapping roles. In addition to being responsible for the learning process, they are also expected to manage various administrative matters such as tuition billing, and even act as spiritual guides and mediators in conflicts between students and parents.

This excessive multitasking can create significant role tension, potentially damaging the relationship between teachers, students, and parents. This kind of role conflict not only impacts the well-being of teachers, but can also hinder the effectiveness of their performance in carrying out their core duties as educators. The lack of a balance between these responsibilities often makes teachers unable to focus on the main task, which is teaching and improving the quality of learning. This role conflict not only interferes with work efficiency, but also increases the risk of work stress.

In addition to the role of teachers, schools as formal institutions have a strategic responsibility in creating an educational environment that supports quality learning. Schools must provide adequate infrastructure, including proper classrooms, well-functioning laboratories, well-equipped libraries, and other supporting facilities to support learning activities. Furthermore, schools must implement effective management with policies that support the learning process, such as providing opportunities for teachers to participate in professional training and development programs (Munir & Novita, 2023). Schools with good management can significantly improve teacher performance, so that it has a direct impact on student achievement.

In addition, schools also need to encourage a culture of close cooperation between teachers, students, and parents to create a conducive educational ecosystem. Transparent policies, a continuous evaluation system, and a commitment to improving the quality of education are important elements that must be held by schools to achieve better educational standards in Indonesia. The combination of the maximum role of teachers and strategic support from schools is the key to realizing a quality and sustainable education system. Thus, collaboration between teachers and school management is the main key in encouraging the improvement of the quality of education in Indonesia (Susilawati, 2024 : Nur & Mannuhung, 2022).

This study has a scope that focuses on the influence of workload, social support and role conflict on work stress that has an impact on work performance at SMA Santo Yoseph, Cakung. This study aims to provide an overview of workload, social support, role conflicts, and work stress at SMA Santo Yoseph Cakung, as well as analyze the influence of these factors on work performance.
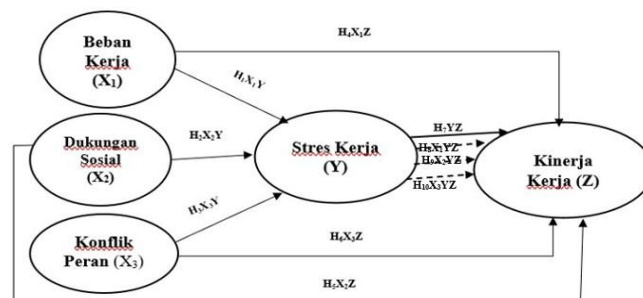
The subject of this study involved all teachers at SMA Santo Yoseph, Cakung, East Jakarta. This population includes permanent teachers and honorary teachers who are actively teaching in the 2024/2025 school year which has a direct impact on this study.

METHODS

This study uses a quantitative approach designed to identify the cause-and-effect relationship between independent variables (workload, social support, role conflicts) and dependent variables (work performance), as well as the role of intervening variables (work stress) in mediating these relationships (Sugiyono, 2022). Data was collected through a structured questionnaire to obtain information from respondents (teachers at SMA Santo Yoseph, Cakung, East Jakarta).

The research model used is a model that measures the influence of independent variables on bound variables which can be seen as follows:

Figure 1.
Research Model Diagram

Source : Processed by the author, 2025

RESULTS AND DISCUSSION

Overview of Workload at SMA Santo Yoseph, Cakung

The workload of teachers at SMA Santo Yoseph, Cakung, includes various aspects such as the number of teaching hours, the complexity of assignments, and the demands of completing work within strict deadlines. In addition to teaching according to a predetermined schedule, teachers are also responsible for learning planning, learning outcome assessment, and academic administration which requires a lot of precision and time. The complexity of the task is increasing with the demand to adapt teaching methods to the needs of students, curriculum development, and the use of technology in learning.

Table 1.
Workload Overview

Indikator		Respondent's Answer					Total	Weight	Index	Information
		SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
Number of Hours Worked ($X_{1.1}$)	$X_{1.1.1}$	12	12	0	0	0	24	108	4.50	Excellent
	$X_{1.1.2}$	11	11	1	1	0	24	104	4.33	Excellent
	$X_{1.2.1}$	8	11	1	4	0	24	95	3.96	Good

Task Complexity ($X_{1.2}$)	$X_{1.2.2}$	11	12	1	0	0	24	106	4.42	Excellent
Deadline Claims ($X_{1.3}$)	$X_{1.3.1}$	8	8	6	2	0	24	98	3.92	Good
	$X_{1.3.2}$	8	8	5	3	0	24	93	3.88	Good
Total		58	62	14	10	0	144		4.17	GOOD
Percentage		40.28 %	43.06 %	9.72 %	6.94 %	0.00 %	100.0 0%			

Source : Data processed by author, 2025

The average index of 4.17 reflects that in general teachers feel that their workload is quite high, but still within acceptable and well-executed limits, despite some challenges in completing administrative tasks and facing tight deadlines.

Overview of Social Support at SMA Santo Yoseph, Cakung

Social support plays an important role in supporting the performance of high school teachers in the work environment. Social support can come from colleagues, superiors, students, or family, and is divided into several main aspects. First, emotional support, which is a sense of empathy, attention, and moral encouragement that helps teachers cope with work pressure. Second, instrumental support, which includes tangible assistance such as fair division of tasks or the provision of adequate learning facilities. Third, informational support, namely providing suggestions, directions, or resources that help teachers develop their competencies. Fourth, evaluative support, which involves constructive feedback from superiors or colleagues to improve the quality of teaching.

Table 2.

Social Support Overview

Indicator		Respondent's Answer					Total	Weight	Index	Range
		SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
Emotional Supportl ($X_{2.1}$)	$X_{2.1.1}$	0	3	8	11	2	24	60	2.5	Bad
	$X_{2.1.2}$	1	4	5	2	10	24	55	2.3	Bad
Instrumental Support ($X_{2.2}$)	$X_{2.2.1}$	1	2	8	3	10	24	63	2.6	Pretty Good
	$X_{2.2.2}$	0	2	12	9	1	24	63	2.6	Pretty Good
Informational Support ($X_{2.3}$)	$X_{2.3.1}$	0	8	9	4	3	24	63	2.6	Pretty Good
	$X_{2.3.2}$	0	5	9	6	4	24	63	2.6	Pretty Good
Evaluative Support ($X_{2.4}$)	$X_{2.4.1}$	0	3	7	8	6	24	55	2.3	Bad
	$X_{2.4.2}$	0	3	8	8	5	24	58	2.4	Bad
Total		2	25	66	72	27	192		2.5	BAD
Percentage		1.04 %	13.02 %	34.38 %	37.50 %	14.06 %	100.00 %			

Source : Data processed by author, 2025

Overall, the average social support index was 2.5, which falls into the "Bad" category, reflecting that the level of social support that teachers receive at SMA Santo Yoseph is still inadequate, especially in emotional and evaluative aspects, which has the potential to affect their comfort and work effectiveness.

Overview of Role Conflicts at SMA Santo Yoseph, Cakung

As educators, teachers often face mismatches between work and family expectations, for example when the demands of completing school administration or attending extracurricular activities clash with time with family. In addition, conflicts between roles in work also often occur, especially when a teacher has to carry out various tasks at once, such as teaching, guiding students, and fulfilling obligations as a homeroom teacher or school committee member.

Table 3
Role Conflict Overview

Indicator		Respondent's Answer					Total	Weight	Index	Range
		SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
Mismatch between job and family expectations ($X_{3.1}$)	$X_{3.1.1}$	2	2	11	9	0	24	83	3.5	Good
	$X_{3.1.2}$	2	2	10	9	1	24	81	3.4	Good
Conflicts between roles in work ($X_{3.2}$)	$X_{3.2.1}$	4	7	2	11	0	24	84	3.5	Good
	$X_{3.2.2}$	1	5	3	2	13	24	62	2.6	Pretty Good
Ambiguity in responsibilities ($X_{3.3}$)	$X_{3.3.1}$	3	8	6	0	7	24	80	3.3	Pretty Good
	$X_{3.3.2}$	2	7	7	7	2	24	75	3.1	Pretty Good
Total		**14**	**49**	**39**	**38**	**4**	**144**			
Percentage		**2.78 %**	**26.39 %**	**27.08 %**	**34.03 %**	**9.72 %**	**100.00 %**		**3.23**	**PRETTY GOOD**

Source : Data processed by author, 2025

Overall, the average role conflict index was at 3.23, which falls into the "Pretty Good" category, reflecting that role conflicts do occur, but are still within the limits of what teachers can manage. However, more attention is still needed to the aspect of conflict between roles that have the lowest index so as not to interfere with their work effectiveness and welfare.

Overview of Work Stress at SMA Yoseph, Cakung

Work stress can arise when teachers feel overwhelmed due to high workloads, such as administrative demands, teaching preparation, and student guidance that continue to increase. The emotional impact of work stress cannot be ignored, as continuous stress can lead to mental fatigue, lower motivation, and even affect teachers' relationships with students and colleagues.

Table 4
Overview of Work Stress

Indicator	Respondent's Answer					Total	Weight	Index	Information
	SS (5)	S (4)	CS (3)	SS (2)	STS (1)				

Feeling overwhelmed (Y₁)	$Y_{1.1}$	4	10	7	3	0	24	87	3.63	Good
	$Y_{1.2}$	3	10	7	3	1	24	83	3.46	Good
Feeling incapable of coping with problems (Y₂)	$Y_{2.1}$	2	15	4	3	0	24	88	3.67	Good
	$Y_{2.2}$	9	2	10	3	0	24	89	3.71	Good
Emotional impact (Y₃)	$Y_{3.1}$	3	10	7	0	4	24	80	3.33	Pretty Good
	$Y_{3.2}$	3	7	9	2	3	24	77	3.21	Pretty Good
Total		**24**	**54**	**44**	**14**	**8**	**144**		**3.50**	**GOOD**
Percentage		**5.56 %**	**9.72%**	**30.56%**	**37.50%**	**16.67 %**	**100.00 %**			

Source : Data processed by author, 2025

Overall, the average index was at 3.50 which was in the "Good" category, indicating that despite the pressures and challenges at work, the majority of teachers were still able to manage their workload and emotional impact quite well. However, more attention needs to be paid to the emotional impact aspect, as it has the lowest score and can potentially affect teacher performance in the long run.

Overview of Work Performance at SMA Yoseph, Cakung

The work performance of high school teachers plays an important role in the success of the educational process. Teachers' work performance can be seen from three main indicators. First, task performance, which is the teacher's ability to carry out his main duties, such as preparing learning plans, teaching, and assessing student learning outcomes. Second, contextual performance, which reflects contributions outside of the main task, such as involvement in school activities, cooperation with peers, and guiding and motivating students. However, on the other hand, there are also counterproductive work behavior (CWB) or counterproductive behaviors, such as tardiness, lack of concern for tasks, or conflicts with colleagues, which can hinder work effectiveness.

Table 5.
Job Performance Overview

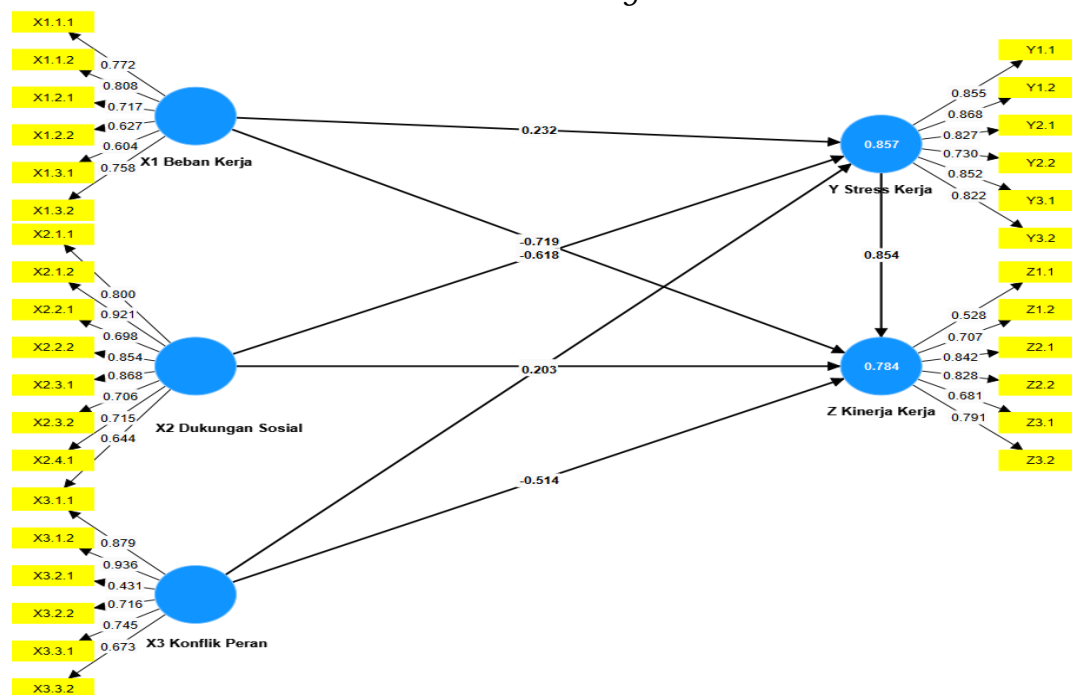| Indicator		Respondent's Answer					Total	Weight	Index	Range
		SS (5)	S (4)	CS (3)	TS (2)	STS (1)				
Task Performance (Z₁)	$Z_{1.1}$	0	2	17	5	0	24	75	3.13	Pretty Good
	$Z_{1.2}$	0	4	16	4	0	24	72	3.00	Pretty Good
Contextual Performance (Z₂)	$Z_{2.1}$	2	8	11	3	0	24	63	2.63	Pretty Good
	$Z_{2.2}$	2	8	11	3	0	24	63	2.63	Pretty Good
Counterproductive Work Behavior(CWB) (Z₃)	$Z_{3.1}$	1	7	9	6	1	24	72	2.96	Pretty Good
	$Z_{3.2}$	1	7	9	6	1	24	72	2.96	Pretty Good
Total		**6**	**36**	**73**	**27**	**2**	**144**		**2.88**	**PRETTY GOOD**
Percentage		4.17 %	25.00 %	50.69 %	18.75 %	1.39 %	100.00 %			

Source : Data processed by author, 2025

Overall, the average index was at 2.88 which was in the category of "Quite Good," reflecting that teachers' performance in general was at a fairly adequate level, but there were some aspects, especially in contextual performance and counterproductive behavior, that could still be improved to achieve more optimal results.

The Influence of Workload, Social Support, Role Conflicts, and Work Stress on Work Performance at SMA Yoseph, Cakung

Reviews Outer Model (Measurement Model)

1. Validity Test

Figure 2
Convergent Validity
Valid Outer Loading Value

Source: Processed by the author using SmartPLS 4.1.0.9

The entire Outer Loading value of each indicator in the variable is above 0.7. This proves that all indicators of Workload, Social Support, Role Conflict, Work Performance, and Work Stress variables used in this study are valid or have met convergent validity.

Table 6
Validity of Discrimination
AVE (Average Variance Extraction) Research Model

Variabel	AVE Value	Standar AVE
X_1 Workload	0.600	0.5
X_2 Social Support	0.758	0.5
X_3 Role Conflict	0.750	0.5
Y Work Stress	0.684	0.5
Z Work Performance	0.735	0.5

Source: Processed by the author using SmartPLS 4.1.0.9

The AVE value for all research variables has been valued above 0.5 so that the AVE value for the discriminant validity test has been met for the next test. Thus, the Discriminant Validity test has been fulfilled as well as the Convergent Validity test so that it can be concluded that the research model has been valid.

2. Reliability Test

The reliability of the indicators in this study was determined from the composite reliability and Cronbach's alpha values for each indicator block. It is said to be reliable if the Composite reliability and Cronbach's alpha are more than 0.7 although the value of 0.6 is still acceptable.

Table 7.
Reliability Value of Research Models

	Cronbach's Alpha	Composite Reliability
X_1 Workload	0.779	0.856
X_2 Social Support	0.920	0.940
X_3 Role Conflict	0.890	0.923
Y Work Stress	0.907	0.928
Z Work Performance	0.811	0.891

Source: Processed by the author using SmartPLS 4.1.0.9

Each variable has a composite reliability value above 0.7. From these results, it can be concluded that the research model has met the value of Cronbach's alpha. From the above model, it can be concluded that the model has met the criteria of Composite Reliability and Cronbach's Alpha so that the research model has met the reliability criteria and is a reliable and reliable measuring tool.

Analyzes Inner Model (Structural Model)
1. Uji Koefisien Determinasi / R Square (R²)

The value of the coefficient of determination is between 0 and 1. The value of the determination coefficient (R^2) is close to the value of 1.

Table 8.
R Square (R²) value of the Research Model

Variabel	R Square	Adjusted R Square
Y Work Stress	0.837	0.812
Z Work Performance	0.813	0.774

Source: Processed by the author using SmartPLS 4.1.0.9

The relationship between constructs based on the R-square value of Adjusted Work Performance (Z) is 0.812, this shows that 81.2% of the Work Performance (Z) variables can be influenced by the variables of Workload, Social Support, Role Conflicts, and Work Stress, while the remaining 18.8% are influenced by other variables outside of the study. Furthermore, the Adjusted R-square Work Stress (Y) is 0.774, this shows that 77.4% of the Work Stress (Z) variables can be influenced by the variables of Workload, Social Support, Role Conflict, while the remaining 22.6% are influenced by other variables outside of the research.

2. Q2 Predictive Relevance

Q2 Predictive Relevance values of 0.002, 0.15 and 0.35 show that the model is weak, moderate, and strong. A value of Q2 > 0 indicates that the model has predictive relevance, while Q2 < 0 indicates that the model lacks predictive relevance.

Table 9.
Q^2 Predictive Relevance Value of the Research Model

Variabel	SSO	SSE	Q^2 (=1-SE/SSO)
X_1 Workload	96.0	96.0	0.001
X_2 Social Support	120.0	120.0	0.001
X_3 Role Conflict	96.0	96.0	0.001
Y Work Stress	144.0	67.1	0.534
Z Work Performance	72.0	34.8	0.517

Source: Processed by the author using SmartPLS 4.1.0.9

Analisis data predictive relevance Q2 pada konstruk eksogen atau independen memiliki nilai yang di atas 0 sehingga memiliki predictive relevance untuk konstruk endogen atau dependen dengan menggunakan software SmartPLS 4.1.0.9

3. Goodness of Fit Index (GoF)

The Goodness of Fit Index (GoF) test is to validate the combined performance between the measurement model (outer model) and the structural model (inner model) obtained through the following calculations:

GoF = $\sqrt{(AVE \times R^2)}$

GoF = $\sqrt{(0.705 \times 0.825)}$

GoF = $\sqrt{0.581}$

GoF = 0.762

Information:

AVE = (0.600+0.758+0.750+0.684+0.735)/5 = 0.705
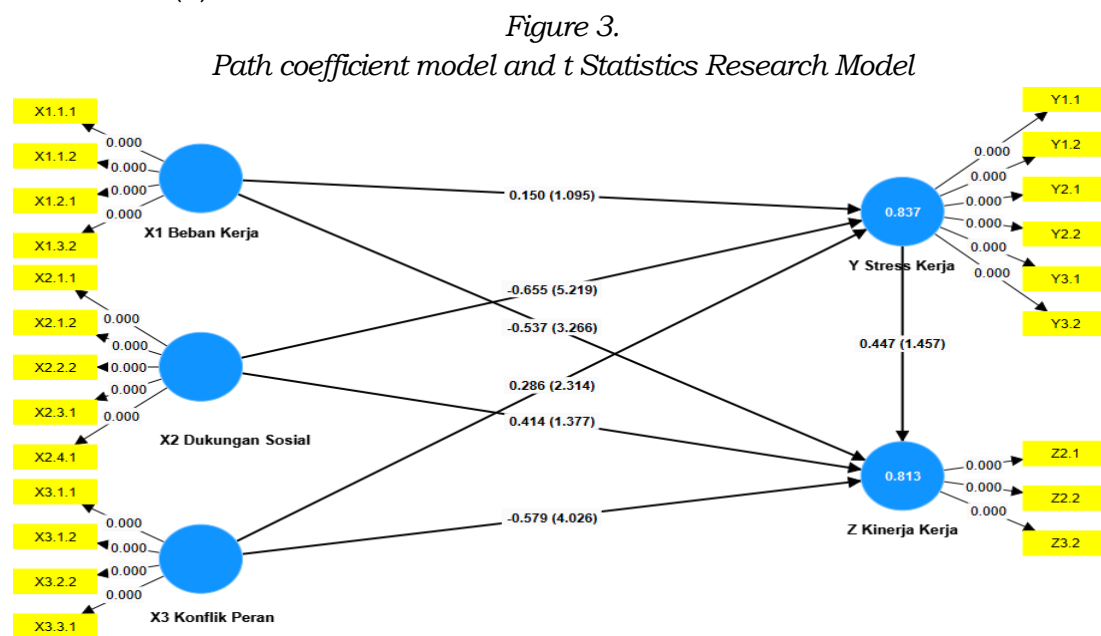
R square = (0.837+0.812)/2=0.825

The results of the Goodness of Fit Index (GoF) calculation showed a value of 0.762.

Small GoF value = 0.1. Medium GoF value = 0.25. Large GoF value = 0.36. Based on these results, it can be concluded that the combined performance between the measurement model (outer model) and the structural model (inner model) as a whole is good because the Goodness of Fit Index (GoF) value is more than 0.36 (large-scale GoF).

Hypothesis Test

1. Direct Influence Hypothesis Test

Hypothesis testing was carried out using the bootstrap resampling method. The hypothesis test calculation using SmartPLS 4.1.0.9 can be seen from the Path Coefficient value, which is the t-statistical value of the relationship between variables in the study. The statistics of the t-test using the formula or by using SmartPLS 4.1.0.9 can be seen from the comparison between the t-test value and the value on t of 1.96 with a significance level (α) of 0.05

Figure 3.
Path coefficient model and t Statistics Research Model

Source: Processed by the author using SmartPLS 4.1.0.9

The first hypothesis test showed that Workload (X1) had a significant effect on Work Stress (Y), with a statistical t-value of 1.095 which was less than 1.96, and P-Value = 0.027 which was below 0.05. Although this relationship is positive with a path coefficient of 0.150, it suggests that the higher the workload, the higher the work stress, the effect is relatively statistically weak. The second hypothesis test revealed that Social Support

(X2) had a significant negative effect on Work Stress (Y), with t statistics of 5.219 and P-Value = 0.000. A path coefficient of -0.655 suggests that higher social support can significantly reduce work stress. The third hypothesis test found that Role Conflict (X3) also had a significant positive effect on Work Stress (Y) with t statistics of 2.314 and P-Value = 0.021, where the path coefficient of 0.286 indicates that the higher the role conflict, the higher the work stress.

Furthermore, the fourth hypothesis test showed that Workload (X1) had a significant negative effect on Work Performance (Z) with t statistics of 3.266 and P-Value = 0.001, where the path coefficient of -0.537 showed that high workload could reduce work performance. The fifth hypothesis test found that Social Support (X2) had a significant positive effect on Work Performance (Z) with a t-statistic of 1.377 and P-Value = 0.016, although the effect was not very strong. The sixth hypothesis test showed that Role Conflict (X3) had a significant negative effect on Work Performance (Z) with t statistics of 4.026 and P-Value = 0.000, where the path coefficient -0.579 showed that high role conflict could reduce work performance. Finally, the seventh hypothesis test found that Work Stress (Y) had a significant positive effect on Work Performance (Z) with a statistical t of 1.457 and a P-Value = 0.014, although this relationship was not very strong, suggesting that to some extent, stress can serve as a motivation to improve performance.

2. Indirect Influence Hypothesis Test

This hypothesis test aims to understand how much these variables contribute in influencing Work Performance when viewed through the path of indirect influence. Table 4.14 that will be presented below includes the original sample values, sample mean, standard deviation, T-statistics, and P-values for each of the influence pathways. The results of this analysis will provide more in-depth insight into the dynamics of the relationship between variables in the context of work performance management at SMA Santo Yoseph, Cakung, East Jakarta.

Table 10.
Indirect Effect Value

Relationships Between Variables	Original Sample (O)	Sample Mean (M)	Standard Deviation (STDEV)	T Statistics (|O/STDEV|)	P Values	Significance
X_1 Workload →Y Work Stress	0.150	0.141	0.137	1.095	0.027	Significance
X_2 Social Support → Y Work Stress	-0.655	-0.550	0.165	5.219	0.000	Significance
X_3 Role Conflict → Y Work Stress	0.286	-0.683	0.125	2.314	0.021	Significance
X_1 Workload → Z Work Performance	-0.537	0.376	0.300	3.266	0.001	Significance
X_2 Social Support → Z Work Performance	0.414	0.256	0.124	1.377	0.016	Significance
X_3 Role Conflict → Z Work Performance	-0.579	-0.558	0.144	4.026	0.000	Significance

Y Stress Kerja → Z Work Performance	0.447	0.408	0.307	1.457	0.014	Significance

Source: Processed By The Author using SmartPLS 4.1.0.9

The eighth hypothesis test showed that Workload (X1) had no significant effect on Work Performance (Z) through Work Stress (Y), with a statistical t-value of 0.870 and P-Value = 0.385, which is greater than 0.05. A path coefficient of 0.067 indicates a very weak positive relationship, and although the Mean value (M) is almost the same as the original value, the variation in the data remains. These results indicate that work stress does not play a mediator role in the relationship between workload and work performance. The ninth hypothesis test also found that Social Support (X2) had no significant effect on Work Performance (Z) through Work Stress (Y), with t statistics of 1.405 and P-Value = 0.160. Although there is a negative path coefficient of -0.293, this relationship is not statistically strong enough to be considered significant.

Furthermore, the tenth hypothesis test showed that Role Conflict (X3) had no significant effect on Work Performance (Z) through Work Stress (Y), with t statistics of 1.134 and P-Value = 0.257. A path coefficient of 0.128 indicates a very weak positive relationship, and although the Mean value (M) is almost the same as the path coefficient, the variation in the data remains. A T-statistic smaller than 1.96 indicates that this relationship is not strong enough to be considered significant. Thus, it can be concluded that work stress does not mediate the relationship between role conflict and job performance, as does workload and social support.

CONCLUSION AND RECOMMENDATIONS
Conclusion

Based on the results of data processing carried out regarding the influence of workload, social support and role conflicts on work stress that have an impact on work performance at SMA Santo Yoseph, Cakung, it can be concluded that:

1. The majority of teachers at the study site considered their working hours to be very high, but they were still well manageable. Even though the workload is quite large, teachers are still able to carry out their duties effectively. Thus, even though the challenges in completing administrative tasks exist and the challenges of the number of hours worked, teachers still have good skills in overcoming them.

2. The level of social support received by teachers at SMA Santo Yoseph is still relatively low, teachers at SMA Santo Yoseph still receive inadequate social support, especially in emotional and evaluative aspects. This can have an impact on work comfort and effectiveness, so there needs to be an improvement effort in building a more supportive work environment.

3. The level of role conflicts experienced by teachers at SMA Santo Yoseph shows that even though role conflicts occur, teachers are still able to manage them quite well, indicating that teachers often face clashes between work and family

        responsibilities and have to balance various job demands that sometimes clash with each other.

4. The level of work stress experienced by SMA Santo Yoseph teachers shows that despite the pressures and challenges at work, the majority of teachers are still able to manage their workload and emotional impact quite well. The level of work pressure experienced by teachers at SMA Santo Yoseph shows that despite the challenges in work, the majority of teachers are still able to manage their workload and emotional impact quite well.

5. Overall, the performance of the teachers was at a fairly adequate level, this shows that the teachers at SMA Santo Yoseph are able to carry out their main tasks quite well. This reflects that in key aspects of work, such as teaching and educational administration, teachers already have adequate competencies. However, this score also shows that there is still room for improvement so that task performance can reach a more optimal level, for example by developing teaching skills, utilizing innovative learning methods, and increasing efficiency in completing academic and administrative tasks.

6. Based on the results of the respondent response analysis, workload, social support and role conflicts were proven to have a significant influence on work stress and work performance

7. Based on the results of the respondent response analysis, work stress has a significant influence on work performance.

8. Based on the results of the respondent response analysis, work stress does not function as a mediator in the relationship between workload and work performance. So there are possible other factors that mediate the relationship between workload and respondents' work performance.

9. Based on the results of the respondent response analysis, work stress does not function as a mediator in the relationship between social support and work performance. So there are possible other factors that mediate the relationship between social support and respondents' work performance.

10. Based on the results of the respondent response analysis, work stress does not function as a mediator in the relationship between role conflicts and work performance. So there are possible other factors that mediate the relationship between role conflicts and respondent performance.

Recommendations

      Based on the results of data processing on the influence of workload, social support, and role conflicts on work stress that impact performance at SMA Santo Yoseph, Cakung, some suggestions for further improvement and development include scheduling more structured meetings and training to overcome deadline constraints, as well as increasing social support and appreciation for teachers. Schools need to strengthen emotional support by rewarding achievements, constructive feedback, and creating a supportive

work environment. In addition, mentoring programs and activities that strengthen solidarity between teachers can increase work motivation.

Furthermore, to manage workloads more flexibly and reduce role conflicts, schools should establish clear and proportionate division of tasks, as well as improve communication between management and teachers. Conducting stress management training and providing psychosocial support is also important to maintain the emotional stability of teachers. Encouraging teamwork and teacher involvement in activities outside of their primary duties can improve contextual performance. By implementing these suggestions, it is hoped that SMA Santo Yoseph, Cakung, can improve the effectiveness and work performance of teachers.

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