

The Relationship Between Teacher Creativity and Work Stress on the Performance of Generation X Elementary School Teachers in Facing Learning in the Digitalization Era

Hani Tri Julianti¹, Dina Mellita¹
¹Universitas Bina Darma, Indonesia

Corresponding author e-mail: hanitrijulianti@gmail.com

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Abstract: Civil Servants in primary schools are dominated by teachers who have an age range of 46 - 57. Older teachers bring positive things to teaching, especially teaching experience and quality. But in the world of education, the positive influence of age has its limits. This means that where there is a point of age it no longer has a positive effect but a negative one. The purpose of this study was to determine the relationship between teacher creativity and work stress on teacher performance. In this study using primary data and secondary data, primary data was obtained by distributing questionnaires with a sample of 150 elementary school teachers in Banyuasin I. The data analysis technique used was Partial Least Square Structural Equation Modeling (PLS SEM) using the SMARTPLS application. From the results of data analysis, it was found that teacher creativity and work stress have a positive effect on employee performance. In addition, this study explains that teacher creativity and work stress will determine the increase in teacher performance.

Keywords: Teacher's Creativity, Teacher's Performance, Work Stress

A. Introduction

Human resource management is the science and art of managing the relationships and roles of the workforce so that they are effective and efficient in helping the realization of company, employee and community goals (Hasibuan, 2016). An educational institution in realizing its existence in order to achieve a goal requires effective human resource management. Human Resource Planning as: the process by which management determines how the organization should move from the current HR situation to the desired HR position in the future. From this concept, HR planning is seen as a linear process, using past (short-term) data and processes as a guideline for planning in the future (long-term). Through HR planning, management tries to get the right people, in the right amount, in the right place and at the right time and management tries to do things that produce maximum long-term satisfaction for both the organization and the individual (Jackson & Schuler 1990).

School as an institution educates students with the aim of educating the life of the nation (Banks, 1993; DeBoer, 2000). This is in accordance with the goals of the Indonesian nation as stated in the preamble of the 1945 Constitution, which is to educate the life of the nation. One of the efforts to achieve this goal is through education, both formal and non-formal education as well as informal education.

The purpose of National education according to RI Law Number 20 of 2003 concerning the National education system is to develop capabilities and shape national character and civilization, namely developing the potential to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, competent, creative, independent, and become a democratic and responsible citizen.

Civil Servants in elementary schools are dominated by teachers who have an age range of 46-57 years which in this age range are included in generation X Those born between 1960 and 1980. They grew up in a time when technology was developing rapidly, but not as sophisticated as it is now This. Because of this, this generation is experiencing the growth of the digital world and is still experiencing an era of non-digital life. Generations are a group of people who have the same year of birth, age, location and also historical experiences or events within the same individual that have a significant influence on their growth phase. So, it can also be said that a generation is a group of individuals who experience the same events in the same period of time.

Table 1. Generation Grouping

Year of Birth	Generation Name
1925-1946	Veteran generation
1946-1960	Baby boom generation
1960-1980	X generation
1980-1995	Y generation
1995-2010	Z generation
<2010	Alfa generation

As ordinary people in general, teacher personality competencies can change according to age and physical and mental health. Older teachers bring positives to teaching, especially teaching experience and quality. But in the world of education, the positive influence of age has its limits. This means that where there is a point of age it no longer has a positive effect but has a negative effect. This is due to the declining physical quality of teachers. The teacher is one of the determining factors in achieving educational goals and improving the quality of education in schools. This means that teachers can carry out teaching assignments as expected, will affect the increase in student learning outcomes. The quality of education will not be realized even if it is supported by a perfect curriculum, complete textbooks, and available infrastructure if the enthusiasm and discipline of teaching the teacher decreases due to old age. Therefore, it is important for a teacher to really do his job well (Romlah and Latief,

2021; Prestiadi et al, 2019). One way to find out whether a teacher is good or not good at carrying out his work is to see what the teacher's performance is like.

Performance can be interpreted as an implementation of a task or the result of a person's work. Performance is a real achievement displayed by someone after the person concerned has carried out his duties and roles in the organization. Productive performance is a level of achievement that shows high efficiency (Taylor, 2015).

There is a phenomenon in the field regarding the performance of employees of generation X teachers in dealing with learning in the digitalization era. Teachers who range in age from 46 to 57 years have a lower performance compared to teachers who are over 46 years old with technology-based teaching methods. In the era of digitalization, everyone is required to be able to do work online and by using technology, which makes generation X teachers find it difficult to do some of their work. It is also not uncommon for teachers who are over 40 years old to complain because they feel difficulties and encounter some obstacles in the work, they are doing in the digitalization era and make their performance decrease.

We conducted interviews with Generation X elementary school teachers who carried out learning in the digitalization era. Based on the results of interviews conducted, the phenomenon that occurs is not in line with the employee performance indicators, namely regarding abilities and skills. According to one of the X generation elementary school teachers who runs learning in the digitalization era, it is argued that, carrying out work at an age that is no longer productive is no longer an easy thing, coupled with regulations that already require all teachers to be able to carry out learning or send material online to students, plus with the state of economic factors, students who are less supportive of participating in online learning make teachers at that age less enthusiastic about learning or adapting to learning methods in the current digitalization era.

According to the second interview with several elementary school teachers of generation X who carry out learning in the digitalization era, they argue that working as a teacher at this age is not easy, although there are some people who say that carrying out the job as an elementary school teacher is an easy one, at this age there are many factors that make quality decreased performance, one of which is the age factor and the demand to have more abilities, which can be embarrassing for everyone using computers, especially for teachers in villages who will definitely experience the same difficulties in terms of teaching in the current digitalization era which requires teachers to be able to work online or offline.

There is a phenomenon in the field regarding teacher creativity that is lived by Generation X teachers in dealing with learning in the digitalization era. Teacher creativity is needed as an effort to produce good quality learning and education.

Teachers are required not only to be able to master teaching and learning materials, but also to understand a number of learning models and designs to foster learning motivation. teacher creativity in fostering student motivation in learning there are several teacher creativities including providing teaching materials, varied teaching methods, classroom management and the use of learning media. Student activity through teacher creativity fosters student motivation in learning, namely the teacher gives assignments, gives tutoring, provides remedial and participates in computer lab programs. While student responses through teacher creativity foster student motivation in learning that teachers have played a good role in providing teaching materials so that students are motivated. Student learning outcomes through teacher creativity foster student motivation in learning. Very influential teacher teaching creativity has an impact on student learning motivation.

We conducted interviews with Generation X elementary school teachers who carried out learning in the digitalization era. According to the teacher, that the lack of creativity for employees greatly affects the level of effectiveness and work results given at the present age of existing job. Without teacher creativity in teaching, it will greatly affect motivation in student learning, students will be more likely to be lazy in learning.

According to Mangkunegara (2015) work stress is a feeling of pressure experienced by an employee in dealing with work which can lead to emotional instability, feelings of restlessness, solitude, difficulty sleeping. Work stress that arises in the teaching profession is due to social characteristics and working conditions. Stress that is too low causes employees to be unmotivated to excel but on the contrary, excessive stress will cause the employee to be frustrated and can reduce his performance. Motivation that motivation as a condition that moves people towards a certain goal. The argument stating that stress affects a person's level of motivation is strengthened by previous research. Zlate and Cucui (2015), stated that performance is directly related to work motivation. In addition, work stress and motivation in its effect on work stress concluded that work stress factors (work conflict, workload, task characteristics and leadership influence) have a partial effect on motivation. Another impact of unmanaged work stress is a decrease in the level of achievement or performance produced by an employee. Stress that is too low or too high can cause low performance. Work stress significantly affects a person's performance. Therefore, work stress that is not managed properly can have an impact on motivation and performance.

There is a phenomenon in the field regarding work stress on work Employee performance is very necessary or important, because with this performance it will be known how far the employee's ability to carry out the tasks assigned to him Work conditions that do not allow can cause stress, depending on how much the employee's ability to accept it Conflict situations that occurs in employees can have an impact on

an uncomfortable working atmosphere so that the employee's performance may decrease.

Based on the explanation above, it can be seen that work motivation and work stress can be affected due to a decrease in employee performance experienced by elementary school teachers of generation X in dealing with learning in the digitalization era (Ariani, 2021). Work stress will impact the mind burden for employees plus conflicts between co-workers, excessive work assignments. This creates pressure and time pressure as well as a lack of motivation from group support and leadership, there is no reward for the hard work of employees so that employees cannot carry out their jobs properly. Therefore, motivation and stress will greatly affect employee performance, good motivation and work stress will make it easier for employees to achieve their goals, conversely if motivation and work stress are not good it will affect employee performance, likewise goals are difficult to achieve.

B. Methods

This study used a quantitative approach with a survey method by distributing questionnaires at Elementary School Banyuasin I. The respondent in this study were 150 elementary school teachers from generation X from three different elementary schools. The data collection technique in this study is a questionnaire. According to Sugiyono (2016) questionnaires are an efficient data collection technique, in which respondents fill out questions or statements given by us. The analytical method in this study uses Structural Equation Modeling (SEM). SEM analysis is the development of path analysis, so path analysis is the basis of SEM analysis. The SEM software used today include AMOS, LISREL, TETRAD, PLS and GCSA. In this study, the researcher chose to analyze the data using the Partial Least Square (PLS) method.

C. Results and Discussion

The results of the study show that the variables of Teacher Creativity and Job Stress have a positive and significant effect on Employee Performance. These results illustrate that an increase in Teacher Creativity and Work Stress will increase Employee Performance.

Theoretically, the level of individual creativity increases when the workload is low. With a little bit of stress felt by individuals, it sometimes encourages individuals to think creatively to manage their emotions, situations, and even work so that they are more stable and look more well-organized. But too much stress places unattainable demands or constraints onto a person, resulting in decreased performance.

The most extreme consequence is that performance becomes zero, employees become unable to work to avoid stress. Low work stress conditions will improve teacher

performance. Based on this explanation, teacher performance can be seen in the form of teaching creativity displayed. Teachers who have positive performance towards work, will certainly have creativity towards their work as well. Conditions reflect a teacher who is able to work professionally and has high performance.

The results of this study were in accordance with the results of previous studies such as research (Destianti et al, 2021; Wiradendi Wolor, 2019; Noermijati and Primasari, 2015) proving that teacher creativity and work stress have a positive effect on employee performance. In addition, this study explains that teacher creativity and work stress will determine the increase in employee performance. The results of this study were in line too with the research of Febriantina and Aliyyah (2020) and Papilaya et al., (2019).

D. Conclusion

Based on the results of the hypothesis analysis test in the previous chapter, there are several things that can be concluded from this study, 1) teacher creativity has a positive and significant effect on employee performance; 2) work stress has a positive and significant effect on employee performance; and 3) work stress and teacher creativity have a positive and significant effect on employee performance

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