Factors That Influence Teacher Distress

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Abstract

AIM: This study aims to develop a fit model for teacher stress to know what factors influence teacher stress.

METHODS: This research uses descriptive quantitative research methods. Subjects in this study amounted to 500 teachers. The method used is the correlational research method with path analysis.

RESULTS: The results of this study indicate that illness, low salary, workload, bad relationships, abuse victims, emotions and work environment affect teacher stress, physiological, psychological, and cognitive criteria.

CONCLUSION: This means that the higher the disorder, the lower the salary, the workload, the bad relationship, the victim of harassment, the emotions and the work environment, the higher the stress on the teacher and the less the disease, the lower the salary, the workload, the bad relationship, the victim of abuse emotions, and work environment lead to the lower teacher stress.

Introduction

Indonesia is experiencing an education emergency. The results of the Program for International Student Assessment (PISA) in 2018 showed that Indonesian students' reading scores were at their lowest during PISA since 2000 [1]. Students with low basic Mathematics competence (below Level 2 on the PISA scale) amounted to 71.9% - worst to −7 of 77 countries surveyed. One of the root causes of the poor quality of education in Indonesia is the low quality of teachers. From 2012 to 2015, 1.3 million of the 1.6 million teachers who took the Teacher Competency Test (UKG) - which measures competence in managing learning and understanding of the subjects taught - did not even reach the minimum score [2].

Our qualitative study through the RISE Program in Indonesia shows that a significant cause of the low quality of teachers is the teacher recruitment process that does not focus on selecting professional students, but rather on meeting the demands of the State Civil Apparatus (ASN). Of the approximately 2.9 million teachers in Indonesia, more than half (about 1.5 million) are civil servants. The existence of teachers who come from the government recruitment system is very crucial for the Indonesian education system because they are the foundation of learning for almost 90% of schools in Indonesia. Also read: English-language schools are not always the best, the importance of adopting local wisdom. It is hard to filter out teachers who do not have a "passion" in teaching.

In education, the calling of the soul or passion is an important provision to become an educator. This is because this is closely related to their love for the knowledge taught to students and their enthusiasm to explore students' potential. However, the current teacher recruitment system has not been able to properly screen educators who have a high calling. Government Regulation No. 74 of 2008 stipulates the teaching profession - particularly in public schools - as part of the ASN [3]. This regulation results in the dual role of the teaching profession: as educators as well as government employees. This duality of roles makes it difficult to separate applicants for the teaching profession who have an interest and motivation to teach from those who are simply interested in positions as government employees. Does not see the need in the field last year, the Indonesian Teachers Association (PGRI) noted that Indonesia had a shortage of 1.1 million teachers.

One of the indirect causes is the binding of teacher recruitment with ASN status. The process of recruiting ASN teachers is based on the education Budg *et al*. location in the APBN, not on the need for the number of teachers in schools. This becomes a problem when ASN recruitment stops - as has

happened in recent years - to reduce the number of new ASN recruits. Because the supply of educators does not take into account the needs in the field, schools can never cover the shortage of teachers. In the end, the recruitment of honorary teachers or non-permanent teachers has been an alternative so that the student learning process can continue. However, when there is a large teacher shortage, the recruitment of honorary teachers tends to be informal, rushed and does not pay attention to educational competence. As a result, teachers recruited are often of low quality.

Not paying attention to the teacher's work skills the teacher recruitment process as part of the ASN recruitment process generally does not pay attention to the work skills required of a professional teacher. In fact, the teaching profession requires complex work skills. Teachers are required to have the ability to teach effectively and have a high commitment and motivation to educate students. Meanwhile, teacher recruitment in the ASN recruitment system generally prioritizes national insight and general knowledge, and not teaching competence. Candidates for teacher candidates with the highest scores on the basic competency selection will take part in a written selection that tests their learning management skills and knowledge of the subjects they are capable of. In fact, the competence of a professional teacher cannot only be known through a written knowledge test. In the end, the recruitment of teachers in the ASN recruitment process in general is not able to screen the best teacher candidates. The three problems above - coupled with a system of financial and rank incentives based on years of service and not performance - have made this profession a scourge for many prospective teachers.

They generally choose to teach in private schools. In fact, not a few graduates of the prospective teacher education program with good qualifications ultimately choose to undergo other professions. To remedy this condition, we offer the following solutions. First, the teaching profession should be treated as a professional job. This means that the teaching profession must be regulated as professionals who have responsibility. Teacher competence can be understood as the ability or ability of the teacher in carrying out their professional duties as a teacher. Endang (2007: 1) said that competence is defined as the basic knowledge, skills, and values that reflected in the habit of thinking and acting. In this case, both knowledge, skills, and basic values are grown and developed in life everyday life will shape a person's ability to carry out his work daily. In the context of the teacher, the ability of a teacher in carrying out his duties must be carried out professionally because the job as a teacher is a profession.

Not everyone can freely and as long as they want to become a teacher work as a teacher because of the knowledge, skills, and values which forms a person's competence so that he can carry out his duties

as a teacher are knowledge, skills, and values related to the world education. Thus, only people who acquire educational knowledge and pedagogical skills that can do the job as a teacher. The ability to be able to carry out work as a teacher must go through a process and special educational qualifications. Achievement determines the success or failure of education; therefore, achievement has an important function for students in the world of education. According to Sugiarti and Erlangga, 2017a [4] "learning achievement is the result of intelligence or skills achieved by individuals to obtain new behavior changes, as a whole as a result of individual experience in their interaction with the environment," while according to "achievement learning is the realization of one's potential skills or capacities." Basically, achievement is the result of students' active learning efforts in improving their achievements. Learning achievement is essentially a reflection of the learning effort.

The better the learning effort, the better the learning achievement achieved. So, achievement is a benchmark for the success of student achievement after carrying out the learning process. In teaching and learning activities in schools, learning achievement is expressed in the form of numbers, as well (Sugiarti and Erlangga, 2017b, 2017a) [4], [5]. Learning achievement obtained by students is stated in a book report on student learning outcomes. The value of student learning outcomes reports is not the only measure of the success of student achievement. Learning achievement is a measure (i.e., numerical value) of a person's answers or questions that characterize that person's characteristics. Learning achievement is changes in knowledge, understanding, skills, and attitude values that are constant or permanent. (Thoma et al., 2021) [6], learning achievement is a change that occurs in individuals who learn, not only changes in knowledge but also in the form of skills, habits, attitudes, understanding, mastery, and appreciation in the individual who learns.

A person's learning achievement is the result of interaction between the environment, family, and society according to (Thoma et al., 2021) [6] which states that "a person's learning achievement is the result of the interaction of various factors that influence him both from within (internal factors) and from outside. Self (external factor) individual." Good learning achievement is the desire aspired by every student and educator. Therefore, which is a measure of the success of the teaching and learning process is student achievement. If student achievement is good, it can be said that the teaching process by educators is successful, but if student achievement is low, it can be said that the teaching carried out by teachers has not been successful. Hence, learning achievement is the level of student success in achieving learning objectives on subject matter in the form of knowledge, skills, and values and attitudes can be expressed in a measure of value which is the percentage of achievement of

learning objectives related to the ability of students to master the lesson.

Learning achievement is an effort or activity for children to master the learning materials given by the teacher at school. Learning achievement is a term that has been achieved by an individual as an effort that is experienced directly. According to (Thoma *et al*., 2021) [6] learning achievement is the result of educators' assessment of the process and student learning outcomes that describe students' mastery of subject matter or behavior that is relatively permanent as a result of the learning process experienced by students within a certain period of time.

Student achievement shows that he has experienced the learning process and has undergone changes, both changes in knowledge, skills, or attitudes. Learning achievement can indicate a person's level of success after carrying out the learning process in making changes and developments. This is because learning achievement is the result of an assessment of certain abilities, skills, and skills learned during the study period. Therefore, (Jenkins *et al*., 2018) [7] asserts that a teacher must prepare a series of tests aimed at concluding student achievement including: (1) Mastery of certain materials in the curriculum, (2) cognitive abilities, and (3) student potential. Meanwhile, according to (Jenkins *et al*., 2018) [7] there are several factors that affect the student learning process, namely: Internal factors, including: Physical conditions, psychological conditions, and student fatigue

Academic stress is stress that is included in the distress category (Thoma *et al*., 2021). Academic stress is a condition in which teachers cannot face academic demands and perceive academic (Zhao, *et al*., 2021) [8]. Academic stressors are stress that originates from the learning process such as: pressure to go to class, length of study, cheating, lots of assignments, low achievements, decisions to choose majors and careers, and anxiety when facing exams [9]. Alvin (in Ahmad *et al*., 2020) [10] academic stress is the pressures that occur within students caused by competition and academic demands. In line with this (Pazzaglia 2020) [11] explains academic stress arises when expectations for academic achievement increase, both from parents, teachers, and peers. These expectations are often not in accordance with the abilities of students, causing psychological pressure that affects the achievement of learning achievement in school. Furthermore, according to (Pazzaglia 2020)[11] academic stress can be caused by difficult subject matter for students, so students fear the teacher who teaches. Students with good levels of resilience (ability to adapt) to stress can have good learning outcomes. Pressure and demands that come from academic activities are called academic stress. Furthermore, (Vickers 2017) [12] state that academic stress includes students' perceptions of the amount of knowledge that must be mastered and the perception of insufficient time to develop it.

Education has always been a symbol of social status. People with high teacher qualifications will be respected by society and those who are not highly educated will be looked down upon. A successful teacher is a teacher who produces outstanding students are highly liked, recognized, and praised by society. On the other hand, students who do not excel in school are called slow, lazy, or difficult. They are seen as troublemakers, tend to be rejected by teachers, scolded by their parents, and ignored by their peers. Among parents who are more educated and richer in information, the competition to produce children who have abilities in various aspects is also tougher. Along with the development of informal education centers, various additional programs, classes in fine arts, music, ballet, and drama also created competition for the smartest, smartest, and versatile students. Based on the previous explanation, it can be concluded that the factors that influence teacher stress are internal factors which include mindset, personality, and beliefs, while external factors consist of pressure for high achievement, encouragement of social status, denser lessons, and parents competing with each other.

Symptoms of Teacher Stress Individuals who experience stress will show emotional and physical symptoms (Björklund, 2020) [13]. It is further explained as follows. Emotional symptoms students who experience emotional teacher stress are characterized by nervous or anxious, sad or depressed because of the teacher's demands, and feeling their self-esteem decreases or feels unable to carry out the demands of the education or teacher. The teacher with the disorder is characterized by headache, dizziness, irregular sleep, difficulty sleeping, back pain, diarrhea, tiredness, or loss of energy to study. According to (Suhariadi 2016) [14], the symptoms of stress consist of physical, emotional, and coupled with behavior, further explained as follows: Symptoms that fall into the physical category are: headache, heart palpitations, changes in eating patterns, weakness or weakness, frequent urination, and difficulty swallowing. Emotional symptoms include depression, irritability, moodiness, anxiety, worry, crying easily, restlessness over small things, panic, and impulsive behavior. Behavioral symptoms include frowning, aggressive behavior, aloof tendencies, carelessness, blaming others, daydreaming, high-pitched agitated laughter, pacing, and altered social behavior. Reactions to teacher stressors consist of thoughts, behavior, body reactions, and feelings (Suhariadi 2016) [14].

Methods

This study uses a descriptive quantitative approach with survey research methods. According to

(Sugiarti, 2017) quantitative research is researching whose research data are in the form of numbers and analyzed using statistics [5]. A quantitative approach is used in this study because the researcher intends to identify the effect of teacher stress on learning achievement. This research activity was conducted at the Semarang Determination of the location is intended to simplify and clarify the object that is the target of research. The time of the research was carried out in October 2020, sampling with random cluster sampling technique using online. The 600 teachers in Semarang in 15 School as the research 340 sample were determined using the research sample was taken using proportional random sampling technique. The data collection method in this study used a questionnaire in the form of a Likert scale because it was used to measure affective aspects.

The research instrument is a tool used to measure the observed natural and social phenomena using a scale of 40 items each (Yilmaz, 2013) [15]. In this study, the teacher stress scale guidelines used four answer options are valid, namely, very appropriate (SS), appropriate (S), less suitable (KS), and very less suitable (SKS). The data analysis technique used is path analysis and SEM. data analysis results the characteristics of the sample are age 20–50 years, permanent and non-permanent teachers, working period of 5–20 years.
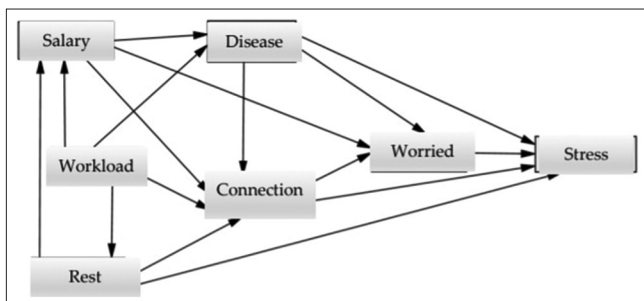

Figure 1: The relationship between Salary and Workload

Model interpretation (Figures 1-2 and Table 1)

1. The relationship between Salary and Workload to Rest is 0.15 or 15%. This indicates that Connection will be able to increase Rest by 15%.
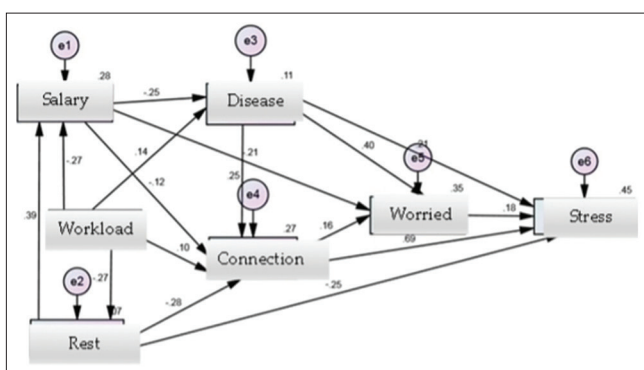

Figure 2: Salary's Relationship with Worried

2. The relationship between Salary and Stress Workload is −0.28 or −28%. This shows that Connection does not cause Work Stress to employees/staff. Because the higher the connection, the lower the work stress by 28%.
3. Salary's Relationship with Worried
4. Workload against Boredom by −0.28 or −28%. This shows that connection does not cause work boredom to employees/staff. Because the higher the connection will reduce the boredom of work by 28%.
5. Salary Relationship with Worried
6. Workload against Rest is 0.10 or 11%. This shows that connection will be able to increase Rest by 11%
7. Worried Relationship with Disease
8. The effect of boredom on rest is −0.27 or 27%. This shows that boredom will be able to reduce rest by 27%. Or in other words, the higher the boredom, the lower the rest of the employees/staff.
9. Worried Relationship with Rest
10. The effect on rest is −0.15 or 15%. This shows that boredom will be able to reduce rest by 12%. Or in other words, the higher the boredom, the lower the rest of the employees/staff.
11. Worried Relationship with Work Engagement
12. To Work Engagement by −0.23 or 25%. This shows that boredom will be able to reduce Work Engagement by 25%. Or in other words, the higher the boredom, the lower the work engagement of employees/staff.
13. Relationship of Stress with Worried
14. The effect of work stress on boredom is 0.35 or 35%. This shows that work stress will be able to increase boredom by 39%. The higher the work stress, the higher the boredom.
15. Relationship of Stress with Worried
16. The effect of work stress on rest is −0.29 or 29%. This shows that work stress will be able to reduce rest by 29%. The higher the work stress, the lower the rest.
17. Relationship of stress with connection teacher performance
18. The Effect of Work Stress Connection on Productive Behavior is −0.24 or 24%. This shows that work stress will be able to reduce their productive behavior by 25%. The higher the work stress, the lower the productive behavior will be.
19. Worried Relationship with Stress
20. The effect of Rest on Stress is 0.17 or 17%. This shows that Rest will be able to increase Work Engagement by 16%. The higher the Rest, the higher the Work Engagement.
21. Worried Relationship with Rest
22. The effect of Rest on Productive Behavior is 0.70 or 70%. This shows that Rest will be able to increase Productive Behavior by 69%.

The higher the Rest, the higher the Productive Behavior.

23. Disease Relationship with Worried
24. The effect of Rest on Rest is 0.27 or 27%. This shows that Rest will be able to increase Rest by 27%. The higher the Crafting Job, the higher the Rest.
25. Disease Relationship with Worried
26. The effect of Rest on Work Engagement is 0.48 or 48%. This shows that Restakan is able to increase Work Engagement by 48%. Or in other words, the higher the Rest, the higher the Work Engagement.
27. Relationship between Disease and Rest
28. The effect of Rest on Productive Behavior is 0.28 or 28%. This shows that Restakan is able to increase Productive Behavior by 28%. Or in other words, the higher the Rest, the higher the Productive Behavior.
29. Worried Relationship with Rest
30. The effect of Work Engagement on Productive Behavior is 0.28 or 28%. This shows that Work Engagement will be able to Increase Productive Behavior by 28%.

Table 1 : Results of the measurement of the level of conformity (goodness-of-fit model)

Goodness of Fit Size	Goodness of Fit Acceptance Limit	Results
Chi-square	The smaller the better	3.111
Probability (P)	$p \geq 0.05$	0.583
RMSEA	$RMSEA \leq 0.08$	0.000
CFI	$0.80 \leq CFI \leq 1$	1.000
TLI	$0.80 \leq TLI \leq 1$	1.000

Discussion

Stress comes from the word stringere, which means a condition in which organ systems and also the network that is inside the body stops for a moment. This matter as the body's response to all stimuli originating from outside that can suppress soul or psychology of a person. Impact felt by people concerned later is feeling tense, feeling depressed, and worried. This stress can have an impact negatively and can be annoying soul balance. When stressed this takes place over time a very long time, then stress it will later be lead to physical pain or psychosomatic.

Coronavirus diseases 2019 (COVID-19) is a new strain never previously identified in humans, as on January 30, 2020, who has designated a global public health emergency [16]. The COVID-19 pandemic is a multidimensional problem facing the world, with its impact on sector of education, which causes a decline in the quality of learning in learners [17], a pandemic's emergency requiring the system of learning to be replaced with online learning to continue [18], this is clearly a change in learning patterns that require teachers and education developers to provide learning materials and teach students directly through the United Nations (2020).

Online learning enables students to have learning time and space and thus to learn at any time or place. In addition, students may interact with professors using such applications as e-classroom, video conference, phone or live chat, zoom, or through the WhatsApp group [19]. The learning activity is an educational innovation to answer the challenge of varying learning resources. The success of a model or learning medium depends on the characteristics of participants in his or her training. This is revealed by Nakayama *et al.* (2014) that in all literature indicates that not all learners will succeed in online learning, it is because of differences in the learning environment and characteristics of learners [20]. One of the successes in learning is associated with the motivation students have [21]. According to (Aisyah, *et al.*, 2021) that motivation is a theoretical construct to describe initiations, direction, intensity, persistence, and behavioral qualities, especially behaviors aimed at the goal [22]. Motivation provides incentive for action aimed at the desired course both physical and mental, so activity becomes a crucial part of motivation [23].

Motivation can influence what we learn, how we learn, and when we choose to learn [24]. This is also shown by studies which explain that motivated learners are more likely to engage in challenging, actively involved, in the activity process to learn and to show increased learning results [25], and to create an environment that motivates students will attract learners [26].

Education is something that is not foreign to everyone. Education is a bridge to lead someone to success. By being educated, it is hoped that a person will become a more qualified human being and with education he can create a generation that is competent in world competition complex, and includes various components that are closely related to each other. Therefore, if education is to be carried out in a planned and orderly manner, then the various factors involved in education must be understood first. Various components in the education system, both micro and macro studies need to be identified in depth so that these components can be functioned and developed to optimize the work of education towards achieving the educational goals set [27] in the journal Education does not only aim to teach general subjects such as Natural Sciences, Social Sciences, Indonesian Language, Regional Languages, and so on. However, education must also teach and instill how to behave politely, well, and correctly. Ethical education is what must be considered in the world of education.

Meanwhile, the goals of Indonesian national education as written in the 1945 Constitution CHAPTER XIII Education Article 31 Paragraph 3 should be understood by teachers, educators, and all parties with an interest in education. The following is its contents,

namely "The government seeks and organizes a national education system, which increases faith and piety as well as noble character in the context of the intellectual life of the nation, which is regulated by law. Values education and civic education are one of the many educational materials that are conveyed in the teaching and learning process in schools. Value education and civic education need to be understood and conveyed to students so that understanding and appreciation of the values of national and state life can be well absorbed so that they will create superior human beings, namely, the nation's children who believe, are pious, have noble character, and have character [28]

Education is closely related to learning. In the world of education, one of the factors can determine the success of education or not is the learning process. According to James O. Wittaker [29] "Learning may be defined as the process by which behavior originates or is altered through training or experience." Learning is a process in which behavior is elicited through practice or experience. Thus, changes in behavior due to physical growth or maturation, fatigue, illness, or the influence of drugs are not considered as learning. Cronbach in his book educational psychology, explains about learning, namely, "Learning is shown by change in behavior as a result of experience." Effective learning is through experience. In the learning process, a person interacts directly with the object of learning by using all the senses. Meanwhile, according to Howard L. Kingsley, "Learning is the process by which behavior (in the broader sense) is originated or changed through practice or training" [30]

Learning is a process of changing behavior as a result of the interaction of individuals and their environment to meet their needs [31]. From the four opinions above, it can be concluded that learning is a process to find out something that was not known at all at first. The learning process is supported by experience. Learning is an obligation for everyone. Learning is not always related to academics. Everyone who wants to be successful must learn. Because learning is varied, such as children learning to ride a bicycle, babies learning to chew food, and people learning from the experiences of mistakes in their lives to have a better life.

It's never too late to learn. Because basically everyone has the right and must learn every day to realize what he wants. The learning process is not easy. In the learning process, there must be various factors that cause the learning process to be ineffective and can even fail to achieve learning outcomes. Everyone must be earnest in the learning process. He must have a good physical condition, because if he is sick, it will reduce the performance of his brain which causes the learning process to be ineffective. Learning also requires energy, time, and money. So not infrequently many people are willing to pay dearly so that they can undergo the learning process in a learning environment that is also considered quality. If during

the process someone the results of the discussion, it can be concluded that environment; (1) institutional factors; and (2) personal factors. Factor First, namely, uncertainty environment consisting of: (1) Uncertainty in the economy; (2) politics, and (3) technology. In terms of this teacher only experienced in economic uncertainty and technology. The second factor is organization where the teacher having problems in task demands. The third factor, namely, personal in this case the teacher having problems in personal economy and personality.

Efforts to overcome teacher stress can done by discussion and sharing with colleagues about the difficulties they experienced. Friend colleagues support each other problems experienced by colleagues another. One thing that matters teachers always instill positive things in him internal, external, and facilities.

Internal factors that are influenced by motivation in students are encouragement from within to learn to achieve the goal of obtaining better results in the learning process. Based on the results of the study, it was concluded that the average respondents studied had moderate learning motivation, meaning that students had a willingness to learn but still needed guidance and direction from teachers and parents to stay motivated to learn because one's success in achieving mastery learning can be seen from how much enthusiasm and motivation in studying the material by utilizing all available learning resources.

External factors are external factors that cause students to have learning difficulties. In this case, external factors are influenced by two indicators, namely: a. In the implementation of the complete learning program, the teacher's task is to provide assistance or assistance to students who are still experiencing learning difficulties at the right time in an effective way for the students concerned through the service program that has been determined in the complete learning program. Based on the results of the study, it was concluded that the teacher was in the category of being very influential in overcoming students' learning difficulties. This means that the teacher has provided good guidance and direction in the teaching and learning process because basically the teacher's ability to educate, guide, and direct is very influential in overcoming students who have learning difficulties.

Facilities and infrastructure are all forms of objects or tools that support learning programs in schools such as study rooms, sports places, libraries, laboratories, playgrounds, and all other learning resources including the use of information and communication technology. In the study, it was concluded that the facilities and infrastructure were less influential in helping students overcome their learning difficulties; this was due to the incomplete supporting infrastructure and the lack of teacher ability in utilizing these infrastructure facilities.

In the modern world, humans are required to be more competitive, especially using financial benchmarks. The failure in the competition led to the formation of a new group of people, namely the working community who live in poverty. Poverty and social inequality have finally created a smudge on the face of global modernization, namely the formation of child labor. Child labor during the industrial revolution was formed because of economic demands on poor families. Families encouraged their children to work in industries that were mushrooming sporadically at the time, to meet their economic needs. The inability of children to meet industry standards, finally removes them from the world of industrial work. Under the same financial pressure, these children finally decided to make a living on the streets [32]. Street children are children who are under 18 years old and spend a minimum of 6 h on the streets to earn a living. Street children can occur due to several factors, including poverty, war, and in some cases due to parental divorce [33].

According to the Ministry of Social Affairs, the number of street children in 2001 reached 109,454 children. Meanwhile, data from the Indonesian National Commission for Child Protection (KPAI) shows that the number of street children is around 300 thousand. The National Commission for Child Protection noted that in Jakarta there were 12 thousand children in 2009. At present, the number of shelters throughout Indonesia is only around 500 and 80 of them are in DKI Jakarta [34]. The phenomenon of street children occurs in many cities, including Samarinda, street children spread across the capital of East Kalimantan. Data obtained from the Department of Social Welfare noted that the number of street children caught in 2013 was 68 people, then in 2014, and 2015 amounted to 63 people. The number of street children from 2013 to 2014 decreased by 3%, the number is still less effective, because there are still many street children who roam and become underage workers by their parents to meet their daily needs [35].

Street children in the city of Samarinda work as newspaper sellers, buskers and hawkers. They are usually scattered at red light spots throughout the city of Samarinda. According to the Head of the Social Service [36] in Samarinda City, the number of People with Social Welfare Problems based on data from 2010 was 3,435 people covering 27 types of PMKS including street children, beggars, homeless people, people with disabilities, socially disabled women and drug abusers. From this data, there are 531 homeless people who make a living on the streets and 204 of them are street children aged 5–15 years. Even though at that age they should get a proper education, as stated in the 1945 Constitution of the Republic of Indonesia article 31 paragraph 1, which states that every citizen has the right to education. Street children as Indonesian citizens also have the right to education. Education in Indonesia must be equitable because education is not only for people who are economically capable, but education is also a right that must be obtained by people who are economically disadvantaged.

An interesting phenomenon is that some street children in the city of Samarinda have decided to stay in school. Seeing the other side of street children who only sell on the roadside or in public places, sing, or even just beg, it turns out that behind their work, street children also pay attention to their education. Despite the harshness of their street life, it turns out that they are still in school. Although it is difficult to collect fees to go to school, they still have a strong determination to be able to attend school.

Education is one of the most important aspects in human life, where the education aspect determines the progress and development of a country or nation. However, there are still many people who do not really care about the importance of education, either formally or informally [37]. In the city of Samarinda, most of the street children have problems with education, some of them drop out of school and some of them have to work while attending school. This is a very important issue to be addressed by all parties, especially the government. The ideal is that children should get a proper education and not be burdened with the responsibility of working to earn a living in accordance with Article 68 of Law no. 13 of 2003 [38] states that employers are prohibited from employing children. In the provisions of the law, a child is any person under the age of 18 years. This means that 18 years is the minimum age allowed by the government to work. But besides that, we must continue to give high appreciation to the children.

Education is a very important thing, and parents should give it to their children as a form of future. Education is a place that can be used to build intelligence and shape character as well as develop quality and integrated children's potential, one of which is learning. Metia and (Landau, 2012) [39] argue that the learning process is an activity that must be undertaken by every human being, even since a person is in the womb until death. (Yunita, 2017) [40] argue that learning is an intelligent human activity, knowledge, attitudes and skills will be formed, and developed through the learning process. Therefore, what will happen to a person during the learning process leads to a change in their behavior. According to (Csikszentmihalyi, *et al.*, 2014) [41] in the development of technology, the younger generation is required to have strong personality characteristics to face the realities of the times, one of these personality characteristics is characterized by independent learning.

According to (Bell, 2010) [42] learning independence is a very important aspect that is very important for the development of students' personalities, learning independence is needed by students so that students can be responsible for themselves and can develop their learning abilities optimally. Independent learning according to Mujiman (in Farooq, 2015) [43] is

an active learning activity that is driven by the intention or motive to master a competency to overcome a problem and is built with the knowledge or competencies that have been possessed. According to (Loksa, 2016) [44] learning independence is self-awareness to learn by not depending on others and feeling responsible for achieving goals. Independent learning according to (Clark, 2012) [45] is a learning skill which in the individual learning process is encouraged, controlled, and assessed by the individual himself. (Wege, *et al.*, 2022) [46] learning independence is one of the factors that determine student success in learning, so this independent attitude is important for anyone who wants to achieve success in life. A student is said to be independent in learning according to (Collins, *et al.*, 2018) [47] if he has his own desire to learn, practice problem solving and carry out his obligations as a student. (Fisher and Frey, 2021) [48] student learning independence needs to be developed because student learning independence is something that determines student learning success. According to (Latipah, 2021) [49], learning independence includes three aspects, namely, cognition, motivation, and behavior. Cognitive aspects include strategies to monitor and regulate cognition, motivational aspects include strategies to regulate motivation, and behavioral aspects include strategies to regulate behavior that involve individual efforts to control the behavior that appears.

According to Hasbullah (in Tutpai and Suharto, 2017) [50], there are two factors that influence student learning independence, namely, internal factors are factors that come from within the individual (motivation, interests, etc.) and external factors are factors that come from outside the individual. (Social and family environment) one of the factors that influence learning independence is social support, according to (Sekse, *et al.*, 2018) [51] such as empathy, caring, appreciation, care, support, and knowledge that brings comfort. (Rahmad and Jannatin, 2018) [52] define social support as the closest physical and mental comfort to family, because family is the first place, they learn everything. According to House (in Ericson and Pecanha, 2022) [53] states that the family has an important role in social support because an interpersonal relationship will create a bond of feelings between family members. Noviyanti (2017) [54] said that parents should pay attention to the education and learning development of their children.

The love given will lead to a healthy mentality for their children. (Park and Holloway, 2015) (in Emeralda and Kristiana, 2017) [55] state that children whose parents have high involvement tend to show better academic performance than children whose parents have low involvement, therefore the role of parents is very important for growth. development of children, especially in the field of education. According to (Resch, *et al.*, 2010) [56] as a family or environment, individuals, especially children, always need other people around them to provide support, especially their parents.

Latipah *et al.* [57] states four aspects of social support, namely, emotional support, appreciation, instrumental, and informative. According to Scott and Storper [58], education can start from the smallest scope to a large scope, namely, the family scope, school scope, and community scope. These three environments are very influential in moral formation and developing children's potential, especially the family environment which is the basis for children to know and acquire knowledge. In addition, in developing potential, encouragement, or motivation is needed to achieve optimal learning goals.

Education aims to form moral, knowledgeable, and quality children. In Law No. 20 of 2003 [59] Article 3 which reads that national education aims to develop the potential of students to become human beings who believe and fear God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, and become good citizens, democratic, and responsible. In realizing the goals of national education, it needs to be balanced with an increase in the quality of education. The quality of education is closely related to the quality of teachers and the quality of students.

Meaningful learning is learning that is packaged according to the characteristics of students. Characteristics of realistic elementary school students need concrete learning. In learning at the elementary school level, especially in social studies subjects which are learning to foster students in their social life. Social studies learning at the elementary school level aims to develop knowledge, develop students' values and attitudes to become better. This is in line with Popkewitz [60]: 2) explaining that the objectives of social studies learning are (a) developing basic knowledge of social sciences, (b) developing inquiry thinking skills, problem solving, and social skills, (c) build commitment and awareness of human values, and (d) increase the ability to be competent and work together in a pluralistic society, both on a national and international scale.

Social studies teaching and learning process in schools is generally considered unattractive as a result many school children are less interested in studying social studies subjects. This is because there is an assumption that social studies subjects in elementary schools are considered the number two program after science, and they consider that social studies lessons are not so important so that students are not serious in participating in the teaching and learning process. Besides this, students are not interested in social studies lessons because many social studies teachers deliver learning only through lectures and taking notes in books. This resulted in students getting low grades because they claimed not to like social studies lessons. Students assume that social studies subjects are the most boring lessons so that they make students easily sleepy, sometimes students also feel confused or find it

difficult to understand the material presented by the teacher. In such circumstances, this will certainly be very influential in the teaching and learning process which, in turn, can affect student learning outcomes. One of the factors that influence learning outcomes is the student's learning motivation.

This very sophisticated era or can called the era of globalization which of these can affect the order of people's lives, ranging from economic, social, science and technology, politics, and even in the field of education. Therefore, in the current era of globalization, educational institutions have a very important role in preparing quality human resources (HR) in Indonesia, because preparing quality HR can be done through education, because here education plays an important role in the life and progress of the nation.

According to Permendikbud No. 69 of 2013 (in Purnomo and Triwiyono, 2019) [61], the 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and effective and able to contribute to the life of society, nation, state, and world civilization. The real realization of achieving educational goals cannot be separated from the role of the teacher. Teachers are the main key holders in improving the quality of HR in the future. In Law number 14 of 2005 concerning Teachers and Lecturers chapter 1 article 1 paragraph 1 states that "teachers are professional educators with the main task of educating, teaching, guiding, directing, training, assessing, and evaluating students in early childhood education through the education pathway formal education, primary education, and secondary education." In other words, professional teachers are the main factor in the success of an education.

In the Republic of Indonesia Law number 20 of 2003 [59] concerning the National Education System, it is stated that: Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, as well as the skills needed by himself, society, nation, and state. In this case, it means that in business practice education aims to create an active learning atmosphere so that it can increase all the potential that exists in students. Improving student growth and development can be done by providing teaching, guidance, training, or habituation that is directed at developing the personality and abilities of students in a better direction.

Through education, it is hoped that it can produce quality generations who will contribute to the achievement of national development. In Article 3 of Law Number 20 of 2003 (in Dewi and Alam, 2020) [62] concerning the National Education System it is stated that: National education functions to develop capabilities and shape the character and civilization of a dignified nation in the context of educating the nation's life, aiming at developing the potential of students to become human beings who believe and fear God. God Almighty, has noble character, is healthy, knowledgeable, capable, creative, independent, and becomes a democratic and responsible citizen. To realize the goals of national education, it needs to be balanced with improving the quality of education ((Munandar, 2012) [63].

Talking about education, it is not far from the word educator or what we often call a teacher, where the teacher is the main key holder in the learning process, besides that the teacher also plays a role in shaping the child's personality to prepare and prepare and develop HR as well as the welfare of the community progress of the state and nation (Uzer, 2005) [64].

As teachers and educators, teachers are one of the determining factors for the success of any educational effort. In an effort to teach students, teachers are required to have multiple roles so that they are able to create effective teaching and learning conditions. This condition is supported by the creativity of a teacher. (Abdullah, 2017) states that creativity is a general ability to create something new or new ideas that can be applied in problem solving, or as the ability to see new relationships between pre-existing elements. Rogers in (Abdullah, 2017) [65] emphasizes that the source of creativity is the tendency to self-actualize, realize potential, the drive to develop into maturity, the tendency to express and activate all the abilities of the organism. But in reality, there are still teachers who are less creative in carrying out classroom learning, both approaches, models, and media used.

Teachers are one of the important factors in the implementation of education in schools, therefore, improving the quality of education also means improving the quality of teachers. The quality of teachers is not only improved in terms of their welfare but also their professionalism. In this case, teachers must develop their potential optimally by being creative, professional, and fun teachers (Safitri, 2017) [66].

Motivation and learning are two things that influence each other, in learning activities, motivation can be done as the overall driving force in students that causes learning activities, which will ensure the continuity of the learning activities themselves, so that they will get a goal that will be desired by the students. the subject of study can be achieved.

Literally, motivation comes from the word motive, which has the meaning of effort that encourages individuals to do something. Motives can be said to be the driving force from within and within the subject to carry out certain activities to achieve a certain goal. Motives become active at certain times when the need to achieve goals is urgent. Motivation theory talks about aspects are important for students' success in school. In a study resulted in motivation affecting student engagement and academic achievement. This research

raises interest in understanding the relationship between motivation and teacher-student relationships. Learning to look for research that is natural and the magnitude of the relationship between students, interaction skills, critical thinking skills of students on student relationships, and student motivation.

Motivation is a change in energy within the individual (personal) which is characterized by feelings and reactions to achieve goals (Rauf *et al*., 2020) [67]. In addition, motivation is also a force, driving force, or tool to build a strong willingness and desire in students to learn actively, creatively, effectively, innovatively, and fun to change behavior (Warti, 2016) [68].

Indriani said that judging from the type, motivation is divided into two, namely, intrinsic motivation and extrinsic motivation. Intrinsic motivation is the motivation or drive that the person likes to do. Intrinsic motivation the motives that become active or function do not need external stimulation, because within each individual there is an urge to do something. As a concrete example, a student learns because he really wants to gain knowledge, values or skills so that he can change his behavior constructively, not for other purposes. This motivation is related to the meaning and role of cognition and this instinctual motivation appears. Or another example of a person who likes to read, he has been diligently looking for books to read. From within each person, such as interest or curiosity, so that a person is no longer motivated by other forms of incentives or punishments.

While extrinsic motivation is an encouragement to someone's behavior that is outside the actions he does. In addition, learning activities that grow from a person's encouragement and needs are not absolutely related to their own learning activities. For example, a person studies hard because he is told that there will be an exam tomorrow, someone reads something because he is told that he has to do it before he can apply for a job and so on. And extrinsic motivation can also be caused by the desire to receive rewards or avoid punishment, motivation formed by external factors in the form of rewards and or punishments. In teaching and learning activities extrinsic motivation is important. Because it is most likely that the student's situation is dynamic, changing, and it is also possible that there are other components in the teaching-learning process that are less attractive to students, so extrinsic motivation is needed. As another example, someone studies because tomorrow morning there will be an exam with the hope of getting good grades, so that they will get an award.

Motivation is the desire contained in someone who stimulates to do something. In other words, motivation is a stimulus that comes from a person's desire to take an action. Basically, motivation comes from the motives that a person has in him (Hamzah, 2011) [69]. Understanding motivation is not so easy because it is something that exists within a person

and cannot be seen from the outside and will only be seen if someone does something behavior (Miller *et al*., 2017) [70]. Hermans (in Walgito, 2010) [71] states that the characteristics of individuals who have motivation are the tendency to do challenging tasks but not above their abilities, the desire to try and work alone and find their own solutions, a strong desire to move forward and achieve a level of success. Which is slightly above the level achieved previously, orientation to the future, learning activities are seen as a path to the realization of ideals, diligence in work.

(Idola, *et al*., 2017) [72] states that motivation is an impulse that arises from internal and external stimuli so that a person wishes to make changes in behavior or certain activities that are better than the previous situation. Such desire is very important for students because then students will be more enthusiastic to follow the lesson. This opinion is in line with (Wijaya, 2021) [73] that motivation is a driving force for someone to have the energy or power to do something with enthusiasm. Likewise with learning, if the child has high learning motivation, then he will be more focused and ready to accept the material provided.

Learning is an important process to change human behavior. Change is not only related to increasing knowledge, but can also be seen from skills, skills, attitudes, understanding of self-esteem, interests, character, and adjustment. The learning process and its results can only be seen through changes in behavior that previously existed in a person both in terms of knowledge, affective, and psychomotor. According to Rashid *et al*., 2021 [74] learning can be interpreted as a business process carried out by individuals to get a new behavior change as a whole as a result of their own experience in interaction with their environment. Learning is an activity that causes relatively permanent changes as a result of one's efforts (Suparno, 2000) (Kwapissz, *et al*., 2011) [75]. If the individual has learned, then at least they will experience a change in the behavior of that person.

Learning actually has many meanings. Thoifuri (2013) (Omar, 2017) [76] argues that learning is an activity to gain knowledge, whether it is done individually, in groups, or with teacher guidance so that they can change their behavior. Behavior itself is a habit that a person has in the form of knowledge, attitudes, understanding, and skills. A person's behavior can be in the form of behavioral performance (something that can be observed) or behavioral tendency (something that is not observed). Both of these behaviors will be better if obtained through learning properly.

Broadly speaking, learning theory can be categorized into three, namely power psychology learning theory, association learning theory, and Gestalt learning theory. In power psychology learning theory, it is stated that a person learns because it is based on mental readiness which consists of a number of valuable strengths. such as observing, remembering,

responding, imagining, and thinking, all of which require practice. This theory views that learning in teaching materials already has value and that value lies in the formality, not in the material. This means that whatever teaching material one learns is not important, what is important is its influence in forming certain forces. Understanding the theory of power psychology certainly requires teachers to be more active, creative, and dynamic. Teachers do not just come to meet students, and can deliver teaching materials, but teachers should be able to make student responses, both inside and outside the classroom. The teacher has a position as a stimulant, so careful preparation is needed with various teaching materials, teaching methods, teaching media, and evaluation of teaching. Stimulants created by the teacher are basically the key to active learning, both individually and in groups.

The theory of association learning was formed by Herman Ebbinghaus in Skinner with his experiments stating that humans have the ability to remember with verbal associations. Verbal ability in the form of expressions of words or actions that can connect stimuli to one another so that it becomes a significant response. It can be said that there is no stimulant if there is no response, on the other hand there will be no response if there is no stimulant. The relationship between response (R) and stimulant (S) is a unity. Students are the response, and the teacher is the stimulant. Association theory emphasizes the importance of behavior arising from the relationship between responses and stimuli, not on the cognitive or intelligence of a person's mind in responding to stimuli. Because after all a person's intelligence will not give significance to himself, if it is wrong and difficult to apply it in the form of behavior.

Stress is a condition in which a person feels burdened with many things and finds it difficult to overcome them. Because teachers are humans too, of course teachers are also not free from stress. Especially when dealing with children whose behavior is increasingly unpredictable. Not to mention other workloads such as making lesson plans to assessment or assessment. Sometimes not only at school, the burden that must be borne by teachers also comes from home.

Stress that is not managed properly will have a negative impact. A teacher who is too stressed will eventually lose his enthusiasm for teaching. Without enthusiasm, a teacher only works as is, just completing obligations. As a result, l *et al.* one making positive changes to their existing students, they even transmit negative things. Just look at the sad events in the world of education lately. It's possible that we as teachers also contribute there.

How do teachers deal with stress

Before the teacher helps the child overcome his problem and is ready to learn, the first thing the teacher must do is solve the problem himself. Teachers who can control themselves will certainly find it easier to help students face problems.

Some of the following things teachers can do to deal with stress

Accept ourselves as imperfect humans. By acknowledging that there are shortcomings in ourselves, we will not be trapped into having thoughts as superhumans who can always solve every problem. There is a God who has the most power over every event that we experience.

Convince yourself that we can make a positive contribution to the environment. Every teacher must have optimism that with Allah's permission, the teacher is a useful person. Motivation as a useful figure must always be embedded in the teacher's mind.

Exercise regularly. Getting used to exercising even if it's light will reduce stress. Various studies say exercise has a big influence on a person's morale.

Eat a balanced diet. Stressed bodies usually release the hormones cortisol and adrenaline which speed up metabolism and produce energy quickly. This process will interfere with the immune system making it easier for us to get sick. Eating foods with balanced nutrition (sufficient carbohydrates, protein, fat, minerals and vitamins) will help the body produce balanced hormones as well.

Adequate rest: Many teachers neglect to take breaks. As much as possible arranging adequate rest will help avoid stress,

Avoid smoking and alcohol. This one doesn't need to be explained at length about its negative impact.

Develop good communication skills. Teachers must continue to practice developing their communication skills. Not only with children, but effective communication must also be built with fellow teachers and with parents. The more positive the communication made by the teacher; the more stressful behavior will be avoided. Most teachers stress their students due to lack of positive communication patterns.

Develop a sense of humor. Teachers who rarely mingle with their students will be susceptible to stress. Close to children and chatting with them will build closeness between teachers and children which will eventually lead to positive communication.

Have close friends. For teachers who are married, our partners are close friends who are perfect for sharing stories about problems at school. Thankfully, our partners can provide solutions to our problems. If not, telling other people about the problems we face will take the burden off of us a little. These are tips that teachers (including parents) can try when stressed.

Relentless community activities, sometimes trigger high stress that can result in burnout, namely

a condition when a person feels failed, tired, and not confident due to excessive demands. This situation can happen to anyone, including a teacher. Because various problems at school, both formal and non-formal schools can drain energy and cause emotional tension. If left too long, will result in endless fatigue. Therefore, before it's too late, let's recognize the symptoms of stress in teachers

Dealing with stress is like a person fighting against himself. Teachers are under pressure, usually avoid social gatherings because they feel that people around them are okay with their work, while they are not.

If that happens, there is no problem if you avoid gatherings like eating out outside of work hours, as long as you say it in polite language. Not everything has to be agreed. Forget about things that can make yourself more burdened by setting priorities for activities.

Stress can cause the brain is not clear because there is too much to think about. New ideas to create a comfortable classroom atmosphere are often hampered for fear of failure and even create new problems. Even at school, teachers cannot focus and just want to spend the day in moderation. Teaching is a frightening specter for teachers.

If a teacher feels bored, then relax after a busy day. Make time for yourself on the weekends with your favorite activities to refresh your mind and soul. It is okay to think about yourself first for a while for the sake of mental health.

Teachers who are under stress rarely reveal it to those around them because they think it is tiring. However, once he spoke, he would start with various complaints, such as problems with class, students, or homeroom teachers. This attitude can last until the end of the school year.

Communicating with friends can be a solution to get out of your thoughts. Try to find friends who can accommodate your complaints at the beginning of the school year. It does not take much, just a few you can trust to share your story with. But remember, do not just want to be heard, but you also have to be good at listening to the other person

This one sign is seen from body language in teaching, such as eyes or a smile. For teachers who are experiencing emotional turmoil, their eyes will look dim and empty. He will rarely greet his students with a smile. Gestures like that can be a signal that the teacher is starting to lose motivation in teaching. School is actually a terrible place for teachers.

If that is the case, then the option of seeing a counseling agency can be considered. There's nothing wrong with going to a psychologist because it's self-love. A psychologist or counseling agency can help you find and identify the root cause of the problem.

In the end, stress can make a variety of teacher jobs neglected, it can even have an impact on students.

According to McLean (2015) [77] in the journal child development, stress on teachers can make the classroom environment not conducive. As a result, the motivation of students in learning to be down because it is difficult to understand the material presented.

Therefore, do not let stress settle for too long. The school environment should also be sensitive to the conditions and workload of the teachers.

Conclusion

The teacher as a driver of creativity which is very important, in learning and teachers are required to demonstrate and show the creative process. Hence, teacher creativity in learning is basically a complex process in nature, as an illustration, the process is thinking about various ideas or ideas in managing and developing lessons. In the teaching and learning process, creating new ideas or ideas is an increase and a challenge for teachers who are creative in bringing up new findings.

In the learning process, creativity is needed, moreover, creativity in teaching teachers because what the teacher wants to convey is expected to be able to reach the students. In conducting teaching creativity, the teacher must pay attention to the conditions of the students and the surrounding environment, lest the teacher do things that actually make the child or student hampered in the learning process, because one of the goals of holding the teacher's teaching creativity is to make children happy and motivated to take lessons so that the learning objectives can be achieved. Regarding the creativity of teaching teachers, how important it is that teachers need to know what good teaching creativity looks like so that everything the teacher does is useful for the learning process, especially to build student learning motivation.

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