

INTISARI

Latar Belakang: Guru Sekolah Luar Biasa (SLB) menghadapi kompleksitas pekerjaan yang tinggi, baik dari sisi beban kerja maupun tantangan psikososial dikarenakan karakteristik anak didik dengan berbagai jenis ketunaan, yaitu tunagrahita, autisme, tunarungu, dan tunanetra. Kondisi guru SLB yang harus memperhatikan masing-masing siswa dengan kondisi berbeda-beda ini berpotensi meningkatkan risiko stres kerja. Penelitian ini dilakukan di Kabupaten Kulon Progo, dengan rasio guru:siswa SLB 1:6, menunjukkan adanya kesenjangan penelitian. Tujuan dari penelitian ini adalah menganalisis pengaruh faktor pekerjaan terhadap stres kerja guru SLB di Kabupaten Kulon Progo. **Metode:** Penelitian menggunakan pendekatan *mixed-method* dengan desain *convergent parallel*. Data kuantitatif dikumpulkan dari 94 guru SLB (*total sampling*) melalui kuesioner. Data kualitatif diperoleh dari 7 guru (*maximum variation sampling*) melalui wawancara mendalam. Analisis data dilakukan secara univariat, bivariat (uji *chi-square*), dan multivariat (regresi logistik ordinal), serta analisis tematik untuk data kualitatif. **Hasil:** Mayoritas guru SLB mengalami stres kerja tingkat sedang (61,70%). Model multivariat menunjukkan faktor pekerjaan signifikan memengaruhi stres kerja ($\text{Prob} > \chi^2 = 0,001$). Beban kerja merupakan faktor paling dominan ($\text{OR} = 3,3451$; $p = 0,017$) yang bersifat multifaset dan menuntut (volume, kompleksitas tugas, tanggung jawab tambahan, tuntutan spesifik SLB), melampaui kapasitas adaptasi guru. Manajemen waktu ($p = 0,317$) dan lingkungan kerja ($p = 0,802$) tidak signifikan dalam model parsial multivariat. Dominasi beban kerja dan hambatan struktural berupa kekurangan waktu, keterbatasan sinyal, dan ketidakpahaman aplikasi membatasi efektivitas manajemen waktu. Meski demikian, tingginya dukungan sosial di lingkungan kerja berperan sebagai penyangga stres. **Kesimpulan:** Stres kerja pada guru SLB secara dominan dipengaruhi oleh beban kerja. Lingkungan kerja dan manajemen waktu tidak signifikan dalam multivariat, namun dukungan sosial di lingkungan kerja berfungsi sebagai penyangga stres. Sementara upaya guru mengatur waktu menjadi strategi koping stres tetapi terhambat oleh kondisi struktural dan tingginya beban kerja.

Kata Kunci: stres kerja, manajemen waktu, lingkungan kerja, beban kerja, guru, sekolah luar biasa

ABSTRACT

Background: Special education teachers face high job complexity, both in terms of workload and psychosocial challenges, due to the characteristics of students with various types of disabilities, including intellectual disabilities, autism, hearing impairments, and visual impairments. The condition of special education teachers who must pay attention to each student with different conditions has the potential to increase the risk of work stress. This study was conducted in Kulon Progo Regency, DIY, which has the highest teacher-to-student ratio (1:6) in the province, indicating a research gap. The study aimed to analyze the influence of job-related factors on special education teachers' work stress in Kulon Progo Regency.

Method: This study employed a mixed-methods approach with a convergent parallel design. Quantitative data were collected from 94 teachers (total sampling) using questionnaires. Qualitative data were obtained from 7 teachers (maximum variation sampling) through in-dept interviews. Data analysis involved univariate, bivariate (chi-square test), and multivariate (ordinal logistic regression) analyses, alongside thematic analysis for qualitative data. **Results:** The majority of special education teachers experienced moderate levels of work stress (61,70%). The multivariate model showed that job-related factors significantly influenced work stress ($\text{Prob} > \chi^2 = 0,001$). Workload is the most dominant factor ($\text{OR} = 3,3451$; $p = 0,017$), which is multifaceted and demanding (volume, task complexity, additional responsibilities, special school specific demands) exceeding teachers' adaptive capacities. Time management ($p = 0,317$) and work environment ($p = 0,802$) were not statistically significant in the partial multivariate models. The dominance of workload and structural barriers such as time constraints, limited resources, and lack of understanding of applications limit the effectiveness of time management. However, high social support in the work environment acts as a buffer against stress. **Conclusion:** Work-related stress among special education teachers is predominantly influenced by workload. Work environment and time management are not significant in multivariate analysis, but social support in the work environment acts as a buffer against stress. Meanwhile, teachers' efforts to manage their time serve as a stress coping strategy, but are hampered by structural conditions and high workload.

Keywords: work stress, time management, work environment, workload, teachers, special education schools