

BAB V

PENUTUP

5.1 Kesimpulan

Berdasarkan hasil analisis mengenai pengaruh stres kerja terhadap komitmen organisasional dengan pikiran positif dan kepuasan kerja sebagai variabel moderasi, maka peneliti merumuskan beberapa kesimpulan sebagai berikut:

1. Stres kerja memiliki pengaruh negatif dan signifikan terhadap komitmen organisasional (H1 diterima). Semakin tinggi tingkat stres kerja yang dirasakan oleh guru kecenderungan komitmen organisasional yang dimiliki guru terhadap organisasi akan semakin menurun. Dengan kata lain tekanan kerja yang tinggi dapat mempengaruhi tingkat keterikatan serta loyalitas karyawan terhadap organisasi tempat mereka bekerja.
2. Pikiran positif tidak terbukti berperan sebagai variabel moderasi dalam hubungan stres kerja dan komitmen organisasional (H2 ditolak). Hasil penelitian ini mengindikasikan bahwa tingkat pikiran positif yang dimiliki oleh karyawan belum mampu memperkuat ataupun memperlemah pengaruh stres kerja terhadap komitmen organisasional. Sehingga keberadaan pikiran positif dalam penelitian ini tidak memberikan pengaruh yang signifikan terhadap hubungan antara kedua variabel tersebut.

3. Kepuasan kerja tidak terbukti berperan sebagai variabel moderasi hubungan antara stres kerja dan komitmen organisasional (H3 ditolak). Hasil penelitian ini menunjukkan bahwa tingkat kepuasan kerja yang dimiliki karyawan belum mampu mempengaruhi atau mengubah hubungan antara stres kerja dan komitmen organisasional. Sehingga pengaruh stres kerja terhadap komitmen organisasional dalam penelitian ini cenderung terjadi secara langsung tanpa dipengaruhi oleh tingkat kepuasan kerja karyawan.

5.2 Implikasi Manajerial

Terdapat implikasi manajerial yang dihasilkan dalam penelitian ini. Berdasarkan hasil penelitian yang menunjukkan bahwa stres kerja berpengaruh negatif terhadap komitmen organisasional, sekolah perlu memberikan perhatian yang lebih serius terhadap pengelolaan tekanan kerja yang dialami oleh para guru. Tuntutan pekerjaan seperti beban mengajar, administrasi pembelajaran, serta tanggung jawab dalam membimbing dan mengevaluasi peserta didik berpotensi menimbulkan tekanan yang mempengaruhi kondisi psikologis guru. Oleh karena itu, sekolah perlu mengelola beban kerja guru secara lebih proporsional, misalnya melalui pembagian tugas yang seimbang, penyederhanaan administrasi, serta penyediaan dukungan organisasi yang memadai agar guru dapat bekerja secara optimal.

Selanjutnya, meskipun pikiran positif dan kepuasan kerja tidak terbukti berfungsi sebagai variabel moderasi dalam hubungan antara stres kerja

dan komitmen organisasional kedua aspek tersebut tetap berperan penting dalam menunjang kesejahteraan psikologis, kinerja, dan sikap kerja guru. Sehingga pihak sekolah perlu mengupayakan penguatan pola pikir positif serta peningkatan kepuasan kerja melalui berbagai strategi. Upaya tersebut diharapkan mampu membantu guru dalam mengelola tekanan kerja sekaligus meningkatkan kualitas kinerja dan keterikatan terhadap organisasi.

Secara keseluruhan, pada temuan penelitian ini menunjukkan bahwa pengelolaan stres kerja menjadi faktor penting dalam menjaga komitmen organisasional guru. Meskipun pikiran positif dan kepuasan kerja tidak berperan sebagai variabel moderasi kedua faktor tersebut tetap penting dalam mendukung kesejahteraan psikologis dan kualitas kerja guru. Oleh karena itu, sekolah perlu mengelola kondisi kerja secara komprehensif guna menciptakan lingkungan kerja yang sehat, produktif, dan mampu meningkatkan keterikatan guru terhadap organisasi.

5.3 Keterbatasan Penelitian

Dalam penyusunan penelitian ini, peneliti berupaya mengikuti tahapan penelitian ilmiah yang berlaku. Namun demikian, masih terdapat beberapa keterbatasan yang ditemukan selama proses penelitian, di antaranya sebagai berikut:

1. Penelitian ini hanya menggunakan kuesioner sebagai alat pengumpulan data tanpa disertai metode wawancara, sehingga informasi yang diperoleh sepenuhnya didasarkan pada persepsi

responden dan belum mampu menggambarkan kondisi secara lebih mendalam.

2. Responden dalam penelitian ini terbatas pada guru swasta yang berada di wilayah Yogyakarta, sehingga hasil penelitian yang diperoleh belum dapat digeneralisasikan untuk merepresentasikan kondisi guru di wilayah lain yang memiliki karakteristik lingkungan kerja yang berbeda.
3. Penelitian ini hanya memfokuskan pada beberapa variabel utama, yaitu stres kerja, pikiran positif, kepuasan kerja, dan komitmen organisasional, sehingga masih terdapat kemungkinan adanya faktor atau variabel lain yang juga dapat mempengaruhi komitmen organisasional namun belum tercakup dalam penelitian ini.

5.4 Saran

Berdasarkan keterbatasan yang ditemukan dalam penelitian ini, terdapat beberapa saran yang dapat dipertimbangkan untuk penelitian selanjutnya sebagai berikut:

1. Penelitian selanjutnya disarankan untuk mengombinasikan pendekatan kuantitatif dan kualitatif, misalnya dengan menambahkan metode wawancara mendalam atau *focus group discussion*. Pendekatan tersebut diharapkan dapat memberikan pemahaman yang lebih komprehensif mengenai pengalaman serta persepsi responden terkait kondisi stres kerja dan komitmen

organisasional, sehingga informasi yang diperoleh tidak hanya terbatas pada data yang dikumpulkan melalui kuesioner.

2. Penelitian di masa mendatang disarankan untuk melibatkan responden dari wilayah yang lebih luas maupun dari berbagai institusi pendidikan yang berbeda. Dengan memperluas cakupan responden hasil penelitian diharapkan mampu memberikan gambaran yang lebih representatif mengenai kondisi stres kerja dan komitmen organisasional pada guru.
3. Penelitian selanjutnya juga disarankan untuk mengembangkan model penelitian dengan menambahkan variabel lain yang relevan, seperti dukungan organisasi, kepemimpinan kepala sekolah, budaya organisasi sekolah, maupun keseimbangan antara kehidupan kerja dan kehidupan pribadi. Penambahan variabel tersebut diharapkan dapat memberikan pemahaman yang lebih mendalam mengenai berbagai faktor yang berpotensi mempengaruhi komitmen organisasional.
4. Selain itu, penelitian selanjutnya dapat mengembangkan model penelitian yang lebih komprehensif dalam menguji kembali peran variabel moderasi, khususnya pikiran positif dan kepuasan kerja, dengan mempertimbangkan konteks penelitian yang berbeda. Hal ini penting untuk memperoleh pemahaman yang lebih luas mengenai

hubungan antara stres kerja dan komitmen organisasional dalam berbagai kondisi organisasi.



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LAMPIRAN

Lampiran 1 Kuesioner Penelitian

Bagian I: Identitas Responden

1. Jenjang tempat mengajar
 - a. SD
 - b. SMP
 - c. SMA/SMK
2. Lama masa kerja
 - a. 1 – 3 tahun
 - b. 4 – 6 tahun
 - c. 7 – 10 tahun
 - d. > 10 tahun
3. Usia
 - a. < 25 tahun
 - b. 26 – 35 tahun
 - c. 36 – 45 tahun
 - d. > 45 tahun

Bagian I: Stres Kerja

NO	PERTANYAAN	STS (1)	TS (2)	S (3)	SS (4)
JS1	Beban kerja saya sebagai guru sering terasa terlalu banyak untuk diselesaikan dalam waktu yang tersedia.	1	2	3	4
JS2	Saya sering merasa dikejar tenggat waktu (mis. penilaian, laporan, administrasi sekolah).	1	2	3	4
JS3	Pekerjaan saya membuat saya sulit meluangkan waktu untuk keluarga/kehidupan pribadi.	1	2	3	4
JS4	Di luar jam kerja, saya masih sering memikirkan pekerjaan (sulit “lepas” dari urusan sekolah).	1	2	3	4
JS5	Saya sering merasa pekerjaan mengganggu waktu istirahat saya.	1	2	3	4

JS6	Saya terkadang merasa tegang ketika ada panggilan/pesan terkait urusan sekolah di luar jam kerja.	1	2	3	4
JS7	Tuntutan pekerjaan membuat saya lelah secara fisik maupun mental.	1	2	3	4

Bagian II : Komitmen Organisasional

KO1	Saya bangga menjadi bagian dari sekolah/instansi tempat saya bekerja.	1	2	3	4
KO2	Saya merasa terikat secara emosional dengan sekolah/instansi ini.	1	2	3	4
KO3	Saya ingin sekolah/instansi ini berhasil mencapai tujuan dan targetnya.	1	2	3	4
KO4	Saya bersedia berusaha lebih dari yang diwajibkan demi kemajuan sekolah/instansi ini.	1	2	3	4
KO5	Saya berniat tetap bekerja di sekolah/instansi ini dalam beberapa tahun ke depan.	1	2	3	4
KO6	Saya akan merekomendasikan sekolah/instansi ini sebagai tempat kerja yang baik.	1	2	3	4
KO7	Saya tidak mempertimbangkan untuk pindah ke sekolah/instansi lain.	1	2	3	4

Bagian III: Pikiran Positif

PP1	Saat menghadapi masalah di sekolah, saya cenderung fokus pada solusi daripada menyalahkan keadaan.	1	2	3	4
PP2	Saya mampu melihat sisi baik/manfaat dari situasi kerja yang sulit.	1	2	3	4
PP3	Ketika rencana mengajar tidak berjalan, saya menganggapnya sebagai kesempatan untuk belajar dan memperbaiki diri.	1	2	3	4

PP4	Saya tetap optimis bahwa tantangan kerja bisa diatasi dengan usaha dan strategi yang tepat.	1	2	3	4
PP5	Saya bisa mengendalikan pikiran negatif agar tidak mengganggu kinerja saya.	1	2	3	4
PP6	Saya cenderung berharap hasil yang baik dalam pekerjaan saya sebagai guru.	1	2	3	4
PP7	Saya dapat menjaga semangat meskipun beban kerja sedang tinggi.	1	2	3	4

Bagian IV: Kepuasan Kerja

KK1	Saya puas dengan pekerjaan utama saya sebagai guru (mengajar dan mendidik).	1	2	3	4
KK2	Saya puas dengan dukungan dan arahan dari atasan/pimpinan sekolah.	1	2	3	4
KK3	Saya puas dengan hubungan kerja dengan rekan sesama guru/staf.	1	2	3	4
KK4	Saya puas dengan kompensasi yang saya terima (gaji/tunjangan/insentif).	1	2	3	4
KK5	Saya puas dengan kesempatan pengembangan (pelatihan, sertifikasi, pengembangan kompetensi).	1	2	3	4
KK6	Saya puas dengan kondisi kerja (fasilitas, beban administrasi, lingkungan kerja).	1	2	3	4
KK7	Secara keseluruhan, saya puas dengan pekerjaan saya saat ini.	1	2	3	4

Lampiran 2 Statistik Deskriptif

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
X1.1	136	1.00	4.00	3.0735	.89138
X1.2	136	1.00	4.00	3.0662	.82733
X1.3	136	1.00	4.00	2.8456	1.01747
X1.4	136	1.00	4.00	3.0809	.92740
X1.5	136	1.00	4.00	2.6912	.97003
X1.6	136	1.00	4.00	3.1324	.97227
X1.7	136	1.00	4.00	2.7353	.93678
Valid N (listwise)	136				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Y1.1	136	1.00	4.00	3.3235	.88512
Y1.2	136	1.00	4.00	2.8971	1.02761
Y1.3	136	1.00	4.00	2.8235	1.20420
Y1.4	136	1.00	4.00	2.7794	1.00878
Y1.5	136	1.00	4.00	2.8309	1.13891
Y1.6	136	1.00	4.00	2.8676	1.05976
Y1.7	136	1.00	4.00	3.0147	.98120
Valid N (listwise)	136				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M1.1	136	2.00	4.00	3.5147	.53034
M1.2	136	2.00	4.00	3.3529	.52394
M1.3	136	3.00	4.00	3.4779	.50136
M1.4	136	2.00	4.00	3.5368	.51508
M1.5	136	2.00	4.00	3.3603	.53986
M1.6	136	2.00	4.00	3.5882	.53708
M1.7	136	2.00	4.00	3.3309	.57161
Valid N (listwise)	136				

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
M2.1	136	2.00	4.00	3.4779	.51592
M2.2	136	2.00	4.00	3.3015	.60025
M2.3	136	2.00	4.00	3.3382	.54732
M2.4	136	1.00	4.00	2.9926	.64974
M2.5	136	1.00	4.00	3.2868	.59514
M2.6	136	2.00	4.00	3.1324	.54172
M2.7	136	2.00	4.00	3.3676	.54172
Valid N (listwise)	136				

Lampiran 3 Hasil Uji Validitas

Stress Kerja

		Correlations							
		X1.1	X1.2	X1.3	X1.4	X1.5	X1.6	X1.7	TOTALX
X1.1	Pearson Correlation	1	.636**	.715**	.450**	.480**	.536**	.582**	.786**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136	136
X1.2	Pearson Correlation	.636**	1	.567**	.505**	.413**	.459**	.558**	.731**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136	136
X1.3	Pearson Correlation	.715**	.567**	1	.649**	.604**	.642**	.532**	.851**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136	136
X1.4	Pearson Correlation	.450**	.505**	.649**	1	.629**	.662**	.494**	.792**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000	.000
	N	136	136	136	136	136	136	136	136
X1.5	Pearson Correlation	.480**	.413**	.604**	.629**	1	.601**	.635**	.791**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000	.000
	N	136	136	136	136	136	136	136	136
X1.6	Pearson Correlation	.536**	.459**	.642**	.662**	.601**	1	.608**	.816**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000	.000
	N	136	136	136	136	136	136	136	136
X1.7	Pearson Correlation	.582**	.558**	.532**	.494**	.635**	.608**	1	.792**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000		.000
	N	136	136	136	136	136	136	136	136
TOTALX	Pearson Correlation	.786**	.731**	.851**	.792**	.791**	.816**	.792**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136	136

** Correlation is significant at the 0.01 level (2-tailed).

Komitmen Organisasional

		Correlations							
		Y1.1	Y1.2	Y1.3	Y1.4	Y1.5	Y1.6	Y1.7	TOTALY
Y1.1	Pearson Correlation	1	.273**	.228**	.246**	.319**	.370**	.310**	.658**
	Sig. (2-tailed)		.001	.008	.004	.000	.000	.000	.000
	N	136	136	136	136	136	136	136	136
Y1.2	Pearson Correlation	.273**	1	.045	.071	.010	.157	.134	.408**
	Sig. (2-tailed)	.001		.602	.413	.905	.067	.121	.000
	N	136	136	136	136	136	136	136	136
Y1.3	Pearson Correlation	.228**	.045	1	.053	.194*	.173*	.109	.483**
	Sig. (2-tailed)	.008	.602		.539	.024	.044	.207	.000
	N	136	136	136	136	136	136	136	136
Y1.4	Pearson Correlation	.246**	.071	.053	1	.315**	.270**	.205*	.529**
	Sig. (2-tailed)	.004	.413	.539		.000	.001	.016	.000
	N	136	136	136	136	136	136	136	136
Y1.5	Pearson Correlation	.319**	.010	.194*	.315**	1	.528**	.294**	.678**
	Sig. (2-tailed)	.000	.905	.024	.000		.000	.001	.000
	N	136	136	136	136	136	136	136	136
Y1.6	Pearson Correlation	.370**	.157	.173*	.270**	.528**	1	.280**	.695**
	Sig. (2-tailed)	.000	.067	.044	.001	.000		.001	.000
	N	136	136	136	136	136	136	136	136
Y1.7	Pearson Correlation	.310**	.134	.109	.205*	.294**	.280**	1	.565**
	Sig. (2-tailed)	.000	.121	.207	.016	.001	.001		.000
	N	136	136	136	136	136	136	136	136
TOTALY	Pearson Correlation	.658**	.408**	.483**	.529**	.678**	.695**	.565**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136	136

Pikiran Positif

		Correlations						
		M1.1	M1.2	M1.3	M1.4	M1.5	M1.6	M1.7
M1.1	Pearson Correlation	1	.621**	.544**	.608**	.460**	.412**	.363**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M1.2	Pearson Correlation	.621**	1	.537**	.665**	.516**	.415**	.498**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M1.3	Pearson Correlation	.544**	.537**	1	.720**	.618**	.489**	.530**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M1.4	Pearson Correlation	.608**	.665**	.720**	1	.605**	.644**	.550**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	136	136	136	136	136	136	136
M1.5	Pearson Correlation	.460**	.516**	.618**	.605**	1	.567**	.739**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	136	136	136	136	136	136	136
M1.6	Pearson Correlation	.412**	.415**	.489**	.644**	.567**	1	.568**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	136	136	136	136	136	136	136
M1.7	Pearson Correlation	.363**	.498**	.530**	.550**	.739**	.568**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136
TOTALM1	Pearson Correlation	.724**	.770**	.801**	.866**	.821**	.745**	.779**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136

** . Correlation is significant at the 0.01 level (2-tailed).

Kepuasan Kerja

		Correlations						
		M2.1	M2.2	M2.3	M2.4	M2.5	M2.6	M2.7
M2.1	Pearson Correlation	1	.464**	.394**	.386**	.298**	.302**	.453**
	Sig. (2-tailed)		.000	.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M2.2	Pearson Correlation	.464**	1	.612**	.557**	.461**	.537**	.545**
	Sig. (2-tailed)	.000		.000	.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M2.3	Pearson Correlation	.394**	.612**	1	.444**	.450**	.398**	.477**
	Sig. (2-tailed)	.000	.000		.000	.000	.000	.000
	N	136	136	136	136	136	136	136
M2.4	Pearson Correlation	.386**	.557**	.444**	1	.408**	.592**	.513**
	Sig. (2-tailed)	.000	.000	.000		.000	.000	.000
	N	136	136	136	136	136	136	136
M2.5	Pearson Correlation	.298**	.461**	.450**	.408**	1	.479**	.521**
	Sig. (2-tailed)	.000	.000	.000	.000		.000	.000
	N	136	136	136	136	136	136	136
M2.6	Pearson Correlation	.302**	.537**	.398**	.592**	.479**	1	.641**
	Sig. (2-tailed)	.000	.000	.000	.000	.000		.000
	N	136	136	136	136	136	136	136
M2.7	Pearson Correlation	.453**	.545**	.477**	.513**	.521**	.641**	1
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136
TOTALM2	Pearson Correlation	.624**	.809**	.725**	.765**	.702**	.761**	.795**
	Sig. (2-tailed)	.000	.000	.000	.000	.000	.000	
	N	136	136	136	136	136	136	136

** . Correlation is significant at the 0.01 level (2-tailed).

Lampiran 4 Hasil Uji Reliabilitas

Stres Kerja

Reliability Statistics	
Cronbach's Alpha	N of Items
.903	7

Komitmen Organisasional

Reliability Statistics	
Cronbach's Alpha	N of Items
.653	7

Pikiran Positif

Reliability Statistics	
Cronbach's Alpha	N of Items
.897	7

Kepuasan Kerja

Reliability Statistics	
Cronbach's Alpha	N of Items
.862	7

Lampiran 5 Hasil Uji Hipotesis

MRA

```
Model : 2
Y : mean_ko
X : mean_str
W : mean_pp
Z : mean_kk

Sample
Size: 136

*****
OUTCOME VARIABLE:
mean_ko

Model Summary
      R      R-sq      MSE      F      df1      df2      p
      ,50      ,25      ,28      8,85      5,00     130,00    ,00

Model
      coeff      se      t      p      LLCI      ULCI
constant      2,93      ,05     64,92      ,00      2,84      3,02
mean_str      -,23      ,07     -3,47      ,00     -,36     -,10
mean_pp       ,16      ,14      1,13      ,26     -,12      ,44
Int_1        -,07      ,23     -,29      ,77     -,52      ,38
mean_kk       ,47      ,14      3,32      ,00      ,19      ,74
Int_2         ,07      ,22      ,31      ,76     -,37      ,51

Product terms key:
Int_1 :      mean_str x      mean_pp
Int_2 :      mean_str x      mean_kk
```