



Original Research Paper

Description of The Degree of Stress, Anxiety and Depression in Teachers at Wahdah Islamic School 03 Makassar

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Abstract

Background: The teaching profession is essential for student development but can cause stress, anxiety, and depression. Workload and professional demands contribute to emotional exhaustion, teaching burnout, and reduced teaching effectiveness, impacting both teachers' well-being and the learning environment. **Objective:** To assess stress, anxiety, and depression levels among teachers at Wahdah Islamic School 03 Makassar Elementary School. **Methods:** A descriptive survey was conducted to evaluate the degree of stress, anxiety, and depression among elementary school teachers at Wahdah Islamic School 03 Makassar. **Results:** Most teachers experienced high stress, primarily due to workload and professional demands. Anxiety levels were moderate to severe in the majority of subjects, affecting performance and workplace well-being. Depression was also observed, with a small percentage showing severe symptoms, highlighting the need for psychological support. **Conclusion:** Teachers at Wahdah Islamic School 03 Makassar Elementary School experience significant stress, anxiety, and depression, influenced by workload and professional responsibilities. These findings emphasize the importance of implementing psychological support and mental health interventions to improve teacher well-being and maintain an effective learning environment.

Keywords: Stress, Anxiety, Depression, Teacher.

Introduction

Human life cannot be separated from stress, anxiety, and depression, as stress can occur anytime, anywhere, and be experienced by anyone. Daily stress can occur in any condition and place¹. Stress experienced by individuals is not only in the family environment but can also occur in the workplace. Stress is a phenomenon that every human will certainly experience. In psychology, stress is a state of feeling pressured and mental tension. Stress is an individual's response to changes in situations or threatening circumstances. It can be seen as a personal reaction to external events or demands, such as during exams or internal thought conditions like worrying about exams².

Based on previous research, data from the 2018 Basic Health Research (Riskesdas) showed that the prevalence of emotional mental disorders or stress in the Indonesian population aged >15 years was 37,728 people (9.8%). The province with the highest prevalence of emotional mental disorders or stress was Central Sulawesi at 11.6%, and the lowest was in Lampung at 1.2%. South Sulawesi ranked 9th with emotional mental disorders in the population >15 years. The prevalence of emotional mental disorders in South Sulawesi Province exceeded the national average, reaching 12.83%, with the prevalence in Makassar City reaching 17.86%. Data from the South Sulawesi Provincial Health Profile in

2015 found 31,381 individuals with mental and emotional disorders, mostly in Makassar City (8,856 people). Based on data from the Makassar City Health Profile, there were 8,856 people with mental disorders, consisting of 3,346 females and 5,510 males. Data from South Sulawesi Province in 2020 indicated around 22,798 people with emotional mental disorders³.

Anxiety disorders are a type of mental disorder that certainly occurs. This disorder causes feelings of fear, worry, and overwhelming feelings that persist continuously⁴. A hallmark of anxiety disorders is persistent, excessive, and unrealistic worry about daily matters⁵. Anxiety disorders are a type of mental disorder that certainly occurs. This disorder causes feelings of fear, worry, and overwhelming feelings that persist continuously. A hallmark of anxiety disorders is persistent, excessive, and unrealistic worry about daily matters. This worry can include various aspects, such as finances, family, health, and the future. Excessive anxiety disorders are difficult to control and often cause various non-specific psychological and physical symptoms. The main feature of generalized anxiety disorder is excessive worry⁵. Based on previous research⁶, WHO states that anxiety is a common mental health disorder with a very high prevalence. More than 200 million people (3.6% of the total population) worldwide suffer from anxiety.

Depression is a mood disorder that causes persistent feelings of sadness and loss of interest⁷. The Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM-5) by the American Psychiatric Association classifies depression as a mood dysregulation disorder⁸. Persistent depressive disorder (dysthymia). The general picture of all depressive disorders is sadness, hopelessness, or easily irritable moods. Based on previous research⁹, WHO states that nearly 20%-30% of hospital patients in developing countries experience emotional

mental disorders such as depression. Depression is an emotional disorder or bad mood characterized by prolonged sadness, hopelessness, guilt, and worthlessness.

Teaching is a noble yet challenging profession. Student personality development occurs through the teacher's role in the teaching-learning process and guidance at school. However, as educators, teachers experience stress due to the profession they carry¹⁰. Indeed, teaching is one of the most stressful jobs or professions. Therefore, stress experienced by teachers is an experience that cannot simply disappear because it is a consequence of the teaching profession¹¹. Stress in elementary school teachers is often defined as a teacher's experience of unpleasant emotions. Because teachers are important figures in teaching-learning activities at school and often experience boredom and fatigue while teaching.

Teaching anxiety is a significant affective state that may have some adverse effects on the learning and teaching process¹². It is one variable that can negatively impact teaching effectiveness. Similarly, it creates an unpleasant work environment and career situation. Thus, teaching may be an activity to be avoided¹³. This results in ineffective and inappropriate teaching behavior. Additionally, it can affect the preparation and implementation of classroom activities and seems to be a problem for a large number of teachers. Anxious teachers tend to transmit anxiety to some of their students. In other words, anxious teachers can cause anxiety and poor performance among students¹⁴. Depression can be suffered by anyone, including teachers, regardless of age and status. Teachers may face problems related to their personal lives or their duties and responsibilities as educators. If depression is ignored or not taken seriously among teachers, the consequences will spread widely, affecting the well-being of the teachers themselves, their

families, society, and especially the younger generation.

This study has high urgency given the high prevalence of emotional mental disorders in Indonesia, especially in South Sulawesi Province and Makassar City, as shown by Riskesdas data and regional health reports. Although previous studies have discussed emotional mental disorders in general, research focusing on the teaching profession, especially in elementary schools, remains limited. Teachers are the frontline of education, and disorders like stress, anxiety, and depression not only affect their mental health but also potentially reduce the quality of education and student well-being. This study offers a new contribution by describing the degree of mental disorders among teachers at Wahdah Islamic School 03 Makassar Elementary School, which can serve as a reference for mental health policy interventions for educators.

Materials and Methods

Study Design

The research design used was a descriptive survey approach. This design is a method that observes data related to independent and dependent variables taken simultaneously at one time.

Sample

The sampling method was total sampling, where the sample was the entire population, totaling 24 people.

Data Collection Techniques

This research was conducted through several main stages. In the preparation stage, the researcher first determined the population of focus, namely teachers at Wahdah Islamic School 03 Makassar Elementary School. Next, the research sample size was determined proportionally to ensure adequate representation. The research timeline was also designed considering the smoothness of data collection and respondent involvement.

The implementation stage began by explaining the research objectives, benefits, and procedures to respondents through the informed consent process. The researcher then requested the willingness of respondents to participate as research samples, ensuring they understood their rights and obligations during the research process.

After data collection, the data management stage was conducted. The obtained data were processed using appropriate statistical methods to produce valid and reliable information. Research results were then systematically presented in a report containing key findings and relevant data analysis.

Data Analysis Techniques

The data analysis technique used included univariate analysis. This analysis aimed to determine the distribution, frequency, and percentage of each research variable. Variables analyzed included the proportion of educators in elementary schools experiencing stress, anxiety, and depression.

Using this analysis, the researcher could provide an initial picture of respondent characteristics and research data distribution patterns descriptively. Univariate analysis results served as the basis for understanding the prevalence and degree of emotional mental disorders among elementary school teachers

Ethical Consideration

This study adhered to strict ethical guidelines in accordance with the Declaration of Helsinki. Ethical approval was obtained from the Research Ethics Committee of the Faculty of Medicine, Universitas Muslim Indonesia (Approval No. UMI/KEP-FK/2024/012). All participants provided written informed consent after receiving comprehensive information about the study's purpose, procedures, potential risks, and benefits. Participants were assured of their right to withdraw from the study at any point without consequence. Confidentiality of

all data was rigorously maintained through anonymization and secure storage. The research protocol ensured that no personally identifiable information would be disclosed in any publications or presentations. Additionally, participants experiencing severe psychological symptoms were provided with referrals to professional mental health services for appropriate support and intervention

Result

This study aimed to understand respondent characteristics and frequency distribution regarding stress, anxiety, and depression levels by gender. Demographic characteristics, including age, gender, work duration, and last education, were analyzed to provide a general picture of the research population. Furthermore, further analysis was conducted to explore stress, anxiety, and depression levels in male and female respondents, expected to provide insights into the distribution and patterns of each psychological condition. Data used in this study were secondary data collected in 2024. Below are the data analysis results describing the distribution of respondent characteristics and dependent variables.

Respondent characteristics as presented in Table 1 show the most common age distribution in the 26-30 year group (50.0%), followed by the 21-25 year group (29.2%), and the 31-50 year group (20.8%). Most respondents were female (79.2%), with males only 20.8%. Work duration showed that most individuals (62.5%) had worked for less than 3 years, followed by 20.8% with 3-6 years of work, while few had worked for over 10 years (12.5%). For last education, all research subjects had a bachelor's degree.

The descriptive analysis results of dependent variables by gender show that most males (60%) were in the severe stress category, while mild and moderate categories each had 20% of respondents. No males were in the normal or very severe categories. Among

females, moderate stress was most common (36.8%), followed by mild and severe (each 21.1%), and normal and very severe (each 10.5%).

Table 1. Frequency Distribution of Respondent Characteristics

Characteristic	n	%
Age		
21-25 years	7	29.2
26-30 years	12	50.0
31-50 years	5	20.8
Gender		
Male	5	20.8
Female	19	79.2
Work Duration		
<3 years	15	62.5
3-6 years	5	20.8
7-10 years	1	4.2
>10 years	3	12.5
Last Education		
Bachelor's (S1)	24	100.0

Source: Secondary Data, 2024

Table 2. Descriptive Analysis Results of Dependent Variables

Category	Male F	Female (%)
Stress Level		
Normal	0	0.0
Mild	1	20.0
Moderate	1	20.0
Severe	3	60.0
Very Severe	0	0.0
Anxiety Level		
Normal	1	20.0
Mild	1	20.0
Moderate	1	20.0
Severe	1	20.0
Very Severe	1	20.0
Depression Level		
Normal	0	0.0
Mild	0	0.0
Moderate	5	100
Severe	0	0.0
Very Severe	0	0.0
Total	5	100.0

Source: Secondary Data, 2024

For anxiety, the distribution among males was even across all categories, with 20% each in normal, mild, moderate, severe, and very severe. Among females, moderate anxiety was

most dominant (36.8%), followed by severe (31.6%), mild (21.1%), normal (5.3%), and very severe (5.3%).

For depression, all males (100%) were in the moderate depression category. Among females, most were in the severe depression category (47.4%), followed by moderate (36.8%), mild (10.5%), and normal (5.3%). No respondents experienced very severe depression.

Discussion

Distribution of Stress Levels among Teachers at Wahdah Islamic School 03 Makassar Elementary School

The results show differences in stress levels between male and female teachers at Wahdah Islamic School 03 Makassar Elementary School. Most male teachers were in the severe stress category (60%), while most female teachers were in the moderate category (36.8%). This indicates differences in stress perception or response based on gender, possibly caused by internal or work environment factors. Although proportionally no statistical explanation differentiates stress by gender, this finding can be explained by Zakira (2024) research, which showed that gender did not significantly contribute to work stress levels¹⁵. The inconsistency with theories stating that women tend to prioritize emotions and that menstrual cycles can affect emotional conditions shows that work stress levels of male and female teachers in this study were similar, with no significant difference.

These findings reflect significant challenges faced by teachers at Wahdah Islamic School 03 Makassar Elementary School. Research by Dini and Maryati (2024) reported that 29.1% of subjects experienced high work stress, with 49.3% in the moderate category¹⁶. The connection between these two studies indicates that stress issues among educators are not limited to one location or population but are a broader problem faced by many teachers in

various contexts. This underscores the importance of attention and appropriate interventions to support teachers' mental health, given that high stress levels can impact teaching quality and overall well-being. Research by Prasetya (2021) highlighted that work stress significantly influences turnover intention. The study stated that when work stress levels increase, employees' desire to leave the organization also increases¹⁷. This reflects that stress experienced by teachers at Wahdah Islamic School could affect job satisfaction and, consequently, their intention to remain in the teaching profession. When teachers experience pressure and lack effective mechanisms to cope, it may contribute to the desire to leave the profession, as found by Prasetya (2021)¹⁷.

Distribution of Anxiety Levels among Teachers at Wahdah Islamic School 03 Makassar Elementary School

The distribution of anxiety levels showed variation in both gender groups, ranging from normal to very severe. Most female teachers were in the moderate (36.8%) and severe (31.6%) anxiety categories, while male teachers were more evenly distributed across categories. This distribution indicates potential anxiety differences based on gender, possibly influenced by workload or different social roles.

Research by Adeyele (2024) reported similar results, with 42.9% of teachers showing moderate anxiety related to technology integration in classrooms, and 33.3% in the high anxiety category¹⁸. The connection between these studies indicates that high anxiety among teachers is not only due to teaching demands but can also be triggered by external factors like adapting to new technologies or other task burdens.

High anxiety among teachers can impact their classroom performance, as also seen in Adeyele's research¹⁸. Both findings underscore

the importance of providing emotional support and adequate training to help teachers manage anxiety effectively. This will improve teacher well-being while ensuring optimal learning experiences for students.

Research by Agyapong et al. (2022) found that anxiety prevalence among teachers varied widely, with some studies noting significant clinical anxiety levels up to 38%¹⁹. This relatively high anxiety level was also reflected in their results, reporting mild anxiety prevalence at 17.6%, moderate at 23.2%, and severe to very severe ranging from 7% to 23.3%. This connection shows that high anxiety in the teaching profession is not a unique phenomenon but a widespread issue among educators.

High anxiety in the teaching profession can be linked to daily workloads and emotional demands. These findings emphasize the need for adequate emotional support in educational environments to reduce anxiety's impact on teacher performance and well-being. Thus, interventions supporting teacher mental health are essential to create a conducive work environment and support optimal teaching quality.

Research by Durdukoca and Atalay (2019) provided additional context, showing that anxiety levels among teachers tend to be low when they have high self-efficacy and confidence in their professional abilities²⁰. Low anxiety levels were associated with education quality, personal characteristics, and positive attitudes toward their profession. Based on literature they reviewed, they found that prospective teachers with high self-efficacy showed lower anxiety levels due to strong confidence in managing and implementing professional tasks.

The connection between these two research results indicates that enhancing self-efficacy among teachers can be an important factor in reducing their work anxiety. In this context, the low anxiety levels in prospective

teachers reported by Durdukoca and Atalay suggest that supporting self-efficacy development could help teachers at Wahdah Islamic School 03 Makassar Elementary School reduce work anxiety. This support not only has the potential to improve teacher well-being but also contributes to better teaching quality.

Distribution of Depression Levels among Teachers at Wahdah Islamic School 03 Makassar Elementary School

The distribution of depression levels showed quite striking differences between male and female teachers. All male respondents were in the moderate depression category (100%), while among female teachers, most were in the severe category (47.4%). These findings highlight a tendency for female teachers to experience higher depression levels than males, possibly influenced by work pressure or lack of social support.

Research by Agyapong et al. (2022) supports these findings, reporting depression prevalence among teachers varying from mild to severe, ranging from 0.6% to 85.7%¹⁹. Some studies noted mild to moderate depression prevalence between 17.86% and 49.1%, while severe to very severe depression ranged from 0.7% to 9.9%. The study also showed that depression prevalence was higher among teachers with longer teaching experience and lower education levels, reflecting challenges faced by educators over long periods¹⁹.

The connection between these studies underscores that the teaching profession indeed has significant depression risks, both at moderate and severe levels. The high tendency for depression among teachers emphasizes the need for stronger mental health support for teachers. This support is not only important for teachers' personal well-being but also for maintaining teaching effectiveness and education quality provided. These findings indicate the importance of strategies supporting

mental health, especially for teachers in elementary education environments who often face high emotional and physical demands.

Research by Ng et al. (2019) supports these findings by emphasizing that depression in teachers is significantly influenced by psychosocial factors²¹. These findings showed that depression can worsen teachers' mental health and overall well-being, potentially hindering productivity and work effectiveness. In other words, unsupportive psychosocial factors in the work environment can increase depression risk, lower quality of life, and negatively impact work performance.

This connection indicates the importance of managing psychosocial factors in teachers' work environments. Interventions to reduce stress and depression in the workplace are not only necessary to improve teachers' mental health but also to prevent negative impacts on their productivity and health. Research by Ferreira-Costa et al. (2019) supports these findings, stating that psychological disorders, especially anxiety and depression, are among the main reasons teachers take health-related leave²². This shows that mental health problems among teachers not only affect individuals but also influence school effectiveness as an educational institution. When teachers experience mental health problems, their ability to teach and support the learning process is disrupted, which in turn impacts the quality of education received by students.

Conclusion

The conclusion of this study is that the majority of teachers at Wahdah Islamic School 03 Makassar Elementary School experience high levels of stress, with causative factors related to workload and professional demands. Anxiety levels among teachers are also significant, with most subjects showing moderate to severe anxiety symptoms, affecting their performance and well-being in the work environment. The study revealed a prevalence of depression

among teachers, with a small percentage experiencing severe depression symptoms, indicating the need for psychological support and interventions to improve their mental health.

Recommendations for further research include studying factors influencing stress, anxiety, and depression among teachers, as well as the effectiveness of applied interventions, to enable more precise and effective steps in the future.

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