Job Stress on Teacher Librarians at Tumbuh Elementary School Library Yogyakarta

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Abstract. This study discusses work stress in teacher librarians in elementary school libraries who play the role of library managers and have additional duties to teach literacy in schools. Most studies on teacher librarians only focus on their role in increasing reading interest and other roles in school libraries. However, teacher librarians must face challenges such as managing libraries and packaging literacy teaching materials in school libraries. It causes teacher librarians to be overwhelmed which can have an impact on work-related stress. The research aims to determine the work stress of teacher librarians in the Tumbuh Yogyakarta Elementary School Library. The method used in this study is qualitative research through a case study approach with data collection techniques in the form of unstructured observations, semi-structured interviews, and document studies of teacher librarians in the Tumbuh Yogyakarta Elementary School Library. The results showed that teacher librarians in the Tumbuh Yogyakarta Elementary School Library have negative responses when carrying out their work. Negative responses, such as dizziness, hair loss, digestive problems, sore eyes, and tense muscles are caused by work stressors. There are several work stressors or factors that cause teacher librarians to experience work stress, namely task demands, interpersonal demands, and adaptation to the work environment. All teacher librarians make efforts to overcome work stress which according to informants is effective in preventing negative responses while working so that they are not continuous or last for a long period

Keywords: work stress; teacher librarian; elementary school library

1 Introduction

The ability of individuals to carry out a job that has become their duty and responsibility certainly has certain limitations. Heaps of challenges and pressures must be faced by each individual so that fatigue and stress cannot be avoided. Work stress can be experienced by various professions, including the librarian profession, which is certainly susceptible to stress disorders. Librarians play the role of library managers such as literacy teachers in schools, commonly called teacher librarians. However, in Indonesia, there has been no ratification of the concept of teacher librarians. Although in Indonesia there has been no official ratification of the concepts or qualifications of teacher librarians, researchers have found regulations that explain the appointment of teachers who can overflow to become librarians, namely the

Regulation of the National Library of the Republic of Indonesia Number 3 of 2019 concerning Procedures for Appointing Civil Servants in Librarian Functional Positions Through Adjustment/Inpassing. [6] Adjustment is the process of appointing civil servants in functional positions to meet the needs of an organization by the provisions of laws and regulations within a certain period (National, 2019). [2] An excellent teacher librarian must have a comprehensive understanding of the curriculum and special programs, like literacy and literature for students, and know how to promote and develop a reading culture (ASLA, 2004). [4] According to Harper and Deskins (2015), several demands of tasks, roles, and workloads owned by teacher librarians will create an innovative library space that can respond to students' needs, so that there is an increase in the use of libraries by students. These excessive demands of tasks, roles, and workloads can trigger stress in librarians when carrying out their work.

In several studies in the last five years, researchers have not found research that discusses the conditions of work stress in the teacher librarian profession in elementary school libraries. The Tumbuh Yogyakarta Elementary School Library was chosen by researchers as a place for research because this school implements inclusive education. This also has an impact on the role and duty of educators in schools, including the roles and duty of teacher librarians which may be the cause of teacher librarians feeling overwhelmed and even stressed, because the role and duty of teacher librarians in inclusive education are related to the role of teacher librarians in the teaching and learning process, ensuring that library collections meet the needs of the curriculum and school community, and leading innovation and learning. The concept of teacher librarian is a form of innovation initiated by the founder of Sekolah Dasar Tumbuh Yogyakarta, where the idea of teacher librarian at Sekolah Dasar Tumbuh Yogyakarta is like a librarian in general who is tasked with managing and serving users in the library and has additional duties such as entering the classroom to provide teaching on materials that are adjusted to the curriculum and RPP (Learning Implementation Plan) that has been prepared. Based on initial research through online interviews with the teacher librarian coordinator at Sekolah Dasar Tumbuh Yogyakarta, it was stated that teacher librarians must face challenges in packaging literacy teaching materials so that they are easily accepted by students in class and the library. This school is an inclusiveness school, where teacher librarians must also be able to understand, teach, and serve all students, including students with special needs and various characteristics. Some of these things cause them to be quite overwhelmed, which can have an impact on work stress. The triggers for work stress in each teacher librarian are different, therefore researchers are interested in exploring work stress in teacher librarians. Based on the background and problems, the researcher has a focused study on "Job Stress on Teacher Librarians at the Tumbuh Elementary School Library, Yogyakarta".

2   Methods

The research method used in this study is qualitative in a case study method with data collection techniques in the form of unstructured observations, semi-structured interviews, and document studies of teacher librarians at the Tumbuh Elementary School Library in Yogyakarta. [5] The method of data analysis in this study, the researcher used the method is the Miles and Huberman model (1984).

3   Result and Discussion

In the data collection process through semi-structured interviews, the informant, namely the teacher librarian at the Tumbuh Elementary School Library in Yogyakarta, had a negative response when carrying out his work that came from several triggering factors in the form of work stressors experienced by the teacher-librarian. However, the four informants had coping stress or efforts to overcome work stress on the informant were effective so that it did not continue or last for a long time. Based on the results of the data analysis carried out, several discussion results were obtained as follows:

3.1   Negative Responses from Teacher Librarians While Working

In this study, when the teacher librarian was working, several negative responses arose from the teacher librarian, such as boredom feelings, fear, overwhelm, confusion, and worry about several things related to the demands of his work. [3] Brar & Singh (2020) stated that work stress is a negative response from a worker to the requisitions and pressures faced when the worker's abilities do not match several requirements in the workplace. The teacher librarian admitted that he had felt bored or fed up in carrying out his duties as a teacher librarian, such as shelving. The negative response from the teacher librarian at the Tumbuh 1 Elementary School library was the emergence of fear when facing several jobs related to dealing with children at school including children with special needs, and feeling confused and dizzy when trying to adjust the learning needs of students during the pandemic to the learning needs of students when face-to-face learning is carried out. Some teacher librarians feel dizzy and even cry when there is a problem with the library automation system that has an error, feel tired, dizzy, have hair loss, and have digestive problems because they have to work overtime when completing tasks for school accreditation purposes, feel overwhelmed because of tasks such as doing stock opname, running library programs such as little librarians, literacy time, being on the committee for school events, and taking part in managing the school's social media independently.

3.2   Work Stressors in Teacher Librarians

Factors that cause work stress in teacher librarians are task demands, interpersonal demands, and environmental adaptation. Task demands such as managing a library, such as task demands in handling various students who have different characters and needs, working on assignments for school accreditation purposes, and sudden teaching assignments that are not by the lesson plan. Other task demands as a library manager are tasks related to technological problems such as errors in the library automation system and loss of book data. Problems with the library automation system make teacher librarians feel stressed. Several teacher librarians stated that while working they had received additional tasks in teaching literacy in class and the library, such as preparing teaching materials that must be by the needs of children, planning, monitoring, evaluating learning activities, working on library administration, and helping schools in implementing school events. One teacher librarian felt more stressed than when carrying out her role as a learning coordinator because she had to replace a teacher librarian who had stopped working, think about all ideas or program innovations throughout the Growing School, and manage networks to prepare for online learning during the pandemic. The second factor causing work stress is interpersonal demands. The conflicts faced were in the form of differences of opinion and misunderstandings, such as preparing a learning material plan for children at school, having to find a way out if there were differences of opinion, and misunderstandings regarding the determination of a learning plan that had been running not by the teaching schedule that had been set at the beginning of the semester, therefore there were clashing schedules and making teacher librarians stressed and overwhelmed because they did not prepare teaching materials properly. The third factor causing work stress was adaptation to the work environment. At the beginning of the working year, teacher librarians experienced obstacles in adapting to the work environment, such as adapting to coworkers, how to dress, how to communicate with all coworkers and students at school, feeling bored at work, passive English language skills of informants, and obstacles in managing the school library.

3.3   Efforts to Overcome Work Stress of Teacher Librarians

The majority of teacher librarians in the Elementary School Library prevent, overcome, and manage stress by communicating about problems or obstacles faced to superiors, colleagues, colleagues, and community friends, inviting teachers to work together, improving English language skills through independent learning, asking for help from people who are more expert in library technology, and calming themselves down by focusing on carrying out their duties as teacher librarians, utilizing psychological services, and taking leave.

4 Conclusion

All teacher librarians at Tumbuh Elementary School Library Yogyakarta have various negative responses when working, such as feeling bored, fed up, afraid, confused, dizzy, hair loss, digestive problems, sore eyes, tense muscles, overwhelmed, and stressed. These negative responses are caused by work stressors, such as task demands, interpersonal demands, and adaptation to the work environment. The four informants have coping stress or efforts to overcome work stress which according to the informants are effective in preventing work stress so that it does not continue or last for a long time. The efforts made are to communicate about the problems or obstacles faced to superiors, colleagues, colleagues, and community friends, invite teachers to work together, improve English language skills through independent learning, ask for help from people who are more experts in library technology, utilize psychological services, and take leave.

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