Conference Paper

The Influence of Workloads on the Job Satisfaction of the Lecturers of State University of Malang Through Job Stress as Intervening Variable

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Abstract

The purpose of this study is to determine the influence of workload on the job satisfaction of the lecturers of State University of Malang and as a cause of job stress. This research is explanatory research. Employing proportionate stratified random sampling, this research is based on a sample of 176 people. The result shows that workload does not have a significant effect on the job stress. There is, however, a negative and significant influence of workload on job satisfaction. There is also a negative and significant influence of job stress on job satisfaction. Job stress does not mediate between workload and job satisfaction.

Keywords: Workload, Job Stress, Job Satisfaction

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The development of the world of education in Indonesia today is so rapid. In terms of numbers in Indonesia based on data from the Higher Education Data Base (PDDIKTI) of the Ministry of Research, Technology and Higher Education, the number of tertiary institutions collected reached 4,587 units. Figures issued by private universities (PTS) reached 3,141 units. While state universities (PTNs) are the fewest units, namely 122 units (PDDIKTI KEMENRISTEK, 2017). The rest are religious colleges and universities under state ministries or institutions with official systems. With the number of PTN and PTS, almost in every province there are at least 1 PTN and several PTS. Judging from the educational programs offered, there are already many varieties. From the types of expertise education programs (D1, D2, D3) to academic education programs (S1, S2, S3). Of course with this funding support must be supported by the facilities and infrastructure needed to support academic activities in each of these needs.

In addition to the facilities and infrastructure that must be improved, every tourist must consider human resources in an organization to be very important to consider. Human resources is one that really determines an organization that reaches its goals (Suwatno, Priansa & Juni, 2011:110). Moreover, if this organization is higher education.

Higher education institutions have a central role in superior human resources and are ready to compete. It takes a variety of adequate facilities and resources to make it happen. Of the various facilities and resources needed, the biggest responsibility is held for educative staff or commonly called lecturers. Therefore, increased attention is on how to improve the quality of high education through educative staff.

According to the Law of the Republic of Indonesia No. 2 of 1989 article 27 paragraph 3 explains, educative staff are educators who are specifically appointed with the main task of teaching in primary and secondary education called the teacher and at the level of education called the lecturer. Lecturers are professional educators who have the main task of disseminating knowledge to the public. Lecturer in science through education, research and community service.

The lecturer holds a key role and position in the entire process at the higher education institution. The lecturer has a very important role as the spearhead. Efforts to improve infrastructure and infrastructure, improve curriculum, management of higher education are important, but not supported by quality improvement and welfare of lecturers, all means nothing.

Saying about the welfare of lecturers is inseparable from what is called lecturer job satisfaction. Job satisfaction (job satisfaction) is a pleasant or unpleasant emotional atmosphere with employees who see their work (Handoko, 2000:193). When individuals are satisfied with their rights, job satisfaction will increase. But if there is negative friction between the boss and the individual in maintaining his rights as a workforce, it will increase the effect of job satisfaction on the individual.

There are factors that need to be of concern to the organization. One of them is an effort to avoid the work stress of employees. Robbins (2003:383) suggests that one that raises psychological stress can increase employee job satisfaction. Robbins (2003:383) also determines that stress can cause dissatisfaction. Job-related stress can lead to the simplest and clearest satisfaction and refutation of stress. Furthermore Robbins (2003:383)

Job stress is a tension condition that creates physical and psychological imbalances, which affect emotions, thought processes, and conditions of an employee (Rivai, 2009:1008). Job stress by experts is expressed as the causative agent of various physical, mental problems and even output of the organization. With physical and psychological conditions that are less fit to work, the lecturer will not be able to work optimally. Of course this will affect the learning and teaching process in the class. The classroom atmosphere becomes less conducive and trivial things can be sensitive for lecturers because of the effects of disrupted physical and psychological conditions.

There are various kinds of factors that influence work stress. One of them is the existence of excessive tasks or high workloads. Rachmawaty (2007:8) said that "50.9% of employees who work for companies must experience work stress, frequent dizziness, being tired of not being able to rest because the workload is too high and time consuming, low salaries without adequate incentives can make their performance less good so that it reduces job satisfaction ".

Many studies on the effect of workload on employee work stress. among them are the results of research conducted by Prihatini (2007), indicating that there is a significant relationship between workload and work stress, with varying levels of significance and correlation coefficients. The results of Yo & Surya's research (2015) found that workload has a positive effect on work stress, if workload increases, work stress increases. This is in accordance with the opinion of Handoko (2008:201), one of the factors causing stressors, in the on-the-job category is excessive workload. Mangkunegara (2009:28) also argues that the causes of stress include workloads that are too heavy, urgent work time and work conflicts.

The workload itself is the amount of work that must be completed by the employee. In completing the workload each employee has his own capacity to receive, work on, and complete his work. The workload in the Large Dictionary of Indonesian Language is the capacity of ability (ability, ability) that is owned to solve the problem, so that the ability possessed will be able to function and produce proportionally according to the tasks and functions that are owned.

Lecturer workload is a burden (task) given by the leadership of higher education to lecturers in the form of semester credit units (SKS). The semester credit unit (SKS) for lecturers is a measure of appreciation for the workload of lecturers in implementing the Tridharma of Higher Education as much as 12 credits per semester or equivalent to 36 hours per week (BAN PT, 2010). According to the Director General of Higher Education (2010) lecturer workload is the task of implementing the Tridharma of higher education with a burden equal to at least 12 (twelve) credits and a maximum of 16 (sixteen) credits in each semester. If the lecturer has a workload exceeding 16 (sixteen) credits each semester it means that the work is classified as a job that exceeds the workload. With an overloaded workload, this has an effect on the performance of lecturers in implementing the higher education tridharma which includes education and teaching, research, and community service.

The results of secondary data obtained from the respective faculties at the State University of Malang show that workloads are obtained overload. The following results of secondary data are presented in the following form of Table 1:

TABLE 1: Average Lecturer Workload in Education & Teaching in the 2017/2018 Odd Semester

No	Faculty	Average Lecturer Workload (SKS)
1	Pendidikan Psikologi	17 SKS
2	Ilmu Sosial	21 SKS
3	Sastra	19 SKS
4	Ilmu Pendidikan	20 SKS
5	Ekonomi	22 SKS
6	Teknik	17 SKS
7	Keolahragaan	18 SKS
8	Matematika dan IPA	19 SKS

Referring to Table 1 that workload in terms of education and teaching received by UM lecturers includes high or overload. Law number 14 of 2005 states that the ideal workload of lecturers is at least commensurate with 12 semester credit units (SKS) and a maximum of 16 semester credit units. Excessive workload can trigger stress on Malang State University lecturers.

UM is one of the best universities in Malang City. Many students from within the city and outside the city are scrambling to gain knowledge in this college. It can be seen from the number of students that from year to year there was a significant increase. To be able to balance the increase in students, there must also be an increase in the number of lecturers. This is done to avoid too much workload for each lecturer. If there is no increase in lecturers, each lecturer will have a continually increasing workload. But the data shows a decrease in the number of UM lecturers. Can be seen in Table 2 the proportion of students and the number of UM lecturers from 2012 to 2016.

TABLE 2: Proportion of UM Student Numbers and Lecturers for 2012-2016

Year	Students	Lecturers
2012	24.482	919
2013	29.106	907
2014	30.496	917
2015	31.405	936
2016	32.820	907

Referring to data in Table 2, it can be concluded that the increase in the number of students with a number of lecturers is not in the same direction. The number of students increases every year, but the number of lecturers has dropped even though in 2014 and 2015 it had increased and dropped back in 2016. This could cause the

workload of lecturers to increase. Excessive workload can lead to work stress, so that it will have an impact on lecturer job satisfaction.

The researcher tried to conduct a pre-survey to find out how the job satisfaction of lecturers at UM. The survey was conducted by means of short interviews with 5 lecturers from each faculty. The problems formulated in the interview refer to the indicators that will be used in this study. The results of the survey are as follows.

TABLE 3: Pre Lecturer Satisfaction Rate Survey

Faculty	Indicator					
	B	C	D	E	F	G
FPPSI	Less Satisfied	Quite satisfied	Quite satisfied	Quite satisfied	Quite satisfied	Quite satisfied
FIS	Quite satisfied	Less satisfied	Quite satisfied	Quite satisfied	Less satisfied	Less satisfied
FS	Less satisfied	Quite satisfied	Quite satisfied	Less satisfied	Quite satisfied	Less satisfied
FIP	Less satisfied	Less satisfied	Quite satisfied	Less satisfied	Quite satisfied	Less satisfied
FE	Less satisfied	Less satisfied	Quite satisfied	Quite satisfied	Less satisfied	Less satisfied
FT	Less satisfied	Less satisfied	Quite satisfied	Quite satisfied	Less satisfied	Less satisfied
FIK	Less satisfied	Quite satisfied	Quite satisfied	Quite satisfied	Quite satisfied	Less satisfied
FMIPA	Quite satisfied	Quite satisfied	Quite satisfied	Less satisfied	Quite satisfied	Less satisfied

Information:

 1. Faculty

 2. Adequate facilities

 3. Attention leaders

 4. Get a bonus

 5. Periodic Salary

 6. Have authority in making decisions

 7. Workload received

Table 3 shows the results of a short pre survey of the level of lecturer satisfaction. Based on these data the lecturers from each faculty felt the workload received was not satisfactory. The average lecturer gets a high workload. Adequate faculties are also unsatisfactory. According to the summarized answers, they were not satisfied with the room the lecturer was given, they also felt they needed a special room to rest and chat to feel comfortable. One lecturer from FE said that he wanted a pantry or canteen specifically for lecturers. Because the FE canteen is considered uncomfortable and full of cigarette smoke. In addition, the leader whose attention is one of the things that is less satisfying. Some respondents said that the leadership was less sensitive to the condition of the lecturer. The leader should be more aware of the circumstances of each lecturer, and give a reasonable job. This is related to the dissatisfaction of lecturers because they also do not have the authority to make decisions. So that they accept what they are. For regular salaries and getting bonuses, the majority of respondents already feel quite satisfied.

Based on the explanation above, it can be concluded that there are indications of UM lecturers' dissatisfaction, especially in the workload received. Excessive workload can trigger work stress on UM lecturers. As a result of stress will affect the psychological condition of the lecturer. In the end, lecturers' job satisfaction will decrease because they feel stressed due to the demands of a high workload. The impact is on the performance of lecturers when teaching cannot be maximized. So that students also cannot be maximal in absorbing what is taught. From these conclusions, the researchers felt the need to do research on UM lecturers. The researcher wanted to know whether the excessive workload on UM lecturers could cause work stress which had an impact on the lecturers' job satisfaction.

Based on the explanation above, the research hypothesis can be formulated as follows.

H1: Workload has a significant positive effect on work stress of Malang State University Lecturers.

H2: workload has a significant negative effect on job satisfaction of Malang State University Lecturers.

H3: Job stress has a significant negative effect on the job satisfaction of Malang State University Lecturers.

H4: workload has a significant negative effect on the job satisfaction of Malang State University lecturers through work stress variables.

1. Method

The research method used is descriptive and explanatory research. Descriptive methods are used to provide a clear picture of the variables of workload, work stress, and job satisfaction of lecturers at the State University of Malang (UM). Explanatory research is used to test hypotheses that have been formulated to determine the influence between variables namely workload, work stress, and job satisfaction. While the approach used in this study is a quantitative approach.

The quantitative research method used is the survey method. The survey method is a research method using a questionnaire as an instrument for collecting data. The variables in this study include the independent variables namely workload, the dependent variable is job satisfaction, and the intervening variable is work stress.

The population of this study were civil servant lecturers (PNS) who worked at the State University of Malang (UM) as many as 843 people. Then the sample was taken using the proportionate stratified random sampling technique, so that a sample of 271 people was obtained. The following data from the research sample can be seen in Table 4 as follows.

TABLE 4: Research Sample Data

No	Faculty	Population	Sample	Response Rate	
				Total	%
1	FPPSI	21	7	7	100
2	FIS	71	22	22	100
3	FS	154	50	24	48
4	FIP	137	44	44	100
5	FE	91	29	18	62
6	FT	151	49	21	43
7	FK	43	14	11	79
8	FMIPA	175	56	29	52
Total		843	271	176	65

Referring to Table 4, it can be seen that the sample used in this study is in accordance with the number of questionnaires returned, which is 176.

The research instrument used was distributing questionnaires or questionnaires. The questionnaire used is a type of closed questionnaire, where an alternative answer has been provided so that the respondent just chooses the answer that is available.

This study uses descriptive statistical analysis, namely statistics used to analyze data by describing or describing data that has been collected as it is without intending to make conclusions that apply to the general or generalization.

This study uses classical assumption test data analysis consisting of a normality test which aims to test whether in the regression model, the residual confounding variable has a normal distribution and heteroscedasticity test which aims to test whether in the regression model variance and residual inequalities occur one observation to another observation.

This study uses path analysis. The path analysis method is used to analyze the pattern of relationships between variables in order to determine the direct or indirect effects of a set of independent variables (exogenous) on the dependent variable (endogenous).

2. Result

1. Descriptive Statistics Analysis

a. Lecturer Workload of State University of Malang

The workload is included in the high enough category. This is evidenced by the value of the grand mean obtained at 4.73 which is included in the interval scale in the range of 4.46 to 5.31 with the assumption that the workload is included in the fairly high category.

b. Lecturer Job Stress at Malang State University

Job stress is included in the low category. This is evidenced by the grand value obtained for 2.00 which is included in the interval scale in the range of 1.87 to 2.73 assuming that work stress is included in the low category.

c. Job Satisfaction for Lecturers in Malang State University

Job satisfaction is included in the high category. This is evidenced by the value of the grand mean obtained at 5.50 which is included in the interval scale in the range of 5.32 to 6.17 with the assumption that job satisfaction is included in the high category.

2. Test of Classical Assumptions

a. Normality test

The normality test aims to test whether the data is normally distributed or not. Normality test in this study by looking at the spread of points on the Probability Plots (PPPlots) chart. In this study shows that the points spread around the diagonal line, and the spread follows the direction of the diagonal line. This proves that the regression model meets the assumptions of normality and is feasible to use.

b. Heteroscedasticity Test

Heteroscedasticity test is used to test whether the errors of the observed model have a constant variance or not. The heteroscedasticity test in this study uses the residual deployment method on the Scatterplot graph. The results of this study indicate that the points spread randomly, do not gather above or below and do not form a clear pattern so that it can be concluded that the regression model is free from heteroscedasticity so that it is feasible to use in research.

3. Path Analysis

This study uses path analysis which is intended to determine the effect of workload (X), job satisfaction (Y), and work stress (Z). The results of linear regression analysis data processing effect of workload (X) on work stress (Z) are explained in Table 5 below.

TABLE 5: Direct Effect of X on Z.

Model Summary				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,103ᵃ	,011	,005	7,985

a. Dependent Variable: Job Stress (Z)
b. Predictors: (Constant), Workload (X)

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	11,833	3,145		10,485	,000
Workload(X)	,446	,327	,103	1,365	,174

a. Dependent Variable: Job Stress (Z)

Referring to Table 5, the constant value is 11.833, the regression coefficient is 0.446. Based on the data above, the regression equation can be arranged as follows:

$Z = \alpha + \beta_1 X + e_1$

$Z = 11{,}833 + 0{,}446X + e_1$

From this equation, a value of 11.833 is a constant indicating that if there is no effect of each variable, namely workload (X), the work stress (Z) is 11,833.

It is also explained in Table 5 that the coefficient of determination (R Square) is 0.011. The magnitude of the coefficient of determination 0.011 is equal to 1.1%. This number implies that the workload affects work stress by 1.1%. While the remaining 98.9% is influenced by other variables outside of this regression model.

The results of data processing multiple regression analysis influence workload (X), work stress (Z) on job satisfaction (Y) are explained in Table 6 below.

TABLE 6: Direct Effect of X, Z on Y.

Model Summary^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,244^a	,059	,048	14,234

a. Predictors: (Constant), Job Stress (Z), Workload (X)

b. Dependent Variable: Job Satisfation (Y)

Coefficients^a					
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
(Constant)	104,480	5,829		24,159	,000
Workload (X)	-1,210	,585	-,153	-2,066	,040
Job Stress (Z)	-,318	,135	-,174	-2,350	,020

a. Dependent Variable: Job Satisfation(Y)

Referring to Table 6, the constant value is 104.480, regression coefficient for workload variable (X) is -1.210 and regression coefficient for work stress variable (Z) -0.318. Based on the data

above, the regression equation can be arranged as follows:

$Y = \alpha + \beta_1 X + \beta_2 X + e_2$

$Y = 104,480 - 1,210 X_1 - 0,318 X_2 + e_2$

From the equation, a value of 104.480 is a constant which indicates that if there is no effect of each variable, namely workload (X) and work stress (Z), then job satisfaction (Y) is 104,480.

It is also explained in Table 6 that the coefficient of determination (R Square) is 0.059. The magnitude of the determination coefficient number 0.059 is equal to 5.9%. This number implies that workload and work stress have an effect on job satisfaction by 5.9%. While the remaining 94.1% is influenced by other variables outside of this regression model. Hpotesis Research Results

Based on the data analysis that has been done, it can be stated the results of the hypothesis test as berkut.

H1: Workload has no significant positive effect on the work stress of lecturers at the State University of Malang. Can be explained that sig. t = 0.174> 0.05 or can be interpreted H1 rejected.

H2: Workload has a significant negative effect on lecturer job satisfaction in Malang State University. Can be explained that sig. t = 0.040 <0.05 or it can be interpreted as H2 accepted.

H3: Job stress has a significant negative effect on lecturer job satisfaction in Malang State University. Can be explained that sig. t = 0.020 <0.05 or can be interpreted as H3 accepted.

H4: Workload has a significant negative effect on the job satisfaction of Malang State University lecturers through work stress variables. Can be seen from the influence between variables there are not significant, namely the influence of workload on work stress with sig. t = 0.174> 0.05. It can be concluded that work stress does not mediate workload on job satisfaction so that H4 is rejected.

3. Discussion

3.1. Description of Variable Measurement Results

3.1.1. Description of Lecturer Workload at Malang State University

Based on the descriptive results, it shows that the workload variable is included in the fairly high category. This is indicated by the grand mean value of 4.725 which is a benchmark in determining that the workload is included in the high enough category. From the results of the study, it is known that in the odd semester the workload of lecturers is heavier than the even semester of the year 2017/2018. It can be seen from the average value of answer number one item (How do you feel with the 2017/2018 odd semester workload) has an average score of 4.73. Whereas in the even semester it can be seen from the average number of answers to questions number two (How do you feel with the Even Semester 2017/2018 workload) has an average score of 4.72.

Previously explained overall the workload in the category is quite high. From interviews to lecturers while filling out questionnaires, the majority said the work was quite a lot. First, the burden of teaching in the class is quite large. Within a week lecturers can get 6 to 15 classes. Within a day you can get 4 classes at once which means teaching from morning to evening. There are also not many breaks and sometimes used for student guidance. The second is guidance for students for seminar proposals and theses / dissertations. Student guidance is usually carried out during breaks or shifts in the course hours. Utilizing the available free time to use guidance which means taking lecturer breaks. Students for each lecturer are sometimes not small. For example for the

Faculty of Economics which has the most students, each lecturer can get 15 more people to be guided. The time needed for 1 person guidance can be around 30 minutes to 60 minutes. Lecturers must be able to provide time to guide all their students. The third is to test the seminar exam student proposals and thesis / dissertation examinations. Similar to the guidance of students, lecturers must also test students who are guided by other lecturers. Sometimes lecturers have to change the schedule suddenly because there is an affair, so they have to confirm other testers whether they can to schedule a new one. These are all quite a lot of work for lecturers at UM in the field of education. Lecturers must do research and community service every year. Not to mention for lecturers who have the burden of supporting activities. It can be concluded that UM lecturers do feel the workload is quite heavy with so much work.

3.1.2. Description of Lecturer Job Stress in Malang State University

Based on descriptive results indicate that work stress variables are included in the low category. This is indicated by the grand mean value of 2.00 which is a benchmark in determining that organizational culture is included in the low category. From the results of the study, it is known that the average number of respondents' answers with the highest value is on the 3rd item statement with an average value of 2.40. The third statement is "My job often makes me headache". This means that lecturers often experience headaches because of the many jobs and draining the mind so that they disturb their physical condition. While the lowest average value is in the 10th statement item with an average value of 1.69. The 10th statement is "I am easier to swear at others". This means that as educators it is only natural that lecturers should not swear. Because lecturers must be able to maintain good speech so they can maintain the good name of themselves and their institutions.

Previously explained that overall work stress is in the low category. The majority of lecturers do not experience stress or low stress levels. This low stress level shows that at UM working as a lecturer is a pleasant job. Although sometimes they feel a lot of work but they don't make it a workload. Their work also does not have to be completed in the office. They can continue their work at home. The home atmosphere is a medicine that minimizes their stress. Not only at home, they can work at cafes, restaurants, anywhere with family, friends, or colleagues. Besides that they can meet students with different characters every day. Can know many students from different origins with different life stories. This is a fun thing for them. It can be concluded that being a lecturer is indeed a job that has a stress level. However, they enjoyed their work so much even though

they sometimes felt tired. So that indirectly by enjoying their work will minimize stress in work.

3.1.3. Description of Lecturer Job Satisfaction in Malang State University

Based on descriptive results indicate that the variable job satisfaction is included in the high category. This is indicated by the grand mean value of 5.50 which is a benchmark in determining that job satisfaction is included in the high category. From the results of the study, it is known that the average number of respondents' answers with the highest score is in the 19th statement with an average value of 5.94. The 19th statement is "I am satisfied because I can present lecture material systematically". This means that lecturers are satisfied to be able to make, conceptualize, and present it in a coherent, good, and orderly manner. So what is expected is that lectures have been well conditioned from the start. Students can learn first before in class. That way the atmosphere in the class will be more communicative. While the lowest average value is in the 13th statement item with an average value of 4.91. The 8th statement is "I am satisfied with the work facilities provided by the institution". This means that the lecturer is not satisfied with the facilities that have been provided. Starting from facilities when teaching, lecturer rooms, private facilities for those who take office, and others. Institutions should start now to fix the facilities used by lecturers. That way the lecturer can feel comfortable while working.

Previously explained that overall job satisfaction is in the high category. Most lecturers already feel satisfied working as lecturers at the State University of Malang. The institution as much as possible to maintain the level of work satisfaction of lecturers. Because if the lecturer feels that his satisfaction is fulfilled, then they will be more happy and excited at work.

This is in accordance with what was stated by Sinambella (2012:256) arguing that job satisfaction is a person's feelings for his work produced by his own business (internal) and which is supported by things that are external (external), on the state of work, results work, and the work itself.

3.1.4. Discussion of Hypothesis Test Results

3.1.5. The Direct Effect of Workload on Job Stress of Lecturers in Malang State University

Based on the results of hypothesis testing, the results of the workload variable are 1.365 smaller than ttable = 1.97353 and the significance value of 0.174 is greater than 0.05 so Ha1 is rejected. Thus it can be concluded that workload does not significantly influence work stress. In addition, the coefficient of determination (R^2) shows a value of 0.011 which means that the workload only affects 1.1% of work stress. With this very small influence, it can be interpreted that there is no effect on the workload on work stress. Means that the higher the workload, the perceived work stress can be high or low, and vice versa. Thus the results of the study show that although the workload of lecturers at UM is sometimes heavy, the stress felt by lecturers tends to be low. This means that they do not consider the hard work to be a burden, they are able to finish the job well because they enjoy their work as lecturers.

Indeed, in most cases that occur in the company that the workload affects work stress. When the workload is high, the stress that employees get will be high too. But in reality the burden is not always a source of stress felt by employees. There are many other factors that can affect work stress on employees. Factors that influence work stress itself depend on individual perceptions in dealing with a problem. Sometimes there are individuals who, when faced with a heavy workload, feel challenged to be able to solve it so that they will be more diligent and active in achieving the targets that have been charged. So that such individuals do not feel stressed in their work but feel more enjoying and eager to work to meet the target.

This study has a positive workload toward work stress in accordance with Handoko's theory (2008:201), one of the factors causing stressors, in the on-the-job category is excessive workload. Mangkunegara (2009:28) also argues that the causes of stress include workloads that are too heavy, urgent work time and work conflicts. If the workload increases, work stress also increases, but it is not significant because the stress experienced by UM lecturers tends to be low. So the high workload can increase stress or not. So this research is in line with research conducted by Dhania (2010) which states that workload does not significantly influence work stress. According to Selye in Dhania (2010) that work stress is a concept that must increase. This occurs due to increased demand, so the increasing potential for employment is caused by many things. But the results of this study are in contrast to Yo & Surya (2015) found that workload has a significant positive effect on work stress, if workload increases the work stress increases. Based on the results of the hypothesis test t, the results show that the

workload does not have a significant effect on the work stress of lecturers at the State University of Malang.

3.1.6. The Direct Effect of Workload on Job Satisfaction for Lecturers in Malang State University

Based on the results of hypothesis testing the results of the workload variable are 2.066 greater than ttable = 1.97353 and a significance value of 0.040 greater than 0.05, Ha2 is accepted. Thus it can be concluded that workload has a significant effect on job satisfaction. In addition, the coefficient of determination (R2) shows a value of 0.059 which means that workload and work stress only affect 5.9% of job satisfaction. The effect of workload on job satisfaction is indeed significant but is relatively small. This means that if the lecturer workload is reduced or lighter, the lecturer job satisfaction will increase, and vice versa.

Some fields of work are many that give employees a lot of work and are hindered by time. In addition, salaries, bonuses and facilities provided are not commensurate with the work obtained. So that in work like this will make employees feel less satisfied in their work. But in reality there are many people who consider the higher the workload, the more they do, the more benefits they get. For example, work as a lecturer. From the results of interviews that have been conducted by UM lecturers, he said that being a lecturer is a noble and pleasant job. Meeting new students every year, meeting different characters is fun. Giving knowledge and experience to those who will be remembered onward will be the satisfaction of the lecturer. In addition, he said that even though the workload was high, he received compensation called remuneration earned every semester even though there was a limit. Not only that, with a lot of work that can be completed, he received recognition from both the institution and outside the institution. This will have an impact when there is a letter of assignment from the institution or outside of his institution which will be calculated for inclusion. The work can be a filler of national and international seminars, teaching teachers, participating in making final school exam questions and much more.

This study is in accordance with the theory of Hasibuan (2008:203) factors that cause employee job satisfaction, among others, fair and decent remuneration, fair placement and in accordance with expertise, the severity of the work, work stress, work environment, supporting equipment implementation of work, leadership attitude in empowering employees, and the nature of work that is monotonous or not. This study in line with the research of Yo & Surya (2015) found that workload has a negative effect

on job satisfaction. When workload increases, job satisfaction decreases. Research conducted by Melisa (2013) also states that workload significantly influences the job satisfaction of lecturers in the Faculty of Engineering and Computer Science, Krida Wacana Christian University. This research contradicts the research conducted by Gozali (2016) which explains that workload does not have a significant effect on employee job satisfaction.

3.1.7. Effect of Direct Job Stress on Job Satisfaction for Lecturers in Malang State University

Based on the results of hypothesis testing, the results of work stress variables are 2,350 greater than t table = 1,97353 and a significance value of 0,020 smaller than 0,05, Ha3 is accepted. It can be concluded that work stress has a significant effect on job satisfaction. In addition, the coefficient of determination (R2) shows a value of 0.059, which means that work load and stress only affect 5.9% of job satisfaction. The effect on job satisfaction is indeed significant but relatively small. Means that the lower the work stress, the job satisfaction that is felt will be higher, and vice versa. Thus the results of the study show that lecturers at UM feel stress which tends to be low. Lecturers feel more satisfied with what is obtained. They enjoy the profession as a lecturer so that the emergence of stress can be minimized.

In most cases it is true that high work stress will have an impact on job satisfaction down. So that individuals will work not optimally. Physical and mental individuals also become problematic. High stress can cause sleeplessness, headaches, abdominal pain, etc. vary by individual. But work stress that tends to be high does not always cause job satisfaction to decrease. Because with stress, a person can be more motivated to mobilize all the abilities and resources they have in order to meet work needs. In addition to individuals feeling satisfied with their work because the tasks given are challenging and pleasing to the heart.

This study is in accordance with the theory of Robbins & A. Judge (2008:376) stress can cause job dissatisfaction, stress related to work can lead to dissatisfaction associated with his work. This research is in line with the research conducted by Yo and Surya (2015) research results at PT. Lianinti Abadi Denpasar shows job stress has a negative effect on job satisfaction. When work stress increases, job satisfaction decreases. But the results in this study are contrary to the research conducted by Dhania (2010) which states that work stress does not significantly influence job satisfaction in

medical representatives in Kudus City. It is also said that there are still many other factors that influence one's job satisfaction.

3.1.8. Indirect Effects of Workload on Job Satisfaction Through Job Stress Lecturers at Malang State University

Based on the results of hypothesis testing previously explained, it can be concluded that work stress does not mediate workload on job satisfaction on UM lecturers so Ha4 is rejected. This is because there is a possibility that the variable job satisfaction in Malang State University lecturers is not influenced by workload and work stress.

4. Conclusions and Recommendations

4.1. Conclusion

Based on the results of data analysis and discussion can be stated as follows.

1. Description of Workload, Job Stress, and UM Lecturer Job Satisfaction are as follows: a. The workload experienced by UM lecturers as measured by indicators of how lecturers feel with the number of workloads in odd semester and even in 2017/2018 is quite high. This is because the number of students in UM is very large, not comparable with the number of lecturers available, so the workload received will be high.

   b. Job stress experienced by UM lecturers as measured by physical, psychological, and behavioral indicators is low. The work of the lecturer has a stress level, but the lecturer is able to enjoy it so that it can minimize stress. The symptoms of stress experienced by the majority of lecturers are headaches and insomnia.

   c. Job satisfaction experienced by UM lecturers as measured by indicators of salary, promotion, supervision, benefits, benefits, operational conditions, colleagues, the nature of work, and communication is high. The most satisfying thing is that lecturers can present material systematically. The most unsatisfactory thing is adequate facilities.

2. Based on inferential analysis results can be concluded as follows:

   a. Workload does not significantly influence work stress on UM lecturers.

   b. There is a significant negative effect on workload variables on job satisfaction on UM lecturers.

c. There is a significant negative effect on work stress variables on the variable job satisfaction on UM lecturers.

d. Job stress does not mediate workload on job satisfaction for UM lecturers.

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