

The Role of Work Engagement in Mediating Job Stress and Religiousness on Subjective Well-Being at Secondary Education Institutions in Medan City

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Abstract: This study supposed to determine the role of work engagement in mediating job stress and religiosity towards subjective well-being at senior secondary education institutions in Medan City. The research method that will be used in this research is an associative method with a quantitative approach. In this study, the population and saturated samples taken were all teachers in 6 private universities in Medan City, totaling 333 respondents. The analysis model using structural equation modeling (SEM) is a collection of statistical techniques that allow testing a series of relatively complex relationships simultaneously. The results showed that directly job stress has no effect and is not significant on the work engagement of teaching staff at secondary education institutions in Medan. Directly job stress has no effect and is not significant to the subjective well being of teaching staff secondary education institutions in Medan. Directly religiosity has a significant effect on the work engagement of teaching staff at secondary education institutions in Medan. Directly work engagement has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan. Indirectly, work engagement does not moderate job stress on the subjective well being of teaching staff at secondary education institutions in Medan. Work engagement indirectly moderates religiosity on the subjective well being of teaching staff at secondary education institutions in Medan.

Keywords: Job Stress, religiosity, Work Engagement, Subjective Well-Being

1. Introduction

A strong attachment to their profession is a sign of high internal motivation in teachers (F. R. A. L. S. S. Y. L. Nasib, 2023). They believe that their work has purpose and value, which can make them enjoy their work more (S. B. E. E. N. Y. L. Nasib, 2023). Engaged teachers are usually more driven to meet learning objectives. Teachers who are engaged in their profession may be better able to handle workplace pressure and stress (Syaifuddin, 2022). They may be less likely to feel hopeless and more likely to seek alternatives, which may lower their level of dissatisfaction (H. A. H. S. R. Nasib, 2022). One of the important components in the organization of education is the teacher. The quality of teaching and learning is directly influenced by teacher welfare (Lubis, 2022). Teachers who are satisfied with their profession are more likely to provide high-quality education to children (Hendrik, 2021). Welfare teachers are more likely to be highly motivated and perform well (Darwin, 2021). Their enthusiasm and high energy levels for teaching benefit their students' learning outcomes (Hofman, 2021).

The high rate of teacher turnover in the field may be due to low teacher welfare (Buxton, 2020). Teachers who do not feel successful in their positions tend to seek alternative employment or may quit teaching altogether

(Schroeder, 2001). This can lead to teacher shortages and instability in the education system (Gomes, 2022). The students are also affected by the well-being of instructors in addition to the teachers themselves. Instructors who are happy with their lives are more likely to foster a helpful and encouraging learning atmosphere, which also benefits students. In the classroom, students will feel inspired, safe and comfortable (Waage, 2022). Teachers' welfare is necessary to increase their enthusiasm and motivation in teaching. In this case, the government has a very important role in improving the quality of education in Indonesia. There are several options that can be a solution to this problem, such as appointing honorary teachers through the CPNS process who still meet the requirements in terms of age and qualifications, appointing honorary teachers through the Government Employee with Work Agreement (PPPK) route, and providing benefits equivalent to the UMR.

Based on data reported by The World Economic Forum Sweden (2000), Indonesia has low competitiveness, ranking 37th out of 57 countries recorded. Low competitiveness is certainly one of the measuring tools of quality education, and this is supported by a survey from the Political and Economic Risk Consultant (PERC), which states that Indonesia's education ranks 12th out of 12 countries in Asia. Then, according to the student ability survey released by the Program for International Student Assessment (PISA), Indonesia is ranked 72nd out of 77 countries.

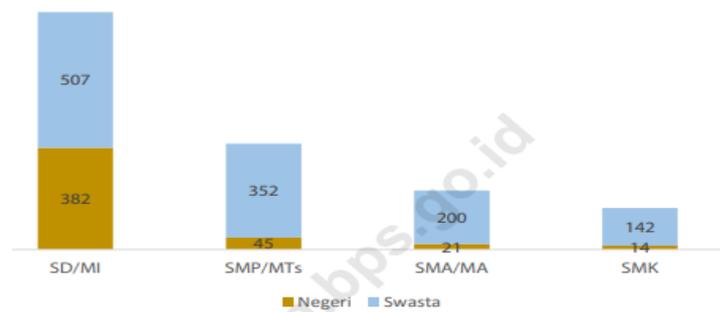
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Number of Elementary Schools, Junior High Schools, and Senior High Schools, 2020 - 2022



The large number of teachers leads to low welfare. Honorary teachers face complex problems. Both those who teach in public and private schools. With insufficient salaries and heavy demands, honorary teachers are screaming. In some areas, honorary teachers are employed full-time but their salaries are minimal. According to Permendiknas No. 7/2006, the salary of an assistant teacher is Rp 460,000 each month as stipulated in annexes I and II of Kepmendiknas No.034/U/2003. Looking at the facts in the field, the salary of honorary teachers is around Rp.12,000-Rp.20,000 per lesson hour, and it is not paid based on working time for 1 month, but in 1 month it is only calculated for 1 week. In some cases, honorary teachers have not been paid for three months. In addition, according to Darmaningtyas (2015), the honorarium earned by honorary teachers in public elementary schools is on average below Rp.5000 each hour each month. In addition, honorary teachers are also inferior among people and also teachers who are already civil servants. Dismissal without severance pay can also occur because the fate of honorary teachers depends on the discretion of the principal. In the world of Early Childhood Education, honorary teacher salaries range from Rp. 100,000 to Rp. 200,000 per month with a teaching intensity of 3-5 times a week. The compensation obtained certainly cannot fulfill daily needs. Teachers who get less salary than what is expected, will make teaching as their second choice. Providing proper compensation will have a positive effect on teachers, because it cannot be denied that compensation is the main goal for most teachers who work in an educational institution.

Teacher workload also makes teachers uncomfortable at work so they don't feel happy in teaching. Heavy workload causes stress in teaching. Work stress is also mentioned as an individual's reaction to characteristics of the work environment that are perceived as emotionally and physically threatening (Arshadi & Damiri, 2013). Stress occurs if the demands on individuals do not match the available resources or meet individual needs and motivations. Such stress will arise if the workload is too much for the number of employees and the time available. Similarly, tedious and repetitive tasks that do not utilize

an individual's potential skills and experience will also cause stress (Jeremy W Stranks, 2005).

Various factors that affect work engagement as mentioned earlier are job stress, which affects well-being, especially workplace well-being. Employees who experience job stress will affect their health, one of which is an erratic heartbeat which will make it difficult to speak and think logically (Stephen P. Robbins, 2013). Work stress is a negative impact on employee well-being both physically and psychologically (Bell et al., 2012).

Working conditions (both work and workplace) are related to well-being as they are one of the factors that influence employee health (Arnold et al., 2010). Workplace conditions that empower employees to optimize work performance are known to improve employee well-being (Laschinger & Fida, 2014). The conditions in the workplace are in the form of climate and conditions in the workplace and relationships with other individuals. The climate and conditions of the workplace, as well as individual differences (behavior, personality, coping strategies, namely ways to reduce stress, abilities and skills) will affect workplace well-being and stress levels in employees (Arnold et al., 2010). These conditions are very important to maintain in good condition for employees so that employees can work well, comfortably, and reduce work stress. In research conducted by (Shuck et al., 2014) found that employees who have high attachment show high psychological well-being and achievement. So it is said that work attachment is an affective motivational state of Workrelated Well-Being (Siddiquia & Chacko, 2015). Job stress needs to be overcome by the company if it wants to have employees who are prosperous and have work attachment and can provide benefits for the company.

Employees who have a strong work attachment to the organization, then the employee will more easily manage working relationships with other colleagues, work stress, and changes that will be faced (Allen & John P Meyer, 1990). This is the reason why researchers choose these variables. In this study, work stress is the independent variable, work engagement is the dependent variable, and

workplace well-being is the mediator variable. Based on the description of the background of the problem above, the researcher is encouraged to conduct research with the title "Analysis of Job Stress and Religiousness on Subjective Well-Being with Work Engagement as a Mediating Variable at Upper Secondary Education Institutions in Medan City".

2. Literature Review

Job Stress

Stress is an adaptive response to situations that are perceived as challenging or threatening to an individual's well-being (Robbins & Judge, 2017). There are two types of stress: positive (eustress) and negative (distress). Stress is said to be negative if there are deviations in behavior, physiological and psychological (Robbins & Judge, 2008). Positive stress can activate and motivate a person to achieve their goals, change their environment and succeed in facing life's challenges. Stress in each person is different and subjective. If there are two people experiencing the same stress, the level or type of stress experienced by one individual is not necessarily the same as that felt by another individual. Stress refers to external pressures that impact the body and is referred to as stressor (Krohne, 2001). According to (Krohne, 2001), the relationship between stressors and stress is divided into two categories, namely the approach to systemic stress based on physiology and psychobiology (Selye's theory) and the approach to psychological stress consisting of two concepts, namely appraisal and coping developed in the area of cognitive psychology (Lazarus' theory). When individuals experience stress, their body will experience reactions and these reactions are stages of the general adaptation syndrome (GAS) discovered by Hans Selye in 1936. The three stages are (1) Alarm reaction is the initial shock phase which increases adrenaline, then the countershock phase which is the initial defensive process. (2) Resistance is the stage when the alarm reaction disappears and begins to adapt to the stressor. (3) Exhaustion is the stage when the individual is unable to adapt to the stressor and the first stage, namely the alarm reaction, reappears but cannot perform resistance. This can damage body tissue and if it continues it will cause death (Krohne, 2001).

Religiosity

Religiosity is a broad concept and tends to be difficult to explain definitively. The explanation tends to be in relation to the term religion. It is undeniable that between religiosity and religion have a close relationship etymologically because both come from the same Latin language, *religio* or *religare*, which means to collect or bind (Kahmad, 2000). From the term *religio* comes the English term, religion, which is translated into Indonesian as religion and religiosity. However, in later

developments, experts agreed that the notion of religion must be distinguished from the notion of religiosity because religion refers more to the formal aspects, while religiosity is more to the religious aspects lived by individuals (Mangunwijaya, 1999). In relation to the focus of this research study, the author will focus the following explanation only on the realm of religiosity. According to Lenski, people can be religious without being religious. Conversely, one can also be very active in a church community but not really accept its doctrines. In other words, a person may know or believe, but does not want to live according to his beliefs. Another explanation of the dimensions of religiosity is presented by Glock and Stark also in research from (Nggadas, 2013) They have identified five dimensions of religiosity, namely: a. Religious Knowledge (The Intellectual Dimension), b. Religious Practise (The Ritualistic Dimension), c. Religious Feeling (The Experiential Dimension), d. Religious Belief (The Ideological Dimension), e. Religious Effects (The Consequential Dimension).

Work Engagement

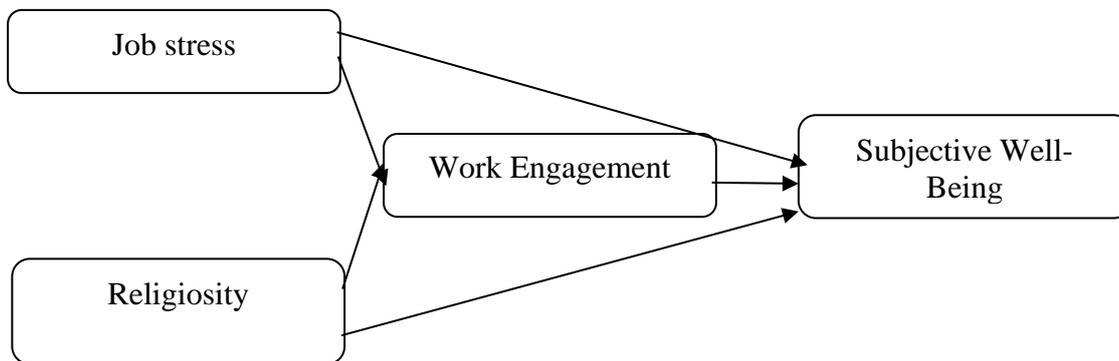
According to (Bakker, 2017) termed work engagement owned by employees as work engagement, which is a positive affective-motivational state of well-being related to work that is characterized by vigor, dedication, and absorption. Schaufeli, Salanova, Gonzalez-Roma, and Bakker (2002) also defined work attachment as a positive, satisfying, and work-related state of mind characterized by vigor, dedication, and absorption. In addition, work engagement according to (Hakanen & Schaufeli, 2012) refers to a more persistent and widespread affective cognitive state that is not focused on specific objects, events, individuals, or behaviors. The use of the term work engagement as employee engagement or work engagement is basically the same as a description of the engagement or attachment that employees have, but the term work engagement is considered more specific (Hakanen et al., 2008). Work engagement refers to the relationship between employees and their work, while employee engagement refers to the relationship between employees and the organization (Bakker et al., 2008). Kahn (1990) explained that there are three aspects of employee engagement, including: a) Physical Engagement Physical engagement is characterized by the physical energy expended by employees in carrying out their roles in their jobs, b) Cognitive Engagement Cognitive engagement is the extent to which employees believe in their organization, leaders, and working conditions, c) Emotional Engagement Emotional engagement is how employees feel about the organization and its leaders, be it positive feelings or negative feelings.

Subjective Well-being

Subjective well-being according to (Ryan & Deci, 2001) applies two approaches to understanding well-being, namely the eudaimonic approach and the hedonic approach. The eudaimonic approach focuses more on self-meaningfulness and the eudaimonic approach is referred to as psychological wellbeing. Meanwhile, the hedonic approach focuses more on one's happiness when one has achieved pleasure, in other words, according to (Ryan & Deci, 2001) it is found that hedonic is the achievement of pleasure and avoiding things that are painful or sad. Furthermore, this hedonic approach is called subjective

well-being or subjective well being (Ryan & Deci, 2001) in (Eriadya, 2014). Subjective well-being refers to people's evaluation of their lives including cognitive assessments, (such as life satisfaction); and affective evaluations (moods and emotions), such as positive or negative emotional feelings (Rochefoucauld, 2005). According to Diener et al., (2005) in (Eriadya, 2014) subjective well-being includes a wide range of components, such as happiness, life satisfaction, balance of pleasure, fulfillment, and stress as well as affective handling and cognitive evaluation of one's life. Factors that affect Subjective Wellbeing according to (Eriadya, 2014) include: a) work involvement, b) work demands, c) personal resources and d) personality.

Conceptual Research



Hypothesis

1. Job stress directly has a significant effect on the work engagement of teaching staff in secondary education institutions in Medan.
2. Work stress directly has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan.
3. Directly religiosity has a significant effect on the work engagement of teaching staff at secondary education institutions in Medan.
4. Directly religiosity has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan.
5. Work engagement directly has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan.
6. Indirectly work engagement moderates the significant influence between work stress on the subjective well being of teaching staff at secondary education institutions in Medan.
7. Indirectly work engagement moderates the significant influence between religiosity on subjective well being of teaching staff in secondary education institutions in Medan.

3. Method

The research method that will be used in this research is an associative method with a quantitative approach. According to (Sugiyono, 2017), associative research is research that aims to determine the effect or relationship between two or more variables. The location of this research was conducted at middle and high schools in Medan City. In this study, the population and saturated samples taken were all teachers in 6 private universities in Medan City, totaling 333 respondents. The analysis model using structural equation modeling (SEM) is a collection of statistical techniques that allow testing a series of relatively complex relationships simultaneously (Ghazali, 2016).

4. Result and Discussion

Output Of Bootstrapping

Research Results

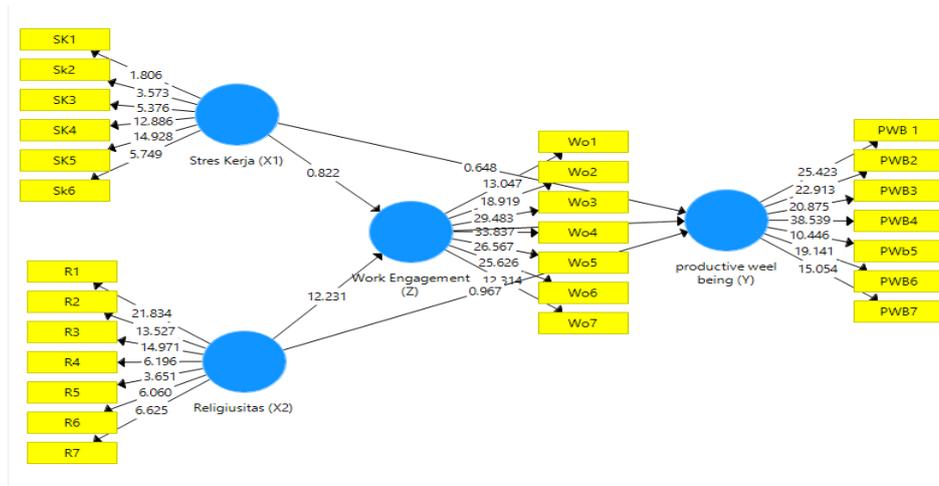


Fig 1: Output bootstrapping

Measurement Model Analysis (Outer Model) Convergent Validity

Table 3: Convergen Validity result

Variable	Indicator	Outer Loading	Description
Job Stress (X1)	SK. 1	0.764	Valid
	SK. 2	0.799	Valid
	SK. 3	0.770	Valid
	SK. 4	0.821	Valid
	SK. 5	0.801	Valid
	SK. 6	0.704	Valid
Religiosity (X2)	R.1	0.826	Valid
	R.2	0.723	Valid
	R.3	0.770	Valid
	R.4	0.786	Valid
	R.5	0.734	Valid
	R.6	0.795	Valid
	R.7	0.700	Valid
Work Engagemet (Z)	WE.1	0.827	Valid
	WE.2	0.847	Valid
	WE.3	0.887	Valid
	WE.4	0.875	Valid
	WE.5	0.874	Valid
	WE.6	0.852	Valid
	WE. 7	0.756	Valid

Subjective Well-Being (Y)	PWB.1	0.841	Valid
	PWB.2	0.836	Valid
	PWB.3	0.862	Valid
	PWB.4	0.889	Valid
	PWB.5	0.834	Valid
	PWB.6	0.816	Valid
	PWB.7	0.748	Valid

Source: Data processed by Smart PLS 2023

Based on the table above, it can be seen that all indicators meet the values above, which means that the indicators in this study have met.

Composite reliability test

Table 4: Composite reliability result

Variable	Composite Realibility	Cronbarch'salpha	Description
Job Stress (X1)	0.816	0.738	Reliable
Religiosity (X2)	0.875	0.837	Reliable
Work Engagement (Z)	0.946	0.934	Reliable
Subjective Well Being(Y)	0.941	0.926	Reliable

Source: Data processed by Smart PLS 2023

Based on the table above, the composite reliability value of all the variables above is said to be reliable because the composite reliability is greater than 0.7, meaning that the questionnaire can produce stable or constant measurement

results. In addition, all of the above variables are said to be reliable because Cronbach's alpha is above 0.6, so the questionnaire can produce stable or constant measurement results.

Coefficient of Determination (R square)

Table 5: R Square Result

	R Sqare	R Squae Adjusted
Work Engagement	0,709	0,703
Subjective Well Being(Y)	0,641	0,629

Source: Data processed by Smart PLS 2023

From the table above, it can be explained / illustrated that the variables have a fairly good relationship (moderate) where according to the provisions, where the results of the

R Square value of the work engagement variable and Subjective Well Being (Y) have a value above 0.50 indicating that the model is moderate (moderate).

F Square

Table 6: F Square Result

	Job Stress	Religiosity	Work engagement	Subjective Weel Being
Job Stress	-	-	0,112	0,121
Religiosity	-	-	1,523	1,030
Work Engagement	-	-	-	0,230
Subjective Well Being	-	-	-	

Source: Data processed by Smart PLS 2023

Based on the table above, it can be explained that the

results of the Smart PLS test show that each variable has

a relatively moderate relationship where according to the provisions of the withdrawal criteria, if the f^2 value is

0.15, there is a moderate effect of exogenous variables on endogenous.

Hypothesis Test / Direct Effect

Table 7 : Direct Effect Result

	Original Sampel (O)	Sampel Mean (M)	Standart Deviation (STDEV)	Statistik (IO/STDEV)	P Values
X1 -> Z	0.080	0.050	0.097	0,822	0.411
X 1-> Y	0.118	0.114	0.181	0.648	0.517
X2-> Z	0.220	0.257	0.227	1.967	0.004
X 2 -> Y	0.893	0.881	0.073	12.231	0.000
Z -> Y	0.532	0.512	0.181	2.937	0.003

Source: Data processed by Smart PLS 2023

Table 8 Indirect Effect Result

	Original Sampel (O)	Sampel Mean (M)	Standart Deviation (STDEV)	Statistik (IO/STDEV)	P Values
X1 -> Z > Y	0.043	0.018	0.051	0.837	0.403
X 2->Z > Y	0.476	0.446	0.152	3.126	0.002

Source: Data processed by Smart PLS 2023

Based on the table above, it can be explained as follows:

1. Directly job stress has no effect and is not significant on the work engagement of teaching staff in secondary school education institutions in Medan with p values $0.411 > 0.05$ and tcount value $0.822 < t$ table 1.93.
2. Directly job stress has no effect and is not significant on the subjective well being of teaching staff in secondary school education institutions in Medan with p values $0.517 > 0.05$ and tcount value $0.648 < t$ table 1.93.
3. Directly religiosity has a significant effect on work engagement of teaching staff at secondary school education institutions in Medan with p values $0.004 < 0.05$ and tcount value $1.967 > t$ table 1.93.
4. Directly religiosity has a significant effect on the subjective well being of teaching staff at secondary school education institutions in Medan with p values of $0.000 < 0.05$ and a tcount of $12.231 > t$ table 1.93.
5. Directly work engagement has a significant effect on the subjective well being of teaching staff in secondary school education institutions in Medan with p values of $0.003 < 0.05$ and a tcount of $2.937 > t$ table 1.93.
6. Indirectly work engagement does not moderate job stress on subjective well being of teaching staff in

secondary school education institutions in Medan with p values $0.403 > 0.05$ and tcount value $0.837 < t$ table 1.93.

7. Indirectly work engagement moderates religiosity on subjective well being of teaching staff in secondary school education institutions in Medan with p values $0.002 < 0.05$ and tcount value $3.126 > t$ table 1.93.

5. Discussion

Job stress on work engagement

Job stress has no direct and insignificant effect on work engagement of teaching staff in secondary education institutions in Medan. Based on data from the research results, it is known that the level of job stress of teachers at senior high school educational institutions in Medan City is classified as moderate. This result shows that high or low work stress experienced by senior high school teachers in Medan City does not affect high or low employee engagement. However, even though the level of job stress possessed by teachers is classified as moderate or has no significant effect on employee engagement, job stress still cannot be ignored. Work stress that is left without serious treatment will affect the morale and performance of teachers, at a more severe stage, work stress can make teachers sick and even resign from the company. This implies that management can always monitor to ascertain whether there are symptoms of work

stress experienced by high school teachers in Medan City. When symptoms of work stress begin to appear in teachers, the management must look for the causes of the work stress and then find solutions so that the work stress can be resolved. This research is in line with the results of research (Bunga Nadira, 2018), (Subiantoro & Lataruva, 2022)(Pelealu, 2023) the results of his research show that work stress has a negative effect on work engagement.

Job stress on work engagement subjective well being

Directly job stress has no effect and is not significant on the subjective well being of teaching staff at secondary education institutions in Medan. Competition and high professional demands sometimes cause pressure that must be faced by individuals in the work environment, each profession certainly has different pressures, whether realized or not, ultimately creating its own level of work stress. The results of Putranto's (2013) research on factors affecting work stress in teachers show that the main factor causing teacher work stress is due to workload. In addition, other factors include the work environment, student factors, physical/health conditions, many problems, emotional conditions and individual competence. The problems faced can make him experience work stress which will have an impact on his subjective well-being condition. The level of subjective well-being that teachers have is related to how the person's ability to function psychologically in living his daily life or in this case the level of positive functioning. Teachers at the Upper Secondary Education Institution in Medan City have a job desk that not only teaches but makes reports on student activities, makes reports on teacher performance and other activities at school so that the function of teachers at school is increasingly eroded by other activities and overlapping teacher work causes work stress in the work environment. If the teacher has a high level of work stress, subjective well-being is also able to function properly. In this study, the job stress of teachers at the Upper Secondary Education Institution in Medan City has no effect on subjective well-being. This research is supported by the results of research (Tsalasah, 2019) and (Leonardi & Astuti, 2023) explaining in their research that work stress on work engagement subjective well being.

Religiosity has a significant effect on work engagement

Directly religiosity has a significant effect on the work engagement of teaching staff at secondary education institutions in Medan. The religiosity factor of Teachers at Senior High Education Institutions in Medan City has been a very important factor because many of the tasks carried out by teachers provide examples and role models to students not only delivering learning materials. The results of research (Doupnik & Perera, 2015) which

explain that there is a significant influence of religion on accounting practices, especially in the social and cultural context of Islamic countries and countries with a majority Muslim population. The Teacher Religiosity Factor at Senior High Education Institutions in Medan City is supported by adequate facilities and infrastructure, on each floor there is a musholla and in the school environment there is a mosque which is not so far from the class and the teacher's office. Every time there is a religious holiday, the school always facilitates all religious events as long as they do not interfere with routine daily work activities. This research is in line with the results of research (Agustiany & Mubarak, 2022) and (Ramaditya & Nazzario, 2020) explaining that the importance of employee religiosity in increasing work engagement.

Religiosity has a significant effect on subjective well being

Directly religiosity has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan. In the teaching of religiosity of each religion, there are motivations for followers to be able to face the problems that occur in their lives. This motivation is expected to be a driver for individual well-being or Subjective Well Being (SWB), where individual positive emotions will determine their quality of life (Wulandari & Irwanto, 2022). In this study, religiosity is how teachers respond to phenomena that occur outside themselves into subjective internal well-being for themselves. Discussing SWB cannot be separated from the discussion of religious life. According to Maddux (2017) religious teaching will affect the emotions felt by individuals. The emotions felt by this individual can be reflected in life, especially in the behavior that is carried out. One indicator of SWB is the achievement of a good life for individuals. This good life is certainly influenced by various variables, of which religiosity is one of them (Diener et al., 2011). This research is in line with the results of research (Gratia et al., 2023) explaining that employee religiosity is closely related to subjective well being.

Work engagement has on subjective well being

Work engagement directly has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan. Higher Secondary Education Institutions in Medan City are very dependent on the work engagement of educators because of their considerable role to improve the organization. And when the organization meets all the needs of employees to improve their roles, individuals will be engaged with the workplace. The existence of work engagement is very impactful for the organization such as increasing work effectiveness that benefits the organization, individual

performance has increased, achieving targets and vision and mission that have been determined. While the personal impact is that individuals feel happy, not depressed by their work. A teacher who has poor work engagement will make him experience a decrease in wellbeing and can harm the institution or foundation. In line with the explanation (Rumbles D, n.d, 2013) that poor work engagement will harm the organization because of a decrease in wellbeing and make employees experience a decrease in productive work. From the explanation above, it can be seen that subjective wellbeing is very important for a teacher to carry out their role as a role model at school. This research is in line with the results of research (Afrianti et al., 2023) explaining in his research that

Work engagement mediates job stress on subjective well being

Indirectly work engagement does not moderate work stress on subjective well being of teaching staff at secondary education institutions in Medan with p values $0.403 > 0.05$ and tcount value $0.837 < t$ table 1.93. Stress experienced by teachers can have an impact on personal teachers where they experience boredom, and the teacher's ability to manage the class well. The stress experienced by teachers also causes a decrease in teacher wellbeing towards the institution where the teacher works and reduces teacher engagement with superiors or schools. Wong, Ruble, Yu, and McGrew (2017) found that stress is directly related to teaching quality and student engagement in learning. Therefore, when teachers teach students, teachers must be able to control their own stress first and generate student learning motivation. However, before being able to control stress, the first step is to recognize what causes or sources of stress. Schools should reduce teachers' stress levels by reducing their workload.

Work engagement mediates religiosity on subjective well being

Indirectly, work engagement moderates religiosity on subjective well being of teaching staff in secondary education institutions in Medan with p values of $0.002 < 0.05$ and tcount value of $3.126 > t$ table 1.93. The implication of this research is that school management should maintain and improve the religiosity of teachers in the school environment, for example through the provision of routine religious activities that can be carried out together (for example recitation, scripture study, etc.) and the implementation of social services. This is because banks can act as one of the environments that can influence the level of intrinsic religiosity of individuals.

6. Conclusion

Based on the results of the analysis and discussion described in the previous chapter, the conclusions of this

study can be described as follows: Directly job stress has no effect and is not significant to the work engagement of teaching staff in secondary education institutions in Medan. Directly job stress has no effect and is not significant to the subjective well being of teaching staff in secondary education institutions in Medan. Directly religiosity has a significant effect on the work engagement of teaching staff at secondary education institutions in Medan. Directly religiosity has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan. Work engagement directly has a significant effect on the subjective well being of teaching staff at secondary education institutions in Medan. Indirectly work engagement does not moderate work stress on the subjective well being of teaching staff at secondary education institutions in Medan. Work engagement indirectly moderates religiosity on the subjective well being of teaching staff at secondary education institutions in Medan.

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