

# Relationship Between Principal Leadership Style, Work Stress And Teacher Work Motivation S D Cluster 3, Nusaniwe District, Ambon City

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## Abstract

*Principal Leadership Style With Teacher Work Motivation And Work Stress With Teacher Work Motivation Of Elementary School Gugus 3, Nusaniwe District, Ambon City. Study Program Thesis Postgraduate Education Management, Pattimura University, Ambon.*

*Leadership Style Head A good school will seen on the road wheel organization one education with orderly , comfortable , conditional and appropriate with the goal to be achieved achieved . In reality style leadership head schools can also relate with motivation teacher work . One of them is work stress felt by teachers and teacher work motivation. However, in this study it is suspected that motivating teacher work is the principal's leadership style and work stress.*

**Keywords:** *Principal Leadership Style and Work Stress with Teacher Work Motivation*

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## I. Background

Education is essentially a process of interaction between educators and students that aims to develop human resources, namely humans who are qualified both physically and psychologically. Through education, we want to create development humans who can build themselves and together are responsible for the development of the nation. Therefore, it is appropriate that development in the field of education continues so that the development of the nation and state is also carried out and runs according to expectations.

Educational management or school management cannot be separated from the leadership model or style adopted by the principal in carrying out his role as a *leader* . The leadership style adopted by the principal will be related to the results and effectiveness of the principal in leading and running the educational process at school.

Leadership is a process that contains elements of relationships, cooperation and leads to a common goal and purpose in an organization. Because leadership has a central role in the dynamics of organizational life. In this case, the principal is an educational leader who is very dependent on the skills and wisdom of the principal in leading a school or institution under his/her auspices. A principal must be able to provide a charismatic leadership effect, be able to provide examples, be able to move and direct all school *stakeholders* to be able to achieve the desired goals.

In managing a school organization, a principal displays a style or behavioral norm in leading that relates to the behavior of others, so that a principal can use several leadership styles that are appropriate to the environment, characteristics or culture of the school organization itself. The characteristics of the school as an educational organization are related to the effectiveness of the leadership style applied. The leadership style applied will relate to the behavior of subordinates and the creation of a work climate, whether it leads to something positive or vice versa.

*Teachers are one of the factors that determine the success of learning, the role of teachers is very important in determining the success of education to produce quality educational output. Therefore, teachers are required to improve their performance in teaching. One of the factors that can be associated with a person's job satisfaction being good is leadership style and work stress.*

Having a task as a teacher with a heavy workload can cause stress and dissatisfaction with the teacher's work. This can happen because the teacher's function changes from its actual function as it should. This can happen due to factors such as the teacher's heavy workload that is not commensurate with the amount of salary, lack of appreciation and recognition from the leader, impatience, sensitivity, anger, an unconducive organizational climate, work pressure (stress) arising from work at school, and other causes .

Therefore, in improving these weaknesses, many factors and efforts have been made by Elementary School Teachers in Cluster 3, Nusaniwe District, Ambon City in improving the quality of schools and the quality

of student education, namely by improving the leadership style of the principal, so that teachers do not experience stress and there is a sense of satisfaction with the results achieved.

## **II. Theoretical Basis**

### **Leadership Style Head School**

Every organization needs a leader and leadership. According to Rahabav (2017:83) a leader is an individual who is talented, has competence and advantages, gets group recognition, and is trusted to lead a group. While leadership is the process of leaders motivating, empowering, connecting and making effective the potential of individuals and members of the organization to contribute to each other in achieving organizational goals. According to Rifai, in Kempa (2017:15), leadership is the ability to connect others, so that others follow, obey, and are willing to do what is expected of them. If there is a leader, there must be *followers*.

Furthermore, according to Mulyasa (Daryanto, 2018:99), leadership is defined as an activity to connect people who are directed towards achieving organizational goals, while Sutisna in Mulyana (2018) defines leadership as a process of connecting the activities of a person or group in an effort towards achieving goals in certain situations.

Leadership means the ability and readiness possessed by a person to be able to contact, encourage, invite, guide, move, direct and if necessary force people or groups to help achieve a certain goal that has been set (Administration Lecturer Team, 2018:125). The principal is an educational leader who has a very large role in developing the quality of education in schools. The development of work enthusiasm, harmonious cooperation, interest in the development of education, a pleasant working atmosphere and the development of professional quality among teachers are largely determined by the quality of the principal's leadership (Lazaruth, 2017:60).

According to Daryanto (Musfah, 2018:303), the function of the principal as a school leader means that the principal in his leadership activities goes through the following stages of activities: first, planning. Planning basically answers the questions of what to do, how to do it, where to do it, by whom, and when to do it. Second, organizing. The principal as a leader is tasked with making school activities run smoothly, so that school goals can be achieved. Third, directing. Directing is the activity of guiding subordinates by giving orders (commands), giving instructions, encouraging work enthusiasm, enforcing discipline, and providing various other efforts so that in carrying out their work they follow the direction set out in the instructions, arrangements or guidelines that have been set. Fourth, Coordinating. Coordinating is the activity of connecting people and tasks so that there is unity or harmony of decisions, policies, actions, steps, attitudes and preventing the emergence of conflict, chaos, duplication, and empty action. Fifth, Supervision (*controlling*). Supervision is an action or business activity to ensure that the implementation of work and the results of the work are in accordance with plans, orders, instructions or other provisions that have been established.

As an educational leader, the principal is responsible for the continuous growth of teachers, the principal must be able to help teachers recognize the needs of the community, help teachers develop a curriculum according to the interests, needs and abilities of students. The principal must be able to stimulate teachers to develop teaching methods and procedures. The principal must be able to help teachers evaluate educational programs and student learning outcomes, the principal can help improve teacher abilities. In order to carry out the above responsibilities, the principal must have the education and experience necessary for an educational leader.

Some leadership styles or types are:

- 1) *Authoritarian* Type. The behavior of leaders with this type shows a desire for power. Usually this leader acts as a sole ruler, does not involve subordinates in decision making, and does not value the opinions, ideas and inspirations of subordinates.
- 2) *Democratic* Type. The leader tries to involve the group in decision making, appreciates the initiative, opinions and ideas of group members, prioritizes common interests over personal interests and there is delegation of authority and responsibility and usually decision making is done through deliberation.
- 3) *Laizes Faire* Type. In this type of leadership, the leader does not seem to perform leadership functions and his leadership traits are not visible.
- 4) *Pseudo Democratic* Type. A leader who has this type only appears to be democratic, but in fact his actions are authoritarian or absolute.

### **The essence Stres Work**

According to Davis (Mulyasa, 2017:274), he stated that: "stress is a form of reaction to pressure that is too high in intensity", while in the Big Indonesian Dictionary it is stated that: "Stress is a mental disorder or disorder, and emotional: pressure".

Davis & Newstrom (2016) put forward stress as a condition of tension that connects emotions, thought processes and a person's physical condition. Too much stress can threaten a person to face the circle, while

according to Cornelli (Anwar, 2017) defines stress as a disturbance in the body and mind caused by changes and demands of life. Stress can be related to the environment and the appearance of individuals in that environment.

More specifically, stress is related to constraints and demands, first, preventing teachers from doing what they really want. Second, it refers to the loss of something desired. So, when teachers are about to take a selection/test or undergo an annual performance review at work, teachers feel stressed because they face greater opportunities, constraints, and responsibilities, and higher salaries, but a bad review can prevent teachers from getting that promotion and even an exceptionally bad performance review may result in teachers being shown a position,

Two conditions are necessary for stress potential to become real (Schuler, 2017:191). There must be uncertainty about the outcome or output, and both outcomes must be important. No matter the conditions, only when there is doubt or uncertainty about whether the opportunity will be seized, the obstacle will be removed, or the loss will be avoided is there stress. This means that stress is highest for teachers who feel uncertain about whether they will succeed or fail, and lowest for school teachers who think that success or failure is a certainty. However, the importance of the outcome is also very important. If winning or losing is an unimportant outcome, there is no stress. If keeping a job or getting a promotion is unimportant to him, the teacher has no reason to feel stressed in carrying out his duties and responsibilities.

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Symptoms of stress in the workplace include low job satisfaction, decreased performance, loss of enthusiasm and energy, poor communication, poor decision making, lack of creativity and innovation, and struggling with unproductive tasks. All of the above needs to be seen in relation to the individual's previous quality of work and normal interactions.

Job stress can have both positive and negative relationships and both can occur in the short term or long term. The effects of stress are many variables. Stress is positive, such as personal motivation, the stimulus to work harder and increased inspiration for a better life. However, there are many disturbing and potentially dangerous effects .

Based on the responsibilities, workloads and demands that must be borne by teachers are not comparable to the public's view of the teaching profession and the salary they receive. This situation is considered to cause teachers to have a greater possibility of being susceptible to work stress compared to other professions (Seamon & Kendrick, 2017).

The magnitude of stressors (factors that cause stress) can increase the level of teacher stress which is related to teacher performance and teaching. Different perceptions regarding stressors by oneself can cause different levels of stress in teachers. Pressure (work stress) on teachers was stated by Kyriacou and Sutcliffe (2016), as negative emotions such as anger, anxiety, disappointment and depression experienced by a teacher as a result of aspects of the teacher's duties which are considered a threat to self-esteem and personal well-being. it is usually accompanied by physiological and biochemical changes such as an increase in heart rate or the release of certain hormones into the bloodstream.

### **Motivation Teacher's Work**

The term motivation *comes* from Latin, namely *movere*, which means " *to move*". According to Mc Donald, quoted by Hamalik (2018: 158), " *motivation* "Motivation is *an energy change within the person characterized by affective arousal and anticipatory goal reaction*". "Motivation is a change in energy within a person (personal) characterized by the emergence of feelings and reactions to achieve goals".

According to Hilgard as quoted by Sanjaya (2017: 29), namely "Motivation is a condition that exists within a person that causes a person to carry out certain activities to achieve certain goals". So work motivation is a drive that can cause a person to carry out activities or work to achieve goals.

According to Sudirman (2017: 73) "Motivation comes from the word "motif" which means the driving force within a person to carry out certain activities in order to achieve a goal". Marno (2018: 22) defines motivation as a condition that makes motives move according to the needs of each individual.

According to Uno (2018: 1) defines motivation as a force, both from within and from outside that drives someone to achieve certain goals that have been previously set. Meanwhile, Hasibuan (2019: 95) states that "Motivation is the provision of driving force that creates a person's passion for work, so that they are willing to work together, work effectively, and integrate with all their efforts to achieve satisfaction." So motivation is something that drives someone to do something to achieve a goal.

Motivation is an important part of every activity, without motivation there is no real activity. Teachers will work hard if they have high motivation. If teachers have positive motivation, they will show interest, have attention, and responsibility for their duties so that their performance increases. This is in line with the opinion of Mulyasa (2018: 120) that motivation is needed in activities that are directly related to improving performance.

Motivation is something that arises from a person's conscience, both motivation that comes from within and from outside. With the emergence of motivation in a teacher, it is hoped that the teacher's work motivation can be increased so that education can develop and the quality of education can increase as expected by the country.

Teacher work motivation is a driving force or driving force that can arouse and direct teacher behavior in an action or job. Teachers who have high motivation will try to give the best they can, because they have a high commitment to their professional calling. Teacher work motivation is closely related to improving the quality of teacher work motivation. If a teacher has high motivation, then the teacher's work motivation will also increase. However, if a teacher has low motivation, then the teacher's work motivation will decrease. Teachers work not only because they want to be praised or to get rewards, but more than that because of the demands of their profession. Therefore, the motivation that arises is expected to improve the quality of education in elementary school teachers in Gugus 3, Nusaniwe District, Ambon City.

### **III. Methodology Research**

The type of research is quantitative research. This study aims to measure the relationship between independent variables (principal leadership style and work stress) and dependent variables (teacher work motivation) using regression and correlation analysis techniques. The data collected are numerical and will be processed statistically to produce generalizations from the population studied.

This research was conducted at SD Gugus 3, Nusaniwe District, Ambon City (SD Negeri 5, 6, 12, 13 Tawiri Complex), SD Inpres 19, SD Negeri 30, 68, and SD Negeri 69 Waihaong Complex)

Population is a collection of people, objects, or other objects (all of which can be called observation units) that are the focus of attention of research at a certain time and in a certain area (Asra 2017: 9). Population can also be described as the entire object of research (Arikunto, 2016: 130). The population in this study were all teachers of Elementary School Gugus 3, Nusaniwe District, Ambon City, with a total of 111 teachers.

The number of samples taken from the population in this study was determined based on the Slovin formula in Nugraha, (2019: 6) as follows:

$$n = \frac{N}{N.d^2 + 1}$$

Information

n = Sample size

N = Known population size

d = Estimation error or error rate (5% with a level of 95% confidence)

Based on the formula above, the number of samples from a population of 111 and an estimated error of 5% with a confidence level of 95% is:

$$n = \frac{N}{N.d^2 + 1}$$

$$n = \frac{111}{111.(0.05)^2 + 1}$$

$$n = \frac{111}{111.(0.0025) + 1}$$

$$n = \frac{111}{0.2775 + 1}$$

$$n = \frac{111}{1.2775}$$

$$n = 87$$

n = 87 respondents

The variables in this study are the independent variables, *namely* the principal's leadership style (X1) and work stress (X2), while the dependent variable is teacher work motivation (Y).

The technique used to obtain data is by using a questionnaire. Arikunto (2016:151) states that "A questionnaire is a number of written questions used to obtain information from respondents in the sense of reports about their personality or things they know" questionnaires in this study were used to collect data / information related to all variables studied. The questionnaire used is a closed questionnaire model because the researcher has provided alternative answers and respondents choose the existing answers.

In this study, three instruments in the form of questionnaires will be used to collect data. The three questionnaires are used to collect data on the variables of the principal's leadership style (X1), work stress (X2), and teacher work motivation (Y).

This study concerns three types of variables, namely two independent variables and one dependent variable. The independent variables consist of the principal's leadership style (X1) and work stress (X2), while the dependent variable is teacher work motivation (Y).

To obtain data in this study, the independent variables and dependent variables each used a questionnaire, while to obtain scores from the research variables, an instrument was used which was arranged in the form of a questionnaire using a Likert scale with a score range from the lowest to the highest between 0 (zero) to 4 (four) alternative answers.

The data obtained from the research sample in the form of principal leadership style scores, work stress scores and teacher work motivation scores were analyzed using statistical analysis. The statistical analysis techniques used were descriptive analysis and inferential analysis.

Descriptive analysis technique, used to answer the research problems in hypothesis number 1 to number 3 as formulated in Chapter. I. in other words as a way to obtain a general picture of the variables of principal leadership style, work stress and teacher job satisfaction studied. For this purpose, the mean, median, mode, standard deviation, range, minimum score, and maximum score will be calculated. The score category is needed to calculate the interval class. Furthermore, the calculation of scores and interval classes is used for *Methods Of Grading In Summative Evaluation*.

#### **IV. Research Result**

To test the previously proposed hypothesis, the researcher used multiple linear regression test. This test aims to test the partial hypothesis of each independent variable (principal leadership style and teacher work stress) with teacher work motivation. In addition, it tests the simultaneous hypothesis of the principal leadership style and work stress variables together with teacher work motivation.

The multicollinearity test in multiple regression is a statistical test used to evaluate the extent to which the independent variables used.

Multicollinearity tests are usually carried out using the correlation coefficient or *variance inflation factor* (VIF) between the independent variables in this model.

Based on the test using PP Plot, it was found that if the data distribution follows a diagonal line, it is concluded that the residual data is normally distributed.

From the multiple linear regression equation, it can be explained as follows:

1. The constant value ( $a$ ) is 66.112 with a positive sign. This means that if the variables X1 (principal leadership style) and X2 (work stress)
2. The regression coefficient value of X1 (leadership style) is 0.287 and has a positive sign. This means that if the level of leadership style is increased by one unit with the assumption that other independent variables are considered constant,
3. The value of the regression coefficient X2 (work stress) is 0.005, which is positive. This means that if work stress decreases by one unit, assuming other independent variables are considered constant.

R Square aims to measure how big the relationship is between the independent variable and the dependent variable.

The first hypothesis in this study is that there is a relationship between the principal's leadership style and teacher work motivation.

#### **Relationship between Principal Leadership Style and Teacher Work Motivation**

Based on the data analysis in the results section, the first hypothesis was accepted, which states that there is a significant relationship between the principal's leadership style and teacher work motivation.

#### **The Relationship between Job Stress and Teacher Work Motivation**

Job stress is negatively related to teacher work motivation. This means that teacher work stress does not have a significant relationship with teacher work motivation.

### **Relationship between Principal Leadership Style and Work Stress with Motivation Teacher's Work.**

Leadership style and work stress can be related simultaneously to teacher work motivation because both have a complex and interrelated relationship. The following is an explanation of the relationship between leadership style and work stress with teacher work motivation.

### **The magnitude of the simultaneous relationship between the principal's leadership style and work stress with work motivation.**

Based on the results of the regression test in the study, it shows that the relationship between the principal's leadership style and work stress with teacher work motivation together is only 24.1%, while the remainder, namely 75.9%, is connected by other variables that are not identified in this study.

## **V. Conclusion**

Based on the results of the research conducted in this study, several conclusions were obtained, including:

1. Based on the partial t-test, the principal's leadership style is positively and significantly related to teacher work motivation at elementary school cluster 3, Nusaniwe District, Ambon City.
2. Based on the partial t-test, teacher work stress is not related to teacher work motivation.
3. Based on the results of the F-test, the principal's leadership style and work stress simultaneously have a significant relationship with teacher work motivation.
4. Based on the results of the determination coefficient test, the Adjusted R Square value was obtained as 0.241 or 24.1%, the rest was connected by other variables outside the research variables.

### **Implications Theoretical**

Implications theoretically possible taken from study This that is Leadership Style Relationship Head School, Stress Work , with Motivation Teacher Work at Elementary School Cluster 3, District Nusaniwe Ambon City. Many factors are related with motivation teacher's work , including is : style leadership head authoritarian , democratic , or combination from both of them .,

### **Implications Practice**

The results of this study serve as input and evaluation material for:

- a. Ambon City Government
- b. Ambon City Education Office
- c. Head School.
- d. Committee School and Parents

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