

## **The Correlation Between Principal Leadership, Subordinate Maturity and Achievement Motivation with Teacher Job Stress at Public Elementary Schools, Bukit Batu District, Palangkaraya**



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**ABSTRACT:** The purpose of this study was to analyze the direct and indirect correlation between principal leadership, subordinate maturity and achievement motivation with the work-related stress of public teachers at Bukit Batu District, Palangkaraya. The researchers used a correlational method with a quantitative approach which was formulated into a path analysis model. The study population of this study consisted of 171 teachers from 16 elementary schools in Bukit Batu District and 119 respondents were taken as the research sample using the proportional sampling technique. The researchers used a questionnaire to collect the data. The data analysis used was descriptive analysis, classic assumption test, hypothesis testing and path analysis. The results of the analysis of the regression coefficient value of the principal leadership variable (X1) and work-related stress (Y) are -0.253, school principal leadership (X2) and achievement motivation (Z) are 0.264, subordinate maturity (X2) and work-related stress (Y) are -0.342, subordinate maturity (X2) and achievement motivation (Z) of 0.596, achievement motivation (Z) and work-related stress (Y) of -0.288, principal leadership (X1) and work-related stress (Y) through achievement motivation (Z) of -0.076 and maturity of subordinates (X2) and work-related stress (Y) through achievement motivation of -0.157. The conclusions of this study is a description of the principal's leadership in the high category, subordinate maturity, achievement motivation and work-related stress of SDN teachers in Bukit Batu District in the medium category. There is a significant direct correlation between principal leadership, subordinate maturity and achievement motivation with teacher work-related stress. There is an indirect correlation between principal leadership and subordinate maturity with teacher stress through achievement motivation at SDN Bukit Batu District, Palangkaraya.

**KEYWORDS:** Leadership, Maturity of Subordinates, Motivation, work-related stress

### **I. INTRODUCTION**

Professional teachers are well-versed various kinds of strategies and methods in implementing learning in the classroom. The teacher is a very central figure in an educational institution. Teachers are required to be responsible for themselves, educational institutions, and society, and all of that is not an easy job. Not to mention those that originate from the family or the educational institution itself. All of these factors make work stress more likely. Problems can occur both within and outside, and they can originate from oneself, the family, the environment, and even the workplace. Stress can impair the physical, mental, and behavioral health if the situation is misunderstood, mishandled, and mismanaged. The results of research study by Purba (2018) concerning on teachers in Indonesia showed that 30.27% of teachers experienced serious work-related stress, 48.11% of teachers experienced moderate work-related stress, and 21.62% of teachers experienced less serious stress.

Initial observations in several schools in the Bukit Batu District SDN area in Palangkaraya indicate that many teachers continue to experience a high level of stress. This is a result of the leadership style in organizing their subordinates, inappropriate assignments, the level of readiness of teachers to accept positions and assignments, and the fact that the teacher is not supported to work comfortably, which in turn causes stress. This is evidenced by the teacher's impatience in social situations and with students in the classroom, as well as his irritability, sensitivity, apathy, lack of concentration, forgetfulness, sensitivity to criticism, and frequent absences (not included). Due to a variety of factors, work/teaching productivity is poor or declining. The negative impact of work-related stress was also conveyed by Leka in Aslamiah and Karnasuriatna (2020), namely teachers who experience work-related stress are most likely to experience health problems, poor motivation, low performance, and neglect assigned assignments, so that in addition to being able to harm the teacher himself it also makes the organization failed to achieve educational goals. According to the research study by Aslamiah et al., (2019), stress experienced by teachers will affect decreased work performance, increased absenteeism from work, and the tendency for work negligence. Research study by Rosita (2021) on the teaching profession in South Sulawesi showed the result that 30.27% of 80,000 teachers experienced severe work-related stress where this work-related stress can quickly reduce teacher productivity and performance.

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Individuals experience stress when their demands are not met by the environment. Meanwhile according to the results of the study conducted by Hidayat (2021) showed that stress levels on teachers negatively impact cognitively, including difficulty concentrating, difficulty remembering subject matter and difficulty innovating in teaching. Negative emotional consequences include the inability to motivate oneself, feelings of anxiety, despair, rage, and frustration, among others. Negative physiological effects include health issues, a decline in the body's resistance to disease, frequent dizziness, fatigue, weakness, and sleeplessness. The resulting behavioral effects include delaying the completion of work, laziness at work, numerous errors, and frequent absences from work.

Teachers' work-related stress is heavily influenced by a number of circumstances, making its elimination challenging. There are numerous aspects that influence the performance of teachers as they carry out their duties. Apriyani (2021) states that stress levels are effected by three factors, namely 1) individual factors which consist of abilities and expertise, 2) psychological factors including perception, attitude, acceptance of policies and motivation, and 3) organizational factors consisting of structural positions, awards and leadership style.

School principal is a teacher who has the ability to lead all the resources in the school. so that it can be utilized optimally to achieve common goals (Mulyasa, 2013). Ngadimun and Wukir (2021) stated that leadership is the art of motivating and influencing a group of people to act to achieve common goals. Research conducted by Safaria (2017) found that a poor leadership style causes teachers to be unproductive and less creative so that it has an impact on not achieving the desired career and makes teachers feel stressed about their work.

The occurrence of an increase in work-related stress on teachers, can be caused by the behavior or way of the principal's leadership in implementing management in schools. a school principal must have a strong leadership spirit so that what is expected can be realized together with the teachers and not cause stress for the teacher. Teacher stress is created from the teacher's concern with orders from leaders who sometimes suddenly order with unclear instructions. Leaders usually dictate job assignments where the leader expects the maximum level of performance. According to (Kasijan, 2014) stated that a leader often interprets success as being achieved from the fear of subordinates if they make mistakes or mistakes in carrying out their duties, this will lead to high obedience to the leadership. It is this fear of mistakes on the part of the leadership that causes the teacher's stress level to increase.

Principal leadership has an important role in influencing teacher stress levels, this is in accordance with the results of research by Rachmawati (2018) which concludes that leadership style has a strong correlation to work-related stress. Meanwhile, research conducted by Suriansyah et al., (2020) showed that the authoritarian leadership style has a positive effect on work-related stress, the democratic leadership style has a negative effect on work-related stress and the laissezfaire leadership style has a negative effect on work-related stress. so teacher stress grows because it is effected by this leadership style.

Robbins (2014) defined the work maturity of subordinates or employees is the ability and willingness of employees to carry out work tasks that become the authority and responsibility to direct their own behavior. The correlation between the maturity of subordinates and work-related stress is related to the task or work load, activities, functions and certain roles that need to be carried out, meaning that having a high level of stress cannot be said to be mature or immature in the sense of carrying out the work as a whole. Basically, most teachers who have work-related stress tend to be less mature in terms of specific tasks, functions, roles, and goals that leaders strive to complete through their subordinates. This is in line with research study from Aslamiah and Amiril (2021) indicating that instructors with mature psychological emotions will be able to maintain self-control when confronted with work-related stimuli and stress. Therefore, the pressure can be managed so as not to cause him/her stress.

The concept of maturity in relation consists of two elements, namely ability and willingness. Ability relates to a person's abilities and skills in doing his job (Mulyasa, 2013). One of the key factors for leadership effectiveness is identifying the maturity level of the individual or group to be effected to then use appropriate leadership behavior. The results of the study Muhran (2022) concluded that there was an effect of the maturity of subordinates on stress on teachers, such as 11.1% of teacher stress caused by a lack of knowledge about the field of work, 85.2% of stress levels due to workload and 3.7% due to conflicts with superiors and colleagues with high levels of stress.

Achievement motivation is also an important part related to the level of work-related stress in teachers. According to Hallinger in Munandar (2016), people who have high accomplishment motivation will be ecstatic if they win a competition and will be willing to accept any possible risks as a result of their efforts to reach their goals.

Teachers with high achievement motivation have a strong drive to do things better and effectively manage stressors when attempting to solve an issue. This can also result in teachers being able to manage workplace stress. A high workload can lead a person to lose motivation at work, decrease their work performance, and eventually increase their stress levels. Tay et al., (2017) stated that work-related stress on employees is one of the results of a lack of achievement motivation, because motivation in a person has a very large effect on managing work-related stress. In addition, Suparyadi (2015) explained other characteristics of unmotivated teachers, including low performance due to dissatisfaction, high stress, low organizational commitment, and always waiting for orders from superiors or being absent. Stress results from an imbalance between a person's desire, capacity, and drive to achieve it, which can have serious effects.

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## II. METHOD

This study used four variables that aim to examine the correlation between the principal's leadership (X1), subordinate maturity (X2) and achievement motivation (Z) with teacher work-related stress (Y). This research method is quantitative and correlation (correlational research) regression equation line and path analysis. The research population was 171 students from 16 in the Bukit Batu District, Palangkaraya. then with the technique is probability simple random sampling 11 9 research samples were drawn using probability simple random selection. The data of this study was collected using four questionnaire instruments according to the research variables with scoring using 5 levels of the Likert scale and documentation regarding data on the number of teachers in each school. Questionnaires were distributed after passing the validity and reliability tests. Then, the data collected was subjected to classical regression requirements tests such as normality, linearity and multicollinearity tests. After that, hypothesis analysis was carried out through multiple regression tests, partial tests (t-test), termination tests and path analysis.

## III. RESULTS AND DISCUSSION

Descriptive statistics provide an overview of the results of the answers to the questionnaires that were distributed and analyzed statistically to find out the categories regarding the variables of school principal leadership, subordinate maturity, achievement motivation and teacher work-related stress in Bukit Batu District, Palangkaraya as detailed in Table 1. The prerequisite analysis testing stage is the normality test using the Kolmogorov-Smirnov non-parametric statistical test. The result is that all variables showed a significance value (Sig.) of more than 0.05 (sig. > 0.05), meaning that the variables are normally distributed. In addition, the variables are linear, and there is no multicollinearity and non-heteroscedasticity. After the prerequisite test is met, the hypothesis testing was done through path analysis.

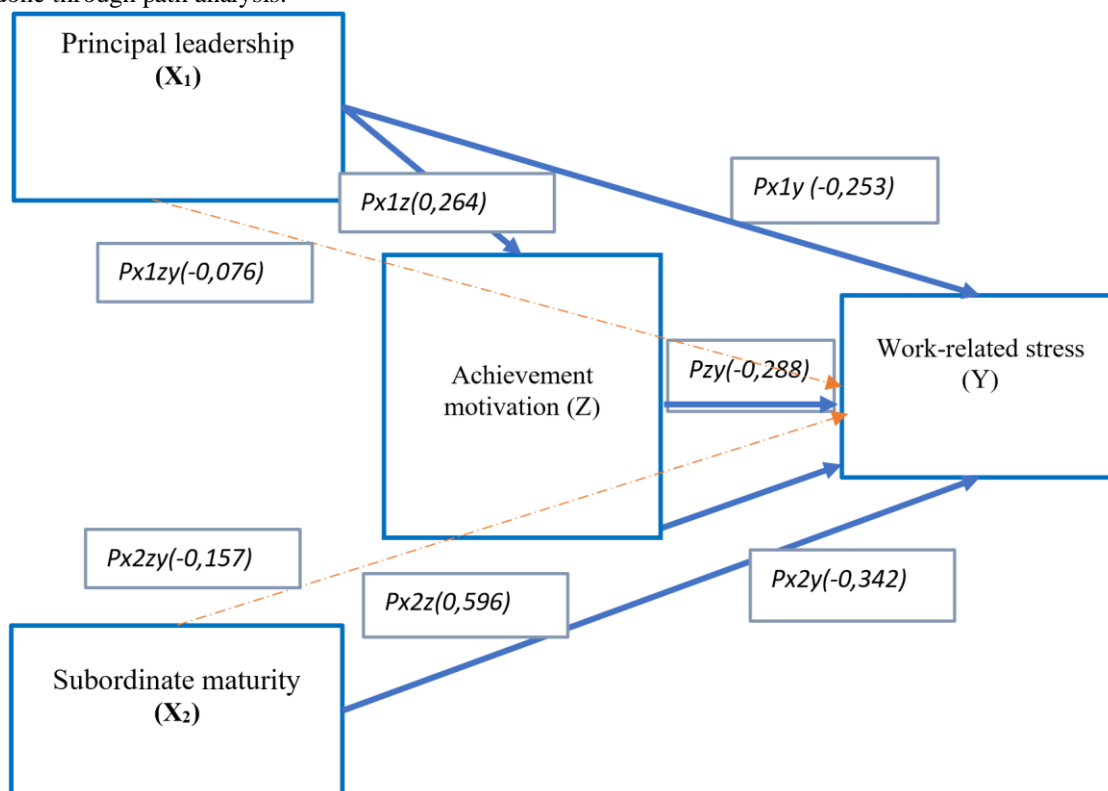


Figure: path analysis (path analysis) of variable correlations

Table 1. Summary of Direct correlation Hypothesis Test Results

Hypothesis	Sig.	Decision
px1y : There is a direct correlation between the principal 's leadership and workrelated stress.	0.001	Accepted
px1z : There is a direct correlation between the principal 's leadership and teacher achievement motivation.	0.000	Accepted
px2y : There is a direct correlation between the maturity of the subordinates with work-related stress.	0.000	Accepted
px2z : There is a direct correlation between the maturity of the subordinates with achievement motivation.	0.000	Accepted
Pzy : There is a direct correlation to motivation achievers with work-related stress.	0.003	Accepted

Table 2. Summary of Indirect correlation Hypothesis Test Results

	Coefficient correlation	Sobel Test	Decision
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Hypothesis			t count	Accepted
	Direct	Indirect		
There is indirect effect of the principal's leadership on work-related stress through motivation achievement.	-0.253	-0.076	-2,363	Accepted
There is indirect effect of subordinate maturity with work-related stress through motivation achievers.	-0.342	-0.157	-2,882	Accepted

Based on the summary results of the analysis in this study, a correlation was found between variables which can be explained as follows.

### A. There is a Direct Correlation Between Principal Leadership and Work-Related Stress at SDN Bukit Batu District Palangkaraya

Based on the results of the hypothesis test, there is a direct correlation between the principal leadership and the work-related stress of elementary school teachers in Bukit Batu District. The regression coefficient value for the principal leadership variable (X1) with work-related stress (Y) is -0.253. The coefficient value is negative, meaning that there is a negative correlation from every 1 point increase in principal leadership. The level of work-related stress will decrease by 0.253 points. In accordance with the basis of the decision  $\beta \neq 0$ :  $H_0$  is rejected. It is concluded that there is a negative correlation between the leadership of the school principal (X2) and work-related stress (Y). The results of this analysis are supported by research study by Kartono (2019) which concludes that the effect of the leadership style variable on employee work-related stress is  $R^2 = 0.275$ . It means the leadership style affects work-related stress by 27.5 percent and the remaining 72.5 percent is effected by variables outside the model. The results of this study are also in accordance with the research study by Apriyani (2021). The magnitude of the path coefficient is -0.678 with a probability value of t of 0.000 ( $0.000 < 0.05$ ), thus partially the leadership variable (X) has a direct effect negatively or in the opposite direction to the dependent variable namely work-related stress (Y).

Muhran (2022) concluded that there is an opposite or negative correlation between the principal's leadership and teacher work-related stress. If the leadership style is able to effect the teacher's behavior in working well, it reduces the teacher's stress level. The leadership that is considered not good by the teacher, then the teacher will experience stress a high level where stress is a condition of tension that affects the emotions, thoughts and conditions of the teacher. If stress becomes excessive, it will impede the implementation of tasks, which will result in a decline in teacher performance. Leaders must possess a strong leadership spirit so that expectations can be met in collaboration with instructors without causing them stress. The research conducted by Muhtarom and Ummurohmi (2020) found that a poor leadership style causes teachers to become workloads and less creative so that it impacts teacher performance which makes teachers feel stressed about their work. Sedarmayati (2014) stated that one of the causes of high employee stress is an autocratic leadership style, namely an action according to one's own will, every thought is seen as right, stubborn and coercive. In addition, work-related stress occurs due to the delegation of workload by the leadership that cannot be completed by other employees. The results of the study done by (Safaria, 2017) indicated that work stress is frequently exhibited by teachers by disliking the work itself and the level of carelessness or negligence in carrying out work, and it is frequently stated that they do not feel job satisfaction. The result of work stress is a lack of comfort at work as well as the occurrence of numerous less positive correlation conflicts between employees and superiors and coworkers. The increased rate of errors made by employees, attitudes, and actions that tend to be more emotional and sluggish as a result of the leadership style of a teacher who experiences work stress are indicators of this. The results of the research by Damanhuri (2022), (Apriyani, 2021) and (Muhran, 2022) on school principal leadership on work-related stress proved that principal leadership has a negative effect or is opposite to teacher work-related stress. This means that the better the leadership of the principal, the lower the level of teacher work-related stress.

### B. There is a direct correlation between the Principal's Leadership and Achievement Motivation at SDN Bukit Batu District Palangkaraya

The results of the path coefficient analysis between the principal's leadership and teacher achievement motivation obtained a path coefficient value of 0.264 with a t-count of 3.909 and a significance of 0.000 so that the significance value is less than 0.05. This proves that there is a direct correlation between the leadership of the school principal and the achievement motivation of elementary school teachers in Bukit Batu District, Palangkaraya. This is in line with research study by Rachmawati (2018) showing that the principal leadership regression coefficient has a significance level of  $0.003 < 0.05$ . Therefore, the principal's leadership has a significant effect on teacher achievement motivation.

The correlation between the principal's leadership and work motivation can be seen from the way the principal in providing enthusiasm for work can be done by motivating teachers to always work cooperatively according to their abilities so that they can

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achieve the intended results. In this case, the leader can accomplish this using a variety of techniques, one of which is the family approach. The principal interacts and communicates honestly, and he/she is prepared to listen to the teachers' concerns and work-related desires. Where leaders actively participate in the learning activities by supervising and monitoring, they may immediately assess the teacher's learning ability and provide opportunities for instructors to hone their skills through various training activities. Teachers will gain a greater appreciation for the significance of motivation in the workplace as a result of participation in such activities, which might increase their motivation to carry out their obligations. With this knowledge, it is intended that the instructor will be motivated to address problems or challenges that will arise in order to reach their objectives.

According to the study's findings, 11.99% of teacher accomplishment motivation was eliminated due to the principal's leadership in managing his organization. In accordance with the research study by Suriansyah et al., (2020) concluded that there was an effect of transformational leadership on teacher motivation with a termination of 41.57%. These results are also in accordance with research (Ngadimun and Wukir, 2021) which concluded that the correlation between school principal leadership and teacher work motivation was effectively 23.97% and relatively 36.01% compared to other variables.

### **C. There is a Direct Correlation Between Subordinate Maturity and Work-Related Stress at SDN Bukit Batu District Palangkaraya**

The results of the path coefficient analysis of the correlation between subordinate maturity and work-related stress obtained a path coefficient value of -0.243 with t-count -3.868. This proves that there is a direct correlation between the maturity of the teacher's subordinates and work-related stress in the opposite or negative direction. Every time there is an increase in the maturity of subordinates, it will be followed in the opposite direction from the level of work-related stress or the teacher's work-related stress will decrease. The results of this study are in accordance with research study by Aslamiah and Amiril (2021) concluding that there is a significant negative correlation. The more mature the teacher, the lower the work-related stress. Also, the lower the maturity at work, the higher the work-related stress. These results are supported by research study by Wulandari (2022) which explains that there is an effect of maturity on teacher work-related stress. It means the better the maturity of the teacher, the lower the stress experienced by the teacher. Muhran (2022) stated that the results of the partial test for the variable maturity of subordinates obtained t-count: -6.330 with a significant value of 0.000 with a significant probability much smaller than 0.05 and the t-count value is greater than the t-table (-6.330 > 1.994). This shows that  $H_0$  is rejected, and  $H_1$  is accepted. The results of this study indicate that partially there is a correlation between the maturity of subordinates and the teacher's stress level.

The results of this study reveal a negative correlation in the sense that as the level of maturity of subordinates rises increase, teachers would experience less work-related stress. The findings of the questionnaire suggest that the average respondent's replies have a maturity level of 3.67, indicating a very high value, but the average result for the work stress variable is 2.57, indicating a moderate value. This shows that when the maturity of subordinates is high, it is inversely proportional to the work-related stress being low. Wirawan (2019) argues that a person's stress level is inversely proportional to their level of maturity in terms of work performance. This teacher's maturity may be determined by his capacity and willingness to carry out his duties; a teacher who has prepared himself with all of his experience and abilities will always be ready and willing to carry out all of the policies assigned to him. Teachers who are prepared or possess a high degree of maturity attempt to encourage themselves to be inventive in handling all the challenges they encounter, so that they do not experience a coercive or pressurized workload that can cause work stress.

The level of stress at work depends on the teacher's ability to accept and apply all policies established by the administration with maturity. If the teachers' workload exceeds their abilities, or they are unwilling to fulfill the wishes of the boss or principle, he will experience stress and be compelled to complete the work according to the leader's specifications. In accordance with Gibson's assertion in (Munandar, 2016) that work-related stress emerges from the demands of superiors and the responses of each employee in dealing with their work. The problem of work stress in corporate organizations is crucial to detect as soon as the demand for work efficiency begins. The results of this study as a whole are confirmed by research study by (Destiana, 2018). According to her research, there is a negative association between subordinates' maturity and teachers' work stress. There is a substantial negative link between the maturity of subordinates and the job stress of teachers (Kartono, 2019). This indicates that the more mature the subordinates, the lower the work stress, and the less mature the subordinates, the greater the work stress.

### **D. There is a Direct Correlation Between Subordinate Maturity and Achievement Motivation at SDN Bukit Batu District Palangkaraya**

The t-test results of the correlation between subordinate maturity variables ( $X_2$ ) and achievement motivation ( $Z$ ) obtained a significance value of 0.000 < 0.05 and a T-count value of 8.828 > 1.657 (t-table). Based on the basis of decision making, there is a direct positive correlation between subordinate maturity and achievement motivation. The results of this study are in accordance with research study by Sicilia (2022). The result showed that there is a significant effect of subordinate maturity on employee work motivation. In addition, Rosita (2021) stated that the results of her research show that determination in obtaining the maturity of subordinates has an effect on teacher achievement motivation of 23.6%. In this study, there are two elements of teacher maturity: work maturity (capacity) and psychological maturity (willingness). According to the idea proposed by Hersey and Blanchard in

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(Apriyani, 2021), experience and education influence work maturity (ability), but accomplishment motivation influences psychological maturity. It can be inferred from this statement that there is a correlation between subordinate maturity and achievement motivation, given that work motivation is a component of teacher maturity.

The findings of this study are confirmed by the findings of Aslamiah and Amiril's research (2021). The calculation results indicate sig 0.000 0.05, indicating that the teacher maturity variable (X1) has a substantial positive effect on the teacher accomplishment motivation variable (Y1) (Y). This indicates that increasing teacher maturity will result in a rise in teacher accomplishment motivation. Work maturity has a favorable and considerable effect on teacher success motivation (Apriyani, 2021). This indicates that if work maturity in terms of willingness and capacity to work successfully is high, achievement motivation will also be high, and vice versa. The determination coefficient is 0.419, or 41.9%. This indicates that the teacher maturity variable can explain 41.9% of the teacher accomplishment motivation variable. The remainder ( $100 - 41.9 = 58.1\%$ ) is explained by factors other than work maturity. The correlation coefficient value of 0.647 suggests that the relationship between work maturity and achievement motivation is substantial, which means that any change in work maturity will have a significant impact on the achievement motivation of teachers.

### **E. There is a Direct Correlation Between Achievement Motivation and Work-Related Stress at SDN Bukit Batu District Palangkaraya**

Path coefficient analysis between achievement motivation and teacher job stress yielded the following value for the path coefficient: -0.288, with a t count of -3.062 and a significance of 0.003, which is less than 0.05. This demonstrates that accomplishment motivation has a direct and strong negative link with teacher work stress in the opposite direction. The achievements of elementary school teachers in Bukit Batu District, Palangka Raya, Central Kalimantan increase, implying that by increasing the achievement motivation of teachers, the work stress exhibited by teachers can be reduced or eliminated. With a negative regression coefficient, an increase in accomplishment motivation is followed by a reduction in the teacher's work stress.

Teachers are the most susceptible to stress in the implementation of learning since leaders, students, colleagues, and environmental conditions all exert pressure during the workday. Teachers who experience work-related stress may experience diminished performance. Teachers require work motivation from themselves or from external sources, such as motivation from leaders, colleagues, or environmental conditions and work climate, such that they experience job stress. This is consistent with the opinion of Robbins (2014) that identifies four potential causes of workplace stress, including environmental factors such as conflicts with leaders or coworkers and unavoidable technological changes, organizational factors such as task demands, role demands, and interpersonal demands, and internal factors such as a lack of ability and expertise in doing work creatively and individual difference factors. This affects the work-related stress.

McClelland's theory of achievement motivation states that achievement motivation is a potential energy reserve, which is released depending on the strength of the person who is motivated by impulse and the circumstances and opportunities available. Energy will be taken by employees because it is driven by: (1) The power motive and basic needs involved; (2) Expectations of success; and (3) the value of incentives attached to goals. Thus the teacher's high achievement motivation in a job well done has an impact on reducing behavior that triggers work-related stress. In accordance with the results of Choi's research study by Rachmawati (2018) entitled "The correlation among principal's leadership skills, work motivation, job satisfaction and job stress of Banjarbaru state senior high school teachers". Achievement motivation has a negative and significant correlation to work-related stress. Other studies that support the results of this study such as Rosita (2021) concluded that the path coefficient is -0.678 with a probability t value of 0.000 ( $0.000 < 0.05$ ). Thus, partially the achievement motivation variable (Z) has a significant direct effect on the dependent variable namely work-related stress (Y). Meanwhile, the results of the study (Suriansyah et al., 2020) concluded that achievement motivation affects work-related stress by 0.551 or 55%.

### **F. There is an Indirect Correlation Between Principal Leadership and Work-Related Stress Through Achievement Motivation at SDN Bukit Batu District Palangkaraya**

On the basis of the results of the path analysis, the indirect correlation between the principal's leadership variable and work stress through the achievement motivation variable can be calculated by multiplying the X1-Z path by the ZY path, namely  $0.264 \times (-0.288) = -0.076$ . The negative sign means the direction in influencing. It indicates that there is an indirect correlation between the principal leadership and work-related stress through the achievement motivation of teachers at

SDN Bukit Batu District, Palangkaraya. The results of this study are in line with the research study conducted by Khairul (2020) showing the leadership abilities of school principals have a significant negative effect on teacher stress. Yancomala (2021) also found that there is a significant effect of the principal's leadership and achievement motivation on teacher stress, so that achievement motivation can act as an intervening. Meanwhile, Wulandari (2022) concluded that work achievement motivation can be a driving force in humans besides the effect of leadership in directing their behavior to carry out their duties and responsibilities so as to avoid problems that trigger work-related stress.

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One of the causes of stress at work is an overly demanding principal who expects the teacher to perform flawlessly. In other words, it can increase the confidence or self-confidence of subordinates, thereby influencing the emergence of work stress. The key in motivating teachers is not only by encouraging them to focus more on work but there needs to be more real action such as offering training so that they may enhance their abilities appropriately. An ineffective or inappropriate technique of motivating the teacher will just increase the driver's stress level because the motivation is not on target. According to the preceding description, work stress is a consequence of the inability to attain the desired goals. These conditions, in the form of the teacher's affective reaction to work pressure that cannot be completed, therefore leadership is the main factor in order to build teachers to create achievement motivation, particularly related to an urge in a person to do or do an activity or task as well as possible so that achieving achievements with commendable predicaments, and if this can be built it will have an effect on reducing teacher stress levels.

Several research results are in line, such as the studies by Aslamiah and Amiril (2021) which examined the correlation between leadership management through work motivation and work-related stress. Damanhuri (2022) also showed that work motivation will further strengthen the effect of the principal's leadership behavior on teacher stress levels. In line with research by Muhtarom and Ummurohmi (2020) concluded that the behavior of school principals' leadership through achievement motivation has a negative and significant effect on teacher stress.

### **G. There is an Indirect Correlation Between Subordinate Maturity and Work-Related Stress Through Achievement Motivation at SDN Bukit Batu District Palangkaraya**

Based on the results of the path analysis, the indirect correlation between the maturity variable of subordinates and workrelated stress through the achievement motivation variable is by looking at the multiplication of the X2-Z path with the ZY path, namely  $0.596 \times (-0.288) = -0.157$ . In accordance with the hypothesis guidelines,  $H_0: \beta = 0$  is rejected, meaning that there is an indirect correlation between the maturity of subordinates and work-related stress through teacher achievement motivation at SDN Bukit Batu District, Palangkaraya. The results of this study are in line with research study by Wulandari (2022) which concluded that work motivation (Z) here succeeded in moderating the effect of employee maturity (X1) on teacher work-related stress (Y). Yancomala (2021) using Moderating Regression Analysis (MRA) showed that the intervening variable work motivation (Z) has a significant effect with a negative sign as evidenced by the t-count of -5.446 greater than  $t\text{-tabel} = t(\alpha/2; nk-1) = t(0.025; 28) = 2.04841$  with a significance of 0.000 (moderated).

The maturity of the teacher's subordinates must adjust to the level of work motivation to avoid the emergence of workrelated stress because not all teachers can have the same work maturity to encourage the growth of work motivation so that the level of work-related stress is individual. The results of this study are in accordance with the results of the study done by Ummurohmi (2021) who concluded that work achievement motivation can increase the effect of subordinate maturity in influencing the level of teacher work-related stress. Ngadimun and Wukir (2021) explained the ability in terms of maturity an employee must also have the will which is reflected in work motivation. Teachers who are incapable do not understand the vision, mission, goals, and objectives of the organization. Some teachers are also impatient when there are problems in their work, causing high stress because their maturity level at work is still low. Thus, there is no willingness to carry out organizational goals, and teachers are still unable to build self-motivation to improve their skills and willingness to work optimally so as to avoid the burden of stress on their work.

The results of this study are in line with research conducted by Rosita (2021) that work motivation will further strengthen the effect of leadership behavior on work-related stress in teachers. In line with research by Muhran (2022), his research concluded that teacher maturity through work motivation has a negative and significant effect on teacher work-related stress.

## **IV. CONCLUSION**

Based on the results of the analysis in the study, it can be concluded that: There is a direct correlation between the principal 's leadership and work-related stress , there is a direct correlation between the principal's leadership and achievement motivation, there is a correlation between the maturity of subordinates and work-related stress , there is a correlation between the maturity of subordinates and achievement motivation, there is a correlation between achievement motivation and work-related stress. In addition, there is an indirect correlation between principal leadership and subordinate maturity through achievement motivation and work-related stress.

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