

Optimization for Reducing Work Stress through Strengthening Adversity Intelligence, Interpersonal Communication, Tasks Interdependence and Service Quality



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ABSTRACT: A situation where an individual experiences pressure or tension in their work environment which results in the individual responding negatively and feeling burdened in completing their obligations is called Job Stress. Work stress is an unpleasant condition faced by teachers in carrying out the tasks assigned by the institution. Educational institutions have their standards according to the objects of work carried out. Work standards can be set based on main tasks, functions, and responsibilities to obtain optimal results in assessing performance, but if an employee is assigned tasks that do not comply with the standards set, he will experience work stress. This research aims to find strategies and ways to reduce work stress in vocational school teachers by researching the influence of interpersonal communication adversity intelligence variables, task interdependence, and service quality. This research uses the path analysis method to determine the influence between the variables studied and the SITOREM method for indicator analysis to obtain optimal solutions to reduce work stress in vocational school teachers.

KEYWORDS: Job Stress, Adversity Intelligence, Interpersonal Communication, Task Interdependence, Service Quality, SITOREM Analysis

INTRODUCTION

Stress is a common thing experienced by everyone throughout the world. Stress is an internal condition caused by physical demands, the environment, and social situations that are potentially damaging and uncontrollable. This situation can hinder daily activities, including when working. The pressures experienced in work and family give rise to events that are emotional outbursts, namely work stress. Work stress is also a condition of tension that affects a person's emotions, train of thought, and physical condition. Work stress creates an imbalance between physical and psychological which affects a person's emotions, thought processes, and condition.

The rapid development and progress currently spurring every organization to be able to compete and be innovative to maintain organizational continuity and achieve the goals of the organization concerned. Achieving success requires human resources who are professional and have good performance. To realize the goal of a reliable, professional, and competent human resources organization. Human resources are assets that play a very important role in running an organization. The human resources in question are all educators and educational staff who are directly related to implementing the mission and achieving the vision of the organization. To achieve these organizational goals, organizational leaders hope that employees or employees have good performance through competence, reliability, innovation, and competitiveness.

Based on a preliminary survey conducted by distributing questionnaires to 30 teachers at 6 (six) PGRI Vocational High Schools (SMK) in Bogor Regency, data was obtained that 41.7% of teachers felt the workload, 36.7% of teachers felt the burden of authority and responsibility, There are 35% of teachers who feel the burden of physical or health conditions, there are 40% of teachers who feel discomfort, and there are 35% of teachers who feel work pressure.

The survey results above show that vocational school teachers still have a heavy workload, so it is necessary to find strategies and ways to reduce work stress. Considering that work stress is an obstacle to achieving educational goals, work stress is interesting to research. The research aims to produce strategies and methods for reducing vocational school teacher work stress,

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namely by strengthening independent variables that have a positive effect on teacher work stress. These variables are Adversity Intelligence, Interpersonal Communication, Task Interdependence, and Service Quality. The optimal solution found is then used as a recommendation to related parties, namely teachers, school principals, school supervisors, school organizing institutions, and education offices.

LITERATURE REVIEW

Job Stress

Stress in the workplace is a problem that is very often felt by teachers, where teachers encounter conditions of overwork, work discomfort, and low levels of job satisfaction. Stress in the workplace can also have a detrimental effect on the health and well-being of employees, as well as hurting workplace productivity and profits. Teachers need to learn to recognize signs that indicate feelings of stress, and superiors need to be aware that work stress can affect teachers' health, which ultimately also affects the effectiveness of school services.

According to Hamali (2018), "Work stress is internal and external conditions that create stressful situations, and the symptoms are experienced by every person who is stressed." According to Mangkunegara (2017), "Work stress is a feeling of pressure experienced by employees when facing work. This stress can be seen from symptoms, including unstable emotions, feelings of unease, liking to be alone, difficulty sleeping, excessive smoking, unable to relax, anxiety, tension, nervousness, increased blood pressure, and experiencing digestive disorders."

According to Robbins (2017), indicators of work stress are: 1). Workload is the burden of work that is borne and must be completed by an employee within a certain time. Excessive workload will result in work stress, 2). Leadership attitude is the behavior of a leader towards his subordinates, the leader's attitude greatly influences the performance of his employees, 3). Work equipment is objects used to support the implementation of work, 4). Work environment conditions are the conditions around where employees work, and 5). A job and career is the position of an employee within the Company.

According to Goldenson (2014), stress is an internal or environmental condition or situation that imposes adjustment demands on the individual concerned. Stressful situations tend to give rise to extra effort and new adjustments, but over a long period, they weaken the individual's defenses and cause dissatisfaction.

Saam and Wahyuni (2014) argue that stress is a bodily and psychological reaction to environmental demands on a person. The body's reaction to stress includes cold sweats, shortness of breath, and heart palpitations. Psychological reactions to stress include frustration, tension, anger, hostility, and aggression. Wangsa (2010) states that stress is a reaction that arises due to the high demands a person receives from their environment, where the balance between their strengths and abilities is disturbed. Stress itself is generally defined as the inability to overcome the threats faced by humans mentally, physically, emotionally, and spiritually. All of this can affect the physical health of people with stress, usually, people who are under stress will experience fear, anxiety, frustration, doubt, worry, guilt, worry, and so on (Sarastika, 2014).

According to Siagian (2014), work stress is "a condition of tension that affects a person's emotions, way of thinking and condition". Meanwhile, according to Handoko (2016), work stress has a close relationship with a person's performance, if there is no stress, there are no work challenges, and performance tends to be low. Furthermore, according to Robbins (2017), work stress is a condition where a person experiences tension because of conditions that affect him.

According to the expert's definition above, it can be concluded that stress is an individual's response to a stimulus that is objectively dangerous which can affect a person's emotions, thought processes, and condition. The work stress indicators are 1). Workload, 2). Authority and responsibility, 3). Physical condition or health, 4). Discomfort, and 5). Work pressure.

Adversity Intelligence

Adversarial intelligence is the ability to turn obstacles into opportunities for success in achieving goals. The indicator of adversity intelligence is called CO2RE, namely: 1) Control, how much control is felt over the difficulties or failures experienced, 2) Origin and Ownership, related to views on the origins of difficulties and recognition of the consequences of the difficulties experienced, 3) Reach, related to the extent to which difficulties are considered to reach life as a whole, and 4) Endurance, views on how long difficulties and the causes of those difficulties will last (Stoltz, 2005).

Pangma, Tayraukham, & Nuangchalerm, (2009). The indicators of adversity intelligence are as follows: 1) Identifying problems, and how to respond or not respond to these problems, 2) Searching for and developing ego identity or self-control in problem situations, 3) Adapting and adapting to the surrounding environment, 4) Individual strengths in facing problems (physical and mental), and 5) Adjustment to stressful situations.

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Adversarial intelligence is the desire to succeed in achieving a goal, self-resilience to get back up, and the nature of not giving up easily in achieving a goal (Green, 2006). Indicators of adversity intelligence are as follows: 1) Desire to succeed, 2) Self-resilience, 3) Not giving up easily, and 4) Ability to rise.

Adversity Intelligence is how well a person faces difficulties and his ability to overcome them (Shivaranjani, 2014). The indicators of adversity intelligence are as follows: 1) Control, the extent to which someone feels they can influence whatever happens, 2) Ownership, improving the situation regardless of formal responsibility, 3) Reach, view of the extent of difficulties in other aspects of life, and 4) Endurance, how far you see difficulties will survive. Muchlas Suseno (2012), describes adversity intelligence as a person's ability to turn obstacles and obstacles into challenges to achieve success. Adversity intelligence indicators are as follows: 1) Control, perceived control over difficulties, 2) Origin and Ownership, views on the origins of difficulties and recognition of the consequences of difficulties, 3) Reach, the ability to limit the consequences of difficulties, and 4) Endurance, views to how long the trouble will last.

Roosseno (2008), Adversarial intelligence is the resilience of how well a person survives the trials they experience and how well their ability to overcome these problems. Indicators of adversity intelligence are as follows: 1) Ability to withstand trials, and 2) Ability to overcome problems. Santos (2012), describes the Adversity Quotient as the ability to withstand difficulties. Adversity intelligence indicators are as follows: 1) Control, the level of perceived control over bad events, 2) Origin and Ownership, who or what is the origin of the difficulty and to what extent it causes the difficulty, 3) Reach, the perception of how far the adversity event influences life, and 4) Endurance, perception of time and the consequences that difficulties will endure.

Based on the theoretical explanation from several expert opinions above, it can be synthesized that adversity intelligence is the level of individual persistence in responding to various difficulties and obstacles in carrying out tasks. Adversity Intelligence indicators are as follows: 1) Control over difficulties (Control), 2) Views on the origins of difficulties (Origin), 3) Recognition of the consequences of difficulties (Ownership), 4) Reach of difficulties (Reach), and 5) Resilience against difficulties (Endurance).

Interpersonal Communication

According to DeVito, Joseph A. (2016) defines interpersonal communication as communication that takes place between two or more people who have a stable and clear relationship. Several aspects must be paid attention to by interpersonal communication practitioners, namely: (a) Openness, namely the ability to eliminate a closed attitude towards input that comes from other people and open oneself to other people, and acknowledge feelings and thoughts that are disclosed is one's property and one is responsible for it; (b) Empathy (empathy) is the ability to put oneself in the position or role of another person.

Braithwaite, D. O., & Schrod, P. (2014), defines interpersonal communication as the activity of producing and processing messages, both verbal and non-verbal, between two or more people. Its characteristics are (a) Message generation and processing; (b) verbal and non-verbal communication between one person and another; and (c) whether two or more people. Next is Sarmiati, Elva. (2019), interpersonal communication is communication between two or more people face to face, which has the possibility of each participant catching a reaction to the message conveyed by the communicator directly, both verbally and nonverbally.

According to Beebe, Steven A., Susan J Beebe, and Redmond. (2020), say that interpersonal communication is a typical human form of transactional communication that involves reciprocal influence, usually to manage relationships. The elements are as follows: (a) source, the initiator of the thought or emotion, which puts it into a code that can be understood by the recipient; (b) Encode, to translate ideas, feelings, and thoughts into code; (c) Decode, interpreting ideas, feelings and thoughts that have been translated into code; (d) Message, written, spoken and unspoken elements of communication that people give meaning; (e) Channel, the path through which the message is sent; (f) Receiver, the person who decode the message and tries to understand what has been encoded by the source; (g) Noise, anything external (physiological) or internal (psychological) that interferes with receiving an accurate message; (h) Feedback, response to a message. Interpersonal communication is interaction characterized by the qualities of uniqueness, irreplaceability, interdependence, disclosure, and intrinsic reward. The characteristics are as follows: (a) Transactional; (b) Intentional or Unintentional; (c) a Content and a Relational Dimension; (d) Irreversible, (e) Unrepeatable. (Adler, R. B., et al, 2020).

According to Cangara (2006), interpersonal communication has important communication components that cannot be separated from one element to another, if not one of them then interpersonal communication will not be able to take place. According to Cangara (2006), these elements are: (a) source (communicator), and all communication events will involve the source as the creator or sender of information. The source is often called the sender, communicator or called source, sender, or encoder, (b) message, is something that the sender conveys to the recipient of the message can be conveyed face to face or through

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communication media, (c) media, is a tool used to transfer messages from source to the recipient, (d) Recipient, is the party to whom the message sent by the source is targeted. The recipient is an important element in the communication process because he is the target of the communication process, (e) Influence or effect, is the difference between what the recipient thinks, feels, and does before and after receiving the message. This influence can occur on a person's knowledge, attitudes, and behavior, (f) feedback, and (g) the environment.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, that interpersonal communication is the interaction of sending and receiving messages between people, both verbal and non-verbal, which provides a reciprocal influence on behavior, both positive and negative, between two people or better. The indicators of interpersonal communication are 1) openness to receiving input from others, 2) ability to understand others, 3) providing support to others, 4) being positive towards oneself and others, 5) providing views and ideas, and ideas for organizational progress, 6) the ability to interpret every word, sentence, information, and behavior of other people.

Task Interdependence

Cho, N., & Cho, N. (2013). Task interdependence is the extent to which employees of an organization or department must depend on members of other organizations to achieve task goals. The dimensions are (a) Independent, having no dependency between tasks, (b) Sequential, interdependent tasks that sequentially require the results of other tasks before the task is carried out, require tight coordination and control between organizational tasks, (c) Interactive, requires a complex relationship between activities from several units to complete a task.

You, et al (2022) revealed, that in an organization with high task interdependence, members need interaction and communication to complete work. Collaboration strengthens interdependence between individuals, thereby improving the quality of interpersonal interactions and facilitating the formation of a sense of duty within individuals. In contrast, when Task Interdependence is relatively low, members only work alone, have less need for interaction and cooperation, and tend to fall into a working model that follows prescribed orders and "rules" which can hinder the formation of a sense of task ownership within an individual member. So it can be concluded that an organization needs Task Interdependence to improve the quality of human resources which will lead to effective and efficient task completion.

Knapp & Ferante (2014) argue that task interdependence refers to the extent to which organizational members or workers/employees depend on each other and are supported by resources to complete certain work tasks or roles. This opinion reinforces the existence of reciprocal relationships between members of the organization, and the need for resource support for each member when the reciprocal process takes place in completing certain work tasks or roles assigned to him.

Molm, L. D. (1994) states that high task interdependence also implies shared goals among members, which can facilitate communication, provide more alternative solutions, and obtain more information to increase the effectiveness of decision-making, which can stimulate innovative behavior. According to this opinion, it can be concluded that several things can be used as indicators if there is a high level of task interdependence in an organization, namely the need to facilitate communication between employees, make it easier to solve problems because there are many alternative solutions that can be created for the organization, the benefits of obtaining a lot of information, and making decisions, decisions will run effectively.

According to Yang, et al, (2020), there are several levels of task interdependence, namely, high task interdependence, employees benefit more from the information and resources provided by their coworkers (Ozer, et al, 2014). When task interdependence is low, on the other hand, excessive help and resources from team members may be interpreted as a distraction and effectively unhelpful to employee performance. When the task is independent, little benefit the employee receives in the performance of the task when assistance from the behavior of coworkers in the organization.

Referring to the various concepts, theories, and research results that have been expressed, it can be synthesized as follows, task interdependence is a level where organizational members are mutually dependent on each other to complete a task through various resources, information, and certain support. . The indicators are 1) individual dependence on other people in one unit, 2) individual dependence on other people outside the unit, 3) dependence of other employees on other employees, and 4) interdependent reciprocal relationships.

Service Quality

Service quality is a comparison between the quality received (perceived quality), after receiving the service, and the expected quality (expected quality), service quality indicators are as follows: Reliability, namely consistency in providing services, Responsiveness, namely responsiveness in providing services, Assurance, namely a guarantee of service quality, Empathy, namely careful attention to customer needs, and Tangibles, the facilities, infrastructure, and service facilities provided (Kotler, 2000).

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Service quality is the customer's perception of the difference between the service received compared to the expected service. Service quality indicators are as follows: Reliability, namely accuracy and consistency in service, Responsiveness, namely willingness and speed of service, Assurance, namely sincerity, self-confidence, and skills in serving, Empathy, namely deep attention to customer needs/problems, and Tangibles, namely the quality of facilities, infrastructure and service facilities (Baines, Fill, & Page, 2011).

Service quality is a dynamic state that is closely related to products, services, human resources, as well as processes, and the environment that can at least meet or even exceed the expected service quality. Service quality indicators are as follows: Timeliness of service, including the time to wait during transactions and payment processes, Service accuracy, namely minimizing errors in service and transactions, Politeness and friendliness when providing services, Ease of obtaining services, namely the availability of resources humans to help serve consumers, and consumer comfort, namely location, parking, comfortable waiting room, cleanliness aspects, availability of information, and so on (Tjiptono, 2005).

Hardiansyah (2011), defines service quality as something related to the fulfillment of customer expectations/needs, where service is said to be quality if it can provide products and services following customer needs and expectations. Service quality indicators are as follows: Tangibles (physical), consisting of physical facilities, equipment, personnel and communications; Reliability, consisting of the ability of the service unit to provide the promised service correctly; Responsiveness, willingness to help consumers, be responsible for the quality of services provided; Competence, consisting of the demands they have, good knowledge and skills by the apparatus in providing services; Courtesy friendly, friendly attitude or behavior, responsive to consumer desires and willing to make contact; Credibility (trustworthiness), an honest attitude in every effort to gain public trust; Security (feeling safe), the services provided must be free from various dangers or risks; Access, there is ease in making contact and approaching; Communication the willingness of service providers to listen to the voices, desires or aspirations of customers; and Understanding the customer, as well as making every effort to find out customer needs.

Yaslioglu, Özasan Çalışkan, and Şap (2013) define service quality as a comparison between expected services and actual performance. Service quality indicators are as follows: Reliability, Awareness, Accessibility and Assurance, and Tangibles (Physical Facilities). Rabaa'i and Gable (2012:59), define service quality as being developed to assess the gap between customer expectations and the level of service quality provided. Service quality indicators are as follows: Reliability, Awareness, Accessibility, Assurance (collateral), and Tangibles (Physical Means).

From the various theories above, it can be synthesized that Service Quality is the customer's perception of the comparison between fulfilling needs and desires and the accuracy of delivery to balance customer expectations which are closely related to the quality of products, services, and human resources. Service Quality indicators are as follows: 1) Ability to provide services as promised accurately and reliably (Reliability), 2) Delivery of clear information (Responsiveness), 3) Feeling of trust in the institution (Assurance), 4) Striving to understand consumer desires (Empathy), and 5) Appearance and capabilities of the Institution's physical facilities and infrastructure (Tangibles).

RESEARCH METHODS

This research aims to find strategies and ways to reduce teacher stress through research on the strength of influence between work stress as the dependent variable and interpersonal communication adversity intelligence, task interdependence, and service quality as independent variables. The research method used is a survey method with a path analysis test approach to test statistical hypotheses and the SITOREM method for indicator analysis to determine optimal solutions for increasing teacher OCB.

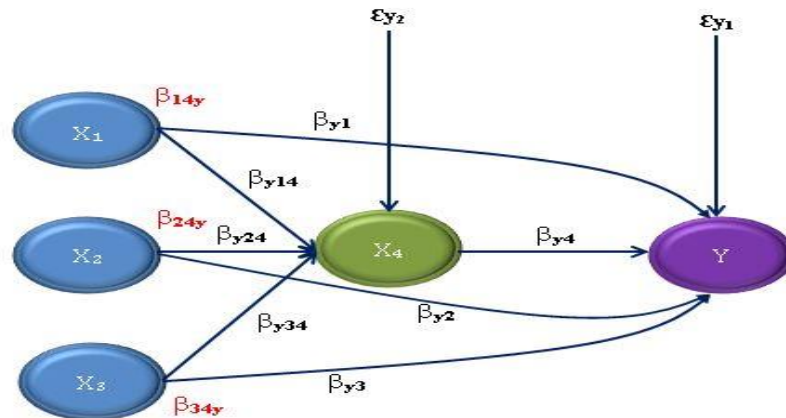
The research was carried out on foundation permanent teachers (GTY) of PGRI Vocational High Schools (SMK) in Bogor Regency with a teacher population of 289 people, with a sample of 168 teachers calculated using the Slovin formula.

Data collection in this research used research instruments in the form of questionnaires which were distributed to teachers as research respondents. The research instrument items are derived from the research indicators whose conditions will be explored. Before being distributed to respondents, the research instrument was first tested to determine its validity and reliability. The validity test was carried out using the Pearson Product Moment technique, while for the reliability test, a calculation was used using Cronbach's Alpha formula. After the data is collected, homogeneity tests, normality tests, linearity tests, simple correlation analysis, coefficient of determination analysis, partial correlation analysis, and statistical hypothesis testing are then carried out.

Next, indicator analysis was carried out using the SITOREM method from Hardhienata to determine the priority order for improving indicators as recommendations to related parties as a result of this research. In determining the priority order for handling indicators, SITOREM uses three criteria, namely (1) the strength of the relationship between variables obtained from

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hypothesis testing, (2) the priority order for handling indicators resulting from expert assessments, and (3) the indicator value obtained from data calculations. obtained from the answers of research respondents



X₁: Adversity Intelligence
X₂: Interpersonal Communication
X₃: Task Interdependence
X₄: Service Quality
Y: Job Stress

Figure 1. Research Constellation

RESULTS AND DISCUSSION

1. Descriptive Statistics

Based on the results of the analysis of statistical descriptions for research variables, symptoms of central data can be revealed as listed in the following table:

Table 1. Summary of Statistical Description of Research Variables

Description	Adversity Intelligence (X ₁)	Interpersonal Communication (X ₂)	Task Interdependence (X ₃)	Service Quality (X ₄)	Job Stress (Y)
Mean	126.75	122.91	122.80	121.05	126.28
Standard Error	1.75046	1.19771	1.77186	1.21728	1.25326
Median	134	126.5	130	124	130
Mode	150	130	149	121	136
Stand Deviation	24.001	16.4221	24.2945	16.6906	17.1838
Sample Variance	576.049	269.687	590.223	278.575	295.284
Kurtosis	1.64903	1.64832	0.5498	0.58266	0.85695
Skewness	-1.4904	-1.3927	-0.7772	-0.9844	-1.0468
Range	101	81	101	70	77
Minimum Score	52	64	59	74	75
Maximum Score	153	145	160	144	152

a. Normality Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

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Table 2. Estimated Standard Error Normality Test

Estimate Error	n	L _{Count}	Label		Decision
			$\alpha = 0,05$	$\alpha = 0,01$	
$y - \hat{Y}_1$	168	0.011	0.065	0.075	Normal
$y - \hat{Y}_2$	168	0.011	0.065	0.075	Normal
$y - \hat{Y}_3$	168	0.010	0.065	0.075	Normal
$y - \hat{Y}_4$	168	0.012	0.065	0.075	Normal
$X_4 - X_1$	168	0.009	0.065	0.075	Normal
$X_4 - X_2$	168	0.012	0.065	0.075	Normal
$X_4 - X_3$	168	0.010	0.065	0.075	Normal
Normal distribution term: $L_{count} < L_{table}$					

b. Homogeneity Test

Based on the overall calculation results of the error normality test in this study, it can be seen in the summary in the following table:

Table 3. Summary of Data Variance Homogeneity Test

Grouping	χ^2_{count}	χ^2_{table}	Conclusion
		$\alpha = 0,05$	
y to X_1	3710.50	6132.59	Homogeneous
y to X_2	4469.28	7288.01	Homogeneous
y to X_3	4912.17	8451.28	Homogeneous
y to X_4	3787.16	6313.26	Homogeneous
X_4 to X_1	3823.33	6132.59	Homogeneous
X_4 to X_2	4592.84	7288.01	Homogeneous
X_4 to X_3	4613.17	7288.01	Homogeneous
Homogeneous population term $\chi^2_{count} < \chi^2_{table}$			

c. Regression Model Test Results

The overall calculation results of the regression model in this research can be seen in the summary in the following table:

Table 4. Regression Model

Relationship Model Between Variables	Regression Model	Significance Test Results
y to X_1	$\hat{y} = 39,508 + 0,645X_1$	Significant
y to X_2	$\hat{y} = 62,423 + 0,447X_2$	Significant
y to X_3	$\hat{y} = 72,122 + 0,382X_3$	Significant
y to X_4	$\hat{y} = 48,717 + 0,581X_4$	Significant
X_4 to X_1	$\hat{y} = 39,508 + 0,645X_1$	Significant
X_4 to X_2	$\hat{y} = 54,744 + 0,523X_2$	Significant
X_4 to X_3	$\hat{y} = 58,693 + 0,533X_3$	Significant
y to X_1 through X_4	$\hat{y} = 34,12 + 0,37X_1 + 0,33X_4$	Significant
y to X_2 through X_4	$\hat{y} = 51,45 + 0,34X_2 + 0,20X_4$	Significant
y to X_3 through X_4	$\hat{y} = 46,77 + 0,30X_2 + 0,26X_5$	Significant

d. Model Significance Test Result

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

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Table 5. Summary of Regression Model Significance Test Results (F Test)

Relationship Model Between Variables	Sig	α	Significance Test Results
y to x_1	0,000 ^b	0,005	Significant
y to x_2	0,000 ^b	0,005	Significant
y to x_3	0,000 ^b	0,005	Significant
y to x_4	0,000 ^b	0,005	Significant
x_4 to x_1	0,000 ^b	0,005	Significant
x_4 to x_2	0,000 ^b	0,005	Significant
x_4 to x_3	0,000 ^b	0,005	Significant
y to x_1 through x_4	0,000 ^b	0,005	Significant
y to x_2 through x_4	0,000 ^b	0,005	Significant
y to x_3 through x_4	0,000 ^b	0,005	Significant
Significant Terms: Sig < α			

e. Linearity Test Result

The overall calculation results of the linearity test of the regression model in this study can be seen in the summary in the following table:

Table 6. Summary of Regression Model Linearity Test Results (t-Test)

Relationship Model Between Variables	Sig	α	Linearity Pattern Test Results
y to x_1	0,000	0,005	Linear
y to x_2	0,000	0,005	Linear
y to x_3	0,000	0,005	Linear
y to x_4	0,000	0,005	Linear
x_4 to x_1	0,000	0,005	Linear
x_4 to x_2	0,000	0,005	Linear
x_4 to x_3	0,000	0,005	Linear
y to x_1 through x_4	0,000	0,005	Linear
y to x_2 through x_4	0,000	0,005	Linear
y to x_3 through x_4	0,000	0,005	Linear
Linear Terms: Sig < α			

f. Multicollinearity Test Result

Multicollinearity testing aims to determine whether the regression model found any correlation between independent variables or independent variables. Testing uses the Spearman Test. The effect of this multicollinearity is that it causes high variability in the sample. This means that the standard error is large, as a result, when the coefficient is tested, the t-count will be a smaller value than the t-table. The overall calculation results of the multicollinearity test are as follows:

Table 7. Summary of Multicollinearity Test

Independent Variable	Tolerance	VIF	Precondition	Conclusion
Adversity Intelligence (X_1)	0.227	4.408	H_0 : VIF < 10, there is no multicollinearity H_1 : VIF > 10, there is multicollinearity	H_0 accepted There is no multicollinearity
Interpersonal Communication (X_2)	0.172	5.803	H_0 : VIF < 10, there is no multicollinearity	H_0 accepted There is no multicollinearity

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Independent Variable	Tolerance	VIF	Precondition	Conclusion
			H ₁ : VIF > 10, there is multicollinearity	
Task Interdependence (X ₃)	0.225	4.449	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity
Service Quality (X ₄)	0.203	4.934	H ₀ : VIF < 10, there is no multicollinearity H ₁ : VIF > 10, there is multicollinearity	Ho accepted There is no multicollinearity

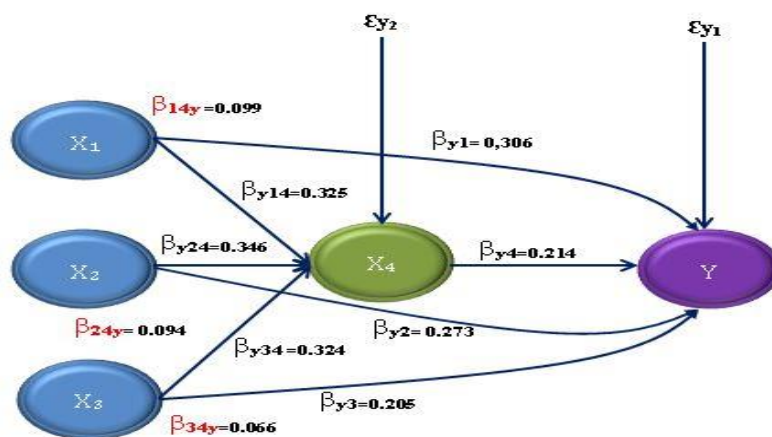
g. Heteroscedasticity Test Result

In this research, to test whether there is heteroscedasticity using the Glejser Test where if the significant value is <0.05 then heteroscedasticity occurs, on the contrary, if the significance value is ≥ 0.05 then homoscedasticity occurs. The overall calculation results of the heteroscedasticity test in this study can be seen in the summary in the following table:

Table 8. Summary of Heteroscedasticity Test

Variable	Sig.	α	Precondition	Conclusion
Adversity Intelligence (X ₁)	0,001	0,05	H ₀ : significant value < 0,05 there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Interpersonal Communication (X ₂)	0,004	0,05	H ₀ : significant value < 0,05 there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Task Interdependence (X ₃)	0,000	0,05	H ₀ : significant value < 0,05 there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 there is heteroscedasticity.	Ho accepted There is no heteroscedasticity
Service Quality (X ₄)	0,000	0,05	H ₀ : significant value < 0,05 there is no heteroscedasticity. H ₁ : significant value ≥ 0,05 there is heteroscedasticity.	Ho accepted There is no heteroscedasticity

2. Path Analysis Test Results



X₁: Adversity Intelligence
 X₂: Interpersonal Communication
 X₃: Task Interdependence
 X₄: Service Quality
 Y: Job Stress

Figure 2. Path Analysis Test Results

The influence between the independent variable and the dependent variable when viewed from path analysis, then this relationship is a functional relationship where Job Stress (Y) is formed as a result of the functioning of Adversity Intelligence (X₁), Interpersonal Communication (X₂), Task Interdependence (X₃) and Service Quality (X₄). Discussion of research results can be described as follows:

Table 9. Research Hypothesis

Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
Adversity Intelligence (X ₁) on Job Stress (Y)	0.306	H ₀ : $\beta_{z1} \leq 0$ H ₁ : $\beta_{z1} > 0$	H ₀ rejected H ₁ accepted	Direct Positive Influence
Interpersonal Communication (X ₂) on Job Stress (Y)	0.273	H ₀ : $\beta_{z2} \leq 0$ H ₁ : $\beta_{z2} > 0$	H ₀ rejected H ₁ accepted	Direct Positive Influence
Task Interdependence (X ₃) on Job Stress (Y)	0.205	H ₀ : $\beta_{z3} \leq 0$ H ₁ : $\beta_{z3} > 0$	H ₀ rejected H ₁ accepted	Direct Positive Influence
Service Quality (X ₄) on Job Stress (Y)	0.214	H ₀ : $\beta_{z4} \leq 0$ H ₁ : $\beta_{z4} > 0$	H ₀ rejected H ₁ accepted	Direct Influence Positive
Adversity Intelligence (X ₁) on Service Quality (X ₄)	0.325	H ₀ : $\beta_{z1} \leq 0$ H ₁ : $\beta_{z1} > 0$	H ₀ rejected H ₁ accepted	Direct Influence Positive
Task Interdependence (X ₂) on Service Quality (X ₄)	0.346	H ₀ : $\beta_{z2} \leq 0$ H ₁ : $\beta_{z2} > 0$	H ₀ rejected H ₁ accepted	Direct Influence Positive
Task Interdependence (X ₃) on Service Quality (X ₄)	0.324	H ₀ : $\beta_{z3} \leq 0$ H ₁ : $\beta_{z3} > 0$	H ₀ rejected H ₁ accepted	Direct Influence Positive
Adversity Intelligence (X ₁) on Job Stress (Y) through on Service Quality (X ₄)	0.099	H ₀ : $\beta_{xy1} \leq 0$ H ₁ : $\beta_{xy1} > 0$	H ₀ rejected H ₁ accepted	Influential Indirect Positive
Interpersonal Communication (X ₂) on Job Stress (Y) through Service Quality (X ₄)	0.094	H ₀ : $\beta_{xy2} \leq 0$ H ₁ : $\beta_{xy2} > 0$	H ₀ rejected H ₁ accepted	Influential Indirect Positive

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Hypothesis	Path Coefficient	Statistic test	Decision	Conclusion
Task Interdependence (X_3) on Job Stress (Y) through Service Quality (X_4)	0.066	$H_0: \beta_{X_3Y} \leq 0$ $H_1: \beta_{X_3Y} > 0$	H_0 rejected H_1 accepted	Influential Indirect Positive

3. Indirect Effect Test Result

The indirect effect test is used to test the effectiveness of the intervening variable which mediates the independent variable and the dependent variable. The results of the indirect influence test are as follows:

Table 10 Research Hypothesis

Indirect Effect	Z-count	Z-table	Decision	Conclusion
Adversity Intelligence (X_1) on Job Stress (Y) through on Service Quality (X_4)	4,360	1,966	H_0 rejected H_1 accepted	proven to mediate
Interpersonal Communication (X_2) on Job Stress (Y) through Service Quality (X_4)	5,212	1,966	H_0 rejected H_1 accepted	proven to mediate
Task Interdependence (X_3) on Job Stress (Y) through Service Quality (X_4)	4,608	1,966	H_0 rejected H_1 accepted	proven to mediate

4. Optimal Solution to Strengthen the Quality of Teacher Services

Based on the results of statistical hypothesis testing, determining indicator priorities, and calculating indicator values as described above, a recapitulation of research results can be made which is the optimal solution for strengthening Teacher Service Quality as follows:

Table 11. SITOREM Analysis

Adversity Intelligence ($\beta y_1 = 0,306$) (rank. I)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Endurance to adversity	1 st	Endurance to adversity (26.67%)	4.12
2	Difficulty range	2 nd	A look at the origins of adversity (25.07%)	4.10
3	Control over adversity	3 rd	Recognition of the consequences of difficulties (24.88%)	4.00
4	A look at the origins of adversity	4 th	Difficulty range (23.38%)	3.61
5	Recognition of the consequences of difficulties	5 th	Control over adversity (21.38%)	3.60
Interpersonal Communication ($\beta y_2 = 0,273$) (rank. II)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Be positive towards yourself and others	1 st	Openness to receiving input from others, (26.67%)	4.14
2	The ability to understand other people	2 nd	The ability to understand other people (25.07%)	4.02
3	Ability to interpret every word, sentence, information, and behavior of other people.	3 rd	Provide support to others (24.88%)	4.02
4	Openness to receiving input from others,	4 th	Be positive towards yourself and others (23.38%)	3.74
5	Provide support to others	5 th	Providing views, thoughts, and ideas for the progress of the organization (21.38%)	3.74
6	Providing views, thoughts, and ideas for the progress of the organization	6 th	Ability to interpret every word, sentence, information, and behavior of other people.. (18.28%)	3.72

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Task Interdependence ($\beta y_3 = 0,205$) (rank. IV)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Interdependent reciprocal relationships	1 st	Individual dependence on others within a unit (21.45%)	4.05
2	Individual dependence on others within a unit	2 nd	Individual dependence on others outside the unit (20.24%)	4.07
3	Individual dependence on others outside the unit	3 rd	Dependence of other employees on other employees (19.78%)	3.82
4	Dependence of other employees on other employees	4 th	Interdependent reciprocal relationships (19.64%)	3.84
Service Quality ($\beta y_4 = 0,214$) (rank. III)				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Assurance	1 st	Reliability (16.95%)	3.85
2	Empathy	2 nd	Responsiveness (16.36%)	4.11
3	Reliability	3 rd	Assurance (14.31%)	3.65
4	Responsiveness	4 th	Empathy (13.78%)	4.03
5	Tangibles	5 th	Tangibles (13.73%)	3.78
Job Stress				
Indicator in Initial State		Indicator after Weighting by Expert		Indicator Value
1	Workload	1 st	Workload (18.48%)	4.12
2	Inconvenience	2 nd	Authority and responsibility (17.93%)	4.05
3	Physical condition or health	3 rd	Physical condition or health (16.77%)	3.85
4	Work pressure	4 th	Inconvenience (16.77%)	3.76
5	Authority and responsibility	5 th	Work pressure (15.59%)	3.76
SITOREM ANALYSIS RESULT				
Priority order of indicator to be Strengthened		Indicators remain to be maintained		
1 st	Difficulty Range	1. Control over difficulties		
2 nd	Endurance to adversity	2. Views on the origins of difficulties		
3 rd	Be positive towards yourself and others	3. Recognition of the consequences of difficulties		
4 th	Providing views, thoughts, and ideas for the progress of the organization	4. Openness to receiving input from other people		
5 th	Ability to interpret every word, sentence, information, and behavior of other people.	5. Ability to understand other people		
6 th	Reliability	6. Provide support to others		
7 th	Assurance	7. Responsiveness		
8 th	Tangibles	8. Empathy		
9 th	Dependence of other employees on other employees	9. Individual dependence on other people in a unit		
10 th	Interdependent reciprocal relationships	10. Individual dependence on other people outside the unit		
11 th	Physical condition or health	11. Workload		
12 th	Inconvenience	12. Authority and responsibility		
13 th	Work pressure			

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CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

Based on the results of the analysis, discussion of research results, and hypotheses that have been tested, it can be concluded as follows:

1. Reducing teacher work stress can be done by using a variable development strategy that has a positive effect on teacher work stress.
2. Variables that have a positive influence on Teacher Job Stress are Adversity Intelligence, Interpersonal Communication, Task Interdependence, and Service Quality. This was proven from the results of variable analysis using the Path Analysis method.
3. The way to reduce teacher work stress is to improve weak indicators and maintain good indicators for each research variable.

Based on the research conclusions above, the following implications can be drawn from this research:

1. If Teacher Job Stress is to be reduced then it is necessary to strengthen Adversity Intelligence, Interpersonal Communication, and Task Interdependence as exogenous variables with Service Quality as an intervening variable.
2. If Adversity Intelligence is to be developed, it is necessary to improve the weak indicators, namely, Range of Difficulties and Resilience to Difficulties, as well as maintaining or developing indicators such as control of Difficulties, Views on the origins of Difficulties, and Recognition of the Consequences of Difficulties.
3. If Interpersonal Communication is to be developed, it is necessary to improve indicators that are still weak, namely, Behaving positively towards yourself and others, Providing views, thoughts, and suggestions for the progress of the organization, and Ability to interpret every word, sentence, information, and behavior of other people, as well as maintaining or developing indicators: Openness to receiving input from others, ability to understand others, and providing support to others.
4. If task interdependence is to be developed, it is necessary to improve the indicators that are still weak, namely: Dependence of other employees on other employees and reciprocal relationships that depend on each other as well as maintaining or developing indicators: Dependence of individuals on other people in one unit and Dependence of individuals on other people other than one part unit.
5. If service quality is to be improved, it is necessary to improve indicators that are still weak, namely Reliability, Assurance, and Tangibles, as well as maintain or develop indicators of responsiveness and Empathy.

Suggestions or recommendations that can be given to related parties are as follows:

1. Principals need to reduce teacher work stress by strengthening Adversity Intelligence, interpersonal communication, task interdependence, and service quality. by improving: Physical or health conditions, discomfort, and work pressure.
2. The Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) and school organizing institutions need to train teachers to reduce teacher work stress by providing appropriate direction to strengthen Adversity Intelligence, interpersonal communication, task interdependence, and service quality following the results of this research.

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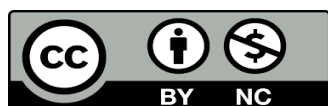
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