Improving Teacher Competence in Education: The Effects of Leadership and Stress Management

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Abstract

The Transformational Leadership Role of the principal in the education unit is needed, the principal's ability to encourage teachers in carrying out school will encourage teachers to be more creative in carrying out teaching, therefore the role of teachers in schools is very strategic, teachers in carrying out their profession philosophically and academically and procedures are honest, critical, creative, open, and simple scientific work. This attitude requires teachers to always carry out their duties as well as possible and always try to innovate in carrying out their duties as educators. How many skills must be possessed by teachers including having a good personality, being emotionally mature, having educational knowledge and knowledge, being able to develop learning media or having pedagogic, professional, personal and social abilities? In addition, the ability of teachers to manage stress in carrying out tasks is very important

Purpose: The purpose of this study is to determine Transformational Leadership, Stress Management, and Teacher Competence Therefore, the research question that is the focus of our research is: RQ1. Do transformational leadership and stress management together affect teacher competence? RQ2. What is the effect of transformational leadership on teacher competence? RQ3.

Design/methodology/approach: This study uses a quantitative approach to examine the effect of the three components of Transformational Leadership (TL) and Stress Management on the Competency Teachers of teachers in Senior High Schools in DKI Jakarta. This study uses a causality model to test the proposed hypothesis using structural equation modeling (SEM). Which will then be operated through moment structure software analysis 26.0 (AMOS 26.0). The population of this study was 1356 secondary school teachers in the DKI Jakarta area, Indonesia. The sample is determined by a proportional random sampling area; The sampling area is used to determine the grouping of districts/cities in the DKI Jakarta area, namely the south, west, central, north, and east regions. The sample size was 246 teachers determined by the Table for Determining Size Form A Given Population with a confidence level of 95%.

Findings: a result of this study, three hypotheses were developed based on theory. In this section, the results obtained by the first research hypothesis, transformational leadership towards competence are positive and significant. On the other hand, regarding the second research hypothesis, stress management affects competence. There are also several studies, confirming the quality for these results and revealing that there is a positive and significant relationship between transformational leadership on competence and stress management on competence.

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1. Introduction

Today, the individual qualities needed by society have changed. Changes and developments in the field of education require teachers to improve their abilities. The role of teachers in schools is very strategic teachers in carrying out their profession philosophically and academically and scientific work procedures are honest, critical, creative, open, and simple. This attitude requires teachers to always carry out their duties as well as possible and always try to innovate in carrying out their duties as educators. How many skills must teachers possess, including having a good personality, being emotionally mature, having educational knowledge and knowledge, developing learning media or having pedagogic, professional, personal, and social abilities? However, improving the quality of education does not only depend on the ability of teachers, one of which is through increasing the role of leadership in schools, and the ability of teachers to control emotions and stress in carrying out their profession as educators. In Indonesia, the tendency is that teachers do not research to improve the quality of learning, find ideas for new learning methods, and even evaluate tools in their learning systems.

Transformational leadership in education units has been carried out in the last few decades after the role of instructional leadership which has a lot of weaknesses. Transformational leadership of school principals in educational units is very important in improving the quality of education such as: Leaders can create perceptions as individuals who can support and provide attention to subordinates with individual considerations, through inspirational motivation and charisma, (Bass, 1985; Gözükara & Şimşek, 2015). Another opinion is expressed by (Terry, 2010; Wright, 2011) which states that leadership is an activity to influence people so that they want to work with a willingness to achieve certain goals in an organization. (R, Moorhead, 2014) explains transformational leadership as follows: "Transformational leadership is the set abilities that allow the leader to recognize the need for change to create a vision to guide that change and execute the effectively" (R, Moorhead, 2014) explains transformational leadership a vision for integrate those changes and to implement those changes effectively. (Robbin, S.P, Judge, 2019) explained the definition of transformational leadership as: "Transformational leadership is behavior that increases self-efficiency" Robin and Judge explained transformational leadership is a behavior that empowers individual educators and non-education staff to develop and improve abilities and self-effect.

Stress in education is often experienced by teachers (Kalman & Summak, 2017), Stress is an emotional state that arises due to the mismatch of workload with the ability of individuals to deal with the pressure they face. Stress can also be interpreted as a condition of anxiety that creates physical and psychological imbalances that affect the emotions, thought processes, and conditions of an employee. Meanwhile, according to Mangkunegara (Mangkunegara, Anwar, 2013), stress is a feeling of pressure experienced by employees in facing work. This stress can be seen from its characteristics, including unstable emotions, feelings of unease, like to be alone, difficulty sleeping, excessive smoking, unable to relax, anxiety, tension, nervousness, increased blood pressure, and indigestion. Stress refers to the psychological that occurs when a person feels a threat to something valuable to him and that threat burdens or consumes the resources he has to deal with it, (Jiang et al., 2017; LePine et al., 2005) In the workplace, stress usually takes two forms: work stress and interpersonal stress. It requires the ability of teachers to control stress, but many teachers do not realize that they experience stress or experience a decrease in emotional control.

Education supported by competent teachers has become a global phenomenon, as many educational institutions around the world have changed according to the changing needs of students and the changing demands of working life. Although much research focuses

on teacher improvement, few have focused on understanding the important role of transformational leadership and stress management in the school environment. On the other hand, much research on teacher competence, transformational leadership, and stress coping, however, has not been covered comprehensively. Overall, the study was conducted to collect participants' views on transformational leadership, stress management, and teacher competence. On the other hand, research focuses on only one of these topics. It is theoretically known that transformational leadership and stress management as well as teacher competence have a significant influence. However, no studies have been found that confirm the statistical accuracy of these theoretical findings. In the stress-related section, it seems that the relationship between stress management and transformational leadership is considered separately. In this context, transformational leadership and stress management, together with educational attitudes, support teacher competence, which in this study is a dependent variable compared to other independent variables considered important for evaluating a broad educational attitude perspective. support teacher competency development. In this study, transformational leadership, stress management, and teacher competence affect the ability of teachers to improve the quality of teachers in delivering learning materials, both individually and collectively. Transformational leadership and stress management are discussed and described in statistics and their importance is considered. This situation also shows the biggest difference between this study and similar studies in the literature. On the other hand, the relationship between transformational leadership and teacher stress management in education has not been studied much. Therefore, it is important to know what variables affect the growth of teacher competence in education, which is supported by teachers' ability to deal with stress and the extent to which these variables can affect teacher competence. The analysis software used in this study was AMOS. What variables in the social sciences had the greatest impact on the study?

According to (Melnyk & Davidson, 2009) said that: Transformational leadership is seen to be sensitive to organization building deploying shared vision, distributing leadership and building school culture nescesarry to curent restructuring effort in school".Meanwhile, according to (Luthans et al., 2012) there are seven attitudes of a principal who has successfully implemented transformational leadership, namely: (1). Identify himself as an agent of change (renewal). (2). Have a brave nature. (3). Trust others. (4). act, on the basis of a value system (not on the basis of individual interests or on the basis of individual interests, or on the basis of the interests and insistence of his cronies). (5) improve ability continuously. (6). can face the situation yang complicated, vague, and erratic as well. (7). Have a forward vision or visionary. According to [14], [15] transformational leadership is a leadership perspective that explains how leadership transforms members and organizations through creating, communicating, and describing the vision of the organization or work unit and inspiring employees to achieve that vision. There are 4 (four) elements of the transformational leadership model, the very important of the elements of the model is to refer to the behavior and decisions of the leader. The 4 (four) elements of the transformational leadership model are: (a) Create a strategic vision (create a strategic vision) the leader makes a vision of the institution for the future that involves employees with goals beyond expectations that employees think may be achieved. (b). Communicating the vision, communicating the vision is a very important process in leadership is being able to build together the vision of the organization and vision is very important in transformational leadership. (c). Form or model of vision (Model the vision), transformational leaders not only talk about the vision, but the leader implements it and follows the extent of its implementation (d). Build commitment toward the vision, transforming the vision into reality requires employee commitment. Transformational leaders commit to this in several ways, namely with words, symbols and by creating stories that build enthusiasm that encourages employees to adopt the leader's vision. According to [16], [17] defining transformational leadership is the ability to inspire and motivate employees to achieve more results than already planned for the

benefit of the organization. Furthermore, there are 3 (three) factors in Developing transformational leadership, namely: (a) charisma, respect, pride, and voicing vision. (b) Attentive employees and explain the benefits of the job so that employees develop individually. (c). Intellectual stimulation: Leaders help employees think rationally to assess circumstances, and encourage creativity.

According , stress is an emotional state that arises due to a mismatch of workload with an individual's ability to deal with the pressure he faces. Stress can also be interpreted as a condition of anxiety that creates a physical and psychological imbalance that affects the emotions, thought processes, and condition of an employee. Meanwhile, according to Mangkunegara [8], stress is a feeling of pressure experienced by employees in facing work. This stress can be seen from its characteristics, including unstable emotions, feelings of unease, like to be alone, difficulty sleeping, excessive smoking, unable to relax, anxiety, tension, nervousness, increased blood pressure, and indigestion. Stress refers to the psychological that occurs when a person feels a threat to something valuable to him and that threat burdens or consumes the resources he has to deal with it, (Jiang et al., 2017; LePine et al., 2005) In the workplace, stress usually takes two forms: work stress and interpersonal stress. Work stress comes from the nature of the task itself (e.g. complexity, level of difficulty) and the conditions experienced by the individual (e.g. time pressure, working conditions). Interpersonal stress stems from conflict with others or the feeling that one must meet the demands or expectations of others. Regardless of the source, most stressors can be said to be stress as a result of potential threats that are unpredictable, uncontrollable, or both.(Cohen et al., 2007; Harms et al., 2017). In addition, the more a person has a relationship (resource), the more stress is likely to occur when that relationship (resource) is threatened. As a result, considerable psychological and material resources are often spent in an attempt to adapt or reduce this stress (De Cordova et al., 2019). According to (Luciano, 2014) stress is concluded as assuming symptoms or facial signs caused by incompatibility between a person's personality and his environment, Psychologically a person's ability to adapt to the environment effectively can avoid the stress that occurs in his life

In line with that, according to Sergiovanni T.J (1991), the role of teachers is as follows: Teachers are expected to put their knowledge to work to demonstrate they can do the job. Finally, professionals are expected to engage in a life long commitment to self-improvement. Self-improvement is the will grow competence area. According to Law of the Republic of Indonesia, Number 14 of 2005 concerning Teachers and Lecturers states that competence is a set of knowledge, skills, and behaviors that must be possessed, internalized, and mastered by teachers or lecturers in carrying out professional duties. According to Finch, and Crunkilton, (1992) states: Competencies are those tasks, skills, attitudes, values, and appreciation that are deemed critical to successful employment.

The results of Tian et al's research, 2022 revealed that transformational leadership has a significant negative predictive effect on teacher work burnout; this leadership affects teacher work burnout through a chain intermediary effect of social and emotional competence and student-teacher relationships (Tian et al., 2022). The results of other studies explain the need for social and emotional competence of teachers to create a more conducive classroom climate for learning and encourage positive developmental outcomes among students (Jennings &; Greenberg, 2009), meaning that transformational leadership can encourage better teacher competence even though it hurts the ability of teachers to process their social and emotional competence, this negative impact provides Positive results on student achievement by creating a more conducive learning climate. Other studies Institutional stress has a negative relationship with employee performance in hospitals, motivation and competency development, and social relationships through institutional stress mediation and work performance, and leadership support has an insignificant influence on job performance (Bjaalid et al., 2020). Transformational

leadership has an indirect impact, both positive and negative, on the organization, but this positive impact will arise in the long term. According to research (Chrobot-Mason &; Leslie, 2012), multicultural competence can predict the effectiveness of managerial leadership in organizations. Managerial leadership scores on emotional intelligence predict others' perceptions of multicultural competence as well as self-awareness. Leadership managers who scored higher on interpersonal factors and stress management and emotional intelligence scored higher on multicultural competencies.

The static hypothesis used in this study is as follows: (1) Statistical hypothesis of positive direct influence of transformational leadership (X1) on Teacher Competence (Y). (2) Statistical hypothesis of the direct positive effect of stress management (X2) on teacher competence (Y). (3) Statistical hypothesis of direct influence of transformational leadership and stress management on teacher competence. The purpose of this study is to determine Transformational Leadership, Stress Management, and Teacher Competence Therefore, the research question that is the focus of our research is RQ1. Do transformational leadership and stress management together affect teacher competence? RQ2. What is the effect of transformational leadership on teacher competence? RQ3. What is the effect of stress management on teacher competence? The static hypothesis used in this study is as follows: (1) Static hypothesis of positive direct influence of transformational leadership (TL) on Teacher Competence (CL). (2) Statistical hypothesis of the direct positive effect of stress management (SM) on teacher competence (CL). (3) Statistical hypothesis of direct influence of transformational leadership and stress management on teacher competence.

2. Research Method

2.1. Research design

This study uses a quantitative approach to examine the effect of the three components of Transformational Leadership (TL) and Stress Management on the Competency Teachers of teachers in Senior High Schools in DKI Jakarta. This study uses a causality model to test the proposed hypothesis using structural equation modeling (SEM). Which will then be operated through moment structure software analysis 26.0 (AMOS 26.0).

2.2. Population and sample research

The population of this study was 1356 secondary school teachers in the DKI Jakarta area, Indonesia. The sample is determined by a proportional random sampling area; The sampling area is used to determine the grouping of districts/cities in the DKI Jakarta area, namely the south, west, central, north, and east regions. The sample size was 246 teachers determined by the Table for Determining Size Form A Given Population with a confidence level of 95%. Table 1 shows the description of the population and sample in the study.

Table 1. Population and sample

Division of territory	Regency/City	Population	Sample
Timur	Kota Jakarta Timur	541	120
Selatan	Kota Jakarta Selatan	357	58
Barat	Kota Jakarta Barat	194	51
Utara	Kota Jakarta Utara	139	20
Pusat	Kota Jakarta Pusat	125	15
	Total	1356	246

2.3. Research instruments

Google Forms is used to create questionnaires that are used to collect data. The instrument was created expressly to look at how all four TL and SM components affect instructor compliance. A four-point scale, from 1 (never) to 4 (always), is used in the survey. While the questionnaire to measure instructors' SM and CT was prepared based on the findings of earlier studies, the TL questionnaire was based on the theory of Bass and Avolio . Therefore, based on the idea outlined in the literature, questionnaires to test the level of TL, MS, and CT are developed. Each respondent was asked to rate the principal's leadership qualities in relation to each of the four TL elements, namely: 1) possess a clear eyesight 2) Motivate people; 3) foster intellectual growth; and 4) comprehend subordinates. 5) direct and instruct 6) Uphold the law. Task demands, relationships with superiors and classmates, and the educational environment are all MS components. 4. Curriculum modifications The fifth is technology adaptation. CT with added elements: (1) Offering expert guidance to students. (2) Keep a professional demeanor. 3. Has clear communication skills. 4. Get a sense of the classroom atmosphere. 5. Comply with the requirements of instructional materials and create them Spend time with pupils or groups of students (number six). 7. Capable of employing innovation to create learning. Results of the V validity test are shown by the range of Aiken's V coefficients for each item on each component: Leadership in transformation (TS): (TL) is composed of the following values: TL1: 0,745, TL2: 0,754, TL3: 0,774, TL4: 0,748 TL5: 0,749 TL6: 0,716 TL7: 0,727 TL: 0,739, Stress Manajemen (SM) is composed of the following values: SM1: 0,805 SM2: 0,834 SM3: 0,728 SM4: 0,688 SM5: 0,693 SM6: 0,630 SM7: 0,523 SM8: 0,690 Teachers Competency (TC) is comprised of the following numbers: TC1: 0,770, TC2: 0,767, TC3: 0,611, TC4: 0,754, TC5: 0,693, TC6: 0,630, TC7: 0,686, TC8: 0,830, TC9: 0,770. Aiken's V validity analysis was used to conduct validity tests on each component's questionnaire. All things on the instrument are deemed valid based on Aiken's V value. Using Cronbach's alpha, the instrument reliability test is carried out, specifically based on the reliability test showing.

3. Result and Discussion

3.1.   Results

3.1.1. Assumption test

Before performing a complete SEM analysis, first perform an assumption test. Normality tests as well as outlier tests are used in data assumption tests. The data normality test was conducted using a critical ratio skewness value, known critical ratio values on the multivariate kurtosis line show a value of 2.291 .

3.1.2. Evaluation and interpretation the measurement model

Evaluation of goodness of fit criteria is conducted to test the feasibility of a model with several criteria for index conformity, to state whether a model is acceptable or rejected. The validity of the measurement model depends on setting the level of goodness of fit, and finding specific evidence of construct validity. Table 2 shows that all indices are within the recommended criteria [29], [30], i.e.: comparative fit index (CFI): 0.868; Incremental Fit Index (IFI) 0.943; minimum sample discrepancy divided by degrees of freedom (CMIN/df): 1.886; goodness-of-fit index (GFI): 0.787; and root mean square error of approximation (RMSEA): 0.058.

Table 2. The fit indices of the model

Goodness of fit indices	Model test results	Cut-off value	Description
Probability	000,0	>0.050	Good
RMSEA	0,058	<0,080	Good
GFI	0,787	>0.900	Good
IFI	0,943	>0,900	Good
CMIN/df	1,889	>0.900	Good
CFI	0,868	>0.900	Good

Measurement models also need validity evaluation, construct validity assessment consists of convergent and discriminant validity. Convergent validity analysis is based on loading factors, composite reliability, and extracted variance [28]. The result of the loading factor value shown in Table 2 ranges from 0.523 to 0.587, the value is in accordance with the recommendations of hair et al [28] the loading factor value must be greater than 0.50. As can be seen in Table 3, the value of average variance extracted (AVE) analysis ranges from 0.500 to 0.667, the value is in accordance with the recommendations of Bagozzi and Yi [32]. The AVE value must be greater than 0.50. Reliability was assessed based on composite reliability (CR), CR values as shown in Table 3, each exceeding (>0.70), this is in accordance with the recommendations of Hair et al. [28]. Referring to benchmarks, making discriminant validity to look at existing constructions, it aims to establish internal consistency. Discriminant validity testing was performed by comparing the quadratic correlation between the construct and the extracted variance for the construct [28], [33]. The test results as shown in Table 4 have sufficient discriminant validity, since the squared correlation value for each construct, is smaller than the AVE according to Fornell and Lacker's assessment criteria [33].

Table 3 Results of the measurement model

Factor	Item Code	Loading	AVE	CR
Transformational Leadership (TL)	TL1	0,745	0,548	0,907
	TL2	0,754		
	TL3	0,744		
	TL4	0,748		
	TL5	0,749		
	TL6	0,716		
	TL7	0,727		
	TL8	0,739		
Stress Manajemen (ST)	MS1	0,805	0,500	0,873
	MS2	0,834		
	MS3	0,728		
	Factor	Item Code	Loading	AVE

	MS5	0,693		
	MS6	0,630		
	MS7	0,523		
COMPETENCE TEACHERS	CT1	0,770	0,587	0,894
	CT2	0,767		
	CT3	0,611		
	CT4	0,754		
	CT5	0,838		
	CT6	0,834		
	CT7	0,686		
	CT8	0,830		
	CT9	0,770		

Note: N = 246, AVE = Average Variance Extracted, CR = Construct Reliability

The validity test is used to measure the validity or validity of a questionnaire. A questionnaire is said to be valid if the questions on the questionnaire can reveal something that the questionnaire will measure. About the questionnaire in this study, the validity test will be carried out by calculating the loading factor value of each statement item. The loading factor value is said to be valid if it is greater than 0.5. The hypothesis proposed is H0: Invalid question item score or H1: Valid question item score.

From Table 3 above, it is known that the question validity value for each variable is valid because the loading factor value is greater than 0.5. Reliability is a tool for measuring a questionnaire which is an indicator of a variable or construct. A questionnaire is said to be reliable if a person's answers to questions are consistent or stable over time. About the questionnaire in this study, the reliability test will be carried out using one shot or measurement once, then the results are compared with other questions or measure the correlation between question answers. The test statistics to be used are Construct Reliability (CR) and Average Variance Extracted (AVE). A variable is said to be reliable when it gives a CR value of > 0.7 and AVE > 0.5. (Ghozali, 2005). The following is a reliability test for each variable in this study as follows:

Table 4 Reliability Test

Variable	CR	AVE	Information
Transformational Leadership (TL)	0,906	0,548	Reliable
Stress Management (ST)	0,937	0,523	Reliable
Competency Teachers (CT)	0,950	0,559	Reliable

From Table 4 above, it is known that all question items are declared reliable, where the value of all variables has a Construct Reliability value of > 0.7 and Average Variance Extracted > 0.5.

Research model conformity testing is used to test both the goodness of fit levels of the research model. The GFI measure is a measure of a model's ability to account for data diversity. Nilia GFI ranges from 0 – 1. There is no standard criterion for the limit of a

good GFI score. But it can be concluded, a good model is a model that has a GFI value close to 1. In practice, many researchers use a minimum limit of 0.9. The following are the results of the AMOS analysis:

Based on the results of the Fit Model Assessment, it is known that all model analysis has good requirements as an SEM model. Of the 10 model fit criteria, 7 criteria are met (fit), 1 criterion is close to fit (marginal fit) and 2 criteria are not met (not fit). Therefore, the analysis can proceed to the next stage, namely hypothesis testing.

To find out the results of hypothesis testing is done by looking at the probability value (probability) or by looking at the significance of the relationship of each research variable. As for the criteria is if P1.96). (If you use the comparison value of the calculated t value with the tablet, it means that the calculated t value is above 1.96 or >1.96 or the calculated t is greater than the tablet). AMOS 26 can set criteria for acceptance and rejection of hypotheses as follows: If P > 0.05 then H0 is accepted (not significant), If P < 0.05 then H0 is rejected (significantly) (Santoso, 2007).

Table 5 Summary of hypothesis testing

			Estimate	S.E.	C.R.	P
Transformational Leadership (TL)	→	Competency Teachers (CT)	,371	,053	7,049	***
Stress Management (ST)	→	Competency Teachers (CT)	-,443	,074	-5,986	***

Based on the results of the hypothesis test in Table 5 above, the following results were obtained The CR value of the effect of Transformational Leadership on Teacher Competency of 7.049 is greater than the Cut Off value (1.96) and the P value of 0.000 is less than the α value (0.05). Therefore, a decision to accept H0 was obtained with the conclusion that there is a significant influence of Transformational Leadership on Teacher Competence. An estimated value of 0.371 indicates that an increase in Transformational Leadership will lead to a significant increase in Teacher Competency of 0.371.

The CR value of the effect of Stress Management on Teacher Competence of 5.986 is greater than the Cut Off value (1.96) and the P value is very small of 0.000 is less than the α value (0.05). Therefore, a decision to reject H0 was obtained with the conclusion that there was a significant influence on Stress Management on Teacher Competence. An estimated value of -0.443 indicates that an increase in Stress Management will lead to a significant decrease in Teacher Competence of 0.443.

Figure 1 Model Structural Equation
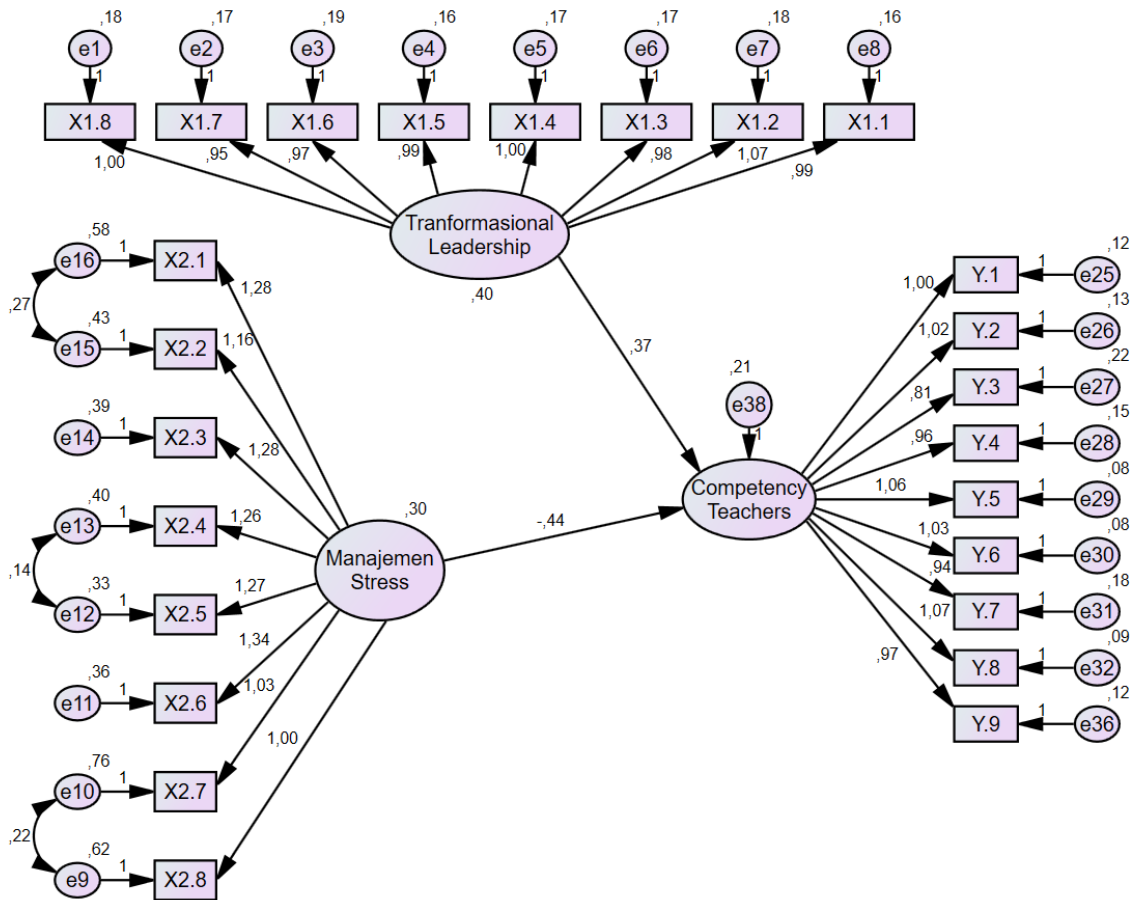
3.2   Discussion

As part of this study, three hypotheses were developed based on the theory. In this section, the results obtained by the first research hypothesis, transformational leadership towards competence are positive and significant. On the other hand, regarding the second research hypothesis, stress management affects competence. There are also several studies, confirming the quality for these results and revealing that there is a positive and significant relationship between transformational leadership on competence and stress management on competence. The results of hypothesis testing show that transformational leadership CR Value has no significant effect on Teacher Competence. Transformational Leadership Improvement contributes little to teacher competence. The results of this study are in line with the results of the study (Indajang et al., 2021) transformational leadership has a significant effect and has a strong effect on teacher competence in schools, How many things cause the role of the principal to contribute low in improving teacher competence including lack of adequate human and financial resources and high workload of the principal. In overcoming these obstacles, the principal's transformational leadership role must be able to develop and support effective strategies and innovations to improve teacher competence and build a good learning environment. In addition, government and stakeholder support is very important in improving teacher competence as the results of Wang, Zhang, and Liu's (2019) research, transformational leadership is positively related to teacher leadership and innovation. Transformational leadership roles can help teachers to develop their leadership skills, and become more effective in their roles as educators.

A teacher's competence is not only influenced by transformative leadership, but also by internal factors such as motivation, interest, experience, and desire to learn and grow.

Transformational leadership can inspire and motivate teachers to improve their competencies, but teachers must also have a strong internal motivation to develop. In addition to transformational leadership, work environments, peer support, availability of adequate resources and training, and supportive training policies and systems all play an important role in teacher competency development. If these external factors are not met, the change in leadership may not have a significant impact. The effects of change leadership may not be felt immediately in the short term. Changing and developing skills takes time and continuous work. Effective change management should continue to encourage and support teachers in their development journey, but the results may not be immediately visible. Although the impact of transformational leadership on teacher development may seem small, good leadership plays an important role in creating a climate that supports, motivates, and encourages teacher development. It is important to remember that the impact of transformational leadership may not be directly measurable in terms of explicitly improving teacher competence but contributing to a more inclusive, supportive, and innovative school culture, ultimately improving teacher competence. It can have a positive impact on development.

The results of testing the stress management hypothesis on teacher competence that there is a significant influence of stress management on teacher competence. The results of this study are in line with research from Lamb 2022 (Lamb & Firestone, 2022) on reducing cognitive demands and stress in developing skills related to teaching. In this study there are 10 questions given to teachers, the biggest contribution that causes increased stress to reduce the teacher's professional ability (competence) in teaching. Effective stress management helps teachers cope with the pressures and challenges associated with their work. By reducing stress, teachers can maintain better mental health. This means they have higher levels of energy and mental clarity and can focus more on completing their teaching responsibilities. Teachers with good mental well-being are better able to face challenges and stay productive. Good stress management also improves teachers' ability to communicate effectively and form positive relationships with students, parents, and colleagues. When teachers can manage their stress, they are more likely to show empathy, listen well, and respond more effectively to students' needs. Good communication and positive interpersonal relationships are key factors in promoting effective and collaborative learning. Excessive stress can affect a person's ability to make the right decisions. Good stress management helps teachers stay calm and rational in situations where decisions need to be made. Teachers who can manage their stress are better able to analyze situations, consider various factors, and make decisions that serve the interests of students. Excessive stress can limit a person's ability to think creatively and innovatively. Through good stress management, teachers can activate their creative skills in planning engaging and innovative teaching strategies. Effective stress management helps teachers generate new ideas, explore different learning methods, and adapt to changes in the educational environment. Good stress management helps improve overall teacher performance. When teachers can manage stress effectively, they can maintain their motivation and commitment to the profession. He knows how to be productive, manage time well, and face challenges with a positive attitude. This helps improve the quality of teaching and student performance

The results of Tian et al's research, 2022 revealed that transformational leadership has a significant negative predictive effect on teacher work burnout; this leadership affects teacher work burnout through a chain intermediary effect of social and emotional competence and student-teacher relationships (Tian et al., 2022). The results of other studies explain the need for social and emotional competence of teachers to create a more conducive classroom climate for learning and encourage positive developmental outcomes among students (Jennings &; Greenberg, 2009), meaning that transformational leadership can encourage better teacher competence even though it hurts the ability of teachers to process their social and emotional competence, this negative impact provides Positive results on student achievement by creating a more conducive learning climate.

Other studies Institutional stress has a negative relationship with employee performance in hospitals, motivation and competency development, and social relationships through institutional stress mediation and work performance, and leadership support has an insignificant influence on job performance (Bjaalid et al., 2020). Transformational leadership has an indirect impact, both positive and negative, on the organization, but this positive impact will arise in the long term. According to research (Chrobot-Mason &; Leslie, 2012), multicultural competence can predict the effectiveness of managerial leadership in organizations. Managerial leadership scores on emotional intelligence predict others' perceptions of multicultural competence as well as self-awareness. Leadership managers who scored higher on interpersonal factors and stress management and emotional intelligence scored higher on multicultural competencies

The results of hypothesis testing between Transformational Leadership on stress management have a significant effect. Transformational leadership, which involves inspiration, motivation, and concern for teachers, can provide emotional support to teachers in the face of stress. Teachers who feel supported by their leaders may have better emotional resources to manage teacher stress. Transformational leadership involves effective communication between the leader and his subordinates. Open and clear communication can help reduce stress caused by uncertainty in carrying out tasks. When teachers feel they have the necessary information and a clear understanding of the teacher's duties, teachers can better manage stress. Transformational leaders drive innovation and teacher personal development. This can affect stress management, as motivated, motivated teachers have a greater tendency to face challenges with high confidence and confidence. Teacher competence may also influence the relationship between transformational leadership and stress management (Dou et al., 2017). Teachers who have strong skills and knowledge in teaching and managing classes may be more efficient in dealing with everyday stressors. On the other hand, leaders who encourage teacher competency development through training and support can help reduce stress arising from an inability to carry out tasks.

Transformational leaders tend to provide emotional support to team members who are already in the school environment. Leaders empathize with the stress and pressure experienced by teachers in educational unit organizations. Through this emotional support, leaders can help reduce stress levels and provide a sense of trust to teachers as a team in a school organization (Schildkamp et al., 2019). Transformational leaders can inspire and motivate team members in school organizations (Rao &; Kareem Abdul, 2015). By providing challenging goals and providing a clear view of the desired direction, transformational leaders encourage passion and enthusiasm among teachers. High motivation can help reduce stress because teachers feel motivated to do so. Transformational leaders tend to give teachers freedom and responsibility in performing tasks in developing learning models. By giving team members autonomy, transformational leaders help reduce stress caused by overwhelming or micromanagement. This empowerment allows teachers to feel in control of work and manage tasks more effectively. Transformational leaders have strong communication skills. They can explain visions, provide constructive feedback, and listen with empathy. In addition, this effective communication can help reduce stress because team members feel heard and have a clear understanding of the expectations and role of teachers in the education unit (Mesut Sagnak, 2017). Transformational leaders have strong communication skills. Leaders can explain vision, provide constructive feedback, and listen with empathy. This effective communication can help reduce stress because team members feel heard and have a clear understanding of the teacher's expectations and role in the education unit.

In addition, transformational leadership can bring very significant changes in school organizations. The transformational leadership of the school principal is expected to be able to bring changes in the vision, strategy, and mission of the school in the education

unit. The ability of school leaders to motivate teachers to adopt developing products in educational units in the form of models or lesson plans or other learning media. It's important to note that every teacher has different levels of stress and needs, and other factors can also influence the relationship between transformational leadership and stress management. However, through emotional support, effective communication, motivation, and competency development, transformational leadership can play an important role in helping teachers better manage stress. The study also found an indirect relationship between transformational leadership and stress management on teacher competence. The ability of teachers to manage stress with guidance and direction from school leadership such as teachers explaining that the vision and mission of the school organization became the goal of all members of the school organization, in addition to stimulating teachers to adopt technology, leaders also influenced teachers to carry out their duties with clear guidance and direction so that teachers were motivated to carry out their duties well.

About stress-reducing policies in education, the role of the leader is decisive. One leadership style that can reduce stress is servant leadership (Swearingen, 2004). Servant leaders always put the interests of their employees first. One of the things that is urgently needed by the education unit is guidance and counseling services to restore the mental condition of teachers who show symptoms of stress at school. There is no special service for teachers to recover their emotional state. For this reason, this study recommends that the Education Office in collaboration with the Indonesian Psychologist Association open special services to deal with teacher stress in the DKI Jakarta area.

4. Conclusion

The effect of transformational leadership on teacher competence is not significant. This means that transformational leadership contributes little to teacher competence. The results of this study are in line with the opinion (Jeong et al., 2016) which explains the relationship between transformational leadership and teacher professionalism which is one of the competencies that teachers must have. The effect of stress management on teacher competence has a significant influence. The results of this study are in line with the opinion (Cooper &; Yan, 2015) explaining that teachers' ability to manage stress can increase teacher creativity in developing learning media and methods to be applied in educational units.   The influence of transformational leadership through stress management on teacher competence has a significant influence. The results of this study are in line with opinions (Amaral et al., 2019; Miller et al., 2017). The leadership of the principal encourages teachers to be able to manage stress without hurting the teacher himself, therefore the ability to manage positive stress can improve the ability of teachers to develop learning methods in educational unit

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