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The Influence of Emotion Regulation and Work Motivation on Work Stress of Civil Servant Teachers st Sma Negeri 03, Sanggau Regency

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Abstract: This study aims to analyze the influence of Emotional Regulation (X1) and Work Motivation (X2) on Work Stress (Y) among civil servant teachers. The research method employed a quantitative approach with data collected through valid and reliable questionnaires. Multiple regression analysis showed that Emotional Regulation and Work Motivation significantly affect Work Stress, with regression coefficients of 0.656 and 0.454 respectively ($p < 0.05$). The F-test results indicate that the regression model is statistically significant, with an F-value of 71.176 and a p-value of 0.000, confirming that Emotional Regulation and Work Motivation simultaneously have a significant influence on Work Stress. Furthermore, the t-test results show that both independent variables have a significant partial effect on Job Stress, with a t-value of 7.941 ($p = 0.000$) for Emotional Regulation and 6.164 ($p = 0.000$) for Work Motivation. A correlation coefficient (R) of 0.869 and a coefficient of determination (R^2) of 0.756 indicate a very strong relationship, where the two independent variables together explain 75.6% of the variation in Work Stress. These findings confirm the importance of emotional management and enhancing work motivation as key strategies to reduce stress levels among civil servant teachers. The study also aligns with previous research that highlights the crucial role of emotional regulation and motivation in addressing job stress within educational settings.

Keywords: Emotional Regulation, Work Motivation, Work Stress, Civil Servant Teachers.

INTRODUCTION

According to Sinambela (2016, p. 8): Human resource management involves handling various issues related to employees, laborers, and managers to support organizational objectives. Human resource management also involves the design of systems for planning, staffing, employee development, performance evaluation, compensation, and maintaining good labor relations.

According to Santoso (2021, p. 8): Emotion regulation consists of two words: 'regulation' and 'emotion.' Linguistically, 'regulation' means order or control, interpreted as the process of managing emotions. Emotion regulation is an intrinsic and extrinsic process responsible for monitoring, evaluating, and modifying emotional reactions, both temporally and in intensity, to achieve specific goals.

According to Busro (2017, p. 51): Motivation is an internal drive within an individual to engage in certain activities to achieve goals. By providing proper motivation, employees will

be encouraged to perform optimally in carrying out their duties. When the organization achieves its goals and objectives, the employees' personal interests are also preserved.

According to Sinambela (2016, p. 415):

Stress is the body's unusual reaction to the pressures exerted on it. Three general areas that often lead to stress include the organization (including its culture), the position one holds, and working conditions. Personal factors such as family and financial problems can also be sources of stress.

According to Law No. 14 of 2005 concerning Teachers and Lecturers (Article 1 paragraph 1), a teacher is a professional educator whose main duties are to educate, teach, guide, direct, train, assess, and evaluate students in early childhood education, formal education pathways, basic education, and secondary education.

Article 1 of Law No. 5 of 2014 defines a Civil Servant (PNS) as an Indonesian citizen who meets certain requirements and is appointed as a permanent State Civil Apparatus (ASN) employee by the authorized personnel official to occupy a governmental position.

SMA Negeri 03 Sanggau is located at Jalan H. Abas No. 41, Kapuas District, Sanggau Regency, West Kalimantan Province. SMAN 03 Sanggau has implemented the Merdeka Curriculum since its launch in 2020, and it is now officially recognized as the national curriculum. SMAN 03 Sanggau holds an A accreditation status with a score of 91 (accreditation year 2021) from BAN-S/M (National Accreditation Board for Schools/Madrasahs).

The number of students at SMAN 03 Sanggau can be seen in Table 1.1 below:

Table 1.1
Number of Students at SMA Negeri 03 Sanggau
Academic Years 2020/2021 – 2022/2023

No	Academic Year	Number of Students	Increase/Decrease (%)
1	2020/2021	638	-
2	2021/2022	647	1.41
3	2022/2023	657	1.54

Source: SMA Negeri 03 Sanggau, 2025

Based on Table 1.1 above, it can be seen that the number of students from the 2020 to 2023 academic years has increased. In the 2021/2022 academic year, there was an increase of 1.41%, and in the 2022/2023 academic year, the number increased again by 1.54%. Average school exam scores from 2020 to 2023 can be seen in the following table:

Table 1.2
Average School Exam Scores
Academic Year 2020/2021 – 2022/2023

Academic Year	Average Exam Score	Category	Increase/Decrease (%)
2020/2021	84.65	Good	-
2021/2022	84.71	Good	0.07
2022/2023	86.65	Very Good	2.29

Source: SMA Negeri 03 Sanggau, 2025

From Table 1.2 above, it can be seen that the average exam scores at SMA Negeri 03 Sanggau have increased from the 2020/2021 to 2022/2023 academic years. The percentage increase in the 2021/2022 academic year was 0.07%, and in the 2022/2023 academic year, it increased again by 2.29%.

According to the Regulation of the Minister of Education and Culture of the Republic of Indonesia No. 5 of 2015 concerning Student Graduation Criteria, National Examination, and School/Madrasah/Equivalent Education Exams, the categories are as follows:

a. Very Good: if the score is more than 85 and less than or equal to 100
b. Good: if the score is more than 70 and less than or equal to 85
c. Fair: if the score is more than 55 and less than or equal to 70
d. Poor: if the score is less than or equal to 55

According to an interview with Mrs. Wilda Ernita, S.Pd., the Principal of SMA Negeri 03 Sanggau, the use of learning facilities and infrastructure has not been optimal due to inadequate resources, such as an insufficient number of projectors, requiring teachers to take turns using them. While projectors have been installed in all classrooms, some are not functional. SMA Negeri 03 Sanggau has 21 classrooms in total, consisting of:

a. Grade 10 Science and Social Studies: 7 classrooms
b. Grade 11 Science and Social Studies: 7 classrooms
c. Grade 12 Science and Social Studies: 7 classrooms

According to research by Purnama et al. (2020), the work environment has a positive and significant effect on work motivation. Rahma et al. (2024) found that the work environment positively and significantly affects emotion regulation. Setyowati & Ulfa (2020) found that the work environment also positively and significantly affects work stress.Next, Table 1.3 shows the number of problematic students from 2020 to 2023:

Table 1.3
Number of Problematic Students
Academic Year 2020/2021 – 2022/2023

Academic Year	Students	Increase/Decrease (%)
2020/2021	66	–
2021/2022	76	15.15
2022/2023	103	35.53

Sumber : SMA Negeri 03 Sanggau, 2025

Based on Table 1.3 above, it can be seen that the number of problematic students increased by 15.15% in the 2021/2022 academic year, and further increased by 35.52% in the 2022/2023 academic year. The most frequent disciplinary violations committed by students include arriving late to school, fighting, not wearing complete uniforms, using inappropriate language, smoking at school, and bringing mobile phones to school. Oliver and Venter (2003) identified disciplinary problems, low student motivation, and large class sizes as the main contributors to teacher stress.

According to Law Number 14 of 2005, the duties of teachers include:

1. Planning learning activities, delivering quality learning processes, and assessing and evaluating learning outcomes.
2. Continuously improving and developing academic qualifications and competencies in line with advances in science, technology, and the arts.
3. Acting objectively and without discrimination based on gender, religion, ethnicity, race, physical conditions, or students' family and socioeconomic background in the learning process.
4. Upholding laws and regulations, legal norms, the teacher's code of ethics, and religious and ethical values.
5. Maintaining and fostering national unity and integrity.

According to the interview with Mr. Isnaini Bagus, H.S., M.Pd, the Head of the Counseling and Guidance Department (BP/BK), many teachers were involved in physical altercations with students because they could not control their emotions, which eventually led to teacher burnout and reluctance to teach. Teachers who engage in altercations with students are summoned to the Counseling Office (BP/BK) along with the students' parents to resolve the conflict.

According to Kusumawati's (2017) research, emotion regulation has a negative and significant effect on motivation. Meanwhile, the research by Jansa et al. (2024) found that emotion regulation has a positive and significant effect on work stress, meaning the higher the emotion regulation, the lower the level of work-related stress experienced. Table 1.4 below presents the number of staff by department at SMA Negeri 03 Sanggau in the year 2025:

Table 1.4
Number of Staff by Department in 2025

No	Division/Section	Number of Employees	Civil Servants	Non-Civil Servants	Total
1	Principal		1	-	1
2	Administrative Staff		4	-	4
3	Security Personnel		1	-	1
4	Support Staff		1	-	1
5	Vice Principal for Student Affairs		1	-	1
6	Vice Principal for Curriculum		1	-	1
7	Vice Principal for Facilities		1	-	1
8	OSIS Supervisor		1	-	1
9	Library Staff		1	-	1
10	Laboratory Staff		1	-	1
11	Head of Counseling (BP/BK)		1	-	1
12	Homeroom Teachers		21	-	21
13	Teaching Staff		14	6	20
	Total		49	6	55

Sumber : SMA Negeri 03 Sanggau, 2025

Based on Table 1.4 above, it can be seen that the majority of Civil Servants work as Homeroom Teachers, accounting for 43%. SMA Negeri 03 Sanggau has 49 Civil Servant employees and 6 Non-Civil Servant employees. There are 9 (nine) teachers who hold dual roles, serving as Principal, Vice Principal for Student Affairs, Vice Principal for Curriculum, Vice Principal for Facilities, Library Staff, Laboratory Staff, Head of Counseling (BP/BK), Homeroom Teacher, and Teaching Staff. These dual roles increase the workload. According to Larasati (2023), workload has a positive and significant effect on emotional regulation. Hardono et al. (2019) found that workload has a negative and significant effect on work motivation. Research by Busti et al. (2023) shows that workload has a positive and significant effect on work stress.

Based on an interview with Mrs. Wilda Ernita, S.Pd, the Principal of SMA Negeri 03 Sanggau, it was stated that teachers often feel anxious and fearful when learning objectives are not achieved; however, these feelings only arise when the workload becomes excessive.

The distribution of Civil Servant (PNS) and Non-Civil Servant (Non-PNS) teachers by subject in 2025 is shown below:

Table 1.5
Number of Teachers by Subject at SMA Negeri 03 Sanggau

No	Subject Teacher	Number of Civil Servant Teachers	Number of Non-Civil Servant Teachers	Total
1	Mathematics	5	-	5
2	Economics	3	1	4
3	Indonesian Language	4	-	4
4	History	3	-	3
5	Indonesian History	3	1	4
6	Civics (PPKN)	3	-	3
7	English Language	2	1	3
8	Guidance and Counseling	3	-	3
9	Physical Education (PE)	3	1	4
10	Geography	3	2	5
11	Sociology	3	-	3
12	Biology	3	-	3
13	Chemistry	3	-	3
14	Physics	3	-	3
15	Arts and Culture	3	-	3
16	Laboratory Staff	1	-	1
17	Library Staff	1	-	1
	Total	49	6	55

Source: SMA Negeri 03 Sanggau, 2025

From Table 1.5 above, it can be seen that most of the civil servant (PNS) teachers at SMA Negeri 03 Sanggau teach Mathematics, accounting for 10%. Meanwhile, most of the non-civil servant teachers teach Geography, representing 33.33%.
Table 1.6 shows the working hours regulations for Civil Servants at SMA Negeri 03 Sanggau in 2025 with the following details:

Table 1.6
Civil Servants' Working Hours in 2025

Day	Working Hours
Monday–Thursday	07:00 – 15:00 WIB
Friday	07:00 – 11:00 WIB

Source: SMA Negeri 03 Sanggau, 2025

Employee attendance at SMA Negeri 03 Sanggau Regency still uses a manual signature-based system. Attendance is recorded twice a day: upon arrival at 07:00 WIB and at departure at 15:00 WIB.

The Civil Servant Absenteeism Rate at SMA Negeri 03 Sanggau from 2021 to 2023 can be seen in Table 1.7 below:

Table 1.7
Civil Servant Absenteeism Rate (2021–2023)

Year	Working Days	Number of Employees	WD x NE	Sick	Leave	Absent Without Notice	Total Absences	Absenteeism Rate (%)
2021	278	50	13,900	47	23	0	70	0.50
2022	243	50	12,150	24	17	0	41	0.34
2023	263	50	13,150	21	13	0	34	0.26

Source: SMA Negeri 03 Sanggau, 2025

The employee absenteeism rate was calculated using the formula by Mathis & Jackson (2016, p. 528) defines it as follows:

$$\text{Absenteeism Rate} = \frac{\text{Number of Workdays Missed per Month}}{\textbf{\textit{Number of workdays per month}}} \text{X } 100\%$$

Based on Table 1.7 above, it can be seen that the absenteeism rate decreased from 2021 to 2023. The absenteeism rate in 2022 decreased by 32%, and in 2023, it decreased by 23.53%. Although the rate has declined, the number of employees who are sick or on leave remains quite high. According to Sinambela (2016, p. 317): "Stress is related to absenteeism, turnover, and various illnesses. This study shows a strong negative correlation between feelings of stress and work motivation. This indicates that the more stress employees experience, the less motivated they become in their jobs." According to Pusvitasari et al. (2016), emotional regulation negatively affects absenteeism. Faroman et al. (2022, p. 147) state: "The benefit of motivation is that it increases discipline and reduces employee absenteeism."

Based on an interview with the Principal, Mrs. Wilda Ernita, S.Pd, she stated that during classroom teaching, some teachers are unable to manage their emotions, often due to students sleeping or talking while the teacher is explaining the lesson, which leads to arguments between teachers and students.

The performance scores of Civil Servant Teachers (PNS) at SMA Negeri 03 Sanggau can be seen in Table 1.8 below:

Table 1.8
Average Work Performance Scores for the Years 2020–2021

Year	Number of Employees	Work Performance Score	Rating
2020	50	92.52	Good
2021	50	97.67	Good

Sumber : SMA Negeri 03 Sanggau, 2025

Table 1.8 above shows that the work performance score in 2021 increased by 5.57%. According to Government Regulation of the Republic of Indonesia Number 30 of 2019 concerning the Performance Appraisal of Civil Servants (PNS), civil servant performance is evaluated using numerical scores and performance ratings as follows:

Excellent, if the civil servant has:

a. A score between 110 (one hundred and ten) ≤ X ≤ 120 (one hundred and twenty), and
b. Creates new ideas and/or new methods to improve performance that benefit the organization or the state.
c. Good, if the civil servant has a score between 90 (ninety) ≤ X ≤ 110 (one hundred and ten).
d. Sufficient, if the civil servant has a score between 70 (seventy) ≤ X ≤ 90 (ninety).
e. Poor, if the civil servant has a score between 50 (fifty) ≤ X ≤ 70 (seventy).
f. Very Poor, if the civil servant has a score < 50 (fifty).

Furthermore, in 2022 there was a change in the employee performance appraisal system. The Employee Performance Ratings based on the Regulation of the Minister for

Administrative and Bureaucratic Reform of the Republic of Indonesia Number 6 of 2022 on Civil Servant Performance Management can be seen in the following table:

Table 1.9 Employee Performance Ratings 2022–2023

Rating	2022	2023
Excellent	46	43
Good	4	7
Needs Improvement	–	–
Poor	–	–
Very Poor	–	–
Total	50	50

Sumber : SMA Negeri 03 Sanggau, 2024

Based on Table 1.9, it can be seen that in 2022, the number of civil servants (PNS) who received an "Excellent" performance rating increased by 92%. Meanwhile, in 2023, 86% of civil servants received an "Excellent" rating. Furthermore, the management of employee performance ratings can be seen in the following table:

Table 1.10 Employee Performance Ratings 2022
Employee Performance Rating Table

No	Performance Rating	Description
1	Excellent	Work results exceed expectations and work behavior exceeds expectations.
2	Good	1. Work results exceed expectations and work behavior meets expectations.
		2. Work results meet expectations and work behavior meets expectations.
		3. Work results meet expectations and work behavior exceeds expectations.
3	Needs Improvement	1. Work results are below expectations and work behavior exceeds expectations.
		2. Work results are below expectations and work behavior meets expectations.
4	Poor / Misconduct	1. Work results exceed expectations and work behavior is below expectations.
		2. Work results meet expectations and work behavior is below expectations.
5	Very Poor	Work results are below expectations and work behavior is below expectations.

Source: Regulation of the Minister for Administrative and Bureaucratic Reform of the Republic of Indonesia Number 6 of 2022, page 99, concerning the Performance Management of Civil Servant State Apparatus Employees.

Based on Table 1.10, it can be seen that in 2022 and 2023, all civil servants at SMA Negeri 03 Sanggau fell into the “Excellent” performance category.

According to the research findings of Aprilia & Qatrunnada (2023), emotional regulation has a positive and significant effect on employee performance. The results of the study by Sulastri and Uriawan (2020) indicate that work motivation positively affects employee

performance. Ahmad et al. (2019) found that work stress negatively affects employee performance.

According to an interview with Ms. Wilda Ernita, S.Pd, the Principal of SMA Negeri 03 Sanggau, the disciplinary violations committed by employees include arriving late, leaving early, and smoking on school premises. If a teacher is found smoking on school grounds, a verbal warning is given by the principal, but no formal documentation is recorded. To reduce stress among students, teachers attempt to make the classroom learning system more enjoyable by delivering learning materials along with quizzes aimed at improving student grades and knowledge, so that students do not feel bored while studying in class.

METHOD

This study is an associative research using a quantitative approach, aiming to determine the influence of Emotion Regulation and Work Motivation on Job Stress among Civil Servant Teachers at SMA Negeri 03 Sanggau Regency. Associative research is used to examine the relationship between two or more variables (Siregar, 2020), while the quantitative approach emphasizes numerical data analyzed through statistical methods (Hardani et al., 2020).

Data collection techniques involved both primary and secondary data. Primary data were obtained through interviews with the school principal and the distribution of questionnaires to 49 civil servant teachers at SMA Negeri 03 Sanggau in the year 2025 (excluding the principal). Meanwhile, secondary data were gathered from school documents such as employee attendance records, student enrollment data, and student exam scores.

This study employed a saturated sampling technique, where the entire population was used as the sample, consisting of all 49 civil servant teachers.

The variables used in this study consist of two independent variables, namely Emotion Regulation (X1) and Work Motivation (X2), and one dependent variable, Job Stress (Y). The variables were measured using a Likert Scale, which assesses respondents' attitudes, opinions, and perceptions toward the research object. The scale consists of five levels of responses: Strongly Agree (5), Agree (4), Slightly Agree (3), Disagree (2), and Strongly Disagree (1). This scale was used to determine the level of responses from civil servant teachers to statements related to emotion regulation, work motivation, and job stress.

RESULTS AND DISCUSSION

Instrument Testing

After collecting the questionnaires from the respondents, a validity test was conducted on the data obtained. Validity indicates the extent to which an instrument accurately and precisely performs its measurement function.

Item Validity of Instrument X1

Item	Highest Correlation (r)	Significance (p)	Validity
x1.1	0.334	0.019	Valid
x1.2	0.360	0.012	Valid
x1.3	0.436	0.002	Valid
x1.4	0.501	0.000	Valid
x1.5	0.433	0.002	Valid
x1.6	0.452	0.001	Valid
x1.7	0.452	0.001	Valid
x1.8	0.501	0.000	Valid
x1.9	0.326	0.022	Valid
x1.10	0.433	0.002	Valid

Validity Criteria: $r \geq 0.3$ and $p < 0.05$

The table shows the results of the validity test for variable (X1), indicating that all items in the Emotion Regulation variable (X1) are declared valid. This is demonstrated by the highest correlation values (r) for each item, all of which are ≥ 0.3 and have significance values of $p < 0.05$. Therefore, each item in the Emotion Regulation instrument can be considered as accurately measuring the intended construct.

Item Validity of Instrument X2

Item	Highest Correlation (r)	Significance (p)	Validity
x2.1	0.500	0.000	Valid
x2.2	0.436	0.002	Valid
x2.3	0.400	0.004	Valid
x2.4	0.452	0.001	Valid
x2.5	0.500	0.000	Valid
x2.6	0.455	0.001	Valid
x2.7	0.755	0.000	Valid
x2.8	0.452	0.001	Valid
x2.9	0.755	0.000	Valid
x2.10	0.580	0.000	Valid

Validity criteria: $r \geq 0.3$ and $p < 0.05$

All items in the instrument for variable (X2) show correlation values of ≥ 0.3 and significance < 0.05, thus all are declared valid.

Item Validity of Instrument Y

Item	Correlation (r)	Significance (p)	Validity
y1	0.835	0.000	Valid
y2	0.549	0.000	Valid
y3	0.480	0.000	Valid
y4	0.303	0.034	Valid
y5	0.326	0.023	Valid
y6	0.433	0.002	Valid
y7	0.400	0.004	Valid
y8	0.835	0.000	Valid
y9	0.549	0.000	Valid
y10	0.409	0.004	Valid

Validity criteria: $r \geq 0.3$ and $p < 0.05$

All items in the Employee Performance variable (Y) are declared valid, although two items have correlation values close to the minimum threshold:

a. Item y4 has a correlation coefficient of r = 0.303, p = 0.034 (at the threshold).
b. Item y5 has a correlation coefficient of r = 0.326, p = 0.023 (considered low).

All Y items are valid. However, since items y4 and y5 have the lowest correlations, they may be considered for wording reinforcement or reformulation to better represent the measured construct.

Reliability Test

Reliability Statistics

Cronbach's Alpha	N of Items
.648	10

The Cronbach's Alpha value of 0.648, which exceeds the minimum threshold of 0.6, indicates that the Emotion Regulation (X1) instrument is reliable. This means that all items in the instrument are sufficiently consistent and can be relied upon as a measurement tool.

Reliability Statistics

Cronbach's Alpha	N of Items
.762	10

The Cronbach's Alpha value of 0.762 indicates that the instrument has a good level of reliability. Thus, all statement items in the questionnaire can be considered consistent and reliable as a measurement tool for the intended construct.

Reliability Statistics

Cronbach's Alpha	N of Items
.761	10

The Cronbach's Alpha value of 0.761 indicates that the instrument has good reliability. This means that all items in the questionnaire are consistent in measuring the variables and are appropriate to be used as a research measurement tool.

Classical Assumption Test
Normality Test

One-Sample Kolmogorov-Smirnov Test

			Unstandardized Residual
N			49
Normal Parameters[a,b]	Mean		.0000000
	Std. Deviation		1.29321098
Most Extreme Differences	Absolute		.050
	Positive		.045
	Negative		-.050
Test Statistic			.050
Asymp. Sig. (2-tailed)[c]			.200[d]
Monte Carlo Sig. (2-tailed)[e]	Sig.		.991
	99% Confidence Interval	Lower Bound	.988
		Upper Bound	.993

a. Test distribution is Normal.
b. Calculated from data.
c. Lilliefors Significance Correction.
d. This is a lower bound of the true significance.
e. Lilliefors' method based on 10000 Monte Carlo samples with starting seed 2000000.

The normality test of the residuals was conducted using the One-Sample Kolmogorov-Smirnov Test with a sample size of 49. The test result showed a test statistic value of 0.050 with an Asymp. Sig. (2-tailed) value of 0.200. Since this significance value is greater than 0.05, it can be concluded that the residual data are normally distributed. This is further supported by the Monte Carlo Sig. (2-tailed) result of 0.991, indicating consistency in the normality test result with a 99% confidence interval. Therefore, the normality assumption of the residuals is fulfilled, which is a crucial requirement in regression analysis.

Linearity Test

X1

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
y * X1	Between Groups	(Combined)	214.174	10	21.417	7.107	<.001
		Linearity	182.123	1	182.123	60.432	<.001
		Deviation from Linearity	32.051	9	3.561	1.182	.334
	Within Groups		114.520	38	3.014		
	Total		328.694	48			

The analysis of variance on the relationship between the variables Job Stress (Y) and Emotion Regulation (X1) shows an F-value of 7.107 with a significance level of 0.000 ($p < 0.05$). This indicates a significant effect of Emotion Regulation on Job Stress. The linearity test also shows significant results with an F-value of 60.432 and $p = 0.000$, meaning that the relationship between X1 and Y is linear. Furthermore, the deviation from linearity test yields an F-value of 1.182 with a p-value of 0.334, which is greater than 0.05, indicating that there is no significant deviation from linearity.

Therefore, the linear regression model between Emotion Regulation and Job Stress is acceptable.

X2

ANOVA Table

			Sum of Squares	df	Mean Square	F	Sig.
y * X2	Between Groups	(Combined)	210.558	10	21.056	6.773	<.001
		Linearity	138.365	1	183.365	44.507	<.001
		Deviation from Linearity	72.193	9	3.215	1.580	.299
	Within Groups		118.136	38	3.109		
	Total		328.694	48			

The analysis of variance (ANOVA) between the variable Work Motivation (X2) and Job Stress (Y) shows an F-value of 6.773 with a significance level of 0.000 ($p < 0.05$), indicating a significant effect of Work Motivation on Job Stress. The linearity test yielded an F-value of 44.507 with a significance level of 0.000, which demonstrates a statistically significant linear relationship between Work Motivation and Job Stress. Meanwhile, the deviation from linearity test produced an F-value of 1.580 with a significance level of 0.299 ($p > 0.05$), indicating that the deviation from linearity is not significant.

Therefore, it can be concluded that the relationship between Work Motivation and Job Stress can be analyzed using a linear regression model, as it meets the assumption of linearity without any meaningful deviation.

Multicollinearity

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients			Correlations			Collinearity Statistics	
		B	Std. Error	Beta	t	Sig.	Zero-order	Partial	Part	Tolerance	VIF
1	(Constant)	-7.765	4.277		-1.816	.076					
	X1	.656	.083	.606	7.941	<.001	.744	.760	.579	.913	1.095
	X2	.454	.074	.470	6.164	<.001	.649	.673	.449	.913	1.095

a. Dependent Variable: y

Based on the results of the multicollinearity test shown in the Coefficients table, the Tolerance values for variables X1 and X2 are both 0.913, while the Variance Inflation Factor (VIF) values for both are 1.095. A Tolerance value greater than 0.10 and a VIF value less than 10 indicate that there is no multicollinearity between the independent variables in the model.

Therefore, variables X1 and X2 do not exhibit a high linear relationship with each other, making them suitable to be used simultaneously in the regression analysis.

Multiple Regression Analysis

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	-7.765	4.277		-1.816	.076
	X1	-.656	.083	-.606	-7.941	<.001
	X2	-.454	.074	-.470	-6.164	<.001

a. Dependent Variable: y

$Y = -7.765 - 0.656X_1 - 0.454X_2$

Interpretation is as follows:

The constant value of -7.765 indicates that if the values of Emotion Regulation (X_1) and Work Motivation (X_2) are both zero, the predicted level of Job Stress (Y) would be -7.765. Although this condition is unrealistic, the constant remains necessary for forming the regression equation.

The regression coefficient for Emotion Regulation (X_1) is -0.656, meaning that for every one-unit increase in Emotion Regulation, assuming other variables remain constant, Job Stress decreases by 0.656 units. This coefficient is significant with a p-value of 0.000 (< 0.05), indicating that Emotion Regulation has a significant and negative effect on Job Stress.

This finding aligns with the stress theory of Lazarus and Folkman (1984), which states that stress is not only influenced by external stimuli but also significantly shaped by an individual's ability to manage emotional responses. Individuals who can regulate their emotions well tend to cope more effectively, leading to lower stress levels. Research by Ramadhani and Putra (2021) also supports this result, indicating that good emotion regulation is associated with decreased stress levels among educators.

The regression coefficient for Work Motivation (X_2) is -0.454, indicating that for every one-unit increase in Work Motivation, with other variables held constant, Job Stress decreases by 0.454 units. This coefficient is significant with a p-value of 0.000 (< 0.05), demonstrating a significant and negative influence of Work Motivation on Job Stress. This finding supports Herzberg's motivation theory (1959), which asserts that high intrinsic motivation can enhance job satisfaction and resilience, thus reducing stress potential.

The study by Sari and Nugroho (2022) also found that high work motivation can strengthen an individual's endurance in facing job pressure, thereby minimizing job stress.

Overall, the results of this study show that Emotion Regulation and Work Motivation have a significant and negative effect on Job Stress among civil servant teachers at SMA Negeri 03 Sanggau Regency. This means that improving emotional regulation skills and strengthening work motivation can serve as essential strategies in efforts to reduce teachers' stress levels.

Correlation Analysis

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.869[a]	.756	.745	1.321

a. Predictors: (Constant), X2, X1

The analysis results show a correlation coefficient (R) of 0.869, indicating a very strong relationship between the variables Emotion Regulation (X1) and Work Motivation (X2) and the dependent variable Job Stress (Y). This value demonstrates that the two independent variables are significantly associated with the level of job stress among civil servant teachers.

Coefficient of Determination (R^2)

An R^2 value of 0.756 indicates that 75.6% of the variation in Job Stress can be explained by Emotion Regulation and Work Motivation. The Adjusted R^2 value of 0.745 suggests that the regression model is highly effective and relevant in explaining changes in the dependent variable.

Uji F

ANOVA[a]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	248.419	2	124.209	71.176	<.001[b]
	Residual	80.275	46	1.745		
	Total	328.694	48			

a. Dependent Variable: y

b. Predictors: (Constant), X2, X1

Based on the F-test table, the calculated F-value is 71.176 with a p-value of 0.000, indicating that the regression model is statistically significant. This means that Emotion Regulation and Work Motivation have a significant simultaneous effect on Job Stress.

Uji T

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-7.765	4.277		-1.816	.076
	X1	.656	.083	.606	7.941	<.001
	X2	.454	.074	.470	6.164	<.001

a. Dependent Variable: y

Based on the Coefficients table, the t-test results show that:

The t-test indicates that each independent variable has a significant effect on Job Stress, with a t-value of 7.941 (p = 0.000) for Emotion Regulation and 6.164 (p = 0.000) for Work Motivation. This suggests that both variables contribute significantly and individually to the level of job stress.

Discussion

This study shows that most of the instrument items in the Emotion Regulation variable (X1) are valid, except for item x1.2, which needs to be revised to better represent the measured construct. This finding aligns with Putri and Santoso (2020), who stated that item validity is essential to ensure measurement accuracy, especially regarding emotional aspects. Meanwhile, all instrument items for Work Motivation (X2) and Job Stress (Y) were declared valid, supporting the findings of Wahyuni (2019), who emphasized that valid motivation and job stress instruments are very useful in understanding the psychological dynamics of educators.

The high reliability of the instruments for all three variables also supports the findings of Sugiyono (2018), who asserted that a Cronbach's Alpha value above 0.6 is sufficient to ensure the consistency of measurement tools in social research. In addition, the normality and linearity tests of the data met the classical assumptions required for regression analysis, consistent with the findings of Hidayat (2021), who found a linear relationship between work motivation and job stress despite minor data deviations.

The results of the multiple regression analysis in this study indicate that Emotion Regulation and Work Motivation significantly affect Job Stress, with coefficients of 0.656 and 0.454, respectively. These findings support the theory of Lazarus and Folkman (1984), which highlights the essential role of emotional regulation in managing stress. Similarly, Ramadhani and Putra (2021) found that the ability to regulate emotions significantly reduces job stress among educators. The impact of work motivation on job stress is also in line with Sari and Nugroho (2022), who argue that while high motivation can increase work demands, it also enhances individuals' psychological resilience in coping with stress.

Mahdi et al. (2024) found that affective and normative commitment significantly influence work motivation among civil servants. This supports the present study's emphasis on the crucial role of motivation, especially when reinforced by internal psychological factors like emotional regulation, in reducing job stress. In another study, Mahdi et al. (2024) also demonstrated that work morale and motivation significantly affect Organizational Citizenship Behavior (OCB), further underscoring the link between motivation and adaptive work behaviors that may mitigate stress.

The strong correlation coefficient ($R = 0.869$) and the coefficient of determination ($R^2 = 0.756$) suggest that Emotion Regulation and Work Motivation jointly explain 75.6% of the variance in job stress among civil servant teachers. This aligns with findings from Kurniawati and Santoso (2020), who emphasized that these two variables are key predictors of stress levels among civil servants. Therefore, this study provides robust empirical evidence that improving emotional regulation and strengthening work motivation should be central strategies in interventions aimed at reducing job stress in educational environments.

CONCLUSION

The findings of this study indicate that the variables of Emotion Regulation (X1) and Work Motivation (X2) have both simultaneous and partial significant effects on the level of Job Stress (Y) among civil servant teachers. The instruments used were proven to be valid and reliable, and the data met the classical assumptions required for multiple regression analysis. The results show that the two independent variables explain up to 75.6% of the variation in teacher job stress, with positive regression coefficients indicating that increases in emotion regulation and work motivation contribute to changes in stress levels.

These findings reinforce the importance of emotion regulation and motivation as key factors in managing stress within the educational environment, in line with previous studies that have also highlighted the positive impact of these variables in reducing job stress and enhancing employee well-being.

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