



The role of resilience and motivation for improving Indonesian suburban teacher performance

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ABSTRACT

Teachers are an important component in the teaching and learning process to produce quality students. So, to create quality students, one way is to increase teacher resilience. Teacher resilience in facing difficult conditions needs to be a concern of school leaders in efforts to improve the quality of education, with the assumption that resilience will improve teacher performance and determine the achievement of educational goals. Apart from teacher resilience, motivation from the school also plays an important role. If school motivation is low, it will have a negative impact on teacher performance. With this phenomenon, there is a possibility of a decline in the performance of suburban teachers. The success of schools in improving teacher performance can be influenced by providing training to improve the quality of teacher resources at work, one of which is training for teacher resilience in overcoming teaching obstacles and facing difficult conditions. This quantitative research is the result of community service development carried out by Program Gerakan Desa Mengajar, with the aim of testing the effect of teacher resilience training and providing motivation on improving the performance of 100 (one hundred) honorary teachers in Cirebon Regency. The hypothesis was tested using *Partial Least Square* (PLS) data analysis. The results show that self-resilience training improves teacher performance, while motivation does not play a role in improving the performance of Sub Urban teachers in Cirebon Regency.

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INTRODUCTION

The difficult conditions and low income of honorary teachers are the main problems that schools need to pay attention to in efforts to improve the quality of education at this time, requiring school commitment to fulfilling the rights of honorary teachers. If school commitment is low, it will have a negative impact on student learning achievement. Teachers are required to be able to provide the best performance to schools according to their competencies. Apart from competence, a teacher must also have a commitment to devote total attention. The existence of compensation is a tool to generate

enthusiasm and motivation for teachers to remain committed to their work (Qortunnada, 2015). The compensation given to teachers should be sufficient to meet their living needs. The fact is that in Indonesia, especially Cirebon Regency, only teachers with civil servant degrees have sufficient compensation. For suburban teachers, they are paid based on the policy of the school where they teach according to class hours. This phenomenon has led to a decline in the performance of Suburban teachers. In fact, if the performance of suburban teachers is good, they will make a contribution to their respective schools or institutions. The success of schools in improving teacher performance is very dependent on the quality of the human resources involved in their work. Performance is a work result that can be achieved by a person or group of people in an organization both quantitatively and qualitatively (Mathis and Jackson, 2016).

Every activity carried out by a person is driven by a power within that person, this driving force is called motivation. Employee work motivation or in this research the work motivation of honorary teachers can be considered simple and can also be a complex problem, because basically humans are easy to motivate by giving what they want. There are three key elements in motivation, namely effort, organizational goals and needs. In general, high performance is always associated with high work motivation. If this is related to the current situation of suburban teachers, it is not surprising that there has been a decline in performance due to the difficult economic conditions faced by suburban teachers. To encourage increased performance of suburban teachers, self-confidence is needed in their ability to face teaching obstacles. This attitude of self-resilience in facing difficulties is called *the adversity quotient* (Stoltz, 2000).

Resilience is a form of intelligence that underlies a person's success in facing challenges when difficulties occur. If someone has a good adversity quotient, they are considered to be able to overcome obstacles that prevent someone from achieving their goals. Without a good *resilience*, it is feared that suburban teachers will experience frustration and uncertainty in carrying out their daily work. The object of this research is suburban teachers in Cirebon Regency. Based on the background above, this research is intended to find out how "*The role of the resilience in improving the performance of suburban teachers in Cirebon Regency mediated by motivation*".

Resilience is a skills-based education consultant (Stoltz, 2000). Based on the concept of intelligence (IQ and EQ) that currently exists, it is considered insufficient to become a person's capital for success, therefore Stoltz then developed a concept regarding adversity intelligence. Adversity in the English dictionary means misery and misfortune, while quotient is defined as ability or intelligence. Meanwhile, according to Stoltz (2000), *the adversity quotient* is the ability a person has to observe difficulties and process these difficulties with their intelligence so that they become a challenge to be resolved. *Adversity quotient* as an ability consists of four dimensions which are abbreviated as CO2RE, namely the dimensions of *control, origin-ownership, reach, and endurance* (Stoltz, 2000). Teacher performance is the result of work in quality and quantity achieved by a teacher in carrying out his duties in accordance with the responsibilities given to the teacher.

Yazon (2019) stated in his research on teachers in the Philippines that there is a relationship between a teacher's self-resilience and mastery of the teaching class, but high or low levels of self-resilience do not guarantee a complete increase in performance. It was also found that high self-resilience has moderate performance but low self-resilience the performance is good. This assumption does not fully support the theory of self-resilience by Stolz (2000). Maiquez et al (2015) stated that there was an insignificant relationship between teachers' emotional skills and self-resilience on academic achievement. Although not significant, there is a small percentage caused by other factors.

Parvathy, U. and Praseeda, M. (2014) explored the relationship between *adversity intelligence* and academic problems among teachers and students, the results stated that someone who has the ability to overcome difficulties can easily solve academic problems. There is a negative relationship between academic problems and self-resilience. The higher the self-resilience score, the lower the problems a person has in academics. This study is supported by Bakare (2013) which shows that the

results of self-resilience in facing difficulties have a significant relationship with academic performance. As self-resilience increases, the teacher's academic performance also increases.

Praditsang and Hanafi (2013) investigated the relationship between *adversity quotient* and learning behavior while Cornista and Macasaet (2013) investigated the relationship between *adversity quotient* and achievement motivation. Both studies examined participants' difficulties and other factors, such as age and gender, that were thought to have a significant relationship with *adversity quotient* proved to have no effect. In Praditsang and Hanafi's (2013) research, the AQ score was high, while in Cornista and Macasaet's research, the majority of AQ scores were low. Research by Tansiongco and Ibarra (2020) states different results, an academic who has a high level of intelligence - in controlling difficulties will likely perform better in instructional leadership and quality standards for basic education programs. Training is needed to assimilate intelligence in facing difficulties and increase the qualifications of academics to improve organizational performance in the education management system.

RESEARCH METHOD

Based on several previous research results above, the first hypothesis (H_1) is produced that: Self-resilience in facing difficulties has an effect on improving academic performance.

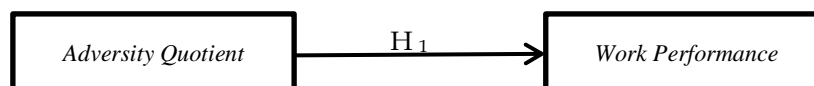


Figure 1. First Research Hypothesis

H_1 : Suburban teachers' self-resilience influences teaching performance.

From the perspective of self-achieving and self-motivation, academics are broadly characterized by their motives to avoid failure and approach success (Covington & Omelich, 1991). Based on the need achievement motivation model, students can be characterized into three typologies: academics who are success-oriented, academics who avoid failure, and academics who accept failure. Success-oriented academics tend to be optimistic, proactive and positive about their orientation, and are not discouraged by failure but respond with optimism and energy (Covington & Omelich, 1991; Martin et al., 2001). These academics, it could be argued, are highly motivated in a positive way and are proactive in responding adaptively to setbacks if they should occur (Martin et al., 2001).

Motivation can be conceptualized as the energy and drive of academics during the teaching and learning process, working effectively, and achieving their potential in school and the behavior that follows. Motivation plays a big role in interest and passion for academics at school. Motivation also supports their achievement (Martin, 2001, in press; Martin, Marsh, & Debus, 2001a, 2001b, in press; Meece, Wigfield, & Eccles, 1990; Schunk, 1990). However, the energy and drive to learn, work effectively, and achieve to one's potential is not enough to overcome academic failure or excessive study causes pressure and stress. Without a certain level of resilience to these types of challenges, the state of motivated academics may suffer. This resilience problem arises by considering several phenomena, including, Why is it that some academics' motivation is weakened by resulting failure, poor performance, stress, and the pressures of teaching while others pick themselves up, recover, and move on? Why do some academics get stuck in a state of *underachievement* while others proactively respond to poor performance and resolve the condition? Why do some academics *burn out* under the pressure of school while others are passionate and accept the challenges before them?

Howard & Johnson (2000) stated that the answer to these differences in conditions comes from the self-resilience of each academic, where self-resilience is defined as the process, capacity, or result of successful adaptation to challenging or threatening circumstances for a person. Schools are important places where academic resilience can be enhanced (Cunningham, Brandon, & Frydenberg, 1999; Frydenberg, 1999; Fuller, 2001; Fuller, McGraw, & Goodyear, 1999; Howard & Johnson, 2000;

Longaretti, 2001; Parker & Hendy, 2001; Speirs & Martin, 1999). Based on several previous studies, it can be assumed that:

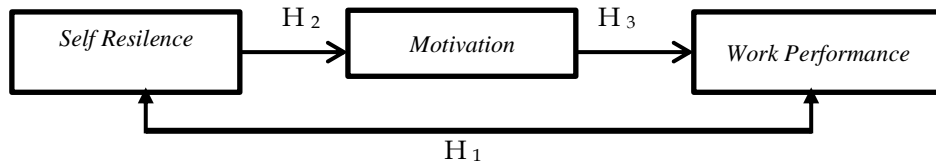


Figure 2. Hypotheses Result

Based on figure 2. above can be assumed;

- H₁: Self-resilience plays a role in directly improving the performance of suburban teachers
- H₂: Motivation plays a role in increasing the influence of self-resilience on the performance of suburban teachers
- H₃: Motivation influences the performance of suburban teachers.

Testing of the provision of training on self-resilience and its effect on improving performance mediated by motivation was carried out in March 2023 using a quantitative approach, as many as 100 suburban teachers in Cirebon Regency were taken as samples using a *non-probability sampling method*, the appropriate technique for this research was *quota sampling*. Quota sampling can be described as a two-step assessment process. The first stage involves the development of control categories, or quotas, of population elements. In the second stage, *judgmental or convenience sampling* is then used to select sample elements (Parasuraman et al, 2015). The respondents as samples in this research were suburban teachers in Cirebon regency.

Furthermore, the number of questionnaires that will be distributed to 100 respondents on the list of schools representing the population in Cirebon regency. Each school will be represented by 20 respondents or teaching staff, so the value of 5 schools will be 5 x 20 = 100 respondents in Cirebon Regency. For data analysis, validity, reliability and hypothesis testing used in this research is partial least squares which is supported by XL Stat software for data processing. *Partial Least Square (PLS)* is part of *Structural Equation Modeling (SEM)*. The PLS method is a new method that is widely used in research because it can use a smaller number of samples (Abdillah & Hartono, 2015).

RESULTS AND DISCUSSIONS

The results of the questionnaire given to 100 (several hundred) samples of suburban teachers in Cirebon Regency were then processed using Excell software and run through XL STAT to obtain validity, reliability and hypothesis testing results. The validity results in table 1 indicate that all dimensions representing the variables were declared valid. and can be used in this research.

Table 1. Cross-loadings of validity of measured items (monofactor manifest variable / 1)

	Self Resilience	Motivation	Work Performance
Controls	0.9584	0.6438	0.8008
Origin Ownership	0.9168	0.6553	0.8042
Reach	0.8577	0.4086	0.6147
Endurance	0.8550	0.6722	0.7148
Need for Power	0.5531	0.8512	0.7352
Need for Achievement	0.6416	0.9506	0.8666
Need for Affiliation	0.6527	0.9346	0.8452
Quality	0.6912	0.9043	0.9074
Quantity	0.5844	0.5008	0.6774
Responsibility	0.7796	0.5493	0.7908
Initiative	0.6406	0.8865	0.8580

Source: questionnaire data processed with XL STAT, August 2020.

From table 1 above, the results of data processing from the questionnaire using XLSTAT software show that the convergent validity value indicator for each variable has a factor loading of more than 0.50, meaning that the statements in the questionnaire are valid and can represent the variables of self-resilience, motivation and performance in this research, the higher loading factor, the higher the validity.

Table 2. Reliability Measurements

Latent variables	Dimensions	Cronbach's alpha	DG rho (PCA)
Self Resilience	4	0.9197	0.9437
Motivation	3	0.8995	0.9377
Work Performance	4	0.8257	0.8856

Source: questionnaire data processed with XL STAT, August 2020.

From table 2 above, the results of data processing from the questionnaire using XLSTAT software show that the construct of each variable has a Cronbach Alpha of more than 0.70, meaning that the statements in the questionnaire are reliable and can represent the variables of self-resilience, motivation and performance in this research. Figure 1.3 below illustrates the results of testing the three hypotheses:

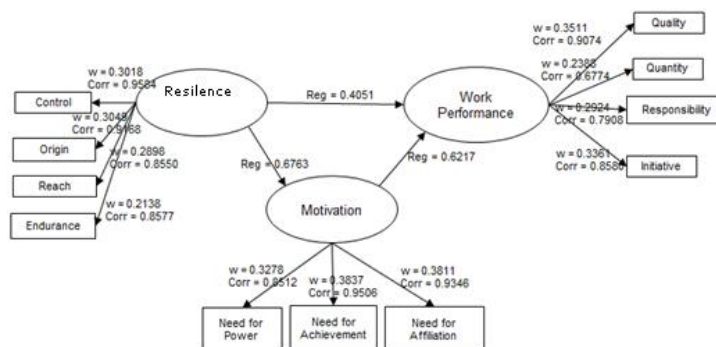


Figure 3. Hypothesis test results using the PLS method were carried out via XL STAT software (Source: questionnaire data processed with XL STAT, 2023)

Table 3. Path coefficients

Path coefficients (Work Performance / 1):								
Latent variables	Value	Standard error	t	Pr > t	f ²	Value (Bootstrap)	Standard error (Bootstrap)	Critical ratio (CR)
Self Resilience	0.4051	0.0452	8.9563	0.0000	0.8185	0.4025	0.0666	6.0786
Motivation	0.6217	0.0452	13.7462	0.0000	1.9281	0.6239	0.0659	9.4302

Source: questionnaire data processed with XL STAT, 2023

Self-resilience and motivation simultaneously influence the work Performance, if F calculated from F table, (then the model is significant, for n = 100 and k = 2 t table 3.09 and F calculated 401.4450 means Ha₂ is accepted. The significant Resilience and Motivation simultaneously influence performance by 80%. From the test it can be concluded:

- 1) H₃ is accepted, Motivation influences the performance of suburban teachers
- 2) H₁ is accepted. Resilience directly influences performance.
- 3) H₂ is accepted. Motivation plays a role in increasing the influence of the Resilience on performance
- 4) Model equation: Suburban Teacher Performance = 0.40507 * Resilience + 0.62171 * Motivation

Based on the results of data analysis in this study, it can be shown that the self resilience has a significant direct effect on performance, motivation plays a mediating role which increases the influence of self-resilience on performance. The results of this study support the research of Martin,

2001, in press; Martin, Marsh, & Debus, 2001a, 2001b, in press; Meece, Wigfield, & Eccles, 1990; Schunk, 1990) that motivation influences academic performance and in this requires the role of self-resilience. The statement from Howard & Johnson (2000) which states that the answer to these differences in conditions comes from the self-resilience of each academic is supported by the results of this research, the higher the self-resilience of suburban teachers, the higher the opportunity for improving teacher performance. Praditsang *et al* (2015) and Martin *et al* (2001) stated that high self-resilience will be shown in individuals when they experience failure and high work stress. This is in accordance with the results of this research that suburban teachers will be tested when their work stress level is high.

CONCLUSION

This research aim to study the effect of self resilience in suburban region with motivation as mediating roles between self resilience and teacher performance. The self resilience on suburban Teacher in Cirebon Regency significantly effect directly on teacher performance, with motivation higher the effect of teacher self-resilience to teacher performance, the higher effect from self resilience was coming from control dimension, which related to ability suburban teacher in pressing their emotionality and give positive respon to the performance even they are in high of stress level conflict.

Suggestions that can be recommended to demonstrate a good level of resilience need to be considered in developing teacher potential as teaching human resources, through training and developing knowledge insight. The government can evaluate teacher salaries given according to the work performance shown and provide rewards such as additional bonuses for the work done and clarity of career paths from honorary to civil servants. So that teachers are more focused on carrying out their careers as teachers and providing the best performance in their profession in producing the best future generation for the nation. Training to foster self-resilience in academics has an important role according to research results that the performance of suburban teachers will also increase. Providing motivation in the form of *rewards* and nominal amounts is also really needed by academics, therefore schools need to increase the provision of rewards and incentives to honorary teachers.

Recommendation for futures research are expanding the larger number of teacher samples and expanding the research locus not only in Cirebon Regency, but also in Suburban in the Whole of West Java Province, and changes in data analyzed using Lisrel-Amos due to larger samples.

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