The Contribution of Adversity Quotient dan Working Motivation to Teachers' Performance

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ABSTRACT

The improvement of education quality is affected by teachers' performance. There are several factors that can influence teachers' performance such as problem solving skill and teachers' motivation while doing their duties. This research aimed to know the contribution amount of adversity quotient and working motivation to teachers' performance at elementary schools in Gugus VII Mengwi, in academic year of 2020/2021. The type of this research was ex-post facto. The sample was taken by total sampling technique in which 32 population members were selected to be the sample. Furthermore, the data were collected by reviewing teachers' performance documents and administrating questionnaire about adversity quotient and working motivation. The data were analyzed through descriptive statistics analysis and inferential statistics analysis. The result of this research shows that : (1) there is a significant contribution of adversity quotient to teachers' performance with correlation coefficient of 0.6315 and the percentage of the contribution is 26.98%, (2) there is a significant contribution of working motivation to teachers' performance with correlation coefficient of 0.6943 and the percentage of the contribution is 36.76%, (3) there is a significant contribution of adversity quotient and working motivation to the teachers' performance with correlation coefficient of 0.7984 and the percentage of the contribution is 63.74%. In conclusion, there is a significant contribution of adversity quotient and working motivation to the teachers' performance.

Keywords: *Adversity Quotient, Working Motivation, Teacher Performance*

1. INTRODUCTION

Education is an effort done by individual by going through a learning process to develop ethics and mindset. Education comes from a conscience that wants improvement in life. Through a good educational system, Indonesia can be a better country. One of the professions that can change and determine the fate of the nation in the future is teacher. Teacher becomes a key to a success education. Therefore, it is necessary to improve teachers' quality [1]. Teachers shall have good skills and abilities, so that they can carry out their obligations properly. Education will continue to make improvement based on the change in educational era, in order to produce good human resources who can compete in the global era [2]. In providing a good education, teachers have roles to teach and educate the students. Besides, teachers are obligated to stimulate positive personalities and shape the students as individual with good characters and manners. Improving the quality of education is crucial. It covers the facilities, infrastructures, school management, and most importantly teacher professionalism. Professional teachers are indicated by great performance and discipline behavior. Professional teachers will be able to motivate themselves, develop themselves to be better educators, and work in accordance with the ethics. Other than that, teachers are required to have high creativity, especially in preparing the learning for the students. One of the example is designing an appropriate teaching method and strategy which are suitable with the learning topic and students' ability. Teachers' creativity is influenced by motivation and the ability to carry out their duties as educators. The achievement of learning objectives is affected by the teaching and learning process and teachers' responsibility as educators [3][4] A good quality of education is strongly influenced by teachers' performance in doing their duties. Teachers are expected to make innovation in teaching and learning process because the quality of teachers' service gives significant effect to the success of the education [5][6]. To fulfilled the hopes of all parties, especially parents who entrust their children to be guided by teachers, teachers are required to have good performance in teaching and educating.

Teacher's performance comes from two words such as "teacher" and "performance". Performance can be defined as the result of someone's work in doing his/her obligation and authority, which is manifested in a real way and produces something based on knowledge, attitudes and motivation. Performance has a very important role in improving the quality of an institution or organization. It means that teachers' performance is the result of teachers' work in carrying out their tasks as educators. It is based on a sense of responsibility and the work ethics to achieve the goals of the teaching and learning. According to Dwiyanti et al [7], performance is the quality and quantity of the work result. If teachers are able to carry out teaching tasks as expected, it will affect the increase of students' learning achievement. It is because teacher has a very important role in renewing the education. According to Wardhani and Wijaya [8], the quality of the learning process is influenced by teacher's competence. Someone who is never satisfied with his/her achievement will continue to improve the performance of his/her work [9]. According to Susanto [10], there are two factors that give impact to teachers' performance, namely internal factors and external factors. Internal factors are factors that come within the teachers such as personality, skill, working motivation, experience as a teacher, teachers' ability to solve problems or better known as adversity quotient. Meanwhile, external factors are factors that come from outside such as salary, facility and infrastructure, work environment, and leadership.

Adversity quotient is a very important aspect that someone shall have in solving a problem. People must have problems in their life and toughness is needed in dealing with those problem. This toughness is called as adversity quotient [11]. Adversity quotient is someone's ability to face difficulties, determine the right steps to solve problem, and turn the obstacles into opportunities. According to Stoltz [12], the adversity quotient can be used by teachers to increase endurance and tenacity in teaching and learning process and also face the change in educational era. A high adversity quotient will help someone to control his/herself when facing a problem [13][14]. Adversity quotient is seen as a factor of success because every individual is required to think critically and creatively [15]. A teacher must have a strong desire to face difficulties and be able to overcome those difficulties. In overcoming the difficulties, it is necessary to find the right solution by involving the potential owned. One of them is adversity quotient [16]. Thus, teachers' high adversity quotient will influence the way teachers solve problem by their intelligence and keep moving forward in order to achieve goals [17].

Besides of adversity quotient, working motivation is also an intrinsic factor that affects teachers' performance. Motivation comes from the word "motive" which means strength. Here, strength is described as the power occurred from within that causes individual to take action or deed based on his/her goals [18]. Working motivation is an encouragement appeared from within, in the form of a spirit full of sincerity that arises because of internal and external stimuli to achieve achievements, goals, changes in behavior, and desires. Motivation can help people to improve their personality [19]. Teachers' creativity is affected by motivation and ability to carry out their duties as educators [20]. Many people have the will to do something, but, they are hampered by their ability. In reverse, there are many people who have the ability to do something, yet they have no will. It makes them do not show maximum performance. The more needs to be fulfilled, the bigger encouragement and effort will be appeared. It is manifested through a willingness to achieve goals, creativity, innovation, and responsibility. It is because motivation can significantly affect someone's success [21][22]. Based on the research conducted by Ningrat et. al. [23], working motivation can encourage teachers to enhance their performance. Teachers will be encouraged to be more productive and not quickly satisfied with the result that has been obtained. Teachers with high working motivation will always be responsible with their tasks, starting from planning, implementation, and evaluation [24]. According to Nanda et. al. [25] people need to have high work motivation, so that they do not feel burdened by their job.

Based on the results of observation at elementary schools in Gugus VII Mengwi, there were several problems found related to teachers' performance. Teachers' performance could not be said as maximal due to various factors. One of them was the ability of teachers in responding to any changes in educational settings. Teachers faced some challenges in catching up with the educational changes. Based on the interview with one of the school principals, it was noted that the teachers often experienced difficulties in terms of school administration. Also, some teachers were stated as having less excitement in carrying out their duties. Teachers who experience difficulties in the teaching and learning process can be seen from the inappropriate teaching and learning process [26]. In this regard, there are many things that teachers can do to maximize their performance. Teachers must be able to develop something new so that learning objectives can be maximally achieved [27]. To find the right solution for a problem, teachers must have an adversity quotient and motivation that comes from within to maximize the implementation of teachers' task as educators. Teachers who have good performance will be able to master and manage the teaching and learning process properly. They also will be able to face any changes in educational settings while remaining self-motivated. Each teacher has different adversity quotient and work motivation. Therefore, this study aimed to see the the contribution amount of adversity quotient and working motivation to teachers' performance.

Based on the background of this study, the research objectives that could be formulated were: 1) to figure out the contribution amount of adversity quotient to teachers' performance at elementary schools in Gugus VII Mengwi, academic year 2020/2021, 2) to figure out the contribution amount of work motivation to teachers' performance at elementary schools in Gugus VII Mengwi, academic year 2020/2021, 3) to figure out the contribution amount of adversity quotient and work motivation to teachers' performance at elementary school in Gugus VII Mengwi, academic year 2020/2021.

2. METHODS

This research belonged to ex-post facto study. Ex-post facto is a study conducted after an event happened. It means that the independent variables have occurred when the researcher observes the dependent variable. In other words, the attachment between these variables has occurred naturally [28]. According to Wijania [29], in an ex-post facto study, researcher does not manipulate the symptoms that occur because the symptoms naturally appear in the field. This research was conducted at elementary schools in Gugus VIII Mengwi, Badung, in the academic year of 2020/2021. This study contained dependent variable which was teacher performance (Y)

and independent variables which were adversity quotient (X1) and work motivation (X2).

The population was taken in accordance with the context of the study. The population in this study covered all teachers in Gugus VII Mengwi who were already noted as civil servant. Gugus VII Mengwi consists of 8 elementary schools such as SD No. 1 Mengwitani, SD No. 2 Mengwitani, SD No. 3 Mengwitani, SD No. 4 Mengwitani, SD No. 5 Mengwitani, SD No. 1 Kekeran, SD No. 2 Kekeran dan SD No. 3 Kekeran. Total sampling technique or also known as population study was used to determine the sample of this reaserach. Hence, 32 teachers at elementary schools in Gugus VII Mengwi, whose status were civil servant, were selected to be the sample of the study.

The data collection method employed in this study was non-test method. Non-test method was used to assess the overall personalities of the teachers. It was done by analyzing the documents related to the teachers' performance and administrating questionnaire to gather data about adversity quotient and working motivation. Likert scale with a score range of 1-4 was utilized as the measuring scale of the questionnaire. Yet, before the instruments was used to collect data, several instrument validity tests such as construct validity test, item validity test, and reliability test were conducted.

Table 1. Blueprint of Adversity Quotient Questionnaire

Dimension	Indicator	Amount of Item	Number of Items	
			+	(-)
Control	1. Be able to condition his/herself in facing difficulties	4	1, 16	4, 7
	2. Has enthusiasm in facing and overcoming difficulties	7	2, 3, 17	29, 31, 36, 39
Origin and Ownership	1. Be able to find the cause of the difficulties	4	5, 26	10, 18
	2. Dare to take responsibility and admits the mistakes which are made	5	6, 11, 19	20, 37
Reach	1. Be able to limit the range of difficulties in life	5	8, 21, 27	12, 30
	2. Keeps moving and does not feel overwhelmed in facing difficulties	4	9, 13	22, 32
Endurance	1. Be able to endure the difficulties and finds the appropriate solution	5	24, 35	14, 23, 40
	2. Optimist and confident	6	15, 25, 34	28, 33, 38

Table 2. Blueprint of Working Motivation Questionnaire

Dimension	Indicator	Amount of Item	Number of Items	
			(+)	(-)
Responsibility	1. Working hard	4	1,6	21,38
	2. Responsible	5	2, 7, 39	22,40
	3. Achieving the goals	5	23	3
	4. Be one with the tasks	3	4, 5	37
Achievement	1. Encouragement for success	5	9, 24, 25	8, 36
	2. Feedback	4	10, 34	11, 26
	3. Superiority	3	12, 35	27
Self-Development	1. Skill improvement	4	15, 19	13, 29
	2. Encouragement to move forward	4	14, 18, 31	30
Independence	1. Independent in working	3	28, 33	16
	2. Be open for challenges	3	17, 32	20

Data were analyzed through descriptive statistics analysis and inferential statistics analysis. Descriptive

statistics aims to describe variable or object, in order to obtain general conclusion [30]. Before the hypothesis test

was carried out using simple linear regression and multiple linear regression test, pre-requisite analysis was conducted using normality test, linearity test, multicollinearity test, and heteroscedasticity test. If the pre-requisite tests have been fulfilled, the data analysis will be continued by testing the first and the second hypothesis with a simple linear regression test. Meanwhile, the third hypothesis was examined through multiple linear regression test. The hypothesis is accepted if $F_{count} > F_{table}$ at the significance level of 5% ($\alpha = 0.05$). In contrary, the hypothesis is rejected if $F_{count} > F_{table}$ at the significance level of 5% ($\alpha = 0.05$).

3. DISCUSSION

The data analyzed in this study were the results of documents analysis and questionnaire. Teachers' performance data were gotten through documents analysis meanwhile the data about adversity quotient and working motivation were obtained from the result of questionnaire that were declared as valid and reliable. The description of the adversity quotient data, working motivation and teachers' performance is presented on Table 3.

Table 3. The Recapitulation of Descriptive Statistics Analysis Result

Descriptive Statistics	Adversity Quotient	Working motivation	Teachers' performance
Sample	32	32	32
Mean	118.44	120.41	86.22
Median	119	122	85.71
Modus	119	126	85.71
Standard Deviation	10.99	9.13	2.37
Variants	120.77	83.28	5.61
Maximum score	138	136	91,07
Minimum score	93	102	82,14

Based on the result of descriptive statistics analysis, it shows that the average acquisition score of the adversity quotient is 118.44. When it is classified in a five-theoretical scale, the average score is located in the range of 117 – 144 and categorized as very good. The average score of working motivation is 120.41. When it is classified into a five theoretical scale, the score is located in the range of 117 - 144 and categorized as very good. The average score of teachers' performance is 86.22. When it is converted into a five-scale PAP, the average score located in the range of 80 – 89. It can be concluded that the teachers' performance scores at SD Gugus VII Mengwi are categorized as good.

Before conducting the hypothesis testing through simple linear regression test and multiple linear regression test, the pre-requisite analysis was first carried out using normality test, linearity test, multicollinearity test and heteroscedasticity test. The normality test was conducted using Kolmogorof - Smirnov test technique with the test criteria, if the maximum value is | FT - F S | $\leq$ value in the Kolmogorof - Smirnov table, then the data categorized as normally distributed [31]. The adversity quotient normality test, working motivation and teachers' performance are presented on Table 4.

Table 4. The Recapitulation of Normality Test

Variable	Maximum score $\lvert F_T - F_S \rvert$	Table score of *Kolmogorov − Smirnov*	Explanation
Adversity Quotient	0.100	0.240	Normal Distribution
Working Motivation	0.099	0.240	Normal Distribution
Teachers' Performance	0.209	0.240	Normal Distribution

Based on the normality test using Kolmogorof - Smirnov test technique, it is found that the maximum value of | FT - FS | adversity quotient data is 0.100 <Kolmogorof - Smirnov table value is 0.240, the maximum value | FT - FS | working motivation data is 0.099 <Kolmogorof - Smirnov table value is 0.240, the maximum value | FT - FS | teachers' performance data is 0.209 <Kolmogorif - Smirnov table value is 0.240. So, it can be concluded that the data adversity quotient,

working motivation and teachers' performance are normally distributed. After the normality test was carried out, the second pre-requisite test, namely linearity test was done. The linearity test was conducted to determine the relationship between the dependent variable (bound) and each independent variable (free). The linearity test of the adversity quotient and working motivation data on teachers' performance assisted by SPSS 22 is presented on the following table:

Table 5. The Recapitulation of Linearity test

Variable	Linearity	Explanation	*Deviation from Linearity*	Explanation
Adversity Quotient on Teachers' Performance	0.002	Significant	0.657	Linear
Working Motivation on Teachers' Performance	0.000	Significant	0.278	Linear

According to Candiasa [32], the part that must be considered in linearity test assisted by SPSS are Linearity and Deviation from Linearty. If the value of linearity < significant level, the regression coefficient is valued and if the deviation from linearity> significant level, then there is a form of linear regression between the dependent variables (bound) with each independent variable (free). Based on the results of the data analysis, the adversity quotient data on teachers' performance shows a linearity value of 0.002 <a significant level of 0.05 and a deviation from linearity of 0.657> a significant level of 0.05. Working motivation data on teachers' performance shows a linearity value of 0.000 <a significant level of 0.05 and a deviation from linearity of 0.278> a significant level of 0.05. It can be concluded that each of the independent variables, namely adversity quotient and working motivation has a significant regression coefficient and a linear regression form. After the linearity test, the third pre-requisite test namely multicollinearity test was conducted to find out if multicollinearity happened between the independent variables in a regression model. It was done by testing the Variance Inflation Factor (VIF) value or the Tol (Tolerance) value. The multicollinearity test of adversity quotient data and working motivation assisted by SPSS 22 is presented in the following table.

Table 6. The Calculation of Multicollinearity Test

Variable	Tolerance	VIF	Explanation
Adversity Quotient	0.851	1.175	Not multicollinearity
Working Motivation	0.851	1.175	Not multicollinearity

A good regression analysis implies that there is no collinearity or multicollinearity among the independent variables. The test criteria to determine whether multicollinearity occurs or not is if the Tol value is ≥ 0.10 or the VIF value ≤ 10, reject H0 or multicollinearity does

not occur. Based on the calculation of the linearity test, the value of Tolerance data adversity quotient and working motivation is $0.851 \geq 0.1$ and the VIF value of data adversity quotient and working motivation is 1.175 ≤ 10. It can be concluded that there is no multicollinearity between independent variables. The last pre-requisite test for data analysis was the heteroscedasticity test. It aimed to see if there was an inequality of variants from one observer to another. The heteroscedasticity test of adversity quotient data and working motivation assisted by SPSS 22 is showed in the following table.

Table 7. The Recapitulation of Heteroscedasticity Test

Variable	Sig.	Explanation
Adversity Quotient	0,216	Not heteroscedasticity
Working Motivation	0,239	Not heteroscedasticity

The requirement of regression model is there is no symptoms of heteroscedasticity. The heteroscedasticity test used was the Gljser test with the testing criteria, namely the Sig. > significant level 0.05. Based on the calculation of the heteroscedasticity test, the significance value of the adversity quotient variable = 0.216> 0.05, while the significance value of the working motivation variable = 0.239> 0.05. So, it can be concluded that in the regression model, heteroscedasticity does not occur.

Hypothesis testing was done after the pre-requisite tests. The simple linear regression analysis technique was used to test hypotheses 1 and 2 while the multiple linear regression analysis technique was employed to test the hypothesis 3. The hypothesis tested was the null hypothesis (H0). The criteria of test, namely if F_{count} <F_{table} at a significance level of 5% ($\alpha = 0.05$), then H0 is accepted. Furthermore, if F_{count}> F_{table} at the 5% significance level ($\alpha = 0.05$), then H0 is rejected. The result of the simple linear regression analysis can be seen in the following table:

Table 8. The Simple Linear Regression Analysis

Variable	Regression Equations	F_{count}	F_{tabel}	Coefficient Determination
Adversity Quotient on Teachers' Performance	$\hat{Y} = 70.0984 + 0.1361X_1$	19.90	4.17	26.98%
Working Motivation on Teachers' Performance	$\hat{Y} = 64.5225 + 0.1802X_2$	27.92	4.17	36.76%

Based on the results of simple linear regression analysis for the first hypothesis, regression equation obtained which is $\hat{Y} = 70.0984 + 0.1361X1$ with F_{count} =

19.90> F_{table} = 4.17 at a significant level of 5%. Then, it can be concluded that F regression is significant with the coefficient of determination. Based on the results of data

analysis, it was obtained R2 = 0.3988 and the contribution was 26.98%. Thus H0 is rejected and Ha is accepted. It can be concluded that there is a significant contribution of the adversity quotient to teachers' performance at SD Gugus VII Mengwi in the academic year of 2020/2021. The higher adversity quotient a teacher has, the higher teacher's performance will be. The result of simple linear regression analysis for the second hypothesis generated a regression equation $\hat{Y}$ = 64.5225 + 0.1802X2 with F_{count} = 27.92> F_{table} = 4.17 at a significant level of 5%. So, it can be concluded that F regression is significant with the coefficient

determination based on the result of data analysis obtained R2 = 0.4820 and a contribution of 36.76%. Thus, H0 is rejected and Ha is accepted. It can be concluded that there is a significant contribution of working motivation to teachers' performance at SD Gugus VII Mengwi in the academic year of 2020/2021 When the working motivation of a teacher is high, then the teacher's performance will increase. The result of multiple linear regression analysis are presented on the following table:

Table 9. The Multiple Linear Regression Analysis

Variabels	Regression Equations	F_{count}	F_{tabel}	R	Coefficient Determination
Adversity Quotient and Working Motivation on Teachers' performance	$\hat{Y}$ = 58.7650+ 0.0921X$_1$ + 0.1374X$_2$	25.49	2.33	0.6374	63.74%

Based on the result of multiple linear regression analysis for the third hypothesis, regression equation obtained which is $\hat{Y}$ = 58.7650+ 0.0921X1 + 0.1374X2 with F_{count} = 25.49> F_{table} = 3.33 at a significant level of 5%. It can be concluded that F regression is significant with the coefficient of determination, based on the results of the data analysis, which is R2 = 0.6374 and its contribution is 63.74%. Thus, H0 is rejected and Ha is accepted. It can be concluded that there is a significant contribution of adversity quotient and working motivation to teachers' performance at SD Gugus VII Mengwi in the academic year of 2020/2021. Teachers' performance is influenced by adversity quotient and working motivation. Adversity quotient and high working motivation direct teachers to have and show good performance in order to improve the quality of education in Indonesia. Adversity quotient is one of the determining factors of someone's achievement [33]. It is in line with the research by Sukardewi et al. [34], which showed that there was a positive and significant contribution to the adversity quotient on the performance of state high school teachers in Amlapura City with the regression model Y = 1,557X1 + 75,203 with F_{count} = 22,472> F_{table} = 3.94 and significance. p <0.05, this indicates that the $F_{regression}$> of F_{table}, so that the price of Fregression is significant, the contribution is 19.1%.

Another research by Taman et al. [35] found that there was a significant contribution between resistance (AQ) to the professional performance of public high school teachers in Karangasem District, Karangasem Regency by providing an effective contribution (SE) of 33.71%. Besides that, Lasman et al. [36] in their study, stated that the significance probability of the adversity quotient variable is 0.019 <the significant level indicated at α 0.05. Thus statistically the adversity quotient variable has a significant effect on the performance of the employees in Poltekkes Ministry of Health Palu. It means that if the teachers' adversity quotient and working

motivation are high, the teachers will be able to show good performance as an educator. The teachers will try to find a solution with the right steps for each problem faced. In the other hand, if the teachers have low adversity quotient, the teachers will quickly give up in facing a problem because they feel like they do not have the ability to solve it. Working motivation makes a positive contribution to teachers' performance. According to Santiari et al. [37], teachers can work well if they receive positive support from their superiors, the school environment, and working motivation from the teachers themselves.

According to Ardana et al. [38], there was a significant contribution of working motivation to teachers' performance in junior high schools in Marga District with the percentage of 47.4% and the effective contribution (SE) of 21.2%. Besides that, Wijania [29] stated that there was a significant contribution between working motivation and teachers' performance in Gugus Paud Jempiring, Denpasar Utara sub-district. The relationship between working motivation and teachers' performance in Gugus Paud Jempiring, Denpasar Utara sub-district, with a contribution coefficient (rx2y) of 0.460, a determination of 21.20% and an effective contribution (SE) of 11.60%. According to Sutama et al[39], there was a significant contribution between working motivation and elementary school teachers with a correlation coefficient of 0.325 and an effective contribution of 12.7%. The teachers who have high working motivation will have enthusiasm on their profession as an educator. Meanwhile, a teacher who has low working motivation will feel lazy. The teachers with high adversity quotient and working motivation will be able to manage themselves in various ways. Therefore, they can improve their performance as an educator in order to improve the quality of learning. Thus, the adversity quotient and working motivation have an effect on teachers' performance. High encouragement and

enthusiasm will be able to make the teacher an exemplary figure, disciplined and responsible for the assigned task. Theoretically, this research can be used as the basis for the development of knowledge, especially the psychological factors of teachers in relation to the performance of a teacher for future research.

4. CONCLUSION

Good teachers' performance is influenced by adversity quotient and working motivation. It related to the research that teachers' performance is influenced by the adversity quotient and working motivation. Based on the research from the first linear regression is there is a significant contribution of adversity quotient and working motivation to teachers' performance. The result of the second linear regression analysis is there is a significant contribution of working motivation to performance. The result of multiple linear regression analysis is there is a significant contribution of adversity quotient and working motivation to performance. It can be concluded that, the teachers are expected to increase adversity quotient and working motivation to improve teachers' performance in carrying out their duties as an educator in order to improve the quality of education. In addition, the institution is expected to improve the vision and mission of the school and facilitate the teaching and learning process by focusing the teachers' performance and influencing factors such as adversity quotient and working motivation. For other researchers, it can be used as a reference for conducting research with similar research objects.

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