



The Implementation of Adversity Intelligence and Perception (AIP) to Become a Professional Teacher

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Abstract. The purpose of this study is to reveal the relationship and contribution of adversity intelligence (X1) and students' perceptions of understanding the teaching profession (X2) with self-confidence to become a teacher (Y). This research is an expose facto research with a descriptive correlational research design. The study sample was mandarin students, class of 2020, with a total of 70 respondents. The data collection technique used a questionnaire, the reliability (alpha Cronbach) X1, X2, and Y respectively were 0.90; 0.95; and 0.93. Data analysis used Multiple Linear Regression analysis. Results show a significant connection between X1 and X2 with Y either partially or simultaneously, and the effective contribution of X1 to Y is 30.05%. X2 to Y is 4.30%. The effect of adversity intelligence on self-confidence to become a teacher is higher than students' perceptions of understanding the teacher's profession.

Keywords: teacher · adversity · perception

1 Introduction

Improving the quality and service of education in Indonesia is very important to do [1]. This aims to print a next-generation nation that is smart, competitive, and noble. One of the efforts to improve the quality and education services in Indonesia is to prepare a candidate teacher who has the competence and required criteria. Lack of interest in becoming a teacher caused several things. That is, a teacher must have the necessary standards and competencies. Things that reduce trust self student for becomes teacher.

For students who are educated to become prospective teachers, it is proper to master knowledge in world education and master teacher competency standards [2]. A teacher is expected to have competence in social in society to facilitate communication. To make communication easy in public, a teacher must equip himself with confidence. Confidence is someone's belief in all advantages possessed, and these beliefs make him feel able to control himself well so that he can achieve various life goals that have been expected.

Meanwhile, self-confidence is a belief in oneself owned by everyone in his life. How that person views himself as a whole revealed a positive and significant relationship between self-confidence and one's interest in organizing. This shows that one's self-confidence can affect one's interests. Based on the description described above, self-confidence to become a teacher can be interpreted as a mental or psychological condition of someone who gives confidence strong on herself to carry out and control actions related to the world of education, especially in choosing a career as a teacher.

However, The characteristics of students who have the confidence to become teachers include [3]: (1) having the confidence to become teachers; (2) feeling confident in mastering learning theory and learning principles that educate; (3) having the skills to manage and evaluate learning well; and (4) feel capable of running the MPA well; (5) tend to speak calmly in the school environment; (6) diligently working on academic assignments; (7) tend to express ideas clearly and not in a hurry; and (8) don't feel awkward when presenting in class. Adversity intelligence can influence something success somebody in lam face the difficulties faced. Other research revealed a positive relationship between adversity ability and entrepreneurial intention in students. The higher the level of adversity ability, the higher the level of entrepreneurial choice shown by students. Based on the description above, a similar opinion can be drawn that Adversity intelligence is a person's resilience and intelligence in facing difficulties and turning them into opportunities to survive in the face of challenges and problems to achieve a goal. Stoltz states intelligence in the face of adversity obstacles has four dimensions: control, origin, ownership; reach; and endurance. These dimensions make it easier for students to evaluate and process the challenges and difficulties they face and how they take action.

Student perceptions of the teaching profession can be interpreted as an idea, opinions, and student responses to work that requires a person have expertise in the world of education as a teacher and other educational experts [4]. Students' thoughts, ideas, and reactions are obtained through sensing their senses and based on the ability to think, knowledge, experiences, feelings, and perspectives on the teaching profession.

Based on the description above, the objectives of this study are to (1) reveal the relationship and contribution of adversity intelligence (X1), students' perceptions of the teaching profession (X2), and trust self for Becomes teacher (Y) for students of the Mandarin Language Study Program at Universitas Negeri Malang and (2) revealing the relationship Among X1 with Y, X2 with Y, and X1 and X2 with Y.

2 Method

Based on the problems and research objectives above, this research uses the expose facto research method with descriptive design correlational. A correlational descriptive study aims to reveal whether there is a relationship between one variable and other variables, either partially or simultaneously, whose research results are presented in the form of a report. The variables of this study are adversity intelligence (X1) and student's perceptions of the teaching profession (X2) as independent variables, and self-confidence to become a teacher (Y) as the dependent variable.

Table 1. Scatter Data Trust Self Become a Teacher

Criteria	interval	f	(%)
Very Tall	91–112	27	25.47
Tall	70–90	74	69.81
Low	49–69	5	4.72
Very Low	28–48	0	0
Total		106	100

The population of this research is the students of the Mandarin language study program batch 2020, Universitas Negeri Malang, totaling 109 students, with a sampling technique that is purposive sampling. Purposive sampling is a technique with specific criteria. sample study this amount 106 respondents with criteria: student Mandarin language study program batch 2020, Universitas Negeri Malang; students who have taken the eye micro-learning practice lectures and implementing; and active students even semester.

The research data collection technique used a research instrument in the form of a questionnaire. Research instruments include collecting data [5] and collecting data for each variable using research questionnaires adapted to the Likert scale. Where each variable's questionnaire has met the validity and reliability requirements. The research questionnaire for variable Y obtained an alpha value of 0.93; the X1 variable questionnaire received an alpha value of 0.90; while the X2 variable questionnaire had an alpha value of 0.95.

Based on the research objectives, the data analysis used is descriptive analysis and testing the hypothesis using partial correlation analysis and multiple regression analysis. Before testing the theory, the prerequisites for the study are first tested. Where all research data have met the requirements of the investigation, after the data is stated to complete the analysis prerequisites, it can be done to test the adjusted hypothesis with needs study. The 0.05 significance level guides decision-making.

3 Findings

The descriptive statistical analysis results for the data on the self-confidence variable as a teacher show the data distribution as shown in Table 1. The results of the descriptive statistical analysis for the adversity intelligence variable data distribution are shown in Table 2.

The descriptive statistical analysis results for variable data on student perceptions of the teaching profession with the help of SPSS show the data distribution in Table 3. The normality test results with Kolmogorov-Smirnov for each variable X1, X2, and Y respectively obtained a value (p) of 0.067; 0.200; 0.200. Where the value is above 0.05, which means the data is normally distributed. The results of the linearity test show that X1 and Y have a linear relationship with a p-value of 0.000. As for X2 with Y, there is a linear relationship with a p-value of 0.000.

Table 2. Scatter Data Adversity Intelligence

Criteria	interval	f	(%)
Very Tall	94.8–120	52	49.06
Tall	73.2–94.7	50	47.17
Low	51.6–73.1	4	3.77
Very Low	30–51.5	0	0
Total		106	100

Table 3. Distribution of Student Perception Data to Teacher Profession

Criteria	interval	f	(%)
Very Tall	104–128	74	69.81
Tall	79–103	32	30, 19
Low	56–79	0	0
Very Low	32–55	0	0
Total		106	100

The results of the multicollinearity test obtained that the tolerance value of X1 and X2 was $0.614 > 0.10$, and the VIF value was $1.628 < 10$. From these numbers, it can be concluded that the relationship between X1 and X2 does not occur multicollinearity. The results of the autocorrelation test obtained the Durbin-Watson value as significant as 2,035, where this value is between dU DW ($4 - dU$), meaning there is no autocorrelation. As for the heteroscedasticity test using a scatterplot diagram, where the graph shows an irregular pattern, the points spread below and above the zero point of the Y axis. Thus, it can be concluded that there is no heteroscedasticity.

Hypothesis testing revealed that the partial relationship between X1 and Y was positive and significant with $r = 0.636$ ($\text{sig} = 0.000 < 0.05$). The partial relationship between X2 and Y is positive and not significant with $r = 0.160$ ($\text{sig} = 0.104 < 0.05$). Meanwhile, for the relationship between X1 and X2 simultaneously with Y is positive and significant, the value of $r = 0.765$ and F value of 72.873 is obtained. ($\text{sig} = 0.000 < 0.05$). From results study the regression equation $Y = 72.873 + 0.577X1 + 0.117X2$.

The relative contribution of X1 and Y is 87.50%, while the relative contribution of X2 and Y is 12.5%. For practical assistance, X1 is 30.05%, and donation effective X2 is as big as 4.30%. Meanwhile, 65.65% is influenced by other variables and factors not examined in the study.

4 Discussion

The results study explained that most of the 2020 Mandarin language study program students at the Universitas Negeri Malang had high confidence in becoming teachers.

Based on several indicators translated into the instrument of self-confidence to become a teacher, it is known that there are very significant indicators of self-control in school activities. According to Fatimah [6, p. 149], self-confidence is a positive attitude of a person who enables him to control himself both towards himself, the environment, and the situation at hand.

In this case, it can be interpreted that the reflection of students of the Mandarin language study program at the Universitas Negeri Malang has High self-confidence to become a teacher is to have a good attitude of self-control in school activities. With their confidence, they can control various activities related to the teaching profession.

While the indicator of confidence in the advantages that make him able to become a teacher obtains a low average score, thus the hand has little effect on the variable of self-confidence to become a teacher. Therefore, this can be interpreted that the confidence of students of the Mandarin Language Study Program at the Universitas Negeri Malang towards the knowledge they get is that they have not been able to increase their confidence to become teachers. In other words, they are unsure whether their knowledge and experience can be applied directly to teaching-related activities.

The results study explained that most of the 2020 Mandarin language study program students at the Universitas Negeri Malang had a very high level of adversity intelligence to become teachers. Furthermore, based on several indicators spelt out in the adversity intelligence instrument, the hand of toughness in facing difficulties as a teacher significantly influences the adversity intelligence variable. Therefore, the adversity intelligence of students of the 2020 Mandarin language study program at Universitas Negeri Malang in implementing and preparing all Something related to the teaching profession depends on their resilience in dealing with every problem.

Indicators of surviving in the face of challenges as a teacher get grades average Lowest, thereby having a negligible effect on the adversity intelligence variable. This can be interpreted that students of the 2020 Mandarin language study program at the Universitas Negeri Malang have low survival skills when facing challenges as teachers.

The results study explained that most of the 2020 Mandarin language study program students at the Universitas Negeri Malang had an excellent perception of the teaching profession. Students' perceptions of the teaching profession are a psychological process of generating ideas, opinions, and responses related to work or positions that require someone to have expertise in the world of education as a teacher and other educational experts.

Based on several indicators spelt out in perceptual instrument student to the profession, It is known that the hands of the psychological aspect of the teaching profession have a high mean value most tall. Therefore, this can be interpreted as indicators of psychological elements to professional teachers that greatly influence the variables of student perceptions of the teaching profession. Perception is defined as a process that combines and organizes our sensory data to be developed in a psychological process so that we can be aware of our surroundings [7, p. 110].

Indicators of interpreting messages related to the teaching profession get an average score low. Therefore, it can be interpreted that the needle has a significant small against variable student perceptions of the teaching profession. This indicator has the lowest score because most students consider that the teaching profession must have a

strong personality and social spirit. This is what causes students to be reluctant to give a good perception because they feel that their character and sociable temperament are not following the criteria for being a teacher.

It is known that X1 with Y has a positive and significant relationship. High adversity intelligence students tend to have strong beliefs about their abilities. Therefore, it is hoped that students can control and overcome various challenges and obstacles to become teachers. This can increase students' self-confidence to become teachers. Teacher. It can be said that increasing self-confidence to become a teacher is compatible with growing levels of adversity intelligence.

It is known that X2 with Y has a positive and insignificant relationship. However, from the results study, the unknown is that the perception of students in the teaching profession cannot stand alone in influencing self-confidence to become a student teacher. It is necessary to Other factors that can support student perceptions include motivation and interest.

It is known that X1 and X2 with Y have a positive and significant relationship. Therefore, it can be explained that the increase in self-confidence to become a student teacher in the 2020 Mandarin language study program at the Universitas Negeri Malang is in line with the rise in adversity intelligence and student perceptions of the teaching profession. Therefore, increasing students' self-confidence, teachers need to be given the knowledge and experience that can train adversity intelligence and provide positive perceptions, given motivation, direction, and encouragement which will later be able to grow the confidence of students of the 2020 Mandarin language study program at the Universitas Negeri Malang to work as teachers as well as engage directly in the world of education.

5 Conclusion

Based on the results of data analysis and discussion displayed, it can be concluded that: the students of the 2020 Mandarin language study program at the Universitas Negeri Malang have high self-confidence to become teachers, have a very high level of adversity intelligence, and have a perception that perfect for the teaching profession. This study reveals a positive relationship and significance Between adversity intelligence and student perceptions of the teaching profession with the confidence to become teachers for students in the 2020 Mandarin language study program at Universitas Negeri Malang. This can be interpreted that adversity intelligence and Students' perceptions of the teaching profession can affect self-confidence to become teachers for students in the 2020 Mandarin language study program at Universitas Negeri Malang.

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