

The Relationship Between Work Motivation and Optimism Towards Adversity Quotient in Honorary Teachers in Tanjung Balai City

Muna Rahmah Khair^{1*}, Hasanuddin², Suryani Hardjo³

Universitas Medan Area, Indonesia

*E-mail Correspondence: munarahmah69@yahoo.com

Abstract

Empirically, this study aims to examine the relationship between Work Motivation and Optimism on the Adversity Quotient in Honorary Teachers. The population of this study consisted of 500 teachers, with a sample of 125 teachers selected through random sampling. Data collection techniques included questionnaires and documentation, while data analysis was conducted using regression and ANOVA tests. The results of this study show that Work Motivation and Optimism positively influence the Adversity Quotient. Based on the analysis, it was found that the Work Motivation variable (x1) influences the emergence of the Adversity Quotient ($t = 34.181$), while the Optimism variable (x2) does not significantly influence the emergence of the Adversity Quotient ($t = 1.493$). The combined influence of Work Motivation and Optimism on the emergence of the Adversity Quotient is 93.9%. The significance value for the simultaneous influence of X1 and X2 on Y is $0.000 < 0.05$, and the calculated F value is $913.956 > F$ table value of 3.07.

Keywords work motivation, optimism, adversity quotient.

INTRODUCTION

The current state of Indonesian society remains concerning, with many citizens struggling to attain adequate welfare for their survival. Contributing factors to the high unemployment rates in Indonesia include limited job opportunities, uneven regional development, and population density. These issues exacerbate economic competition and highlight the need for a robust approach to improving human resources.

One of the essential means to meet life's needs is through employment. However, not everyone has the capital to work independently, leading many to seek employment under others to earn a salary or wages. Wages are a fundamental form of compensation for services rendered, excluding variable elements and additional allowances. According to Afzalur Rahman (1995), wages represent the price paid to workers for their contribution to the production of goods and services.

The issue of wages is crucial, with significant and widespread implications. If workers do not receive fair and equitable wages, the impact extends beyond the immediate livelihood of the worker and their family. It also affects society as a whole, given that workers are substantial consumers of the nation's production.

One common employment avenue is becoming a teacher, a role that attracts many due to the societal importance of education. Teachers are responsible for imparting knowledge to the younger generation, often working in various educational settings, not limited to formal institutions. According to data from the Ministry of Education and Culture (Kemendikbud), the number of teachers in Indonesia for the 2022/2023 academic year was 3.31 million. This includes teachers across all levels of education, from elementary schools to vocational high schools and special schools.



The role of education, particularly Teacher Professional Education (PPG), is vital in enhancing teachers' knowledge and ensuring a better future for honorary teachers. School principals see PPG as an opportunity for professional growth, which, in turn, motivates other teachers. Siti Zulaika emphasized the importance of certification and continuous learning to support teachers' professional development.

In conclusion, while being an honorary teacher in Tanjungbalai is challenging, many teachers remain committed to their profession, driven by a sense of calling and optimism for the future. Their strong commitment to their work and continuous efforts to learn and develop are key to overcoming the challenges they face. This background sets the stage for research on "The Relationship Between Work Motivation and Optimism on the Adversity Quotient of Honorary Teachers in the City of Tanjungbalai."

LITERATURE REVIEW

The concept of *Adversity Quotient* (AQ), introduced by Paul G. Stoltz in 1997, has garnered significant attention in the study of resilience and an individual's capacity to overcome life challenges. AQ is defined as the ability of a person to endure and recover from difficulties, serving as a measure of how individuals respond to adversity and the strategies they employ to cope with challenges (Stoltz, 1997).

Adversity Quotient and Its Importance in Education

In the context of education, particularly among teachers, AQ plays a crucial role in determining how educators handle the pressures and stresses inherent in the teaching profession. Teachers with a high AQ are better equipped to navigate the demands of their roles, manage classroom challenges, and maintain a positive outlook despite obstacles. This resilience is especially vital for honorary teachers, who often face additional difficulties such as job insecurity, lower salaries, and limited access to professional development opportunities (Dweck, 2006).

Work Motivation as a Determinant of AQ

Work motivation, a well-researched topic in organizational psychology, is directly linked to AQ. According to Deci and Ryan's (2000) Self-Determination Theory, work motivation can be categorized into intrinsic and extrinsic motivation. Intrinsic motivation arises from internal satisfaction and personal fulfillment, whereas extrinsic motivation is driven by external rewards such as salary, benefits, or recognition. Studies suggest that teachers with high intrinsic motivation are more likely to possess a higher AQ, as their commitment to teaching is deeply rooted in personal values and a sense of purpose (Ryan & Deci, 2000). Conversely, extrinsic motivation can also influence AQ, particularly when external factors provide the necessary support and recognition that reinforce an individual's perseverance and resilience (Luthans et al., 2006).

Optimism and Its Impact on AQ

Optimism, another significant factor in this study, is defined as a general expectation that good things will happen in the future (Scheier & Carver, 1985). Optimism has been shown to positively influence AQ by fostering a positive mindset, which enables individuals to view challenges as opportunities rather than threats. Seligman (1990) introduced the concept of learned optimism, suggesting that optimism can be cultivated through specific cognitive strategies. In the teaching profession, optimism allows educators to maintain enthusiasm and persistence, even in the face of adversity, thereby enhancing their AQ.

Honorary Teachers and the Challenges They Face

Honorary teachers, often employed on temporary or part-time contracts, experience unique challenges that can impact their work motivation, optimism, and consequently, their AQ. Research has highlighted the precarious nature of their employment, which often leads to feelings of uncertainty and stress. However, despite these challenges, many honorary teachers demonstrate high levels of resilience, driven by a strong commitment to their students and a passion for teaching (Karatas & Oral, 2015).

METHOD

In research, one of the most important elements is the method used. This study employs a quantitative research method. In this chapter, the following points will be discussed: (A) Identification of research variables, (B) Operational definitions of research variables, (C) Population, sample, and sampling methods, (D) Data collection methods, (E) Validity and reliability, and (F) Data analysis methods.

The research design used in this study is a quantitative study with a multiple linear regression analysis technique among three variables: the independent variables, Work Motivation (X1) and Optimism (X2), and the dependent variable, Adversity Quotient (Y). Standard measurement tools were used for data collection. This study aims to understand the relationship between the independent variables, Work Motivation (X1) and Optimism (X2), and the dependent variable, Adversity Quotient (Y), in honorary teachers in Tanjungbalai.

The study will be conducted in the city of Tanjungbalai. The location was chosen because issues related to the adversity quotient of honorary teachers are still prevalent.

This research is scheduled to start in November 2023, beginning with the collection of initial data, proposal preparation, research scale preparation, testing of measurement tools, data collection, and ending with the writing of the research report.

Identification of Research Variables

To test the hypothesis, the research variables must first be identified. The variables used in this research consist of independent and dependent variables, namely:

1. **Independent Variables:** Work Motivation (X1) and Optimism (X2)
2. **Dependent Variable:** Adversity Quotient (Y)



Operational Definitions of Research Variables

According to Azwar (2011), an operational definition is a formulation of variables based on observable characteristics. The operational definitions of the variables in this research are as follows:

- **Adversity Quotient:** The ability to think, manage, and direct actions in the form of cognitive and behavioral responses, as well as an individual's resilience in facing challenges and difficulties to persistently strive for life achievements or success. The adversity quotient can be revealed through dimensions such as control, ownership, origin & ownership, reach, and endurance.
- **Work Motivation:** Work motivation refers to what drives a person to engage in activities that lead to the achievement of personal and organizational goals. The motivation measurement scale in this study is based on three aspects: behavior (direction of behavior), level of effort, and level of persistence.
- **Optimism:** Optimism, operationally defined, is the belief in responding to events, whether pleasant or unpleasant, by attributing the cause of failure to external factors and maintaining a general expectation that more good things than bad will happen in the future. Optimism is measured based on aspects such as permanence, pervasiveness, and personalization (Seligman, 2008).

Population and Sample

- **Population:** According to Sugiyono (2019), a population is the generalization area consisting of objects or subjects with certain qualities and characteristics determined by the researcher for study and conclusion. The population in this study is honorary teachers who have worked for more than 3 years in Tanjungbalai.
- **Sample:** A sample is a part or representation of the population studied (Arikunto, 2006). To determine the sample size, if the population is less than 100, it is better to take the entire population, so the study becomes a population study. If the population is larger, between 20-25% can be taken (Arikunto, 2002). The formula used for sampling is:

$$n = 20 - 25\% \times N$$

n= sample sizen

N= population sizeN

In this study, the researchers took 25% of the 500 population members, resulting in a sample size of 125.

Sampling Technique

In research, it is essential to use an appropriate sampling technique to ensure the data obtained is representative of the population. According to Hadi (2007), a sample is a portion of the population with the same characteristics and is directly involved in the study. The sampling technique used in this study is random sampling. Random sampling is a technique in which every individual in the population, whether individually or collectively, has an equal chance of being selected as a sample member.

Data Collection Methods

The data collection method in this research involves the use of measuring scales. Hadi (2004) defines a measuring scale as a research method that uses a list of questions or statements that subjects must answer to reveal the conditions being studied. Based on the responses, the researcher draws conclusions about the subject. In this research, data will be collected using an online questionnaire via Google Forms. The data collection is based on three measurement scales:

1. **Work Motivation Scale:** A tool for measuring work motivation based on the theory of George and Jones (2005). It includes aspects like direction of behavior, level of effort, and level of persistence.
2. **Optimism Scale:** Measures optimism through aspects such as permanence, pervasiveness, and personalization, based on Seligman (2008).
3. **Adversity Quotient Scale:** Measures the adversity quotient through dimensions like control, ownership, reach, and endurance, based on Stoltz (2004).

Each scale uses a Likert scale with four alternative responses: Strongly Agree (SS), Agree (S), Disagree (TS), and Strongly Disagree (STS). Favorable statements are scored from 4 to 1, while unfavorable statements are scored from 1 to 4.

Validity and Reliability of Measuring Instruments

A measuring instrument is expected to provide accurate and reliable information. Therefore, it must meet specific criteria, particularly regarding validity and reliability. The quality of the measuring instrument will significantly influence the quality of the research. Therefore, before using a measuring instrument, it must meet the criteria for validity and reliability to ensure accurate measurement results.

- **Validity:** Validity refers to the degree to which an instrument measures what it is supposed to measure (Azwar, 1997). A measuring instrument is considered valid if it performs its intended function accurately. The validity of the measuring tool is assessed using Karl Pearson's product-moment correlation technique (Hadi, 2006).
- **Reliability:** Reliability refers to the consistency and stability of the measurement results. Reliable results are obtained when the measurement yields consistent results over time under the same conditions (Azwar, 1997). The reliability of the scale can be analyzed using the Spearman method.

Data Analysis Method

Data analysis simplifies data into a form that is easier to read. In this research, data analysis will be performed using regression analysis and ANOVA. The data will be analyzed using SPSS version 23 for Windows. Before data analysis, assumption tests, such as normality and linearity tests, will be conducted to ensure that the data meets the necessary criteria.

- **Normality Test:** To determine whether the data distribution for each variable is normal.
- **Linearity Test:** To determine whether the independent variables have a linear relationship with the dependent variable.



RESULTS AND DISCUSSION

The Normality Test is used to assess whether the data distribution is normal. This test is crucial because parametric statistical analysis requires the assumption that the data must be normally distributed. A dataset that is normally distributed means that the distribution of the data follows a normal curve.

To determine whether our data is normally distributed, we use the Kolmogorov-Smirnov (KS) statistical test. The normality test is conducted to check if the scores of Variable Y (Adversity Quotient), Variable X1 (Work Motivation), and Variable X2 (Optimism) among honorary teachers are normally distributed. The normality test in this study employs random sampling.

The rule used is as follows: if the significance value is greater than 0.05, the data is considered normally distributed. Conversely, if the significance value is less than 0.05, the data is considered not normally distributed (Azwar, 2017).

Based on this analysis, it is found that the data for Variable Y (Adversity Quotient), Variable X1 (Work Motivation), and Variable X2 (Optimism) are normally distributed, as indicated by the results of the analysis confirming normality.

Table 1. Summary of Distribution Normality Test Calculation Results

One-Sample Kolmogorov-Smirnov Test		Unstandardized Residuals
N		121
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	2.81375540
Most Extreme Differences	Absolute	.075
	Positive	.044
	Negative	-.075
Statistical Tests		.075
Asymp . Sig. (2-tailed)		→ .088 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

The results of the normality test indicate that the distribution of data for Variable Y (Adversity Quotient), Variable X1 (Work Motivation), and Variable X2 (Optimism) is normally distributed. This is shown by the Kolmogorov-Smirnov coefficient of 0.88 with a p-value greater than 0.05.

Linearity Test

The linearity test is conducted to determine the form of the relationship between the independent variables and the dependent variable. Based on the linearity test, we can determine whether the relationship between the independent variables and the dependent variable in this study can be analyzed using correlational methods. The criteria for decision-making in the linearity test are as follows: if the significance value is greater than 0.05, then there is a significant linear relationship between the independent variable (X) and the

dependent variable (Y). If the significance value is less than 0.05, then there is no significant linear relationship between the independent variable (X) and the dependent variable (Y).

Table 2. ANOVA Table

		Sum of Squares	df	Mean Square	F	Sig.
AQ * transformX2	Between Groups	(Combined) 6827.097	24	284,462	3,089	,000
		Linearity 5310.603	1	5310.603	57,670	,000
		Deviation from Linearity 1516,494	23	65,935	,716	,819
	Within Groups	8840.242	96	92,086		
Total		15667.339	120			

The results of the linearity test between the Optimism variable (X2) and Adversity Quotient (Y) indicate a linear relationship. This is shown by the significance value for the deviation from linearity being 0.819, which is greater than 0.05.

Hypothesis Test Results

Multiple linear regression is a regression model that involves more than one independent variable. It is used to determine both the direction and the magnitude of the influence that independent variables have on a dependent variable (Ghozali, 2018). Based on the results of the analysis using the regression and ANOVA methods, findings were obtained to test the three proposed hypotheses.

The basic concept of multiple regression analysis is to determine whether there is an influence of two or more independent variables (X) on the dependent variable (Y). The t-test aims to determine whether each independent variable (X) has a significant individual (partial) effect on the dependent variable (Y). The F-test aims to determine whether there is a significant combined (simultaneous) effect of the independent variables (X) on the dependent variable (Y). The coefficient of determination is used to measure the strength of the simultaneous influence of the independent variables (X) on the dependent variable (Y).

The hypotheses in this study are as follows:

1. There is a positive relationship between Work Motivation and Adversity Quotient among honorary teachers in Tanjungbalai (H1).
2. There is a positive relationship between Optimism and Adversity Quotient among honorary teachers in Tanjungbalai (H2).
3. There is a positive relationship between Work Motivation and Optimism on Adversity Quotient among honorary teachers in Tanjungbalai (H3).

Table 3. T test
Coefficients ^a

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	-409,659	13,650		-30,011	,000
	transform X1	258,368	7,559	,945	34,181	,000
	transformX2	11,065	7,412	.041	1,493	.138

a. Dependent Variable: AQ



From the table, it is known that the significance value (sig.) for the influence of X1 on Y is 0.000, which is less than 0.05. Additionally, the calculated t-value is 34.181, which is greater than the t-table value of 1.980. Therefore, it can be concluded that H1 is accepted, meaning there is a significant relationship between X1 (Work Motivation) and Y (Adversity Quotient).

On the other hand, the significance value (sig.) for the influence of X2 on Y is 0.138, which is greater than 0.05, and the calculated t-value is 1.493, which is less than the t-table value of 1.980. Thus, it can be concluded that H2 is rejected, indicating that there is no significant relationship between X2 (Optimism) and Y (Adversity Quotient).

Table 4. F test

ANOVA ^a						
Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	14717.273	2	7358.636	913.956	.000 ^b
	Residual	950,066	118	8,051		
	Total	15667.339	120			

a. Dependent Variable: AQ

b. Predictors: (Constant), transformX2, transform X1

Based on the output above is known mark significant For influence of X1 and simultaneous to Y is of $0.000 < 0.05$ and the calculated F value is $913.956 > F_{table} 3.07$ so can concluded that H3 is accepted which means there is relationship between X1 and X2 simultaneous towards Y.

Table 5. Coefficient determination

Model Summary ^b				
Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.969 ^a	.939	.938	2,838

a. Predictors: (Constant), transformX2, transform X1

b. Dependent Variable: AQ

Based on the output above, the R Square value is 0.939, which means that the independent variables X1 (Work Motivation) and X2 (Optimism) together explain 93.9% of the variation in the dependent variable Y (Adversity Quotient). This indicates a strong coefficient of determination.

From the hypothesis testing results, the first hypothesis (H1) is accepted, indicating a positive relationship between Work Motivation and the Adversity Quotient among honorary teachers in Tanjungbalai. The second hypothesis (H2) is rejected, meaning there is no positive relationship between Optimism and the Adversity Quotient in the same group. However, the third hypothesis (H3) is accepted, demonstrating a positive relationship between Work Motivation and Optimism, combined, on the Adversity Quotient for honorary teachers in Tanjungbalai.

These results show a significant connection between Work Motivation and the Adversity Quotient but no significant connection between Optimism and the Adversity

Quotient. However, when considering both Work Motivation and Optimism together, there is a significant relationship with the Adversity Quotient among honorary teachers in Tanjungbalai.

Multiple regression analysis aims to determine whether two or more independent variables (X) influence a dependent variable (Y).

- H1 Testing: The significance value (sig.) for the influence of X1 on Y is 0.000, which is much smaller than the chosen significance level (0.05). The calculated t-value of 34.181 is also much greater than the t-table value (1.980). Therefore, H1 is accepted, showing that there is a significant influence of Work Motivation (X1) on the Adversity Quotient (Y). This finding aligns with previous research, such as the study by Septino Restu Nur Lazuardi, which found a 39.6% effective relationship between Work Motivation and the Adversity Quotient among village employees in the Bulakamba District. Similarly, Widya Tarmizi's 2017 research showed a 21.4% influence of Work Motivation on the Adversity Quotient among Medan radio employees.
- H2 Testing: The significance value for the influence of X2 on Y is 0.138, which is greater than the significance level of 0.05. The calculated t-value of 1.493 is also smaller than the t-table value (1.980). Therefore, H2 is rejected, indicating that there is not enough evidence to support a significant relationship between Optimism (X2) and the Adversity Quotient (Y).
- H3 Testing: The F-test is used to evaluate the simultaneous influence of all independent variables (X) on the dependent variable (Y). The significance value for the combined influence of X1 and X2 on Y is 0.000, which is smaller than the significance level of 0.05. The calculated F-value of 913.956 is also much greater than the F-table value (3.07). Therefore, H3 is accepted, indicating that Work Motivation (X1) and Optimism (X2) together have a significant influence on the Adversity Quotient (Y).

Interpretation of R Square

The R Square value of 0.939 indicates that approximately 93.9% of the variation in the Adversity Quotient (Y) can be explained by Work Motivation (X1) and Optimism (X2) together in the regression model. This suggests that the multiple regression model built is robust and adequately explains the relationship between these variables.

In conclusion, the multiple regression analysis results show that:

1. There is a significant influence of Work Motivation (X1) on the Adversity Quotient (Y).
2. There is no significant relationship between Optimism (X2) and the Adversity Quotient (Y).
3. Work Motivation (X1) and Optimism (X2) together significantly influence the Adversity Quotient (Y).

These findings contrast with Stoltz's (2005) assertion that optimism is one of the key factors influencing the Adversity Quotient. Stoltz posited that optimism, which involves a positive outlook on future outcomes and the ability to view situations favorably, enhances one's capacity to endure challenges, thus contributing to a higher Adversity Quotient (Shapiro, 1997; Seligman, 2008).



CONCLUSION

Based on the research results, the following conclusions can be drawn:

1. Relationship Between Work Motivation and Adversity Quotient (AQ): The study shows a significant positive relationship between Work Motivation (X1) and the Adversity Quotient (Y). The t-test results indicate that the influence of X1 on Y is significant, with the calculated t-value being substantially higher than the t-table value. Additionally, when considering both X1 (Work Motivation) and X2 (Optimism) together, there is a significant influence on Y, as demonstrated by the F-test, which shows a significant simultaneous effect of X1 and X2 on Y.
2. Relationship Between Optimism and Adversity Quotient: Although Optimism (X2) is identified as an important factor in theory, this research finds no significant relationship between Optimism and the Adversity Quotient (Y) among honorary teachers in Tanjungbalai. The significance value for the influence of X2 on Y is greater than the selected significance level, leading to the rejection of H2.
3. Coefficient of Determination (R Square): The multiple regression model developed in this study explains approximately 93.9% of the variation in Y based on X1 and X2 combined. This indicates that these variables are quite strong in explaining the variability in the Adversity Quotient among the respondents.
4. Comparison with Stoltz and Seligman's Theory: The results of this study differ from the theories proposed by Stoltz (2005) and Seligman (2008). While these theories emphasize the importance of Optimism in influencing the Adversity Quotient, the findings of this research suggest that, in the specific context of honorary teachers in Tanjungbalai, Optimism does not have a significant relationship with the Adversity Quotient.

REFERENCES

- Career Success in UIN Faculty of Psychology Students. (n.d.). Jakarta: UIN Syarif Hidayatullah.
- Chukwuma, E. M., & Obiefuna, O. (2014). Effect of Motivation on Employees' Productivity: A Study of Manufacturing Companies in Nnewi. *Journal of Managerial Studies and Research*, 2.
- Miftahun, & Sugiyanto. (2010). The Influence of Social Support and Transformational Leadership on Organizational Commitment as a Mediator of Work Motivation. *Psychological Journal*, 37(1), 94–109.
- Pamela, A. O., & Oloko, M. (2015). Effect of Motivation on Employee Performance in Commercial Banks in Kenya: A Case Study of Kenya Commercial Banks in Migori County. *Journal of Human Resource Studies*, 5.
- Seligman, M. E. P. (2005). *Authentic Happiness* (Translation: Eva Yulia Nukman). Bandung: PT Mizan Pustaka.
- Seligman, M. E. P. (2008). *Install Optimism* (Translation: Budhy Yogapranata). Bandung: Momentum.
- Shapiro, E. L. (1997). *Teaching Emotional Intelligence to Children*. Jakarta: Gramedia Pustaka Utama.

- Stoltz, P. G. (2014). *Adversity Quotient: Turning Obstacles Into Opportunities* (Translation: T. Hermaya). Jakarta: Grasindo.
- Utami, I., Bekti, E., et al. (2012). *The Relationship Between Optimism and Adversity Quotient in Students of the Psychology Study Program, Faculty of Medicine, UNS, Who Are Working on Their Thesis*. Surakarta: Sebelas Maret University.
- Wan Fauziah, W. Y., & Tan, S. K. (2013). *Generation Differences in Work Motivation: A Developing Country Perspective*. *Journal of Economic, Management and Social Sciences*, 2(4), 97–103.
- Winardi, J. (2001). *Motivation and Demotivation in Management*. Jakarta: RajaGrafindo Persada.
- Voughan, G. M., & Hogg, M. A. (2002). *Social Psychology*. Upper Saddle River, NJ: Prentice Hall.

