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Explaining Teachers' Resilience and Well-being

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Abstract. Teachers as educators have a vital role in organizing education in Indonesia. The teachers' workload can potentially cause occupational stress or stress in the workplace, as experienced by other professions. The results of research on teachers' psychological well-being in Indonesia over the past few years show that teachers are indicated to experience a work-life imbalance which leads them to experience stress and a deficit in resilience. It is essential to know the resilience level of teachers for the government to provide a program that focuses on improving teachers' well-being. The findings show that 31 teachers who attended the teaching profession program (Pendidikan Profesi Guru-PPG) have good resilience levels.

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1. Introduction

In Indonesia, the National Education System is governed by the Act of the Republic of Indonesia Number 20 Year 2003. According to Chapter II and Article 3 of this Act, the main objective of the National Education System is to enhance the nation's capabilities, character, and civilization by increasing intellectual capacity. In doing so, the system aims to develop learners' potential into individuals who embody human values, are faithful and devoted to one God, exhibit moral and noble character, have good health, knowledge, competency, creativity, independence, and are democratic and responsible citizens.

The National Education System ensures that all citizens in Indonesia have access to education at all levels and forms - formal, non-formal, and informal. Formal education is carried out by educators and educational personnel who provide administration, organization, development, monitoring, and technical services to support the education process in a unit of education. Educators, conversely, are professionals who plan and implement learning processes, assess education outcomes, conduct counseling and training, and carry out research and community service, particularly for higher education institution personnel. The titles of educators include teacher and lecturer.

As being stated in the Law of Educational System, Education System is to enhance the nation's capabilities, character, and civilization by increasing intellectual capacity. It aims to reach learning outcomes in cognitive, psychomotor, and affective domains. From the 2004 KBK until the Merdeka Curriculum, the national education system encouraged students to actively participate in learning, individually or communally. This conception departs from Piaget's thinking which places students as individuals with the ability of each child to develop according to the stages of mental age and brain. Piaget's theory is refined by the socio-cultural view of Vygotsky, which states that the experiences and environment faced by students also influence the process and achievement of children's learning (VYGOTSKY, 1978).

In order to achieve these standards, students need to get guidance that is appropriate to their level of psychological development at every age level. Vygotsky explained the existence of the zone of proximal development (ZPD). The zone of proximal development is the gap between the actual level of development determined by solving problems independently and the potential level of development determined by solving problems under the direction of an adult or collaboratively with more capable colleagues or assisted learning (VYGOTSKY, 1978).

The existence of ZPD and assisted learning by Vygotsky were then elaborated by Bruner (Bruner, 1986) using the term scaffolding. Scaffolding is the assistance given consciously and planned by adults or other individuals who are more capable (have the knowledge taught) to students during the learning process. The learning process in question does not only

stop in the realm of academic learning but is also in the affective domain (Goldstein & Freedman, 2003).

Scaffolding ultimately involves interactions between individuals that are formed in collaborative learning or cooperative learning. Cooperative learning makes a social cognitive perspective in the learning process that supports the development of cognitive skills (S. (Susan E. Hill, 1990). Thus, cooperative learning is designed to maximize the function of social interaction between individuals (teacher-students or among peer students) in an effort to achieve particular learning outcomes and to reflect by involving higher-order thinking skills (S. Hill, 2006). This conception strengthens Vygotsky's opinion regarding the socio-cultural theory that learning, motivation, and emotions are interconnected. Motivation and learning achievements can arise due to individual or collaborative actions that involve each other's emotions.

Students in the teaching profession program are required to take social-emotional learning courses. The course aims to grow professional teacher candidates' ability to recognize, manage, and maximize their own and students' social and emotional potential in an attempt to carry out collaborative learning. There is an urgency for teachers to be able to regulate their own social and emotional potential before giving guidance to students for the same matter.

Unfortunately, teachers' workload can cause occupational stress or stress in the workplace, as experienced by other professions in general. Stressors that trigger can be; (1) Too much workload, (2) Role conflict in the organization; (3) Unclear roles in the organization; (4) Organizational limitations; and (5) Interpersonal treatment errors (Bowling et al., 2015). The consequences of excessive workload are; (1) Decline in teacher well-being (including resilience); (2) Decreased work performance; (3) increasing resignation among teachers; and (4) the teacher's weak commitment to the institution where he is assigned and his profession. Occupational stress that interferes with well-being makes it difficult for individuals to regulate emotions (Bowling et al., 2015).

The research results on the quality of teachers' psychological well-being in Indonesia over the past few years show that teachers experience a work-life imbalance which leads them to experience a deficit in resilience. Nastasia stated that the stress level experienced by teachers during the Covid-19 pandemic significantly affected their stability. The higher the pressure they experienced, the lower their resilience is, and vice versa (Nastasia, 2022). Winesa underlined that a teacher's resilience has a significant relationship with well-being (Winesa & Saleh, 2020). Resilience and well-being are two variables that determine one another.

Besides the mutual influence relationship between resilience and the quality of teacher mental health, it highly relates to other significant things. Widati explains that the resilience of teachers in some schools for disabled students in Yogyakarta influences job satisfaction and intention to leave (Widati & Muafi,

2020). The condition means resilience plays a big part in teachers' commitment to work continually.

Utami (Utami & Putra, 2020) records that teachers' resilience and discipline will reflect the quality of their performance. Their mental stability determines their attitude and problem-solving skills when facing challenges and problems, especially regarding the educational system. The difficulties can be found in the classroom and school environment, as well as on a state macro scale, such as state policies that could be more profitable for teachers and minimal protection for their well-being.

After careful consideration, presumably, it is urgent to understand and explain the quality of teachers' well-being by measuring their resilience—especially those currently admitted into the teaching profession program. The research result could later be taken into account by providing better strategies to improve their mental stability. Moreover, universities have not conducted a structured scheme that elaborates on how to maintain the right balance between work and life.

2. Methods

This research is descriptive qualitative research. It is devoted to understanding the research subject thoroughly and descriptively to be described in a narrative of words. The research conducts a survey to quickly gather the data about level of teachers' resilience. This research also uses literature study as its method (Lexy & J.Moloeng, 2006). A literature study is a method that allows a researcher to conduct a report based on facts and research results after compiling them from various relevant written sources such as scientific journals, research articles, unpublished research, books, and other documents (Creswell, 1994). The documents are taken into consideration to analyze teachers' resilience and what could be the consequences of the research outcomes.

3. Result and Discussion

3.1 Resilience

There is no exact definition of resilience, although, in its use, the word resilience has an explanation of meaning that is almost the same as one another. Flach (1989) defines resilience as the psychological and biological strength needed to cope with the changes that occur in life caused by disruptions and stressors. Richardson (1990) describes resilience as a person's process of coping or making peace with stressful conditions, such as a life with many challenges-, and disturbances, supported by self-skills to protect and manage emotions. Bandura (1989) emphasizes that resilience is a person's willingness to accept challenges and face stressors in life (Richardson et al., 1990) (Henderson & Milstein, 2003). In the end, resilience can include a person's ability to deal with change and manage stress and challenges so that the person can grow and develop more complex skills. Resilience can exist naturally in humans without getting guidance from others (nature) or emerge as a result of direction

from people who are more mature and qualified (nurtured).

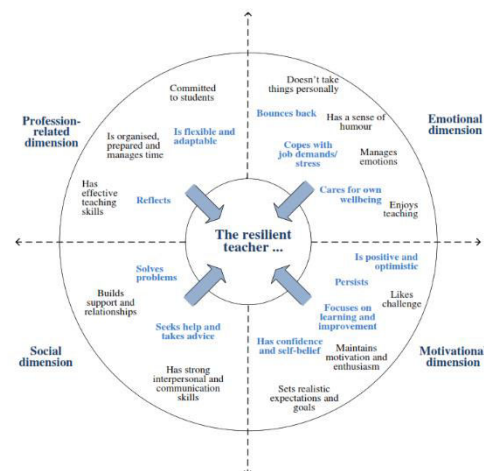


Figure 1 Four Aspect of Teacher's Resilience

Resilience is considered an essential factor determining the retention quality of teachers who commit to their profession and develop skills to provide the best quality teaching in whatever year they become teachers (Day & Gu, 2010). Teacher resilience is considered to have more influence on student output than school conditions (Day, 2008). In tune with the educational climate, the teacher plays a vital role in determining the direction of learning and its quality because teachers are the staff directly involved in guiding students and providing reinforcement in everyday life.

Resilience in the context of the teaching profession can mean capacity, process, or outcome. Resilience in the context of the teaching profession involves the ability of a teacher to control personal and contextual resources to manage challenges, a dynamic process that makes individual teacher characteristics and the professional context interact, resulting in a teacher who develops professionally, has commitment, enthusiasm, satisfaction towards the profession, and mental well-being (Beltman, 2015). The toughness of an educator is an important thing to pay attention to and shape because the teacher's main task in teaching requires consistency of work all the time, which has the potential to cause burnout and stress.

3.2 Characteristics of Resilience Teacher

A person is said to be a resilient person when he fulfills the characteristics given by Wolin (Wolin & Wolin, 1993) as follows:

1. Insightful

Someone who has an awareness of the surrounding environment (critical and sensitive) is characterized by the ability to analyze problems and answer questions that arise logically.

2. Independent

Independence is an individual's ability to determine attitudes in unpleasant conditions. Individuals need independence to limit themselves emotionally (from within) and regarding problems with other people. This characteristic will be tied to being honest with yourself and caring for others.

3. Relationships

The ability to establish relationships with others. Someone with this characteristic tends to be easy to build relationships with and socialize with.

4. Initiative

The initiative is the ability to take action in any situation. Initiatives arise from efforts to explore the surrounding environment.

5. Creativity

The ability to improve things in ways that only a few others have done.

6. Humor

One's ability to see things from another perspective even though, according to others, is in a sad state. In the psychological world, humor helps people deal with the pain of tragedy, reduce social conflict, and diffuse criticism.

7. Morality

Self-awareness to be a person with a good personality. Individuals with this ability tend to want to prioritize the interests of others and act with integrity or traits that make someone look authoritative.

According to those characteristics, Mansfield comes with a diagram to explain about how a resilience teacher is shaped into.

3.3 Resilience of Students in The Teaching Profession Program

31 teachers who attended the teaching profession program (Pendidikan Profesi Guru-PPG) were asked to fill out *Resilience Quantinent Test*. The test has 22 questions that deliberately measure the level of teachers' resilience from seven different indicators. The score is categorized into five intervals in the table below. According to the data, 1 teacher is on good level, 30 teachers have high resilience level, meanwhile 1 of them possess very high resilience level.

Table 1 Score Conversion of RQ Scale

Score Percentage	Level	Total
0% - 20%	Very low	0
21% - 40%	Low	0
41% - 60%	Good	1
61% - 80%	High	29
81% - 100%	Very high	1

According to the data, the mean of teachers' resilience level is 72,5. Meanwhile, the middle value of their resilience score is 72. The lowest resilience score is 60 Meanwhile, the highest score is 91. Most of them got 68.

Table 2 Descriptive Table of Resilience Level

RESILIENCE LEVEL		
N	Valid	31
	Missing	0
Mean		72.52
Median		72.00

Mode	68 ^a
Std. Deviation	5.773
Variance	33.325
Kurtosis	2.393
Std. Error of Kurtosis	.821
Range	31
Minimum	60
Maximum	91
Sum	2248

The question with the highest cumulative score is question number 8. It measures respondents' optimism. The question stated, "I believe that hard work always pays off.". The numbers show that most respondents consider their hard work an essential success factor. Meanwhile, the question with the lowest cumulative response is question number 13. It talks about their willingness to sit down and let their mind wander to think about problems they witnessed. It stated, "I don't like wasting my time thinking about things that are out of my control.". The response might be related to their problem-solving and creative thinking skill, though they can develop solutions when facing challenges and difficulties.

4. Conclusion

The current teaching and learning process optimizes cooperative learning. It focuses on maximizing individual interactions to achieve specific learning goals. This conception strengthens Vygotsky's opinion regarding the socio-cultural theory that learning, motivation, and emotions are interconnected. Motivation and learning achievements can arise due to individual or collaborative actions that involve each other's emotions. Therefore, there is an urgency for teachers to be able to regulate their own social and emotional potential before giving guidance to students for to recognize, manage, and maximize their own social and emotional potential in an attempt to carry out collaborative learning. Unfortunately, teachers nowadays have pretty much workload that may cause occupational stress. The occupational stress is the worst factor that will affect teachers' well-being, in specific, their resilience.

Considering the problems above, it's important to find out teachers' resilience level in order to be able to form a solid solution to improve their mental stability. Good resilience and well-being will guarantee teachers' commitment to their works. The RQ test result shows that from 31 respondents, 1 teacher is on good level, 29 teachers have high resilience level, and 1 of them possess very high resilience level. They possess very high optimism but have low causality analysis skill.

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