

The Influence of Psychological Capital, Certification Status and Work Resources on Teachers Performance

Muh Adnan Hudain¹, Fitria Khasanah², Susatyo Adhi Pramono³, Dede Haryanto⁴, Ilham Kamaruddin⁵

^{1,5}Universitas Negeri Makassar, Jl. A. P. Pettarani, Tidung, Kec. Rappocini, Kota Makassar, Sulawesi Selatan

²Universitas Wisnuwardhana, Jl. Terusan Danau Sentani No.99, Madyopuro, Kec. Kedungkandang, Kota Malang, Jawa Timur

³Universitas Wijayakusuma Purwokerto, Jl. Raya Beji Karangsalam No.25, Dusun III, Karangsalam Kidul, Kec. Kedungbanteng, Kabupaten Banyumas, Jawa Tengah

⁴STIT Azzahra Tasikmalaya, Cibalong, Kec. Cibalong, Kabupaten Tasikmalaya, Jawa Barat
muh.adnan.hudain@unm.ac.id

Abstract

This study's objective is to ascertain how self-efficacy, optimism, hope, and social support affect all aspects of a teacher's profession, including their autonomy, connection with superiors, performance evaluations, and certification status. The sample for this study included 859 high school teachers. With a non-probability selection process, 230 teachers were chosen. Use confirmatory factor analysis (CFA) techniques to assess the accuracy of measurement tools. Using multiple regression to examine research data. The results of the study show that numerous elements, such as self-efficacy, optimism, hope, resilience, social support, the nature of a teacher's connection with superiors, autonomy, performance assessment, and teacher certification status, have a significant impact on all of a teacher's work. The results of the study show that all independent factors can explain 49% of the variance in the overall amount of work, while variables not included in the study have an impact on the remaining 51%. According to the results of the hypothesis testing, hope, optimism, and self-efficacy all significantly affect how well an individual performs at work.

Keywords: Teacher Certification, Work Totality

Abstrak

Tujuan penelitian ini adalah untuk mengetahui bagaimana self-efficacy, optimisme, harapan, dan dukungan sosial mempengaruhi semua aspek profesi guru, termasuk otonomi mereka, hubungan dengan atasan, evaluasi kinerja, dan status sertifikasi. Sampel penelitian ini adalah 859 guru sekolah menengah atas. Dengan proses seleksi non-probability, terpilih 230 guru. Menggunakan teknik confirmatory factor analysis (CFA) untuk menilai keakuratan alat pengukuran. Menggunakan regresi berganda untuk menguji data penelitian. Hasil penelitian menunjukkan bahwa berbagai elemen, seperti self-efficacy, optimisme, harapan, ketahanan, dukungan sosial, sifat hubungan guru dengan atasan, otonomi, penilaian kinerja, dan status sertifikasi guru, berdampak signifikan pada semua pekerjaan seorang guru. Hasil penelitian menunjukkan bahwa semua faktor independen dapat menjelaskan 49% variansi jumlah pekerjaan secara keseluruhan, sedangkan variabel yang tidak termasuk dalam penelitian berdampak pada 51% sisanya. Menurut hasil pengujian hipotesis, harapan, optimisme, dan self-efficacy secara signifikan mempengaruhi seberapa baik kinerja individu di tempat kerja.

Kata Kunci: Sertifikasi Guru, Totalitas Kerja

Copyright (C) 2023 Muh Adnan Hudain, Fitria Khasnah, Susatya Adhi Pramono, Dede Haryanto, Ilham Kamaruddin

Corresponding author: Muh Adnan Hudain

Email Address: muh.adnan.hudain@unm.ac.id (Jl. Soekarno Hatta, RT.7/RW.7, Tlogosari Kulon, Kec. Pedurungan)

Received 3 March 2023, Accepted 10 March 2023, Published 10 March 2023

INTRODUCTION

The primary objective of education is to raise the standard of human resources. The goal of education is to improve knowledge, skills, attitudes, and conduct in line with the applicable values and standards. The school's status as a recognized educational institution allows for the realization of this endeavor. In other words, education is a means of raising human resource standards. This is

consistent with national education goals, which place a strong emphasis on students' development as individuals who have a strong sense of faith in and devotion to The Almighty, have exemplary moral character, are strong, intelligent, capable, independent, and have developed into democratic and responsible citizens (Ariani, 2013).

Considering the teacher's position, it is appropriate for all instructors to work as educators, which is crucial for raising student achievement for the country's future generations. Yet, there are still those teachers out there who are not carrying out their responsibilities fully. According to findings from earlier research, Indonesian teachers' average class attendance is still low, especially in distant areas. In 2003, the teacher absentee rate was around 20.1%, and in 2008, it was around 14.8%. Even though nationally it has decreased, the variation in teacher absentee levels between the same sample areas is getting bigger. In 2003, Magelang Regency had the lowest absentee rate, namely 7.4%, and Pekanbaru City had the highest absentee rate, namely 33.5%. Surakarta City had the lowest teacher absentee rate at 6.2%, and Kolaka District had the highest teacher absence rate at 44.1%.

Loss of effective teaching time occurs not only when the teacher is not present at school but also when the teacher is not present in the classroom (despite being present at school) when the teacher is scheduled to teach (Bakker & Bal, 2010; Sopwandin et al., 2020). In previous research conducted two enumerator visits among teachers who were scheduled to teach; on the first visit, 13.5% of teachers were at school but not in the classroom, and on the second visit, 11.6% of teachers were at school but not in the classroom (Sopwandin, 2019). The low level of teacher attendance indicates that the total amount of teacher work is still low. According to the findings of earlier research, it was discovered that absent teachers tend to lower student learning performance in Indonesia's distant schools. Therefore, it is unfortunate if the teacher does not show totality in teaching (Bakker et al., 2007).

Work engagement is a healthy, motivating, gratifying working relationship that is marked by zeal, commitment, and solubility. Because evidence from previous studies indicates that highly engaged employees have high levels of energy, are extremely passionate about their work, and are frequently completely involved in it, making time seem to pass quickly, more consideration should be given to the entirety of labor (Coetzer & Rothmann, 2007). Previous research suggest that total work can increase productivity, reduce absenteeism, reduce operational costs, and leverage organizational commitment. Based on the explanation above, work totality as a positive state, the fulfillment of work from the center of the mind, which is characterized by passion, dedication, and solubility (Nafei, 2015).

Many factors affect the totality of work, such as previous research, which found that work resources affect the totality of work as well as individual factors, namely personal resources. Rostiana and Lihardja also found that psychological capital affects the totality of work. In this case, the influence of the first factor, namely psychological capital, will be seen (Rahman, 2014; Kamaruddin et al., 2022). Self-assurance, optimism, hope, and resilience the capacity to endure difficulties and

move forward are all components of psychological capital, which is a stage of psychological growth in a person (Khasanah et al., 2022). Psychological capital significantly affects the overall workload of coal mine miners. There was a significant effect of psychological capital on worker productivity. Previous studies have shown that psychological capital has a substantial impact on the overall nature of work (Xanthopoulou et al., 2009; Kamaruddin et al., 2023).

In addition to psychological capital, another important factor that can affect the totality of work is job resources (Marsono & Khasanah, 2018). Several previous studies have shown a significant effect of work resources on work totality, which suggests that work resources have a significant effect on work totality. Schaufeli and Bakker in their research, discovered evidence indicating a considerable impact of work resources on the overall scope of the activity. Also, they discovered proof that three aspects of work resources (autonomy, the quality of relationships with superiors, and performance feedback) had a major impact on overall job productivity.

METHOD

The total population of high school teachers is 859. The sample in this study did not have the same opportunity to be sampled because the sampling method utilized in it was non-probability sampling. A questionnaire with a Likert scale and four response categories extremely appropriate (SS), appropriate (S), not appropriate (TS), and very unsuitable was utilized as the data collection tool in this investigation (STS).

RESULT AND DISCUSSION

Based on the regression coefficient, it can be seen that the regression equation is as follows: Total work' = 4.311 + 0.221 (self-efficacy) + 0.302 (optimism) + 0.196 (expectation) + 0.089 (resilience) + 0.082 (social support) + 0.10 (quality of relationship with supervisor) - 0.046 (autonomy) + 0.059 (performance feedback) - 0.007 (teacher certification status). Only three of the nine independent variables, the overall quantity of effort was significantly influenced by three factors, namely self-efficacy, optimism, and hope, which may be described by the regression equation. The other six factors, however, have little impact on the entire project.

With a 0.221 regression coefficient value and a 0.003 sign value (Sig. 0.05) for the self-efficacy dimension on the psychological capital variable, the H2 hypothesis, which states that self-efficacy has a significant impact on psychological capital across the board for teachers, is accepted. The inverse relationship between the amount of work and the teacher's self-efficacy is indicated by the regression coefficient's positive direction. Conversely, the amount of work is proportional to self-efficacy. The hypothesis H3, which is supported by a regression coefficient value of 0.302 and a significance level of 0.000 (Sig. < 0.05) for the dimension of optimism on the psychological capital variable is accepted as true and states that there is a significant impact of optimism on psychological

capital on the entirety of teacher work. The regression coefficient shows a positive tendency, indicating that the amount of effort is positively correlated with optimism. Conversely, the amount of work is proportional to optimism. The H4 hypothesis, since the expectation dimension on the psychological capital variable obtained a regression coefficient value of 0.196 with a Sig. of 0.018 (Sig. < 0.05), the statement that psychological capital has a considerable impact on every component of the teacher job is accepted. The positive direction of the regression coefficient suggests that the amount of effort required rises with anticipation. Conversely, the quantity of work will be less the lower the expectations.

With the resilience component of psychological capital showing a regression coefficient value of 0.098 and a Sig. of 0.219 (Sig. > 0.05), the H5 hypothesis according to which resilience has a significant impact on psychological capital across the board for teachers is refuted. The dimensions of social support's link to employment resource variables had a regression coefficient value of 0.082 with a sig. of 0.226 (sig. > 0.05) in the employment resource variable, rejecting the H6 hypothesis. The dimensions of the quality of the relationship with superiors on the work resource variable obtained a regression coefficient value of 0.010 with a sig. of 0.880 (sig. > 0.05), refuting the H7 hypothesis, which states that there is a significant impact of the nature of the connection with superiors on work resources on the entire teacher labor. Since the dimension of autonomy in the work resource variable acquired a regression coefficient value of -0.046 with a sig. of 0.408 (sig. > 0.05), the H8 hypothesis, which claims that there is a significant impact of autonomy on work resources throughout the entirety of the teacher job, is disproved. The dimension of performance feedback on the work resource variable obtained a regression coefficient value of 0.059 with a sig. of 0.362 (sig. > 0.05), disproving the H9 hypothesis that performance feedback has a major impact on work resources on all of a teacher's work. The H10 hypothesis that all facets of a teacher's profession are strongly impacted by their certification status was rejected since the regression coefficient value for the teacher certification status variable was -0.007 with a sig. of 0.994 (sig. > 0.05).

It is possible to see how much each independent variable varies in relation to the total quantity of effort. The information below can be explained: The psychological capital variable's self-efficacy dimension explained 33.9% of the variance in the work totality. The contribution is substantial with F Change = 116.971, df1 = 1, df2 = 228 and Sig. F Change = 0.000 (Sig. F Change < 0.05). The optimism component of the psychological capital variable explains 10.1% of the variation in the total quantity of effort. The contribution is substantial with F Change = 40,797, df1 = 1, df2 = 227, and Sig. F Change = 0.000 (Sig. F Change < 0.05). The anticipation dimension of the psychological capital variable explains 3.7% of the variation in total effort. The contribution is significant, as indicated by F Change = 16.009, df1 = 1, df2 = 226 and Sig. F Change = 0.000 (Sig. F Change < 0.05). The resilience component of the psychological capital variable is responsible for 0.5% of the total work variance. With Sig. F Change = 0.125 (Sig. F Change > 0.05), F Change = 2.366, df1 = 1, and df2 = 225, the contribution is not significant. The social support feature of the work resources variable

increases the variance of the overall amount of work by 0.4%. With Sig. F Change = 0.167 (Sig. F Change > 0.05), a value of F Change = 1.920, df1 = 1, and df2 = 224, the contribution is not statistically significant.

The variation of the overall amount of work is not affected by the work resource variable's dimension of the quality of relationships with superiors. With a value of F Change = 0.065, df1 = 1, df2 = 223 and Sig. F Change = 0.800 (Sig. F Change > 0.05), the contribution is not statistically significant. The autonomy component of the work resources variable increases the overall work variance by 0.2%. With Sig. F Change = 0.418 (Sig. F Change > 0.05), a value of F Change = 0.657, df1 = 1, and df2 = 222, the contribution is not statistically significant. Performance feedback from the work resources variable accounts for 0.2% of the total work variance. For Sig. F Change = 0.360 (Sig. F Change > 0.05), F Change = 0.840, df1 = 1, and df2 = 221 the contribution is not significant. The teacher certification status variable has an impact of 0.01% on the variation in the total quantity of labor. For Sig. F Change = 0.994 (Sig. F Change > 0.05), a value of F Change = 0.000, df1 = 1, and df2 = 220 the contribution is not significant. This rationale leads to the conclusion that three of the nine independent variables significantly contribute to the variation of the total amount of effort, as determined by the amount of R² created. The three are hope, optimism, and self-efficacy.

CONCLUSION

According to the study's conclusions, psychological capital (efficacy, optimism, hope, and resilience), and employment resources (such social support, the quality of relationships with superiors, autonomy, and performance feedback), and teacher certification status all together significantly affect how well teachers are able to complete their work. Based on the proportion of the total variance, an unrelated factor of 49.0% has an impact on the entire body of work. The three qualities that have a significant impact on the task's overall effectiveness are self-efficacy, optimism, and hope, according to the findings of the hypothesis testing that has been done. This indicates that the three variables have a big impact on the entire piece of work. Furthermore, six factors resilience, social support, the quality of relationships with superiors, performance evaluation, and teacher certification status have no statistically significant impact on the entirety of teachers' work. The size of the standardized coefficients reveals the main variable influencing the dependent variable (beta). The optimism variable, with beta = 0.292, was shown to be the independent variable in this study that had the biggest impact on the entire body of work.

REFERENCES

Ariani, D. W. (2013). The relationship between employee engagement, organizational citizenship behavior, and counterproductive work behavior. *International Journal of Business Administration*, 2(4).

- Bakker, A. B., & Bal, P. M. (2010). Weekly work engagement and performance: A study among starting teachers. *Journal of Occupational and Organizational Psychology*, 83, 189-206.
- Bakker, A. B., Demerouti E., Hakanen & Xanthopoulou. (2007). Job resources boost work engagement, particularly when job demands are high. *Journal of Educational Psychology*, 99(2), 274–284.
- Coetzer, C. F., Rothmann, S. (2007). Job demands, job resources and work engagement of employees in a manufacturing organization. *Southern African Business Review*, 11(3), 20-35.
- Kamaruddin, I., Tannady, H., & Aina, M. (2023). The efforts to improve children's motoric ability by utilizing the role of traditional games. *Journal on Education*, 5(3), 9736-9740.
- Kamaruddin, I., Tabroni, I., & Azizah, M. (2022). Konsep pengembangan self-esteem pada anak untuk membangun kepercayaan diri sejak dini. *Al-Madrasah*, 6(3), 496-503.
- Khasanah, F., Wulandari, Y. O., & Octavianti, C. T. (2022). Pelatihan dan pendampingan guru pos PAUD Nurul Huda dalam pemanfaatan google sites sebagai website PAUD. *Surya Abdimas*, 6(1), 32-41.
- Marsono, M., & Khasanah, F. (2018). Increasing students' learning achievement through implementing the STAD (Students Teams Achievement Division) model with concept mapping approach. *The First International Conference on Teacher Training and Education 2018*.
- Nafei, W. (2015). The Effects of psychological capital on employee attitudes and employee performance: A study on teaching hospitals in Egypt. *International Journal of Business and Management*, 10(3), 249-270. ISSN 1833-3850. E-ISSN 1833-8119
- Rahman, A. (2014). Increasing the work discipline of teachers in the pearl peat foundation elementary school. *Jurnal Administrasi Pendiidikan*, 2(1), 1-9.
- Sopwandin, I. (2019). Manajemen Pemasaran Pondok Pesantren Berbasis Program Pengabdian Masyarakat. *J-MPI*, 4(2), 78-85.
- Sopwandin, I., Haryanti, E., & Dian. (2020). Manajemen Pelayanan Perpustakaan Perguruan Tinggi Islam. *Evaluasi*, 4(2), 317-344.
- Xanthopoulou, D., Demerouti, E., & Schaufelli, W. B. (2009). Work engagement and financial returns: A diary Study on the role of job and personal resources. *Journal of Occupational and Organizational Psychology*, 82, 183–200.